UNITED STATES
MILITARY ACADEMY

WEST POINT, NEW YORK

MILITARY PROGRAM

ACADEMIC YEAR 2022

DEPARTMENT OF MILITARY INSTRUCTION
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MEMORANDUM FOR Cadets, Staff and Faculty

SUBJECT: Military Program (Greenbook), Academic Year 2022

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 central 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 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

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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 no Army-required commissioning tasks are removed from 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).

CURTIS A. BUZZARD
Brigadier General, USA
Commandant of Cadets
MEMORANDUM FOR Cadets, Staff and Faculty

SUBJECT: Foreword—Military Program (Greenbook), Academic Year 2022

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 central 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 NCOs, 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.

ALAN J. BOYER
Colonel, IN
Director of Military Instruction
Major Changes Included in the AY 2022 Revision

- Inclusion of USMA’s statutory mission emphasizing preparation for military service, authorities of Commandant as Director of Military Program, and command relationships with respect to Military Program (Commandant’s Letter, DMI Director Letter, and paras 1.01 & 1.02).

- Updated Military Program Goal #5 and #7 to be in line with ADP 6-22 Army Leadership and the Profession (para 1.04).

- Defined foundational military competencies to be in line with the four areas from BOLC-A CCTL (para 1.05).

- Added Dean Directorate courses that contribute to the completion of BOLC-A CCTL to the Military Program Design diagram (para 1.06).

- Changed language to state the ACFT is now the Army’s physical fitness test of record as of 1 October 2020 and included guidance from Army Directive 2020-06 (paras 1.06.c, 3.02.c.(3), and 4.02.a.(2)).

- Updated overall Accession Program. Removed Talent Assessment Program and Special Population Program verbiage, addition of Branch Education diagram (para 1.06.d.).

- Close Combat Team name changed to Future Applied Systems Team (para 1.06.e.).

- Updated MD200 and MD300 force distribution average grade point values (para 2.06.c. and J.03).

- Updated Accessions Requirements. Updated Branch Education and Mentorship Program and Accessions Transition Assistance Program, removed Talent Assessment Program, Branch Selection Program, and Special Population Program (para 2.07).

- Updated course outcomes for ML100 (CBT), MS100, ML200 (CFT), MS200, ML300 (CLDT), and MS300 (paras 3.02, 3.03, 4.02.a., 4.03, 5.02.a., 5.03, C.03.b., D.03.b., E.03.b., F.03.b., G.03.b., and H.03.b.).

- Updated Physical Development paragraph for CBT, highlighting New Cadets’ initial exposure to the Army’s Physical Readiness Training Program. Also removed placement tests for flexed arm hang and pull ups (3.02.b.(3))

- Updated Accession Program for Fourth Class – Virtual Branch Education Forum, branch introduction in MS100, Branch Week activities (para 3.05).

- Added Physical Development paragraph for CFT concerning Physical Readiness Training Program (para 4.02.a.(2)).
- Updated Accession Program for Third Class – Virtual Branch Education Forum, branch engagements during MS200 and CST, Branch Week activities (para 4.05).

- Removed individual weapon qualification form CLDT (para 5.02.a.(1)).

- Changed verbiage from “waive” to “validated” concerning CTLT requirement if a cadet is assigned as a Key Summer Leader or conducts a second West Point Summer Detail (para 5.02.b.).

- Updated Accession Program for Second Class, First Class summer – Branching file updates, Cadet Talent Assessments, MS300 focus on Second Lieutenant roles (para 5.05).

- Updated Accession Program for First Class Fall/Spring Terms – Completion of Branch Education and Mentorship Program, execution of Accessions Transition Assistance Program, updates to Branching Process and Post, LT CST Detail Assignment Process (para 6.04).

- Updated courses trained/evaluated on BOLC-A CCTL – Of note, added HI101 for CCTL #4, PL300 for CCTL #10, and CY105 for CCTL #31 (BOLC-B) (Annex A).

- Updated military grading word picture with respect to facets of character (J.04).

- Re-write of Branch Education and Mentorship Program, dividing it into three phases – branch education, branching process, and branch selection process (K.01).

- Updated Branching Options and Constraints concerning Branch of choice Active Duty Service Obligation, allocations of SC, MI, and CY, and branch detail (K.02).

- Removed verbiage specifically assigning personnel for Branching Board from specific departments (K.03).

- Updated paragraphs with respect to the accessions process concerning prospective medical school attendees and scholarship recipients, Academy Mentorship Program, Aviation/MEDEVAC (MS – 67J), and Cyber branched cadets (L.01).

- Expanded Small Group Mentorship Program paragraph, added paragraphs on BOLC/post selection and RFO/orders production, and moved/updated paragraphs on Intent to Marry a Service Member and CST detail selection (M.01).
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 commander\(^4\) for military development. The Department of Military Instruction (DMI) is the proponent for the Military Program and the DMI Director serves as the coordinating authority\(^5\) 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 commander\(^6\), the Dean is responsible for ensuring that the Common Core Task List (CCTL) commissioning requirements are not removed from 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 Military Program (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 Greenbook provides program-level guidance for goals, requirements, activities, events, and policies of the Military Program and when complemented by the Academic, Physical, and Character Programs, achieves the outcomes established by the West Point Leader Development System (WPLDS).

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\(^4\) 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. Military Program Goals. The Military Program has seven goals for cadet development.

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 development goals seeks to develop 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 is 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, character, physical, and academic development domains. 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 outcomes of WPLDS. 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 – Military Training, Military Science and Officership, Leader Development, and Accessions.
Figure 1: AY 2021-22 Military Program Design

### Cadet Summer Training (Term 0)
- **R-Day**
- **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.

### Academic Year (Terms 1 and 2)
- **Fall Term (Term 1)**
  - MD101: Member of Squad
  - MS100: Introduction to Warfighting (1 Semester)
- **Spring Term (Term 2)**
  - MD102: Member of Squad

- **Fall Term (Term 1)**
  - MD201: Team Leader
  - MS200: Fundamentals of Small Unit Operations (1 Semester)
- **Spring Term (Term 2)**
  - MD202: Team Leader

### Military Science and Officership (Terms 1 (Fall Semester) and 2 (Spring Semester))
- 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:
  - Military Science and Officership (Terms 1 (Fall Semester) and 2 (Spring Semester))
  - LW403: WL400: Officer/CSM
  - MX400: Officer/CSM
  - PE450
  - Dean Directorate Courses that contribute to Cadet Military Development
  - see Annex A FY21

### Legend
- Primary Training Opportunity
- Alternate Training Opportunity
- Optional Training Opportunity
- Academic Year Event
• 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% ACFT (as of 1 October 2020, the ACFT is the Army’s physical fitness test of record and per Army Directive 2020-06, no adverse administrative actions will be taken against a cadet based on failing the ACFT until further guidance is published). Cadets are required to take a record ACFT to meet the Army’s ACFT requirement in accordance with AR 350-1. 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 0. The BTO is responsible for leader development and the evaluation of associated MD courses.

d. Accessions. The Accessions Program is comprised of numerous smaller 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 outputs 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 priorities of each branch, ultimately striving to better meet the needs of the Army. The Accessions Division continually educates and informs the USMA staff & faculty and cadets regarding the branching process and the individual branches while leading the transition process from cadet to lieutenant during the second semester for the graduating class.
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 requirements 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 BTD. During CST and throughout the academic year, DMI and BTD 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) BTD is overall responsible for timely and accurate input of MD grades.

      (3) Because CST involves personnel from DMI, BTD, USMA, FORSCOM, and 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 grades are 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 “A”s; commendable performance, “B”s; satisfactory performance, “C”s; marginal performance, “D”s; and unacceptable performance, “F”s. 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. BTD 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 performance data within the framework of the developmental domains of WPLDS, 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.

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 (BEMP)
  - Branch Education
  - 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 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. 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. 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

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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.
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.

2.11. 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.

   b. 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”:

   (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) at 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.

c. 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.

d. USCC should consider certain fall season Corps Squad teams during CST scheduling. The Office of the Directorate of Intercollegiate Athletics (ODIA) 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.
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, Survive, Communicate, and Shoot & Move. 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 (Cadet Basic Training (CBT) - Term 0).** 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.

a. 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.

b. 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 and conduct and discipline to promote success as a Cadet Private in the fall and spring terms.

(2) Character Development. (MD100) New Cadets receive Cadet Character Education Program (CCEP) 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 the 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.

(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 Academic Departments administer placement tests to determine the academic qualifications of incoming cadets to enable accurate class assignments in the first term. The Dean’s office uses survey data to craft schedules in support of academic goals based on cadet preferences.

c. Minimum Standards to Earn Acceptance into the Corps of Cadets. New Cadets must exceed the following minimum standards to earn acceptance in the Corps:
(1) Military. New Cadets must achieve an ML100 grade of “Pass.” To do so, New Cadets must attain minimum proficiency levels in:

(a) CBRN, including participation in the CS chamber

(b) Medical Readiness Training [Tactical Combat Casualty Care (TC3)]

(c) Individual Land Navigation

(d) Basic Communication (demonstrating proficiency in placing military radio equipment into operation)

(e) Basic Rifle Marksmanship (BRM) (including qualifying on individual weapon (23/40)

(f) Field Training Exercise (FTX) (must not miss more than 48 hours)*

(g) Successfully complete pre-commissioning tasks aligned to CBT on the BOLC-A CCTL [Annex A]

(h) Must not miss five or more days of training, regardless of tasks or instruction completed*

(i) 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.

* 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 5 days total absence. Due to time constraints during the AY, these requirements cannot be remediated and require a final decision by the Commandant.

(2) Character and Honor. New Cadets must complete required SHARP (IAW DoDI 6495.02 Change 3) and CCEP 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.

(3) Physical. As of 1 October 2020, the ACFT is the Army’s physical fitness test of record. The ACFT given to New Cadets during CBT is a pass/fail event. However, per Army
Directive 2020-06, no adverse administrative actions will be taken against a cadet based on failing the ACFT until further guidance is published.

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 built 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, Survive, Communicate, and Shoot & Move. 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 Market Based Branching Model. This is accomplished through a class-wide briefing during Reorganization Week, 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 particular talent strengths.

b. During Branch Week, Fourth Class Cadets can 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 their first of six opportunities to input and record their branch preferences in CIS. This occurs during the fall academic semester.

d. 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.

3.06. Military Program Progress for Fourth Class year. Fourth Class Cadets must achieve an MPSC of 1.70 by the end of Fourth Class year. Cadets who do not are considered deficient in the Military Program and will be recommended to the Academic Board for action.
Chapter 4 – Third Class year

Figure 4: Third Class Military Program

<table>
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<tr>
<th>Cadet Summer Training (Term 0)</th>
<th>Academic Year (Terms 1 and 2)</th>
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<tr>
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<td>MS200: Fundamentals of Small Unit Operations (1 Semester)</td>
<td></td>
</tr>
</tbody>
</table>

LEGEND

Primary Training Opportunity
Alternate Training Opportunity
Optional Training Opportunity
Academic Year Event

4.01. 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.

4.02. Military Training (Term 0).

a. 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.

(1) Baseline Requirements. 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). Specific events which must be passed include: the Water
Confidence Course (WCC), land navigation, call for and adjust fire, qualify on an M4, and complete the tactical foot march with required gear. 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. However, cadets who miss three or more days of training or who cannot properly complete training exercises for three or more days due to a medical profile will be considered a course non-complete (N/C). As appropriate, cadets will earn an ML200 grade of “N/C” if they are unable to accomplish the required tasks. To remediate a course failure or course “N/C” a cadet may take advantage of training opportunities during A/C weekends. 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 as a Squad Leader or member of a squad during his or her Second Class summer. Deficiencies will be reviewed by the Academic Board until remediated.

(2) 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.” BTD, 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. As of 1 October 2020, the ACFT is the Army’s physical fitness test of record. The ACFT given to cadets during CFT is a letter graded event. However, per Army Directive 2020-06, no adverse administrative actions will be taken against a cadet based on failing the ACFT until further guidance is published.

(3) 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.

b. Military Individual Advanced Development (MIAD). 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 the majority of cadets complete a MIAD.

c. 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.

4.03. 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 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.

4.04. 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.

4.05. 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 during Reorganization Week, branch static display rotations during Branch Week, access to the Virtual Branch Education Forum, and further engagements during MS200 and CST. These engagements assist Third Class Cadets with selection of CTLT.
a. 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.

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

c. MS200 and CST will develop 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.

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

(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. (Platoon Mentors can recommend an “N/C” for cadets that already passed, yet fail to show motivation for the remainder of CLDT)

(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 (CTLT). 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:

- Demonstrate an understanding of Army operational doctrine and small unit tactics and apply them to mission planning in accordance with FM 3-0 and ATP 3-21.
- Demonstrate the ability to analyze higher headquarters orders and apply this information to tactical problems to develop courses of action.
- Demonstrate the ability to communicate a tactical order, verbally and visually, using the appropriate operational terms and graphics in accordance with FM 1-02.1 and 1-02.2.
- Demonstrate an understanding of how to apply TLPs to planning a tactical operation as a platoon leader in accordance with FM 6-0.
- Demonstrate an understanding of how to apply the principles of direct fire planning, and effectively employ organic and attached weapon systems in accordance with ATP 3-21.8.
- Demonstrate an understanding of how to effectively plan for and employ various enablers at the platoon level to accomplish assigned missions.
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 to perform tactical missions. Second Class Cadets also 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 during Reorganization Week. Final TAB results are released prior to the end of the Academic year.
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 begin to make updates to their branching file, add personal statements, and receive staff and faculty assessments. An Accessions branching update brief helps to ensure they understand how to properly complete their branching file.

d. Second Class Cadets have two separate windows to input their branch preferences during this year, one at the beginning of the academic year and again at the end of second semester.

e. All Second Class Cadets receive two Cadet Talent Evaluations (CTEs): one from their MS300 Instructor and the other assessment from their TAC Team during second semester.

f. During the fall semester, Second Class Cadets receive an informational brief on the Inter-service Commissioning (ISC) process. Second Class Cadets interested in 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 MEDEVAC Pilot (67J) begins Fall Semester of the Second Class year with the Selection Instrument for Flight Training (SIFT) test. SIFT tests are conducted three times per semester at the West Point Education Center. Once cadets pass the SIFT, they will initiate the flight physical process no earlier than January of their Second Class year. Cadets must initiate their flight physical 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. Medically qualified means that the Department of the Army Aeromedical Medical Center at Fort Rucker, Alabama has stamped the DD Form 2808 Report of Medical Examination “Qualified” with an assigned control number. Cadets must complete an Army flight physical. Air Force, Navy, Marine Corps, HALO, or other physcials are not equivalents to the Army flight physical. For more information on Aviation & MEDEVAC Pilot applicants refer to Annex K – Branch Selection Process – Branching Options and Constraints – Aviation & MEDEVAC Pilot Applicants.

h. MS300 focuses on Second Lieutenant roles and responsibilities and assists cadets to identify their preferred branches based on talent alignment.

5.06. Military Program Progress for Second Class year and the First Class summer.
Second Class Cadets must maintain an MPSC of 2.00 or higher at the end of each academic term. Cadets who do not may be considered deficient in the Military Program and recommended to the Academic Board for action.
Chapter 6 – First Class Fall and Spring Terms

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, their final Branch Week, access to the Virtual Branch Education Forum and the Accessions branch representatives. The end state is that USMA graduated lieutenants are prepared to win at BOLC and beyond.
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.” The engagement is focused on educating First Class Cadets, who are about to make final branch selections, on the current events happening in the branches and about the future of each branch.

b. The purpose of the BSP is to meet overall Army needs by assigning cadets to branches for which they are best fit. This is achieved through the Talent Based Branching Model (TBBM) that is executed by the Office of Economic and Manpower Analysis (OEMA). The TBBM leverages the TAB, interviews, cadet’s branch preferences, Branch Commandant’s preferences, and aspects of the BEMP to assess where cadets can best serve the Army.

   (1) As part of the Branching Process, Cadet Talent Files are released to proponents. During BSP, interviews are conducted either in person or on HireView (electronically). All this data is used to create the branching solution, which then goes through a Branch Board for final approval before notification on Branch Night. This process must be complete by the week prior to winter break of the First Class year in order to set conditions for timely completion of the remaining Accessions Program components prior to graduation. For more information on this process, see Annex K – Branch Selection Process.

   (2) The USMA Branching Process has two additional options for cadets. The first option is Branch of choice Active Duty Service Obligation (BrADSO). Cadets indicate their willingness to incur an additional active duty service obligation of three years to increase their chances of assignment to a particular branch. The second option is branch detail. In addition to the base branch allocations provided in the DA G1 Branching Board guidance, USMA is provided branch detail specific mission requirements to meet Army G1 mission requirements. Branch detail is a volunteer only program that typically strengthens a Cadet Talent File. For more information on these options and constraints, see Annex K – Branch Selection Process – Branching Options and Constraints.

   (3) There are branch specific prerequisites that will apply to many cadets, including: Aviation & MEDEVAC Pilot Applicants, Medical School Applicants, Inter-service Commission Applicants, Cyber Branch Applicants, and Explosive Ordnance Disposal (EOD) Applicants. For more information on these procedures, see Annex K – Branch Selection Process – Special Branching Procedure.

c. Branch Re-assignments and Out-of-Cycle Branch Assignments. There are instances when a cadet's assigned branch may change after initial assignment. These include general medical disqualifications, aviation-specific medical disqualifications, and special cadet requests under exceptional circumstances. Additionally, cadets who are not included in the final branching solution during the First Class’s annual BSP and are graduating before the next AY’s BSP will branch via out-of-cycle branching. In these instances, a special branching board is convened to review the cadet’s file for a recommendation to US Army Human Resources Command (HRC). HRC is the approval authority for out-of-cycle branching and branch transfers. Following the branching decision, Accessions will coordinate with the USCC S1 to
obtain a BOLC date and orders, and with HRC to obtain a post assignment and request for orders (RFO).

d. The purpose of the Post, BOLC, and LT CST Detail Assignment Process is to assign graduating cadets their initial post assignments, BOLC class dates, and LT CST Detail requirements. As part of the process, HRC provides and approves BOLC-B and post allocations to meet USMA Accessions Program timeline requirements.

(1) The Post, BOLC, LT CST Detail assignments process is driven by needs of the Army and informed by cadet preference and placement in the Order of Merit (OML). See Annex K for LT CST Detail selection process.

(2) There are a few “special populations” cadets whose method of obtaining a post and/or BOLC assignment(s) will deviate from the norm. Special Populations include: Prospective Medical School Attendees, Prospective Scholarship Recipients, Athletic Interns, Academic Interns, Late Graduates, Medical Holds, Academy Mentorship Program, Aviation branched cadets, Medical Service Corps (MEDEVAC Pilot – 67J) branched cadets, EOD selects, Cyber branched cadets, and Professional Athlete Candidates. For further information see Annex L – Special Case Populations.

(3) The completion of branch notification night triggers the beginning of ATAP.

e. The purpose of ATAP is to assist in the orders production process, inform cadets of transition requirements and preparation for BOLC.

(1) ATAP consists of all major Accessions events and informative briefs that occur following branch notification night. The transition process begins after cadets are assigned their branch and ends when they sign into their BOLC unit at their respective Centers of Excellence (CoEs). This is conducted through the SGMP and includes eight briefs by branch representatives and an optional send-off to cadets prior to graduation. For information on each of the transition meetings see Annex M – Accessions Transition Assistance Program.

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

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

\[ \text{CPS} = 0.55(\text{APS}^*) + 0.30(\text{MPS}^*) + 0.15(\text{PPS}^*) \]

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

<table>
<thead>
<tr>
<th>Class</th>
<th>ML / MS Grades – 40%</th>
<th>MD Grades – 60%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Summer</td>
<td>Fall</td>
</tr>
<tr>
<td>Fourth Class year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ML100 (0.0%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MS100 (5.0%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MD101 (2.0%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MD102 (2.0%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third Class year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ML200 (5.0%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MS200 (5.0%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MD201 (3.0%)</td>
<td></td>
<td></td>
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<tr>
<td>MD202 (3.0%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Class year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ML300 (10.0%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MS300 (7.5%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MD301 (7.5%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MD302 (7.5%)</td>
<td></td>
<td></td>
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<tr>
<td>First Class year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ML400 (7.5%)</td>
<td></td>
<td></td>
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<tr>
<td>MS400 (7.5%)</td>
<td></td>
<td></td>
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<tr>
<td>MD401 (7.5%)</td>
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<tr>
<td>MD402 (7.5%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Requirements</td>
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</tr>
</tbody>
</table>

* 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 2021 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.

Type: Train = T, Integrate = I, Awareness = A (Per TRADOC FY21 Master CCTL)
- Crosswalk completed using FY21 Officer Initial Military Training Common Core Task List (CCTL) dated 31 March 2020.
- 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.

<table>
<thead>
<tr>
<th>BOLC CCTL Task # and Name</th>
<th>Type</th>
<th>Proponent</th>
<th>Course Trained</th>
<th>Course Evaluated</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEADERSHIP &amp; ARMY PROFESSION – SOLDIERIZATION</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Identify Salutes, Honors, and Courtesies of Service</td>
<td>T</td>
<td>DMI BTD</td>
<td>ML100</td>
<td>ML100</td>
</tr>
<tr>
<td>2. Identify Key Concepts of the Army Profession</td>
<td>T</td>
<td>SCPME</td>
<td>MX400</td>
<td>MX400</td>
</tr>
<tr>
<td>3. Conduct Drill and Ceremonies</td>
<td>T</td>
<td>DMI BTD</td>
<td>ML100</td>
<td>ML100</td>
</tr>
<tr>
<td>4. Interpret the Basic Knowledge of Military History Into your</td>
<td>T</td>
<td>History</td>
<td>H1101</td>
<td>H1101</td>
</tr>
<tr>
<td>Education as Future Officer</td>
<td></td>
<td></td>
<td>H302</td>
<td>H302</td>
</tr>
<tr>
<td>5. Identify the Components of the Army’s EO Program and the</td>
<td>T</td>
<td>BTD USCC EO</td>
<td>350-1</td>
<td>350-1</td>
</tr>
<tr>
<td>Complaint Process</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Apply the Army’s Sexual Harassment/Assault Response Prevention (SHARP)</td>
<td>T</td>
<td>BTD USMA SHARP</td>
<td>350-1</td>
<td>350-1</td>
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<tr>
<td>responsibilities in your unit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Overview of Military Justice</td>
<td>T</td>
<td>Law</td>
<td>LW403</td>
<td>LW403</td>
</tr>
<tr>
<td>8. Identify humanitarian aspects of combat level operations</td>
<td>T</td>
<td>Law</td>
<td>LW403</td>
<td>LW403</td>
</tr>
<tr>
<td>9. Employ the Army Ethic</td>
<td>T</td>
<td>SCPME</td>
<td>MX400</td>
<td>MX400</td>
</tr>
<tr>
<td>10. Identify the Basic Concepts of Army Leadership Doctrine</td>
<td>T</td>
<td>BS&amp;L SCPME</td>
<td>PL300</td>
<td>PL300</td>
</tr>
<tr>
<td>MX400</td>
<td></td>
<td></td>
<td>MX400</td>
<td></td>
</tr>
<tr>
<td>11. Supervise the Implementation of Financial Readiness Actions</td>
<td>T</td>
<td>BTD SOSH</td>
<td>SS201/SS251</td>
<td>MD401/402</td>
</tr>
<tr>
<td>12. Communicate Effectively at the Direct Leadership Level</td>
<td>T</td>
<td>DMI</td>
<td>ML200</td>
<td>ML300</td>
</tr>
<tr>
<td>13. Identify key aspects of Army writing</td>
<td>T</td>
<td>DEP SCPME</td>
<td>EN101/EN151/</td>
<td>EN101/EN151/</td>
</tr>
<tr>
<td>MX400</td>
<td></td>
<td></td>
<td>MX400</td>
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</tr>
<tr>
<td>14. Prepare to Counsel a Subordinate</td>
<td>T</td>
<td>BS&amp;L SCPME</td>
<td>PL300</td>
<td>PL300</td>
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<tr>
<td>MX400</td>
<td></td>
<td></td>
<td>MX400</td>
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</tr>
<tr>
<td>15. Develop a Subordinate</td>
<td>T</td>
<td>DMI BTD</td>
<td>MD200</td>
<td>MD401</td>
</tr>
<tr>
<td>MD201/202</td>
<td></td>
<td></td>
<td>MD300</td>
<td>MD402</td>
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<tr>
<td>MD301/302</td>
<td></td>
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<td>MD401/402</td>
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<tr>
<td>16. Implement Leader Responsibilities for Transitioning into a</td>
<td>T</td>
<td>DMI</td>
<td>ML200</td>
<td>ML300</td>
</tr>
<tr>
<td>Direct Leadership Position</td>
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<td>ML300</td>
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<tr>
<td>17a. Review Administrative and Personnel Actions</td>
<td>T</td>
<td>BTD</td>
<td>350-1</td>
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<tr>
<td>18. Integrate the role and use of Military History for Leaders in the</td>
<td>T</td>
<td>History</td>
<td>H1302</td>
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<tr>
<td>Profession of Arms (BOLC-B)</td>
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<tr>
<td>19. Identify Relationships for the Army Profession (BOLC-B)</td>
<td>T</td>
<td>SCPME</td>
<td>MX400</td>
<td>MX400</td>
</tr>
</tbody>
</table>
### MISSION COMMAND – SURVIVE

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>23.</td>
<td>Basic Understanding of Mission Command</td>
<td>T SCPME MX400 MX400</td>
</tr>
<tr>
<td>24.</td>
<td>Integrate the Risk Management Process</td>
<td>T DMI BTD MS200 MS300 MD300 MD300 ML300</td>
</tr>
<tr>
<td>25.</td>
<td>Team Building</td>
<td>T DMI BTD ML200 MD201/202 MD300 ML300 MD300 MD401/402</td>
</tr>
<tr>
<td>26.</td>
<td>Conduct Troop Leading Procedures</td>
<td>T DMI BTD MS100 MS200 MS300 ML300</td>
</tr>
<tr>
<td>27.</td>
<td>Identify Key Aspects of Preparing a Military Brief</td>
<td>T DMI MS200 MS300 ML300 MS300</td>
</tr>
<tr>
<td>28.</td>
<td>Identify the steps of the Military Problem-Solving Process</td>
<td>T DMI MS200 MS300</td>
</tr>
<tr>
<td>29.</td>
<td>Identify Key elements of Critical and Creative Thinking</td>
<td>T BS&amp;L SCPME DMI PL100 MS300 MX400 ML300 MS300 MX400</td>
</tr>
<tr>
<td>30.</td>
<td>Engage Cross-Culturally</td>
<td>T DFL GEEnE Core Curriculum Language Course EV203 Core Curriculum Language Course EV203</td>
</tr>
<tr>
<td>31.</td>
<td>Identify Strategies to Counter Cyber Attacks in the Electromagnetic Warfare Operational Environment (BOLC-B)</td>
<td>T EECS CY105 CY015</td>
</tr>
</tbody>
</table>

### OPERATIONS – COMMUNICATE

<table>
<thead>
<tr>
<th>Code</th>
<th>Course</th>
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</tr>
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<tbody>
<tr>
<td>33.</td>
<td>Implement Operational Security Measures</td>
<td>T BTD 350-1 350-1</td>
</tr>
<tr>
<td>34.</td>
<td>Suicide Prevention Training</td>
<td>T BTD 350-1 350-1</td>
</tr>
<tr>
<td>35.</td>
<td>Identify Joint Force Structures, Capabilities, and Operations</td>
<td>T BTD MD301/302 MD301/302</td>
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<tr>
<td>36.</td>
<td>Identify Army Special Operations Forces</td>
<td>T BTD MD301/302 MD301/302</td>
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<tr>
<td>37.</td>
<td>Report Intelligence Information</td>
<td>T DMI MS100 MS200 MS300 ML200 ML300</td>
</tr>
<tr>
<td>38.</td>
<td>Determine the Fundamentals of Property Accountability</td>
<td>A BTD MD300 MD300</td>
</tr>
<tr>
<td>39.</td>
<td>Conduct Maintenance Operations</td>
<td>A BTD MD300 MD300</td>
</tr>
<tr>
<td>41.</td>
<td>Perform Effectively in an Operational Environment (BOLC-B)</td>
<td>T DMI ML100 ML200 ML300 ML100 ML200 ML300</td>
</tr>
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</table>
## Training – Shoot & Move

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<thead>
<tr>
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<tbody>
<tr>
<td>44. Adjust Indirect Fires</td>
<td>A</td>
<td>DMI</td>
<td>ML200</td>
</tr>
<tr>
<td>45. Operate SINCGARS</td>
<td>T</td>
<td>DMI</td>
<td>ML100</td>
</tr>
<tr>
<td>46. Develop Antiterrorism Awareness in DoD Personnel</td>
<td>T</td>
<td>BTD</td>
<td>350-1</td>
</tr>
<tr>
<td>47. Resilience Training</td>
<td>T</td>
<td>BTD</td>
<td>350-1</td>
</tr>
<tr>
<td>48a. Training Management – Identify the Fundamentals of Army Training</td>
<td>T</td>
<td>BTD</td>
<td>MD401/402</td>
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<td></td>
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<td>MD300</td>
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<td>MD400</td>
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<tr>
<td>49. Manage individual preventative medicine measures in an austere environment</td>
<td>T</td>
<td>DMI</td>
<td>ML100</td>
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<td>ML200</td>
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<tr>
<td>Maintain, Employ, Engage with Assigned Weapon System</td>
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<tr>
<td>50. Introduction to Rifle Marksmanship</td>
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<tr>
<td>51. Introduction to Range Procedures - Back-up Iron Site (BUIS)</td>
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<td>52. BUIS Group and Zero</td>
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<tr>
<td>53. Confirm BUIS Zero</td>
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<tr>
<td>54. Introduction to Single and Multiple Target (Engagement Skills Trainer (EST))</td>
<td>T</td>
<td>DMI</td>
<td>ML100</td>
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<td>ML200</td>
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<tr>
<td>55. Single / Multiple / Practice Qual (BUIS)</td>
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<tr>
<td>56. BUIS Qualification</td>
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<tr>
<td>57. Introduction to M68/Close Combat Optic (CCO) (BOLC-B)</td>
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<tr>
<td>58. CCO Group and Zero (BOLC-B)</td>
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<tr>
<td>59. CCO Qualification (BOLC-B)</td>
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<tr>
<td>60. Navigate from One Point on the Ground to another Point while Dismounted</td>
<td>T</td>
<td>DMI</td>
<td>ML100</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>ML200</td>
</tr>
<tr>
<td>61. Employ Hand Grenades</td>
<td>T</td>
<td>DMI</td>
<td>ML100</td>
</tr>
<tr>
<td>62. React to Chemical, Biological, Radiological, and Nuclear (CBRN) Attack/Hazard</td>
<td>T</td>
<td>DMI</td>
<td>ML100</td>
</tr>
<tr>
<td>63. Holistic Health and Fitness (H2F)</td>
<td>T</td>
<td>DPE</td>
<td>PE215</td>
</tr>
<tr>
<td>64. Perform Combat Casualty Care Measures</td>
<td>T</td>
<td>DMI</td>
<td>ML100</td>
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<td></td>
<td></td>
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<td>PE360</td>
</tr>
<tr>
<td>67. Conduct a Battle March &amp; Shoot</td>
<td>T</td>
<td>DMI</td>
<td>ML200</td>
</tr>
<tr>
<td>68. Night Infiltration Course</td>
<td>ETP approved until range built</td>
<td></td>
<td></td>
</tr>
<tr>
<td>69. Buddy Team LFX</td>
<td>T</td>
<td>DMI</td>
<td>ML100</td>
</tr>
<tr>
<td>70. Employ Small Unit Operations and Tactics</td>
<td>A</td>
<td>DMI</td>
<td>ML100</td>
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<td>MS300</td>
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</tbody>
</table>
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, Survive, Communicate, and Shoot & Move to provide a solid footing for the Fourth Class’ 47-month Leadership Experience. New Cadets conduct a rigorous progressive training model on military skills such as: basic rifle marksmanship (BRM), load navigation; field craft and individual movement techniques; tactical combat casualty care (TC3); squad automatic 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 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.
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, Survive, Communicate, and Shoot & Move. 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 of to become agile, adaptive, 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, and route planning 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 utilize common Army operational terms and graphics in CFT and MS200 (Fundamentals of Small Unit Operations).
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 emphasize the 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, 40-hour course for Third Class Cadets at the United States Military Academy. The focus of MS200 is to build competent tactical decision-makers who understand the Operations Order, planning tenets from US Army Doctrine, and are able to apply deliberate thought while solving tactical problem sets.

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 and communicating platoon level operations.

F.03. Course Intent

a. Purpose. Prepares the Third Class Cadets for tactical leadership positions during CLDT, CFT Cadre, CBT Cadre, and MS300.

b. Outcomes.

- Create a doctrinally sound platoon-level OPORD with nested mission tasks and purpose given a company-level 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.

c. Course End State. MS200 students understand and apply doctrinal principles in mission planning and create a nested OPORD. Cadets are able to analyze the effects of the environment on both friendly and enemy forces and their orders from higher headquarters in order to develop simple, common sense tactical plans and courses of action. Cadets effectively communicate those plans to their subordinates verbally while using numerous visual aids (overlays, graphics, etc.). Cadets are confident and capable of leading others and appropriately postured for their next CST assignment and MS300.
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. 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 his or her decisiveness in time-constrained scenarios with limited information to prepare these future officers for the challenges of leading Soldiers in complex environments.

G.03. Course Intent

a. Purpose. To build the skills of decisive tactical leadership that will serve these cadets well in the future as Army officers and to prepare the Second Class Cadet for tactical leadership positions during CLDT.

b. Outcomes.

- Demonstrate an understanding of Army operational doctrine and small unit tactics and apply them to mission planning in accordance with FM 3-0 and ATP 3-21.8.
- Demonstrate the ability to analyze higher headquarters orders and apply this information to tactical problems to develop courses of action.
- Demonstrate the ability to communicate a tactical order, verbally and visually, using the appropriate operational terms and graphics in accordance with FM 1-02.1 and 1-02.2.
- Demonstrate an understanding of how to apply TLPs to planning a tactical operation as a platoon leader in accordance with FM 6-0.
- Demonstrate an understanding of how to apply the principles of direct fire planning, and effectively employ organic and attached weapon systems in accordance with ATP 3-21.8.
- Demonstrate an understanding of how to effectively plan for and employ various enablers at the platoon level to accomplish assigned missions.

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, commonsense tactical plans and courses of action (COAs); they are able to effectively communicate those plans to their
subordinates; they are confident and capable of assuming a leadership role in a unit within the Corps of Cadets and, most importantly, as a platoon leader after their commissioning.
Annex 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

<table>
<thead>
<tr>
<th>Level of Achievement</th>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Subjective Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>A+</td>
<td>97.00-100.0</td>
<td>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.</td>
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<tr>
<td></td>
<td>A</td>
<td>93.00-96.99</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>88.00-89.99</td>
<td>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 but not exceptional.</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>80.00-82.99</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>D</td>
<td>67.00-69.99</td>
<td>A grade of “F” is a failing 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.</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>&lt; 66.99</td>
<td>A grade of “F” is a failing 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.</td>
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</table>

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 counselling for every cadet whom they rate.

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

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.

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. 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. However, the inability to take an ACFT, due to a valid medical profile, will not be considered negatively when calculating the MD grade.

f. If a cadet fails to meet Army Body Composition standards, he or she will be enrolled in ABCP immediately. 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

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
</tbody>
</table>
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**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Minimum Point Value</th>
<th>Maximum Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.17</td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td>3.83</td>
<td>4.16</td>
</tr>
<tr>
<td>A-</td>
<td>3.50</td>
<td>3.82</td>
</tr>
<tr>
<td>B+</td>
<td>3.17</td>
<td>3.49</td>
</tr>
<tr>
<td>B</td>
<td>2.83</td>
<td>3.16</td>
</tr>
<tr>
<td>B-</td>
<td>2.50</td>
<td>2.82</td>
</tr>
<tr>
<td>C+</td>
<td>2.17</td>
<td>2.49</td>
</tr>
<tr>
<td>C</td>
<td>1.83</td>
<td>2.16</td>
</tr>
<tr>
<td>C-</td>
<td>1.50</td>
<td>1.82</td>
</tr>
<tr>
<td>D</td>
<td>0.75</td>
<td>1.49</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>0.74</td>
</tr>
</tbody>
</table>

**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 and inform cadets, staff, and faculty on requirements of the branching process and specific branches. As a result, USMA enables the Army to assign cadets to branches for which they are best fit by talent and preference.

b. Concept. The BEMP is executed in three ongoing phases 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) Phase I – Branching Education. This phase begins upon arrival at USMA with CBT and continues until the completion of BEMP at Branch Night. During this phase 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.

   (i) Mentorship. Before cadets enter the SGMP as First Class Cadets, they have the option 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 their branch specific mentors to match the needs of interested cadets by leveraging the unique experiences of each volunteer. 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. Accessions coordinates the initial linkup, but the mentor/mentee relationship is completely voluntary. This mentorship will be supplemented at the start of ATAP when the cadets receive a branch specific mentor.

   (2) Phase II – Branching Process. This phase begins during the cadets’ Fourth Class year with the TAB and ends when the final branch preferences (P6) 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). Other branching data will be submitted by staff and faculty in support of the branching process. This includes Cadet Talent Evaluations and letters of recommendation to the branching board.

   (3) Phase III – Branch Selection Process. This phase begins during branch interviews and ends when cadets receive their branches at 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.
(i) Board Preparation. After interviewing with branches, cadets submit their final branch preferences. The MPMD executes 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 will be source document for the Branching Board.

(ii) Board Execution. Based upon board guidance issued by the DA G1, a single 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 OML solution.

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

(iv) Board Notification and Process Review. This includes all planning and execution of Branch Night and an AAR of the BEMP.

K.02. Branching Options and Constraints.

a. Branch of choice Active Duty Service Obligation (BrADSO). Cadets indicate their willingness to incur additional active duty service obligations to increase their chances to be assigned a particular branch. During the Branching Selection Process, branch allocations will be filled by Commandant Evaluation, BrADSO willingness, and cadet preference. Cadets will only be charged a BrADSO when the BrADSO enabled 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 combat arms in one of the following branches: IN, AR, FA, AV, EN, AD, as well as 50% the total allocation of SC, MI, and CY. This percentage will be applied to the existing branching solution. If the Branching Board deviates from the branching solution to meet the needs of the Army, it must ensure that it still conforms to the percentage constraint, unless DA G1 approves otherwise. DA G1 Board Guidance may amend or negate the application of this constraint each year in order to meet the needs of the Army.

c. Branch Detail. 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. Branch details will be assigned during the branching board IAW the provided DA G1 mission requirements to meet the needs of the Army.
K.03. Branching Board

a. Branching Board Members:

(1) The board is based on annual guidance from the Army G-1 MPMD and board members can change annually. Generally, officers from BTD, DMI, Office of the Dean, and Army G-1 are selected as board members.

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

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

(4) DA G-1 MPMD Representative: Serves as advisor and voting member on the Branching Board. Serves 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.

(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 will schedule the flight physical at the flight medicine office of Keller Army Community Hospital. Cadets studying abroad during the spring semester of their Second Class year are still subject to the 15 September deadline for flight physicals. 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. Air Force, Navy, Marine Corps, HALO, etc. physicals are not equivalents to the Army flight physical.

Figure 11: Aviation & MEDEVAC Pilot Application Process

(c) Cadets who require corrective eye surgery can and should begin the process as soon as they turn 21 years old. 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 September 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 September of the First Class year, and the 90-day follow-up must be completed no later than 15 January 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.

(d) 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 April, 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 15 September 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 on Branch Night as a MEDEVAC Pilot (67J) and will attend the resident AMEDD BOLC prior to entry into Army flight training (Flight School XXI).

(e) 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 consider the potential career implications of accepting a one- or two-year scholarship immediately after graduation, since this will likely reduce their Platoon Leader time and their professional growth as a pilot prior to attending the Captain’s Career Course.

(f) Interested cadets should visit the Aviation/Medical Service branch representative.

(2) Medical School Applicants.

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

(b) 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 a 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. Graduates attending medical school retain their originally assigned branch until successful completion of medical school when they transfer to the Medical Corps. Those cadets attending medical school immediately after graduation will not need a post assignment or a BOLC date. Graduates, who do not complete medical school, will normally return to their basic branch and will require a new post and BOLC date as part of the “returning graduate” classification. In the event a medical school candidate has not been accepted into medical school when the posting process begins, they will submit post/BOLC assignments with the rest of their class in their assigned provisional branch. Once a cadet is accepted into medical school after the posting process is complete, 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.

(3) 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 at the end of their Second Class Year. These completed packets will be routed through BTD prior to the submission to DMI. 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 speciality 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, regimental, and the BTO NLT 25 May. After reception 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 to assess how well they meet the inter-service commissioning criteria. The sum of all information submitted by the cadet must demonstrate to the board’s satisfaction 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 and Superintendent for review and endorsement. After the Superintendent’s endorsement, DMI will coordinate submission of the application packages to DA G1 through the USMA DA G1 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.

(4) Cyber Branch Assignment:

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

(b) Cyber branch requires cadets to be interviewed and 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.

(5) Explosive Ordnance Disposal (EOD) Applicants:

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

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

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

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

L.01. Special Case Populations.

a. The majority of 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. The USCC S1 should provide frequent updates on cadet special situations to the DMI Post/BOLC /LT CST Detail OIC (i.e., re-admits, late graduates, medical hold, etc.).

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 with their year group. Additionally, medical students will not receive a BOLC date or post. 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 typically convening in the Spring Semester.

c. Prospective Scholarship Recipients. The Department of Social Sciences manages the USMA Scholarship Program on behalf of the Superintendent. The Department of Social Sciences assists the Office of the Dean in providing administrative oversight to scholarship winners until they report to begin their graduate studies.

    (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 are not able to attend BOLC or report to a unit for one to two years. Cadet scholarship winners will branch with their classmates.

    (2) Branch, Post, and BOLC. 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, these lieutenants 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, if a cadet selected a post, this
(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. Athletic Interns (Spring and Fall) choose a post and are administratively assigned a BOLC date compatible with their athletic intern duty period. Optimally, the proposed list of athletic interns should be provided to DMI Accessions Division no later than 15 November of First Class year for processing through USCC for endorsement and approval. This also allows time for USCC to secure appropriate BOLC dates for those athletic interns congruent with their duty dates. 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. Prior to Commandant consideration of the proposal, DMI will gain HRC Branch Chief endorsement and confirm coordination of a new BOLC date (if needed).

f. Late Graduates. Late graduates include graduates who do not graduate with their class in May but complete graduation requirements before winter break of the same calendar year. Typically, this includes STAP/June, August, and December graduates.

(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 2021 will be considered a 2021 graduate of West Point, but they will be considered part of the FY22 year group cohort. They will branch in the fall with the class scheduled to graduate in May 2022. December graduates will be administratively assigned their BOLC to accommodate their timelines. Cadets may not be allotted maximum time for leave depending on BOLC start date.

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

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.

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.

j. Explosive Ordnance Disposal (EOD) Selects. Due to the length of EOD School and possibility for attrition, cadets who branch EOD do compete for an Ordnance BOLC date but do not receive a post until near completion of the EOD School. Graduates who do not complete EOD School will remain an Ordnance Officer in the Area of Concentration (AOC) of 89A. As part of the OD PDO and DMI EOD Accessions MOU, EOD selects are not authorized to participate in the Athletic Intern Program.

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.
I. 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 (see Directive-type Memorandum (DTM)-19-011 – Military Service Academy Graduates Seeking to Participate in Professional Sports for additional details).
Annex M – Accessions Transition Assistance Program

M.01. Accessions Transition Assistance Program (ATAP).

a. Purpose. The purpose of ATAP is to assist with posting to First Units of Assignment (FUA), scheduling BOLC, assigning CST Details, coordinating with HRC for Requests for Orders (RFOs), and coordinating both finance and transportation requirements associated with a PCS move from West Point.

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 Commandant Brief, four branch-specific briefs, three class-wide briefs, and an opportunity to participate in the SGMP. Each branch may elect to coordinate additional optional events, through their respective USMA branch representatives, like a Patron Saint Ball, cadet send-offs, or golf tournaments. 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.

(1) The first ATAP meeting is the Commandant’s Brief which occurs the next day following Branch Night. Branch Commandants welcome their cadet cohort into the branch and provide branch-specific guidance regarding preparation, transition, and expectations for future Second Lieutenants. The USMA branch representatives are prepared to execute the briefs in the event a Branch Commandant, or designated representative, is unavailable.

(2) The second ATAP meeting is a class-wide brief led by the Director of DMI in order to provide branch metrics, transition guidance, and introduce the SGMP to the First Class.

(3) The third ATAP meeting is a branch-specific brief led by the USMA branch representatives and is conducted prior to Post Night in order to discuss available posts, PADSOs, and Post Night rule of engagement. This meeting is commonly referred to as the “Post Education Forum” and may involve select USMA staff & faculty, by branch, to educate cadets on potential posting assignments and units of choice.

(4) The fourth ATAP meeting is a branch specific brief led by the USMA branch representatives and may be conducted before/after Post Night in order to discuss BOLC dates, updates by CoE, or any other topic determined necessary by DMI, Accessions, or USMA branch representatives.

(5) The fifth ATAP meeting is a branch specific brief led by the USMA branch representatives in order to discuss BOLC specific preparations, BOLC training objectives, BOLC graduation requirements, and general expectations of a BOLC student. Branch Proponent offices are encouraged to attend and brief the cadets on objectives, outcomes, and guidance about their BOLC assignments. USMA branch representatives will confirm unit assignments, BOLC dates, and identify any cadets issues that may delay USMA graduation, Army transition, or the orders production process.
(6) The sixth ATAP meeting is a class wide brief led by the West Point Garrison S1/Finance Department in order to complete/submit administrative paperwork associated with a PCS move from West Point, NY to the cadet’s respective BOLC locations. Cadets will bring their RFOs to the brief and available HRC representatives will address any questions about timelines and requirements necessary to complete prior to their transition to BOLC. The USMA branch representatives will provide the paperwork to their cadet cohorts prior to the meeting and assist the Garrison S1/Finance Office with questions, edits, and submission.

(7) The seventh ATAP meeting is a class wide brief led by the West Point Garrison Transportation Office, Army Community Service (ACS) office, and the Military Science & Training (MST) Department. ACS will brief the purpose of their organization and inform cadets on where to find helpful information on their new assignments. The Transportation Office will explain transportation procedures and options for cadets to move their belongings to their new assignments or duty stations. MST will inform select cadets regarding their support to CST prior to PCS to their respective BOLC.

(8) The eighth ATAP meeting is a branch specific brief led by the USMA branch representatives in order to conduct final conditions check for graduation, BOLC dates, orders production, and PCS to the cadet’s respective BOLC locations.

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 4-5 informal gatherings at a time and place of the Mentor’s choosing in order to address professional topics on a more personal level. USMA branch representatives will solicit volunteers after Branch Night, from across the USMA staff & faculty, in order to serve as mentors for a small group (10:1 ratio) of cadets during the second semester academic year. Cadets are not required to sign-up for the SGMP, and their participation in the group is optional as there is no time currently reserved on the USMA Calendar.

d. BOLC Selection. BOLC slots are provided TRADOC. BOLC selection may occur in conjunction with Post Night by the cadet or BOLC assignments may occur independently by the branch representatives. Both options utilize the Fall Semester’s CPS or OML and cadet preference. After selections and assignments are complete, the Accessions Team will slot all cadets into a BOLC in order to enable HRC to produce RFOs.

e. Post Selection. Posts are provided by HRC. Cadets will select their post of choice in accordance with their OML within their respective branch cohorts. There will be one (1) post per cadet with approximately 10% of those posts incurring a Post Additional Duty Service Obligation (PADSO) should the cadet select a PADSO post while other non-PADSO posts still remain available. All cadets will select their post, as individuals, within their respective branch cohorts unless they are utilizing the Intent to Marry A Service Member (ITMSM) program to ensure cadet couples receive the same FUA. The Accessions Team will send the results of the post selection process to HRC to enable the RFO process.
f. Intent to Marry a Service Member (ITMSM). 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 are marrying an active-duty service member are not eligible for ITMSM and therefore must select an individual post on Post Night. Following graduation, the Lieutenant will enroll in the Married Army Couples Program (MACP). Enrollment in MACP will allow officers to work through HRC for future assignment considerations.

g. Cadet Summer Training (CST) Detail Selection. Every summer there are approximately ~110 cadets required to augment the cadre for USMA CST which require lieutenants to serve following graduation and before reporting to BOLC. Cadet/lieutenants assigned to a June, July, or August BOLC will not be able to support a CST Detail. Cadets/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 and prior to Spring Break, the Accessions Team conduct a CST Board to assign cadet volunteers and select non-volunteers to support CST based upon preference, OML, and BOLC start dates. The Accessions Team will send the results of the CST Board to the MST Division to notify the cadets and manage any changes throughout the spring and summer. Finally, the Accessions Team will send the CST Detail dates to HRC in order to adjust report dates and finalize the RFO production.

h. RFO/Orders Production. The USCC S1 creates the PCS orders once the RFO is generated by HRC. HRC generates the RFO once the Accessions Team submits the post assignments, BOLC information, and adjusted report dates. Should the information change or 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, BTD will ensure that their cadets comply with the transition requirements outlined by finance, transportation, and their respective branch representatives.

i. Summary. The ATAP is an evolving 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 BTD 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 posting, BOLC course dates, and post-graduation assignments are subject to HRC approval based on changing operational requirements. The USMA branch representatives help to keep open communication between the cadets, branches, and their HRC assignment officers.
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. 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.

e. 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.

f. 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.

d. 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)

e. 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 all graded events taken across the company for duration of the detail.

(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 – References

10 U.S.C. § 702
10 U.S.C. § 7431
10 U.S.C. § 7434

ADP 6-22 Army Leadership and the Profession (JUL 2019)
AR 150-1 (JAN 2021)
AR 350-1 (DEC 2017)
AR 621-1 (DEC 2019)

Army Directive 2020-06 (Army Combat Fitness Test) (12 JUN 2020)
ATP 2-01.3 Intelligence Preparation of the Battlefield (MAR 2019)
ATP 3-21.8 Infantry Platoon and Squad (APR 2016)
DMI Accession Branching Smart Book (MAR 2021)

DoDI 1322.22


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 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 2020)

USMA Strategy (OCT 2020)

USMA Whitebook (AY 2021)
## Annex P – Abbreviations and Acronyms

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