



# **UNITED STATES MILITARY ACADEMY**

**WEST POINT, NEW YORK**



**PHYSICAL PROGRAM  
ACADEMIC YEAR 2025**

**DEPARTMENT OF PHYSICAL EDUCATION**



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MACC

20 June 2024

## MEMORANDUM FOR Cadets, Staff and Faculty

SUBJECT: Physical Program (Whitebook), Academic Year 2025

1. The Physical Program (Whitebook) synchronizes with the Military, Physical, and Academic Programs, with a foundation of Character development, to achieve the West Point Leader Development System (WPLDS) Outcomes established by the West Point Leader Development System and USMA Strategy.
2. The Whitebook operationalizes the [Physical Program Strategy AY23-28](#), providing program-level guidance and policies for Cadet development goals, requirements, classroom instruction, competitive sports participation, fitness testing, and leader development experiences. It is the Physical Program's governing document for Cadet development and supports improvements across the Military, Physical, and Academic programs with a foundation of Character development. The Whitebook also describes the requirements for graduation and commissioning as well as the curriculum, policies, and programs that comprise the 47-month experience.
3. The overall purpose of the Physical Program, as outlined in the Whitebook, supports the USMA mission by challenging each Cadet in activities that promote holistic health and optimal physical performance in order to commission leaders of character who are physically fit and mentally tough.
4. The Commandant of Cadets is the Program Director for the Physical Program, excluding the management, execution and oversight of Army West Point Athletics sporting events and operations. The Commandant retains final decision and validation authority for all Physical Program events, activities, and requirements, and its implementation, subject to the advice of the Academic Board and approval by the Superintendent. The Director of Athletics for USMA retains the final decision and validation authority for all events, activities, requirements and their implementation for NCAA-governed sports and other sporting events that fall under the oversight and responsibility of Army West Point Athletics and are also subject to the advice of the Academic Board and approval by the Superintendent.
5. The Department of Physical Education (DPE) is the proponent for the Physical Program and serves as the point of contact for all inquiries regarding the



Whitebook, Physical Program, and Physical Program Strategic Plan.

6. This document is posted to the Academy Management System (AMS) at AY25 [Whitebook](#) or the USMA Pointer at [White Book - Physical Program](#).

R.J. GARCIA  
Brigadier General, USA  
Commandant of Cadets



MACC-DPE

20 June 2024

MEMORANDUM FOR Cadets, Staff and Faculty

SUBJECT: Foreword—Physical Program (Whitebook), Academic Year 2025

1. The Department of Physical Education (DPE) mission is to educate, train, and inspire the Corps by challenging each Cadet in activities that promote holistic health and optimal physical performance in order to commission leaders of character who are physically fit and mentally tough.
2. Dedicated to producing commissioned leaders of character, the Physical Program is a 47-month transformational development process. The [Physical Program Strategy AY23-28](#) Program Learning Outcomes (PLO) support the West Point Leader Development System (WPLDS) outcomes, while the DPE Staff & Faculty are committed to providing inspired service as role models of all facets of the Army profession.
3. The Physical Program cultivates a culture of physical fitness excellence. DPE implements this comprehensive program by providing Cadets with formal education, competitive sport opportunities, functional fitness testing, and frequent evaluation and feedback. This developmental experience culminates with the emergence of graduates who Live Honorably, Lead Honorably and Demonstrate Excellence.
4. The [Whitebook](#) describes the components of the Physical Program. This includes the requirements for graduation and commissioning as well as the curriculum, policies, and programs that comprise the 47-month experience.

Set the Standard... Maintain the Standard!

NICHOLAS H. GIST  
Colonel, Professor, USMA  
Head, Department of Physical Education



## **Changes Included in the AY 2025 Revision**

- Updated USMA Mission (1.01, Pg. 6)
- Adjusted instructional information for Cadets who were injured during Company Athletics (5.06, Pg. 20-21)
- Updated Company Athletics sport offerings (5.06, Pg. 20)
- Changed verbiage from Course Objectives to Student Learning Outcomes (Annex A – Annex G, Pg. 29-42)
- Updated Student Learning Outcomes for PE117, PE360, and PE450 (Annex D, F, and G, Pg. 36-41)
- Updated PE450 Army Fitness Development Course Overview and Student Learning Outcomes (Annex G, Pg. 41-42)



## Chapter 1 – Overview of the Physical Program

**1.01 Introduction.** The mission of the United States Military Academy is to build, educate, train, and inspire the Corps of Cadets to be commissioned leaders of character committed to the Army Values and ready for a lifetime of service to the Army and Nation.

**1.02 Overview of the Physical Program.** The Physical Program is a 47-month educational experience that begins on Reception Day when a New Cadet enters Cadet Basic Training and ends on Graduation Day when the Cadet is commissioned as a Second Lieutenant in the United States Army. The Physical Program is comprised of three complementary components: instructional coursework, physical fitness testing, and competitive sport participation. Cadets are evaluated annually in each component, with individual grades comprising each Cadet's Physical Performance Score (PPS).

**1.03 Purpose of the Whitebook.** The purpose of the Whitebook is to describe the components of the Physical Program. This includes the requirements for graduation and commissioning as well as the curriculum, policies, and programs that comprise the 47-month experience.

**1.04 DPE Vision Statement.** Cultivate a culture of physical fitness excellence.

**1.05 DPE Mission Statement.** To educate, train, and inspire the Corps by challenging each Cadet in activities that promote holistic health and optimal physical performance in order to commission **leaders of character** who are **physically fit and mentally tough**.

**1.06 Physical Program Learning Outcomes.** The Physical Program has four program learning outcomes for facilitating Cadet development, which are provided below.

### 1. PLO#1- Expertise

- 1.1 Amass Talent - Identify and recruit a skilled and diverse workforce.
- 1.2 Generate Leaders - Professionally develop all, promote the best.
- 1.3 Build Teams - Connect diverse talents with specified goals toward a higher cause.

### 2. PLO#2- Content and Experiences

- 2.1 Begin with Purpose - Curriculum is based upon the department's vision and mission.
- 2.2 Develop Breadth and Balance - Courses and experiences are interconnected and appropriately sequenced.



2.3 Review and Evaluate - Modernize through planned assessment and actioning of necessary change.

### 3. PLO#3- Delivery

- 3.1 Acquire and Steward Resources - Source and maintain world class teaching resources for effective content delivery.
- 3.2 Evolve Teaching Venues - Continually modernize venues for the most effective content delivery.
- 3.3 Create a Learning Environment - Provide challenging, relevant, and safe instructional climates.

### 4. PLO#4- Pursuit of Excellence

Each Course Director developmentally maps Student Learning Outcomes (SLO) within their respective courses to Physical Program Learning Outcomes (PLO) within the year-end assessment out brief.

- 4.1 Demonstrates ability to plan, prepare, execute, assess, and improve.
- 4.2 Lives honorably and develops effective teams.
- 4.3 Demonstrates resiliency and courage.

**1.07 Physical Program Pathway.** The Physical Program assists in the mission of developing commissioned leaders of character by providing a foundation for basic movement skills and then challenging Cadets to employ what they have learned through advanced skill application under stressful conditions. Importantly, the physical domain provides a tough, realistic, iterative, and developmental set of experiences that build a warrior skillset and mindset in support of USMA's priorities to Develop Leaders of Character and Cultivate a Culture of Character Growth. This development is accomplished through core physical education coursework, physical fitness testing, and participation in competitive sports. The USMA Physical Program Pathway is illustrated in Figure 1-1.





## USMA Physical Program Pathway

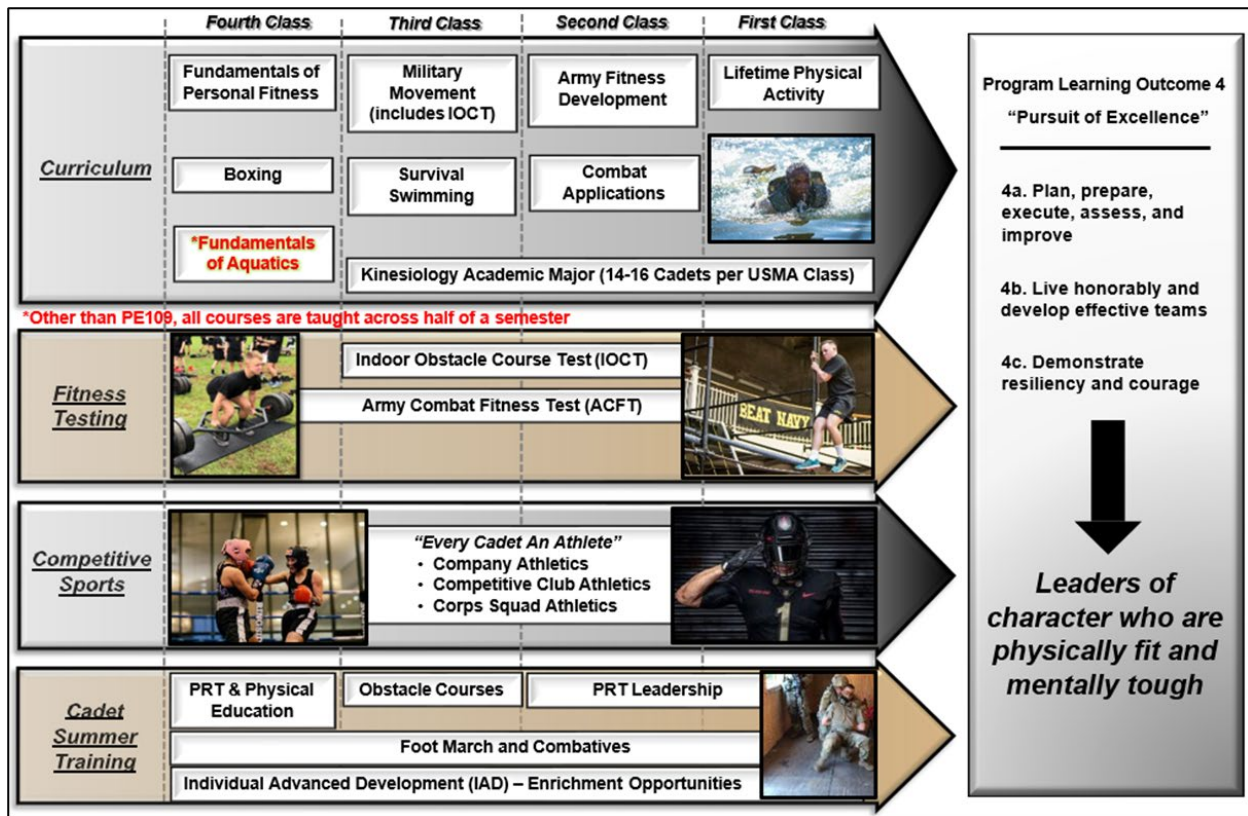


Figure 1-1

**Note:** The Army Combat Fitness Test and the Cadet Summer Training events (Obstacle Courses, PRT Leadership, and the Foot March) are not included in the Physical Program Score calculation. DPE is responsible for instruction/oversight.



**1.08 Physical Program Baseline Requirements.** Baseline requirements (Table 1-1) are those activities that all Cadets must complete and receive a passing grade and to satisfy the requirements of the Physical Program for graduation and commissioning.

Fourth-Class	PE109: Fundamentals of Aquatics (select Cadets) PE116: Boxing PE215: Fundamentals of Personal Fitness *Competitive sports
Third-Class	PE117: Military Movement PE32x: Survival Swimming (PE109 satisfies this requirement) *Competitive sports
Second-Class	PE360: Combat Applications PE450: Army Fitness Development Indoor Obstacle Course Test (IOCT) *Competitive sports
First-Class	PE2xx: Lifetime Physical Activity IOCT *Competitive sports

*Table 1-1: Graduation Requirements*



## Chapter 2 – Curriculum

**2.01 Physical Education Curriculum Overview.** The Physical Education Curriculum is designed to improve Cadet mindset through a variety of physically and mentally challenging activities. These rigorous, iterative, developmental experiences fall into three categories: core activity classes, fitness education classes, and lifetime physical activity classes. The core activity classes of PE 116 (Boxing), PE 117 (Military Movement), PE 109 (Foundations of Aquatics – select Cadets based on the New Cadet Swim Classification) or PE 32X (Survival Swimming), and PE 360 (Combat Applications) are 0.5 credit hours each and are designed to develop physical readiness and a warrior mindset by teaching basic movement, survival or combat skills and then requiring Cadets to demonstrate those skills under stressful or fear-inducing conditions. PE 215 (Fundamentals of Personal Fitness) and PE 450 (Army Fitness Development) are 1.5 credit hours each and develop the knowledge and skills that Cadets will need to effectively plan and execute quality personal and unit level Physical Readiness Training. The Lifetime Physical Activity (LPA) Program (0.5 credits) develops a Cadet's foundation of knowledge, skills, and personal attributes, which enable successful participation in a variety of skill-related activities at USMA, in the Army, and for a lifetime of physical fitness. The academic year is divided into two terms. DPE further divides each term into two instructional rounds. All courses consist of 19 lessons with the exception of PE109, which is a 38-lesson course. Course descriptions for all DPE offerings can be found in the Redbook.

**2.02 Character Development.** The Physical Education Curriculum prepares Cadets for the physical demands of the Army while effectively contributing to the development of character. Character development is the foundation of the Cadets' 47-month experience at the Academy and is firmly established within the Physical Program. The Physical Education Curriculum contributes to character development by supporting the Army values of loyalty, duty, respect, selfless service, honor, integrity, and personal courage, and contributing to the moral, civic, social, performance and leadership facets of character for each Cadet. The curriculum focuses on the performance and leadership facets of character by fostering physical and mental toughness, strengthening courage through personal and team adversity, developing a winning spirit, and demonstrating teamwork, self-confidence, and good sportsmanship. The annexes describe how each course in the curriculum uniquely promotes character development.

**2.03 Fourth-Class Year.** The Fourth-Class instructional program ensures Cadets develop the self-confidence to meet the future physical requirements of the Academy and the Army. The Fourth-Class instructional program introduces Cadets to the Army's Holistic Health & Fitness (H2F) System (physical and non-physical domains of human performance optimization), physical readiness training, quality movement, fear/arousal management, and the Warrior Ethos. All Cadets are required to achieve a passing grade in PE 116 and PE 215.



Additionally, some Cadets may be required to complete and pass PE 109 (Foundations of Aquatics) in lieu of PE 320:323 based on the New Cadet Swim Classification that delineates the need for a learn-to-swim curriculum that coincides with the course objectives of Survival Swimming.

**2.04 Third-Class Year.** The Third-Class instructional program is designed to ensure that Cadets develop a baseline competency in movement and aquatics skills. The Third-Class instructional program continues to challenge Cadets' physical domain of human performance in quality movement, fear/arousal management, and the Warrior Ethos. Cadets must achieve a passing grade in PE 117 and PE 320:323 (The PE 109/320 course satisfies this requirement if successfully completed Fourth-Class year).

**2.05 Second-Class Year.** The Second-Class instructional program is designed to provide a capstone combatives experience that closely aligns with the Army's Modern Army Combatives Program. Also, successful matriculation of PE 450 ensures Cadets understand and can apply the principles of Department of the Army Field Manual 7-22 (Holistic Health & Fitness) to optimize unit physical readiness. Cadets are required to achieve a passing grade in PE 360 and PE 450.

**2.06 First-Class Year.** The First-Class instructional program provides a culminating experience in one of many Lifetime Physical Activity (LPA) courses, such as Strength Development, Level I Army Combatives, SCUBA, Basketball, and Lifeguarding (PE 220:268). Cadets must successfully complete one LPA and may elect to take additional LPA courses if PPSC is at least 2.5.



## Chapter 3 – Fitness Testing

**3.01 Introduction.** Regular fitness testing provides Cadets with an opportunity to demonstrate physical excellence and reinforces the importance of physical fitness to the profession of arms. Cadets are responsible for developing, implementing, and adhering to a personal physical fitness program to inculcate the positive professional habits required of Army Officers. Third-Class Cadets are introduced to and evaluated on the Indoor Obstacle Course Test (IOCT) as an integral part of the PE 117 curriculum. DPE administers a stand-alone IOCT to all Second- and First-Class Cadets each academic year. All Cadets are required to pass the Second-Class IOCT to graduate.

**3.02 Character Development.** The Guidance and Testing Office ensures Cadets meet physical requirements set forth by the Department of Physical Education. We develop character by establishing fair unwavering performance standards for the IOCT and expect Cadets to meet that standard regardless of individual physical ability.

**3.03 The Indoor Obstacle Course Test.** The IOCT is unique in its ability to quickly assess a broad range of physical capabilities, testing not only strength and endurance, but also the structural capabilities and movement skills described in FM 7-22 that include Agility, Balance, Coordination, Stability, Flexibility, Posture, Speed and Power. Cadets must possess a basic competence across each of these sub-components of fitness to succeed on the test. To facilitate a successful outcome for Cadets, DPE offers multiple record IOCTs throughout the academic year. Test dates are published via memorandum for record and briefed to Company Physical Development Officers at the start of each term.

**3.03(a) IOCT Requirements. Each Cadet must successfully complete the IOCT during the Second- or First-Class Year (Graduation Requirement).** During Second- and First-Class Years, all Cadets must take the IOCT for a record assessment. This requirement includes those Cadets who are late graduates and full year turn-backs. As a performance incentive, a Second-Class Cadet who earns an A- or higher on a record IOCT is exempt from taking the First-Class IOCT; all others must take the First-Class IOCT.

**3.03(b) IOCT Retest and Grade Replacement.** To further encourage Cadets to engage the IOCT at the highest level of performance, anyone may retest the IOCT for grade replacement. Cadets are permitted to retake the IOCT for improvement during any subsequent scheduled test within an academic year. Only the highest grade earned during each academic year will be used to compute the Physical Program Score Year (PPSY).

**3.03(c) IOCT Deficient.** Cadets who fail to meet the minimum performance standard of 3:30 (men) or 5:29 (women) during Second- or First-Class Year must continue to take the IOCT to remediate the failure. Cadets who fail to pass their



Class IOCT requirement will test at all subsequent IOCTs until the event is passed. Deficient Cadets must report to every IOCT test date unless granted authorized absence by the DPE Testing Office.



## Chapter 4 – Guidance

**4.01 Grading Philosophy and Policies.** Cadets are evaluated based on their achievement of established course objectives. The goal is to challenge Cadets to meet or surpass announced standards of performance and assign grades based upon their success. Once standards are established, the principal responsibility for performance rests with the individual Cadet.

Instructors provide quality instruction, accurate measurement of Cadet achievement, and additional instruction, as required. Instructors strive to motivate and inspire Cadets to achieve their full academic and physical potential. Compiled numerically, letter grades ranging from A+ to F are the standard means of communicating course achievement. Instructors promptly provide Cadets an evaluation of each graded course requirement. The Head, Department of Physical Education, approves course grades at the end of each round of instruction prior to final grades being posted.

**4.02 Character Development.** The department integrates character through the support of the mission: 1) Leading by example in receiving new physical tests from higher headquarters and diligently enforcing their standards. Cadet development pertaining to 'duty' within Army Values occurs when they become involved in this process (i.e., Brigade and Company Physical Development Officers (PDOs)). 2) Demonstrating the ability to advise respective company leaders of procedures and techniques to physically perform at an optimal level. 3) Facilitating the growth of Cadet company leaders who help advise their peers in all matters pertaining to physical requirements. 4) Recognizing and awarding Cadets who excel within the physical pillar.

**4.03 Physical Program Score (PPS).** The PPS is used to compute the performance of Cadets in the Physical Program. The PPS, combined with the Academic Program Score (APS) and Military Program Score (MPS), comprises the Cadet Performance Score (CPS). The Cadet Performance Score (CPS) reflects a Cadet's summative performance in the academic, military, and physical domains. The CPS formula is:

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

A complete explanation of the calculation of the CPS, which ultimately determines a Cadet's class rank can be found in the Redbook.

Three components comprise the Physical Program Score for all Cadets: instructional coursework, fitness testing, and the Character in Sport Index (CSI).

The formula for calculating the PPS for all classes is:

$$\text{PPS} = .60 (\text{Coursework}) + .20 (\text{Testing}) + .20 (\text{Character in Sport Index})$$



Figure 4-1 displays the weighting for each event found in the Physical Program. Cadets may calculate their Physical Program Score Cumulative (PPSC) utilizing the Grade Calculator application which can be received through Company Guidance Officers.

<b>COURSE</b>	<b>WEIGHT</b>
PE116 – BOXING	0.080
PE117 – MILITARY MOVEMENT	0.080
PE215 – FUNDAMENTALS OF PERSONAL FITNESS	0.110
PE32X/PE109 – SURVIVAL SWIMMING	0.080
PE360 – COMBAT APPLICATIONS	0.080
PE450 – UNIT FITNESS	0.110
PE2XX – LIFETIME PHYSICAL ACTIVITY	0.060
CHARACTER IN SPORTS INDEX (8 TERMS; .025/EA.)	0.200
SECOND-CLASS IOCT	0.100
FIRST-CLASS IOCT	0.100

*Figure 4-1*

A Physical Program Score Term (PPST) and a Physical Program Score Cumulative (PPSC) are computed at the end of every academic term. The Physical Program Score Year (PPSY) is calculated at the end of each academic year. The PPSC is used to determine the number one male and female Cadet in physical performance over four years. Additionally, the PPSC is used to determine the number one male and female Cadet in physical performance for each class at the end of each academic year. Cadets must complete all Physical Program requirements for that year to be eligible for award recognition. The PPSC is also used to identify Cadets deficient in the Physical Program, requiring those Cadets to be placed in a Conditioned (COND) status by the Academic Board.

**4.04 Deficiency Status in the Physical Program.** Cadets are considered deficient in the Physical Program and subject to enrollment in Summer Term Academic Program (STAP) for any of the following reasons:

4.04(a) Failure of a physical education course.

4.04(b) Failure to meet the minimum year-group PPSC 'peg' point at the end of the respective academic term. Table 4-1 presents the minimally acceptable PPSC for each year group by the end of the respective term:





YEAR	TERM	PPSC 'PEG' POINT
4th Class	Fall Term	-
4th Class	Spring and Summer Term	1.8
3rd Class	Fall Term	1.9
3rd Class	Spring and Summer Term	2
2nd Class	All Terms	2
1st Class	All Terms	2

*Table 4-1: Peg Points*

4.04(c) Cadets who fail a course and/or do not meet the PPSC peg point for their respective class are subject to review for separation during Academic Board meetings for the term/year.

4.04(d) See USMA Graduation Requirement Memorandum in the Redbook for any additional Physical Program details.

**4.05 DPE Coursework Failures/No Credits.** Cadets who fail a physical education course are considered deficient in the Physical Program and must be reviewed by the Academic Board before remediation can occur. The Department Head, DPE, may recommend to the Academic Board that a Cadet be separated with the right to re-exam or repeat the course. Cadets who fail the same course twice in the same academic year may be separated without the right to re-exam. The Department of Physical Education reserves the right to recommend deficient Cadets for separation upon an initial course failure. This recommendation is based upon input from previous instructors and is approved by the Department Head, DPE.

Cadets who remediate a grade of "F" with a "D" or greater, will get credit for the higher grade, but the "F" will remain on the transcripts in the semester taken. Cadets may request and gain approval to repeat a course to replace a "D" grade. For all repeated courses, the higher grade will count for PPS calculation.

Cadets may be classified as an academic 'No Credit' (NC) if they are unable to complete a course. The Cadet will be tracked as a NC until the course is completed. NC Cadets may be required to complete STAP to resolve their status. Cadets must resolve all NC grades to complete the Physical Program and graduate from the USMA.

Cadets who receive a NC during the academic year are not eligible for the Master of the Sword Award.

If a Cadet is injured during latter stages of enrollment in a physical education course and the injury prohibits further participation, DPE may award a Cadet a final letter grade if the Cadet has completed all or most of the course requirements, has met course objectives, and full participation in the course would not have changed the outcome. A failing grade



may be assigned if the injury, and subsequent missed classes, is not the primary cause for failure, and it is mathematically impossible for the Cadet to receive a passing grade given the time, engagement, and evaluation opportunities remaining in the course.

**4.06 Procedures for Turnback Cadets.** Turnback Cadets automatically assume the Physical Program curriculum requirements of their new class. Turnback Cadets must resolve any NC under their old curriculum, and/or complete all requirements for their new class curriculum. Exceptions may be made for Cadets who have successfully completed similar coursework under their old curriculum.

A December graduate retains the curricular requirements of his/her original class. December graduates must complete all curricular requirements during the academic year in which they were scheduled to graduate. During their final Fall (graduation) Term, December graduates must participate in a competitive sport (company, club, or corps squad) and complete a record IOCT.

**4.07 Inability to Meet the Non-academic Requirements of the Physical Program.** Any Cadet who fails to meet any non-academic requirement (IOCT) of the Physical Program for 18 consecutive months is subject to separation IAW paragraph 7-11, AR 150-1, United States Military Academy.

**4.08 Participation in Designated USMA Enrichment Programs.** There are minimum Physical Program requirements that Cadets must meet to be eligible for the Service Academy Exchange Program (SAEP), the Semester Abroad Program (SAP), and the Individual Advanced Development (IAD) Program (academic, military, or physical IAD). PIAD's that are governed by the Army West Point Athletic Department are separate and fall under USMA regulation 350-12.

A Cadet who is deficient due to any of the reasons listed below may not be recommended for approval to participate in the SAEP, the SAP, or any type of IAD:

- "No credit" (NC) for any DPE required course or an IOCT
- Un-remediated IOCT failure
- Un-remediated PE course failure
- PPSC < 2.0 (Cadets with < 2.5 PPSC may not be recommended for DPE approval for SAEP, SAP or IAD if their physical performance history indicates a high risk for continued poor performance)

4.08(a) Program requirements for Service Academy Exchange Program/Semester Abroad Cadets:

- Physical fitness tests. Cadets approved for SAEP and SAP during the fall term have no immediate IOCT testing requirement (those Cadets will take the IOCT during the spring term). Second-Class Cadets approved for SAEP and SAP during the spring semester must make-ahead the IOCT during their Second-Class fall semester.



- PE Courses. Cadets are highly encouraged to participate in Lifetime Physical

Activity (LPA) courses while on exchange/abroad.

- To receive credit for taking an LPA while on exchange or abroad, Cadets must get approval from DPE LPA Course Directors prior to taking the course.
- The grade earned in this LPA course will not be included in the PPS but will be included on the Cadet's transcripts and will count towards completion of this requirement.
- Cadets approved for SAEP or SAP must ensure that they take their class-specific PE courses during the term at USMA. Only LPA courses may be taken for credit at another institution.

4.08(b) Program requirements for exchange personnel (Cadets/midshipmen) coming to USMA:

- Athletic participation. U.S. service academy personnel and foreign exchange Cadets must complete a competitive sport experience at the company, club, or corps squad level during their semester at the USMA. Exchange personnel do not count against club authorizations and will not receive a Character in Sport Index grade for athletic participation during the semester.
- Physical fitness tests. Exchange personnel are encouraged to take the IOCT, but it is not mandatory.
- Physical Education Courses. Exchange personnel are encouraged to take courses in physical education. They will follow the same procedures as USMA Cadets to enroll in LPA courses. The SAEP coordinator will take the Cadets' preferences and try to add courses that fit into the individual Cadet's academic schedule. Exchange personnel may take multiple courses if there is room in the class and the course/s fit/s into their academic schedule.



## Chapter 5 – Competitive Sports

**5.01 Introduction.** The Competitive Sports program is an integral part of the WPLDS. Every Cadet must participate in athletics in a category of competition consistent with one's ability and interest during each academic term. There are three categories of competition at West Point: Company Athletics (CA), Competitive Club Athletics (CCA), and Corps Squad (intercollegiate) Athletics.

**5.02 Competitive Sports.** All Cadets are required to participate in the Competitive Sports program during each academic term. The program consists of three categories of competition: Company Athletics (CA), Competitive Club Athletics (CCA), and Corps Squad (CS) Athletics. Fundamental to the competitive sports program is the development and demonstration of all facets of character that support achievement of the West Point Leader Development System (WPLDS) outcomes: moral, civic, performance, social and leadership. The rigorous and iterative nature of competitive sports at West Point not only requires that "Every Cadet is an athlete," but also that "Every Cadet is challenged." The Character in Sport Index (CSI) provides a mechanism through which we assess character in the physically and mentally stressful conditions of competitive athletics.

**5.03 "Every Cadet an Athlete".** Following World War I, then-Superintendent Brigadier General Douglas MacArthur introduced major changes in the athletics program at West Point in recognition of the intense physical demands of modern warfare. MacArthur required every Cadet to participate in athletic competition because he was convinced that those who had taken part in organized sport made the best Soldiers.

MacArthur's quote, "Upon the fields of friendly strife are sown the seeds that upon other fields, on other days, will bear the fruits of victory," serves as the bedrock philosophy for sports at West Point. MacArthur believed athletic participation produced fortitude, self-control, resolution, courage, mental agility, and physical development; characteristics he believed were fundamental and necessary for all Soldiers.

USMA Regulation 1-1 defines MacArthur Time as the period that includes athletic participation in one of the three categories of competitive sports. Cadets are expected to participate and be at their assigned place of duty (CS, CCA, CA) during MacArthur Time.

USMA's Competitive Sports program supports the Army values of loyalty, duty, respect, selfless service, honor, integrity, and personal courage. It is designed to teach these values in an athletic setting. The nature of competitive sports provides opportunities that are difficult to replicate in the conventional classroom, in other extracurricular activities, or in military field training.



**5.04 Competitive Sport Outcomes.** The Competitive Sport Outcome is to “develop *warrior athletes of character* and build *teams of significance*”.

**5.04a Warrior Athlete of Character.** A warrior athlete of character is a team player who combines mental toughness, perseverance, and athletic skill with exemplary sportsmanship and fair play. The warrior athlete of character has a teachable spirit and demonstrates the drive, will, and courage to stay committed and succeed, regardless of the challenge.

**5.04b Teams of Significance.** A team of significance is a group of warrior athletes that bonds together into a single, selfless unit and accomplishes memorable feats through a commitment to excellence. Six essential components for a team of significance are character, competency, commitment, courage, cohesion, and communication.

**5.05 Categories of Competition.** Below are the three categories of competition: Company Athletics, Competitive Club Athletics, and Corps Squad Athletics.

**5.06 Company Athletics.** Company Athletics offer multiple sports annually – 5-6 in the fall season and 5-6 in the spring season. Fall sports often include Basketball, Flag Football, Soccer, Functional Fitness, and Submission Grappling. Spring sports often include Flickerball, Orienteering, Ultimate, Team Handball, Functional Fitness, and Grappling. Select Cadets are also authorized to complete the fall and spring term competitive sport requirement through participation in Sandhurst.

The Bankers Association of New York Trophy is inscribed annually with the designation of the Cadet company ranking first in each regiment based on team success in the Company Athletics. The Bankers Trophy has been presented every year at West Point since 1924.

USCC Circular 28-1 (Company Athletics SOP) standardizes operations, reports, and actions necessary to accomplish the mission of Company Athletics. It provides details on the Company Athletics Program, including seasons, participation, eligibility, assignments, duties, team strength, reconditioning, chain of command responsibilities, championships, awards, and the Character in Sport Index (CSI). The circular also addresses Sandhurst competition and its relationship to the Company Athletics Program.

Cadets may not miss Company Athletics practices or record contests for any reason unless approved through the DPE Sport Educator responsible for their respective sport.

If a Cadet becomes injured during the Company Athletics season, he/she will report immediately to the DPE Sports Medicine Office for evaluation and referral. If the DPE Sports Medicine staff determines that the Cadet can no longer fulfill his/her competitive sports requirement and the Company Athletic Add/Drop window is still open, the place of duty for the injured Cadet during company athletics time is in DPE Reconditioning. If



the Company Athletic Add Drop window is closed, injured Cadet will remain with assigned sport in a support role.

**5.07 Competitive Club Athletics.** DPE is the sponsoring organization for the Competitive Club Athletics Program, and the Directorate of Cadet Activities (DCA) is responsible for providing administrative and financial support. The DPE Competitive Club Athletics Manual, published each year by the Competitive Sports Office, provides a current listing (with authorized strength) of all competitive clubs sponsored by the DPE.

Competitive Club Athletics fulfills a Cadet's term competitive sports baseline requirement through participation with their club. Every competitive club athlete must be listed on an official club roster maintained by the DCA and receive an authorization from DPE to participate to meet the term baseline competitive sport requirement. Cadets on the official team roster have no Company Athletics requirement for that term. Each competitive club team has a specified number of authorizations. The Commandant approves the number of authorizations for all CCA teams.

CCA Officers in Charge (OICs) must lock-in their official team roster at the beginning of each academic term to ensure accountability for athletic participation. If a Cadet is removed from a club by the Academy leadership, that Cadet is still required to meet the baseline requirements through participation on a CA or CS team. Ultimately, it is the Cadet's responsibility to ensure that he/she meets the athletic participation requirement for each academic term.

Competitive Clubs receive Chain of Command Time (CCT) authorizations due to the necessity for all team members to be present to hold effective practices. The Commandant approves CCT authorizations based on the unique training requirements of each sport ([USCC Circular 28-1](#)). Since Competitive Club athletics fulfill the baseline competitive sports requirement, teams are normally authorized to practice during MacArthur Time Monday through Thursday.

**5.08 Corps Squad Athletics.** Army West Point Athletics Department (AWPAD) has responsibility for the conduct of the Corps Squad Athletics Program. USMA Regulation 350-12 provides specific details pertaining to the administration and execution of the Corps Squad Athletics Program. Corps Squad athletes fulfill their term competitive sports baseline requirement by participating with their team. Every Cadet involved in a Corps Squad sport must be on the official team roster. Athletes on the official team roster have no Company Athletics or Competitive Club Athletics requirement for that term. DPE Competitive Sports will establish a date within the first three weeks of each semester for AWPAD to set their team rosters. This action allows athletes not selected by AWPAD teams to be assigned to Company Athletics to meet their Competitive Sports requirement. Once these rosters are set, AWPAD will notify DPE whenever an athlete is released from a roster for any reason. For Cadets added to a Corps Squad team roster before the mid-season grade cut off, CSI grade will be awarded by AWPAD. If the Cadet



is added to a Corps Squad team after the cutoff, they will receive their grade from their company athletics chain of command.

Cadets on a Corps Squad team that depart a team before the mid-season grade cutoff (late September in the fall; mid-March in the spring) will be assigned to a Company Athletic where they will receive their CSI grade for the semester.

Athletes that depart Corps Squad teams after the mid-season grade cutoff will also be assigned to Company Athletics for accountability; however, they will receive their CSI grade from the AWPAD team they departed.

**5.09 Character in Sports Index (CSI).** The Cadet chain of command (coaches, CICs, team captains, and officials), in conjunction with their officer chain of command, will use the Character in Sports Index (CSI) to measure and evaluate Cadet performance. The Cadet chain of command will provide CSI grade input to the Competitive Sport Officer in Charge (DPE Sport Educator or CCA OIC) at the end of each season. The Competitive Sport OIC is responsible for verifying and submitting grades no later than the end of each term. Corps Squad CSI grades are verified and entered by the respective team coaching staff no later than the end of each term. The CSI is based upon the following components, encompassing character: fair play/sportsmanship, perseverance, teamwork/unselfishness, attitude/coachability, playing ability, and competitive performance.





## Chapter 6 – Physical Program Performance Awards

**6.01 Master of the Sword Award.** The Master of the Sword Award is earned by Cadets who demonstrated exceptional performance in the Physical Program in the previous academic year. To earn this award, at the start of the following academic year, Cadets must:

- Complete all required PE courses, in accordance with the Physical Education Curriculum outlined in Chapter 2 (Curriculum), based on respective class program (i.e. Second-Class Program, First-Class Program, etc.)
- Achieve a PPSY  $\geq 3.667$  (As calculated following completion of STAP PE courses)
- Meet Body Composition Standards outlined in AR 600-9
- Achieve an A- or above on their Second-Class IOCT (Rising First-Class Cadets only) or Third-Class PE117 in-class IOCT (Rising Second-Class Cadets only)

This award is presented at the beginning of the subsequent academic year and may be worn on Cadet uniform IAW the [USCC Cadet SOP](#). A Cadet may only wear the award for one academic year unless the respective Cadet earns the right to wear it for the following years by meeting the criteria reported above.

**6.02 306th Infantry Award West Point Chapter, Daughters of the United States Army Award.** At the end of the First-Class year, USMA will recognize the number one male (306th Infantry Award) and number one female (West Point Chapter, Daughters of the United States Army Award) Cadet based on PPSC over the four-year experience. In the event of a tie, the sequence for breaking the tie will be PPSY in descending year order.

**6.03 #1 Cadet in the Physical Program by Grad Year.** At the end of the academic year, the number one male and female Cadet will be identified for the rising upper three classes. The #1 Cadet in each class must have completed all PE courses required of his or her year group. PPSC (computed to three decimal places) for the preceding years will be used to determine These Cadets. In the event of a tie, the sequence for breaking the tie is as follows:

- Average of all testing scores
- Coursework
- CSI

**6.04 Indoor Obstacle Course Test Tab.** To qualify for the IOCT Tab, a Cadet must score an A- or above on their Second- or First-Class IOCT (Men: 2:38 or faster; Women: 3:35 or faster; no event failures) or meet the same standard within enrollment in PE117. Cadets are authorized to wear the IOCT Tab on the Cadet uniform IAW USCC Cadet SOP beginning when they first earn the pin until the respective Cadet graduates.

**6.05 Brigade Champion Trophy.** Trophies are awarded to the brigade championship





teams in each sport at the end of each season. The trophies will remain with the DPE Competitive Sports Office so they can be displayed prominently in the Arvin Cadet Physical Development Center.

**6.06 Brigade Champion USCC Monogram Patch.** All Cadets on brigade championship teams will be awarded a “USCC” monogram patch for wear on the black jacket.

**6.07 The Bankers Association of New York Trophy.** The Bankers Trophy is inscribed annually with the designation of the Cadet company ranking first in each regiment in Company Athletics. In addition, the winning companies receive a Bankers Trophy certificate to be displayed in the company area. The award was first presented in 1924.

**6.07a Bankers Trophy Point System** Companies receive points IAW their regimental finish in each sport during the regular season. Point distribution follows:

<i>1<sup>ST</sup> PLACE - 100</i>	
<i>2<sup>ND</sup> PLACE - 80</i>	<i>6<sup>TH</sup> PLACE - 40</i>
<i>3<sup>RD</sup> PLACE - 70</i>	<i>7<sup>TH</sup> PLACE - 30</i>
<i>4<sup>TH</sup> PLACE - 60</i>	<i>8<sup>TH</sup> PLACE - 20</i>
<i>5<sup>TH</sup> PLACE - 50</i>	<i>9<sup>TH</sup> PLACE - 10</i>

*Table 6-1*

In cases of a tie in team standings (except ties for first place), the Bankers Trophy Points involved will be divided and distributed equally among the tied teams. (Example: a three-way tie for 2nd place would divide and distribute the 2nd, 3<sup>rd</sup>, and 4th place points or 70 points for each team).

**6.08 The Mike Krzyzewski Teaching Character through Sport Award.** The Mike Krzyzewski Teaching Character through Sport Award recognizes Cadet-athletes and Coaches/Sport Educators for their outstanding commitment to the development of noble character through athletic participation and leadership.

There are three divisions of athletics: Company Athletics, Competitive Club Athletics, and Corps Squad Athletics. Each year, one Cadet-athlete and one coach/sport educator from each division receives the Mike Krzyzewski Award for Excellence in Teaching Character through Sport.

Nomination due dates are published during the fall and spring seasons. Nominations will be one page or less and justify the criterion above. Nominations can come from any member of the USMA staff and faculty, Army West Point Athletic Department, or USCC. The selection committee will review all nominees and select one Cadet winner and one



coach/sport educator from each division.

Awards are presented each spring to the recipients. Winners receive a medallion and plaque during the ceremony and their names are added to a permanent plaque in Arvin Cadet Physical Development Center honoring the winners.

**6.09 The LTG (R) Hal Moore Warrior Athlete of Excellence Award.** The LTG (R) Hal Moore Warrior Athlete of Excellence Award recognizes one male and female Cadet that best demonstrate the leadership qualities of LTG Moore (Mental Toughness, Perseverance, Winning Spirit, Humility) and the tenets of the warrior ethos in the DPE competitive sports and combatives programs.

Eligibility requirements are shown in Table 6-2:

EVENT	STANDARD
PE116	TOP 10% OF YEAR GROUP (MALE / FEMALE)
PE360	TOP 5% OF YEAR GROUP (MALE / FEMALE)
CSI	B+ OR HIGHER (AVERAGE) DURING 4 <sup>TH</sup> , 3 <sup>RD</sup> , AND 2 <sup>ND</sup> CLASS YEARS
IOCT	B+ OR HIGHER ON MOST RECENT IOCT
PE COURSES	NO FAILURES
ACFT	NO FAILURES

Table 6-2

Nominations must be one page or less and justify the criteria above. The selection committee will review all nominees and select the winners.

The award presentation will occur during the fall season. Winners receive a certificate during the ceremony and their names are added to a permanent plaque in Arvin honoring the award winners.



## Chapter 7 – Cadet Summer Physical Readiness Training

**7.01 Introduction.** The Physical Program includes an intense and progressive summer Physical Readiness Training (PRT) Program administered IAW Field Manual 7-22. This program is designed to prepare Cadets for the physical demands of military service. Summer training provides each Cadet repeated opportunities to apply principles learned during the academic year's physical education curriculum. Specifically, the summer training program integrates military and physical training. This integration provides a forum where Cadets are taught to apply and model the knowledge, psychomotor skills, attitudes, and behaviors which result in a sustained elevated level of physical fitness and enhanced combat readiness.

For Cadet leaders, their roles at both Cadet Basic Training and Cadet Field Training provide opportunities to:

- Develop leadership skills through exposure to a variety of physical training methods and experiences.
- Implement the fitness principles and skills acquired during curricular instruction.
- Improve and maintain personal fitness levels and those of subordinates.
- Enhance unit morale, cohesion, and teamwork through rigorous physical activity and competition.

**7.02 Cadet Basic Training (CBT).** CBT is the New Cadet's initial exposure to the Army's PRT Program. CBT includes introduction to the fundamentals of combatives with the goal of easing the integration of new Cadets into the warrior culture of their gaining units. CBT integrates an intense and rigorous physical sequence designed to:

- Prepare 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 physical readiness training doctrine.
- Foster positive behaviors and attitudes toward physical fitness.
- Build attributes and competencies in character, presence, leadership, and development.

The PRT program of instruction for CBT is planned and monitored by 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.



**7.03 Cadet Field Training (CFT).** Following the end of the Fourth-Class year, rising Third-Class Cadets report to Camp Buckner for military field training. CFT is designed to be physically and mentally demanding and simulates Army experiences as realistically as possible. Cadets experience how PRT is conducted in an Army unit in both garrison and field conditions.

The CFT physical readiness training program is planned, implemented, and executed by the Cadet leaders. To develop their company physical readiness training plans, the Cadet leadership uses the Army physical readiness training doctrine described in FM 7-22 and AR 350-1. Additionally, the Cadet leadership is expected to adhere to the concept of “Mission Essential Task List Focused PRT”. The Brigade Tactical Department, and specifically the company tactical officer and noncommissioned officer, monitor the Cadet leadership’s execution of their company’s physical readiness training program.

The Cadets are introduced to the integration of combatives into tactical training as described in TC 3-25.150. In concert with the Cadet company physical fitness training plans, DPE may also plan and supervise special physical training events during CFT. The Cadets will execute the Marne Confidence Course (MCC) and must pass the Water Confidence Course (WCC). The WCC consists of the beam-walk rope-drop and the slide for life. The MCC consists of a variety of obstacles the Cadets must navigate as a unit. 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.



## Chapter 8 – Summer Term Programs

**8.01 Summer Term Academic Program (STAP).** The primary objective of DPE STAP is to remediate all DPE academic course failures, “No Credits” (NCs), and PPSC-deficient Cadets. Cadets will generally be enrolled in only one DPE STAP course.

**8.02 Physical Individual Advanced Development (PIAD).** PIAD opportunities provide a means to enrich the experience of the baseline Physical Program. Cadets must meet minimum standards on all DPE coursework and all required fitness testing by the end of the spring term in order to be eligible for a DPE PIAD. Consistent with budget and faculty availability, DPE conducts the following PIADs:

- *PE 471 - Advanced Sport Development (2.0 credit hours):* designed for Cadets with an interest in total fitness, adventure sports and SCUBA diving experience.
- *PE 472 - Outer Limits/Mountain Leader (2.0 credit hours):* an opportunity to develop climbing/mountaineering skills as well as to explore mental and physiological limits.



## **Annex A – PE109 – Fundamentals of Aquatics Course Overview**

**A.01. Course Overview.** PE109 is a 38-lesson course designed to prepare Cadets with little or no exposure to the aquatic environment for the survival swimming curriculum. Focusing on fundamental concepts such as air exchange, transiting the water vertically and horizontally, and overall confidence above and below the surface of the water, Fundamentals of Aquatics gives Cadets a foundational set of skills that they can apply immediately upon matriculation into the survival swimming curriculum. Fundamentals of Aquatics lays the foundation that Cadets can build on throughout their four years at the Academy and beyond in the aquatic environment.

### **A.02. Student Learning Outcomes.**

- Define the terms “basic swimming” and “survival swimming” and explain how they are interrelated.
- Distinguish between three basic water posture positions and demonstrate progressive skill components associated with each position.
- Identify factors critical to proper learning progression(s) and demonstrate essential elements of basic locomotion and survival in the aquatic environment.
- Demonstrate an understanding of the risks associated with participation in swimming, and an ability to utilize effective methods of personal safety and risk management.

**B.03. Character Development.** The DPE survival swimming curriculum provides numerous iterative and rigorous developmental opportunities that facilitate demonstration of character; to include Army Values, Empathy, Warrior Ethos, Discipline (ADP 6-22) and the five facets of character. Specifically:

**Performance Character.** The Survival Gate series (SG#1-4) within the curriculum addresses this aspect of character exceptionally well. All include components where Cadets confront fearful situations, manage arousal, and demonstrate the resilience and confidence to make decisions, never quit, and perform optimally despite anxiety-producing situations akin to operational environments. SG#3 (6.5m Tower) is the most highlighted, as this event specifically channels a Cadet’s ability to follow commands while under high levels of stress, manage aspects of fear, and explore inherent elements of courage. Within lower learner levels (PE109 & 320), fear of water is a very real issue. Cadets that are successful in working through this anxiety grow exponentially in their own character development.

**Performance Character and Leadership Character.** Over the 38-lesson course, survival swimming class members will routinely work in pairs. These paired groupings will observe, coach, and even informally grade one another on skills/tasks.



To have this function properly, Cadets must be able to trust one another with an understanding of correct technique and/or proper “landmarking” to accomplish a graded task. This combination of trust, discipline, and fitness is most present in two curricular areas: ACU/equipment acclimatization and stroke testing. These events specifically test a Cadet's fitness/technical levels, but in addition; also measure the trust they have in their partner to provide relevant feedback in terms of qualitative event requirements. Moreover, Cadets are responsible for self-reporting at the conclusion of any testing bout, which engenders a sense of trust within Cadet groupings. This mechanism provides further reinforcement that ownership of a grade/goal is aligned with a central reciprocal philosophy throughout the entire curricular environment.

**Moral Character and Leadership Character.** The physical challenges and safety hazards survival swimming presents require that Cadets follow specific guidelines for skill specific taskings and classroom conduct. Almost all graded events from the POI are criterion based, which account for 220 points out of an available 240 (320/340 for PE109). This encourages Cadets to be honest with themselves on their current skill level, and to pursue additional work/additional instruction as needed. Event retesting allows Cadets to self-reflect on what they need to work on to improve within the course. As previously stated, Cadets self-report scores which allows them demonstrate adherence to the rules during each tested event.

**Leadership Character.** The Survival Swimming POI has significant physicality associated with successful completion. As such, Cadets must constantly compete with themselves to achieve better scores. This is an ever-present phenomenon during SG#2 testing, as Cadets work to motivate each other to reach the next progressive tier within the gate's scoring algorithm. While development of leadership character is a central element throughout all facets of the course, its best referenced within this crucible event as Cadets strive to inspire and develop others to be successful.

**All Facets of Character.** Survival Swimming at West Point presents a unique challenge to many Cadets. While there is a wide range of aquatic abilities at the Academy, even those Cadets that are most comfortable with swimming can find challenge within the course. To be MOST successful, a Cadet will have to demonstrate ALL Facets of Character (humility, respect, personal courage, grit, positivity) while matriculated. Two facets most highlighted are humility and personal courage. While there are a measurable number of extremely gifted athletes at West Point, terrestrial fitness does not translate 1:1 when considering the aquatic environment. This presents a personal hurdle for many Cadets in revealing specific areas of deficiency. In understanding this, Cadets acknowledge the importance of both confronting new challenges and assisting others to do the same.



## Annex B – PE116 – Boxing Course Overview

**B.01. Course Overview.** PE116 is a 19-lesson course in amateur boxing. Cadets learn the offensive and defensive skills required to cope with a fearful situation and engage in a one-on-one physical confrontation. Course content includes stance, movement, basic punches (jab, cross, hook, and uppercut), defense, and strategy. The Psychomotor, Cognitive, and Affective domains are incorporated into the curriculum. Instruction also includes refereeing, judging, and serving as a corner second.

### **B.02. Student Learning Outcomes.**

- Develop coping strategies for physically and psychologically stressful situations.
- Teach Cadets to continue to function and to remain poised while experiencing fear (fear management) and to develop physical courage.
- Develop the Warrior Spirit, the applicable tenets of the Warrior Ethos, self-confidence, will-to-win, and perseverance necessary to be a leader in the US Army.
- Expose Cadets to a contact combative experience.
- Develop basic boxing skills with direct applications to un-armed combat.
- Enhance Cadet's moral and ethical development.
- Provide a basic appreciation for physical fitness.

**C.03. Character Development.** The AWP Fourth-Class Boxing Program supports the USMA Physical Program by providing Cadet boxers with several developmental opportunities that mandate the demonstration of character, to include the Army Values, Empathy, the Warrior Ethos, Discipline (ADP 6-22), and adhering to Rules of Engagement (ROE). Specifically: no hitting below the belt or anywhere on the back side of the opponent; adhering to limited power punches to the head; backing off an opponent when they are in a defenseless position.

**Performance Character.** Throughout the PE 116 curriculum, Cadet boxers are taught the psychomotor offensive and defensive skills as well as the affective elements to cope with a fearful situation (e.g., a one-on-one confrontation). Whether doing partner drills, sparring, or participating in the five authentic evaluations, Cadet boxers are observed in the fearful situation (one-on-one boxing match) to see how they will react. Boxing requires Cadets to confront fearful situations, manage arousal, demonstrate the resilience and confidence to make decisions, to never quit, to never accept defeat and perform optimally while participating in the anxiety-producing situation of boxing another opponent. By facing those fear producing situations experienced in the ring, Cadets will be better prepared as Officers to better manage the fears that combat induces.





**Performance Character and Leadership Character.** A jab, mid-course, and three final graded bout evaluations are administered to assess the Cadet boxer's physical and mental toughness and to determine if they have the discipline and integrity to adhere to the rules that govern the sport of boxing, such as: "no hitting below the belt line" and class rules such as, one of each power punch per round. Demonstrating integrity and honor by following the stated rules during a boxing confrontation are not a 'sometimes endeavor'. Fourth-Class boxing promotes trust, discipline, and fitness: these qualities must exist in every unit and in every Soldier of our Army all the time.

**Moral Character and Leadership Character.** The Fourth-Class boxing curriculum continually challenges the boxers to follow the rules of engagement for the confrontation. These safety mechanisms, such as: no more than 1 each power punch to the head per round, are designed to help Cadets develop their self-efficacy and courage under the safest possible conditions. Additionally, the value of the will-to-win is not confused with the mentality of "win at all costs". On the contrary, competitors are taught to compete honorably and demonstrate 'fair play', while giving their best effort in striving to win because winning honorably matters. Empathy: Fourth-Class boxers demonstrate empathy for their drill work partners and evaluation opponents by experiencing and understanding the same fear their opponent is facing. Warrior Ethos: Fourth-Class boxers are imbued with the Warrior Ethos and spirit. They are taught to "Never Accept Defeat" to "Never Quit" and thus to persevere especially when the situation in the ring becomes difficult and challenging. Discipline: Fourth-Class boxers are taught to be disciplined by not violating the rules of boxing by "hitting below the belt", "striking an opponent in the back of the head" and by adhering to other safety rules such as limiting the number of power punches to the head. Learning discipline during stressful situations (one-on-one confrontation) will help the boxer/future officer to control themselves/be disciplined during the stressful, uncertain situations they may encounter while leading America's sons and daughters.

**Leadership Character.** Instructors are expected to bring leadership, character to class by exhibiting the physical act of leading by demonstrating the appropriate military bearing, fitness, confidence, and effort that define presence. Additionally, instructors are challenged to model positive professional habits such as: being prepared and organized for class, being in the right uniform and being on time for class and working to positively influence their students by providing well-rehearsed, appropriate skill demonstrations and providing positive feedback. Instructors are expected to demonstrate empathy for the Cadet boxers by matching them appropriately by body weight and skill-level and to be honorable by objectively grading evaluations. Cadets are expected to lead by being in the right uniform, having the proper equipment and being on time for class. Moreover, when confronting an opponent, they are expected to never accept defeat, to have the integrity to follow the ROE, and to strive to win. In addition, Cadets in leadership roles such as, section marcher or squad leader are expected to fulfil these duties responsibly and IAW class procedures. Lastly, while instructors inspire Cadets to demonstrate empathy for their opponents and to adhere to the ROE while learning the



curriculum's objectives, Cadet boxers are expected to take the lessons learned from class, to fine tune them and place these "tools in their rucksack" to bring with them to their units.

**All Facets of Character.** There is a strong indication of sportsmanship when Cadet boxers demonstrate all the facets of character (humility, respect for their opponent, personal courage-both physical and mental, grit-perseverance & positivity) during partner drills, sparring and evaluations. This sportsmanship enables competitors to form a bond of trust between one another, that although they are always striving to win, they will adhere to the ROE and the idea of fair play whether competing on the fields of friendly strife or the uncertainty of a combat situation.



## **Annex C – PE215 – Fundamentals of Personal Fitness Course Overview**

**C.01. Course Overview.** The Foundations of Personal Fitness course emphasizes basic human physiology concepts and the mechanisms by which the body adapts to and benefits from physical training. Cadets will learn how to assess, develop, and maintain their individual physical, nutritional, and sleep readiness as defined by the Army's Holistic Health and Fitness (H2F) system. Activities will focus on improving strength, endurance, mobility, power and speed while utilizing body composition to enhance overall physical performance. Cadets will understand how to properly fuel for, prepare, and recover from physical activity utilizing appropriate nutritional behaviors and sleep strategies. Human performance optimization will be discussed in the context of motivation, commitment and perseverance. Cadets will leave the course with exposure to H2F concepts, and comprehensive profile of their individual readiness.

### **C.02. Student Learning Outcomes.**

- Understand Holistic Health & Fitness (H2F) and its impact on performance.
- Assess one's individual physical, nutritional, and sleep readiness.
- Link foundational movements to the development of physical readiness.

**C.03. Character Development.** The USMA Physical Program provides numerous iterative and rigorous developmental opportunities that demand demonstration of character, to include the Army Values, Empathy, the Warrior Ethos, and Discipline (ADP 6-22). Specifically:

**Performance Character.** Through the Physical Readiness Assessment Battery (PRAB), the course demands high physical performance standards. Further, Cadets are required to examine and reflect on their individual physical strengths and weaknesses.

**Civic Character.** In PE215, Cadets are responsible for the safety of others by providing effective spotting and detailed feedback. These actions occur during maximum effort performance assessments where the possibility of injury is present. Further, Cadets encourage their peers during these physical assessments to support high achievement.

**Moral Character.** The Cadet Profile assignment requires Cadet to truthfully report their nutrition and sleep tracking and provide a candid evaluation of their nutrition and sleep behaviors.

**Leadership Character.** The physical act of leading through military bearing, fitness, confidence, and resilience defines Presence. Given many movement skills and performances, skilled Cadets can coach and role model appropriate motor patterns and performance abilities in PE215. Leaders inspire and develop others through their



personal commitment to positive professional habits and a lifestyle of holistic health and fitness.

**All Facets of Character.** Through the lens of Holistic Health and Fitness (H2F), cadets in PE215 have an opportunity to take stock of themselves by identifying their current strengths and weaknesses. Cadets then develop the tools necessary to enhance their performance across all H2F readiness domains. Graduates of PE215 have a clear and candid understanding of themselves and the means to spark personal improvement on the road to becoming an Army Officer.



## Annex D – PE117 – Military Movement Course Overview

**D.01. Course Overview.** Military Movement is a 19-lesson course designed to expose Cadets to a variety of basic movement skills aimed at the development of basic muscular and motor patterns. The course is critical in the promotion of strength, power, flexibility, balance, agility, coordination, social interaction, fear management, and teamwork and serves as a basis for many other athletic and military activities that Cadets will encounter during their time at USMA as well as in their Army career.

### D.02. Student Learning Outcomes.

- Demonstrate the requisite physical readiness, structural capabilities, and movement skills necessary for military service.
- Demonstrate self-confidence and fear management during challenging movement tasks.
- Demonstrate safety for self and others through sound decision-making and execution of proper spotting techniques through the utilization of teamwork.

**D.03. Character Development.** Military Movement provides numerous iterative and rigorous developmental opportunities that demand demonstration of character, to include the Army Values, Empathy, the Warrior Ethos, and Discipline (ADP 6-22). Specifically:

**Moral Character.** PE117 provides daily opportunities for Cadets to display personal integrity and honor through self-reporting score card marking. Cadets are challenged daily to choose the harder right over the easier wrong through accurate and honest reporting of their individual performance providing an avenue for them to internalize living honorably.

**Civic Character.** In PE117, Cadets are responsible for more than just themselves. Multiple graded events require teamwork in the form of appropriate spotting techniques built into the grading structure. Further, multiple skill progressions require partner assisted lead ups to adequately acquire skill proficiency. Cadets encourage their peers through additional work/additional instruction and truly form a unique bond while working through challenging tasks together.

**Performance Character.** PE117 is a challenging course that requires Cadets to execute military relevant physical skills in a public venue (in front of peers and instructors). Cadets often encounter initial difficulty with novel skills requiring them to be resilient to improve from initial performance and become successful. When faced with these challenges, Cadets learn appropriate strategies that allow them to manage fear and emotions. Through consistent repetitions and proper coaching cues from instructors; Cadets gain an understanding of best practices/techniques to be successful.



**Social Character.** Cadets improve presence through the development of military bearing (card marking), fitness (muscular fitness events/IOCT), confidence (improvement on skills) and resilience (identifying and addressing physical weaknesses). Cadets work closely with peers and instructors throughout the course developing trusting relationships and a kindred spirit. Cadets learn to trust themselves while performing specific tasks in class and know that they can rely on their peers and/or instructors for guidance and support while performing in a safe but ever-changing environment.

**Leadership Character.** PE117 provides an environment where Cadets can encourage and support each other. Particularly, successful Cadets have an opportunity to motivate and coach struggling Cadets toward successful attainment of challenging skills. Cadets learn how to effectively communicate with peers and instructors alike, increasing their self-awareness and commitment to a common goal.

**All Facets of Character.** PE117 provides many opportunities for Cadets to develop and enhance character growth through the many facets strategically imbedded within the course. This course sets the mental and physical foundations required of all Cadets and challenges each individually. It enhances self-confidence, fear management, resilience and develops coping strategies for stressful physical and psychological situations. Cadets own a shared experience and learn to work together to improve themselves and their peers as they work towards broadening their movement experience while enhancing the goal of exceeding the standard.



## **Annex E – PE320:323 – Survival Swimming Course Overview**

**E.01. Course Overview.** The Survival Swimming Program is a 19-lesson course designed to develop basic survival swimming proficiency, while challenging the aquatic ability of all classifications of swimmers. The Program of Instruction (POI) for beginners, low intermediate, high intermediate, and advanced swimmer; is divided into two progressive curriculum tracks: basic stroke development and combat survival swimming. Emphasis is universally focused on elements of breath control, basic locomotion, buoyancy positions, stroke instruction/refinement, and the development of theatre specific watermanship. The course is designed to be operationally relevant, and is outcomes based.

### **E.02. Student Learning Outcomes.**

- Demonstrate physical and mental adjustments to the aquatic environment, to include breath control both above and below the surface of the water, and appropriate body positioning in relation to relaxation, buoyancy, and basic locomotion.
- Demonstrate an efficient and effective elementary backstroke, breaststroke, and sidestroke, utilizing correct biomechanics, balance, and synchronization.
- Demonstrate an increase in cardio-respiratory endurance as related to the aquatic environment.
- Demonstrate a basic level of proficiency in a wide variety of military survival swimming applications.
- Demonstrate enhanced skill achievement and self-confidence, by successfully confronting and overcoming fear, through successful completion of challenging theatre specific survival taskings.

**E.03. Character Development.** The DPE Survival Swimming Curriculum provides numerous iterative and rigorous developmental opportunities that facilitate demonstration of character, to include Army Values, Empathy, Warrior Ethos, and Discipline (ADP 6-22). Specifically:

**Performance Character.** The survival gate series (#1-4) within the curriculum addresses this aspect of character exceptionally well. All include components where CDTs confront fearful situations, manage arousal, and demonstrate the resilience and confidence to make decisions, never quit, and perform optimally despite anxiety-producing situations akin to operational environments. SG#3 (6.5m Tower) is the most highlighted, as this event specifically channels a CDTs ability to follow commands while under high levels of stress, manage aspects of fear, and explore inherent elements of courage. Within lower learner levels (PE109 & 320), fear of water is a very real issue. Cadets that are successful in working through this anxiety grow exponentially in their own character development.



**Performance Character and Leadership Character.** Over the 19-lesson course, survival swimming class members will routinely work in pairs. These paired groupings will observe, coach, and even informally grade one another on skills/tasks. To have this function properly, Cadets must be able to trust one another with an understanding of correct technique and/or proper “landmarking” to accomplish a graded task. This combination of trust, discipline, and fitness is most present in two curricular areas: ACU/equipment acclimatization and stroke testing. These events specifically test a Cadet's fitness/technical levels, but in addition; also measures the trust they have in their partner to provide relevant feedback in terms of qualitative event requirements. Moreover, Cadets are responsible for self-reporting at the conclusion of any testing bout, which engenders a sense of trust within Cadet groupings. This mechanism provides further reinforcement that ownership of a grade/goal is aligned with a central reciprocal philosophy throughout the entire curricular environment.

**Moral Character and Leadership Character.** The physical challenges and safety hazards survival swimming presents, require that Cadets follow specific guidelines for skill specific taskings and classroom conduct. Almost all graded events from the POI are criterion based, which account for 220 points out of an available 240 (320/340 for PE109). This encourages Cadets to be honest with themselves on their current skill level, and to pursue additional work/additional instruction as needed. Event retesting allows Cadets to self-reflect on what they need to work on to improve within the course. As previously stated, Cadets self-report scores which allows them demonstrate adherence to the rules during each tested event.

**Leadership Character.** The Survival Swimming POI has significant physicality associated with successful completion. As such, Cadets must constantly compete with themselves to achieve better scores. This is an ever-present phenom during SG#2 testing, as Cadets work to motivate each other to reach the next progressive tier within the gate's scoring algorithm. While development of leadership character is a central element throughout all facets of the course, its best referenced within this crucible event as Cadets strive to inspire and develop others to be successful.

**All Facets of Character.** Survival Swimming at West Point presents a unique challenge to many Cadets. While there is a wide range of aquatic abilities at the Academy, even those Cadets that are most comfortable with swimming can find challenge within the course. To be MOST successful, a Cadet will have to demonstrate ALL Facets of Character (humility, respect, personal courage, grit, positivity) while matriculated. Two facets most highlighted are humility and personal courage. While there are a measurable number of extremely gifted athletes at West Point, terrestrial fitness does not translate 1:1 when considering the aquatic environment. This presents a personal hurdle for many Cadets in revealing specific areas of deficiency. In understanding this, Cadets acknowledge the importance of both confronting new challenges and assisting others.





## **Annex F – PE360 – Combat Applications Course Overview**

**F.01. Course Overview.** PE360 is a 19-lesson course provides Cadets with a capstone combatives experience that closely aligns with the Army's Modern Army Combatives Program IAW TC 3-25.150. The course is designed to build a warrior skillset and internalize a warrior mindset by teaching comprehensive set of basic combatives skills along with how combatives training is utilized by unit leaders to instill the warrior ethos. Cadets learn to dominate opponents, as appropriate along the continuum of force, using skill, aggressiveness, and fear management and to lead units through this process. Cadets are evaluated on their ability to effectively perform combative skills in a full contact fighting environment, on their understanding of combatives training as a deliberate, iterative, and continuous leadership tool to inculcate the warrior ethos in the units they will lead and on their ability train and fight honorably as a member of a diverse force.

### **F.02. Student Learning Outcomes.**

- To provide the Cadet a comprehensive set of basic combatives skills.
- To expose the Cadet to the aggressive mindset and mental toughness needed to survive in close quarters combat.
- To expose Cadets to ground fighting.
- To foster development of striking and grappling techniques as effective weapons in the close quarters range.
- To foster development of effective defensive responses for common attacks in the close quarters range.

**F.03. Character Development.** PE360 supports the USMA Physical Program by providing Cadets with several developmental opportunities that mandate the demonstration of character, to include the Army Values, Empathy, the Warrior Ethos, Discipline (ADP 6-22), and Adhering to Rules of Engagement (ROE).

**Performance, Moral, and Societal Character.** Cadets must train in full contact sparring and competition. They display character by performing under duress while utilizing the appropriate level of force for both the fighting situation and the social situation. They must overcome their fears of being hit while accomplishing the difficult technical task that also requires showing an appropriate level of aggression.

**Leadership Character:** Learning to fight requires a team willing to train hard while remaining a cohesive unit. Cadets must demonstrate a safe, positive approach to training where everyone thrives, even as they compete in full contact fighting, balancing their individual intensity and desire to achieve personal results with encouraging and helping their peers.



## Annex G – PE450 – Army Fitness Development Course Overview

**G.01. Course Overview.** This course prepares future officers for their role as fitness leaders by equipping them with content and experiences that cultivate their ability to plan, implement, and assess unit physical training under varied conditions. Course material emphasizes basic concepts of human physiology and the mechanisms by which the body adapts to and benefits from physical readiness training. Cadets will apply their knowledge of the United States Army's Holistic Health and Fitness (H2F) system in pursuit of optimizing unit (group) performance. Cadets must assess the physical requirements of units and Soldiers, program platoon level physical readiness training, and evaluate the efficacy of that training. Course graduates have the knowledge to enhance the health and human performance of the future units they will lead.

### **G.02. Student Learning Outcomes.**

- Understand the physiological adaptations to PRT activities and use traditional periodization to positively influence them.
- Understand the general training principles and training variables; be able to apply them to fitness programming.
- Demonstrate a proficiency with individualized exercise prescription towards a diverse military demographic.
- Understand and demonstrate the attributes required to lead unit PRT.

**G.03. Character Development.** PE450 creates leaders who are prepared to educate, train, and inspire their Soldiers and fellow Cadets through valuable physical training that is grounded in science and tailored to the mission and the individual. Through the course we explain and practically apply how moral, civic, performance, social and leadership character can be developed and displayed through physical fitness.

**Moral Character.** Hold yourself and your Soldiers to the task of enduring challenging physical training. Have the moral character to challenge yourself to meet goals and inspire your Soldiers to do the same.

**Performance Character.** Can you set the example for others to follow? Leading your Soldiers through physical training means, at a minimum, suffering with them, and ideally leading them from the front as a high performer.

**Civic Character.** Ultimately, every Army Soldier will leave the profession and transition into life as a civilian and citizen of the United States. Making that transition as a healthy and fit human being will set the example for family, friends, and co-workers, and will ultimately make the United States a healthier place.

**Social Character.** Every Soldier and Cadet possesses a different set of strengths, attributes, and prior experience. Can you build cohesive teams and train units towards a



common goal, whether that be improving muscular endurance, muscular strength, aerobic endurance or anaerobic endurance. Regardless of where your Soldiers and

**Leadership Character.** Group physical training, like combat, can be loud, confusing, and stress-inducing. Can you maneuver your organization in an orderly and efficient manner to accomplish the mission? Do you know when it is appropriate to use formations? Do you have the presence, and ability to project your voice when required to communicate instruction and give direction? PE450 tests these aspects in a controlled environment.