

UNITED STATES MILITARY ACADEMY

WEST POINT, NEW YORK



MILITARY PROGRAM

ACADEMIC YEAR 2016

DEPARTMENT OF MILITARY INSTRUCTION

Includes Corrections as indicated on Page 2



Table of Contents

SUBJECT: Foreword -- Military Program (Greenbook), Academic Year 2016.....	1
Chapter 1 – Overview of the Military Program	3
Chapter 2 – Baseline Requirements, Evaluations, and Actions Upon Deficiency	6
Chapter 3 –Fourth Class Summer	10
Chapter 4 –Fourth Class Fall and Spring Terms.....	12
Chapter 5 –Third Class Year.....	13
Chapter 6 –Second Class Year and First Class Summer	16
Chapter 7 –First Class Fall and Spring Terms	19
Chapter 8 – Military Program Score.....	21
Annex A – Additional Military Development Grading Policies	23
Annex B – Military Individual Advanced Development Opportunities	29
Annex C –References	30
Annex D – Abbreviations and Acronyms.....	31



MACC-Q

14 April 2015

MEMORANDUM FOR Cadets, Staff and Faculty

SUBJECT: Foreword -- Military Program (Greenbook), Academic Year 2016

The Greenbook is the governing document of the Military Program. It articulates the diverse activities, events, and requirements which make up the Military Program and provides both a framework and a foundation for its organization, orchestration, and execution. It establishes a standards-based environment, with clearly-delineated requirements throughout the 47-month West Point Experience. The challenge for each of us is to ensure the Military Program's relevance to our central purpose – producing commissioned leaders of character for the United States Army, committed to the ideals of *Duty, Honor, Country*. Significant changes are included as an enclosure to this memorandum.

// original signed //

JONATHAN T. NEUMANN

COL, IN

22nd Director of Military Instruction



Curricular Changes

Class of 2017

- Added Military Lab (ML) 300 Cadet Leader Development Training to the MPSC in order to reestablish consistency with program priorities

Classes of 2018 and 2019 (in addition to the change described above)

- Added ML100 Introduction to Warfighting Laboratory coincident to MD200 Third Class Summer Military Development in order to establish a distinction between the grade for military training and leader development that occurs during Cadet Field Training

Correction Log

Update 1 – corrected the focus areas of Assessment Period 1 identified in para 1.04e and provides the web location of referenced programs of instruction.



Chapter 1 – Overview of the Military Program

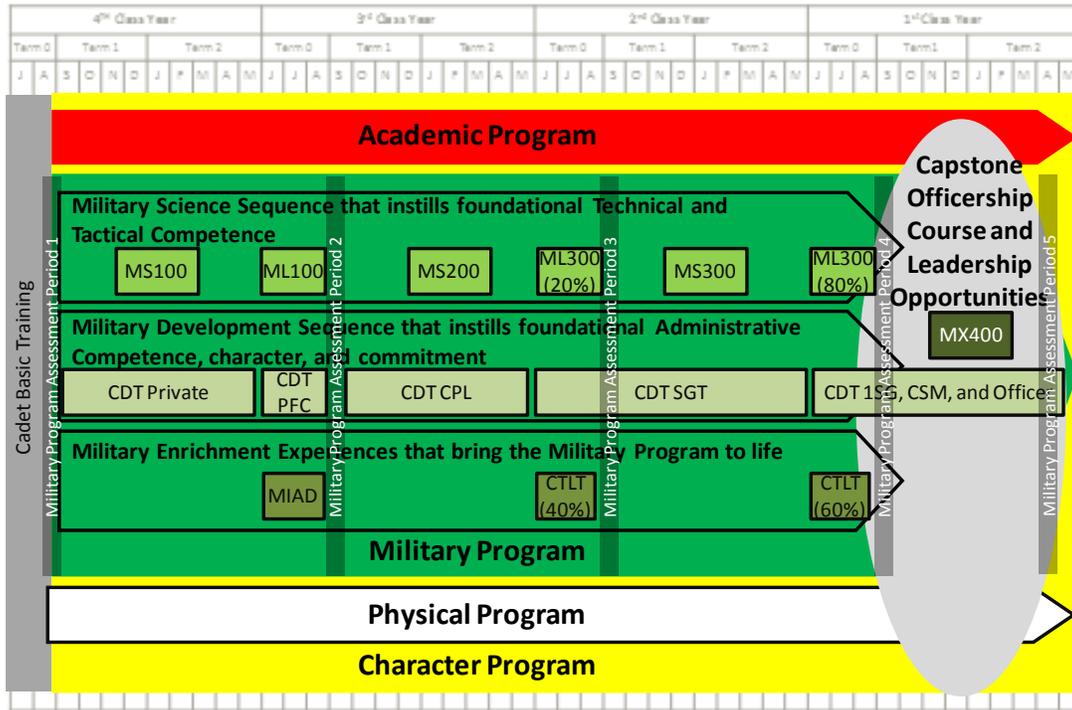
1.01. Proponency. The Commandant of Cadets is the program director for the Military Program. The Department of Military Instruction (DMI) is the proponent for the Military Program; the Director of Military Instruction recommends, plans, executes, designs, and validates the Military Program. Commandant retains final decision and validation authority for all Military Program events, activities and requirements; and subject to the advice of the Academic Board and approval of the Superintendent, for its implementation. Direct all inquiries concerning the Military Program to the Director of Military Instruction.

1.02. Strategic Context. The purpose of the Military Program is to instill in cadets the foundational military competencies necessary to win in a complex world while inspiring them to professional excellence. The Greenbook provides program-level guidance for goals, requirements, activities, events, and policies of the Military Program and when complemented by the Academic, Physical, and Character Programs, achieves the outcomes established by the West Point Leader Development System.

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

- Be proficient as an individual Soldier;
- Be proficient as a member of a team in select tasks;
- Solve tactical problems using principles that underlie doctrine and Warfighting;
- Understand the roles of officers and Non-Commissioned Officers (NCO) in the Army;
- Demonstrate effective leadership expected of a junior officer in accomplishing assigned missions;
- Demonstrate courage, character, integrity and toughness.

1.04. Military Program Design. The Military Program consists of two complementary sequences, enrichment activities, and the Academy and Military Program capstone course. The design is depicted below.



a. **Military Science Sequence.** This consists of three classroom and two laboratory courses that instill foundational technical and tactical competencies in troop leading procedures, small unit tactical employment, weapons proficiency, land navigation, first aid, and tactical communications. The Military Science sequence promotes achievement of all six Military Program Goals. The MS sequence begins in the first academic year where cadets are enrolled in MS100 (Introduction to Warfighting) and progresses towards the upper class summer where cadets are enrolled in their culminating MS course, ML300 (Cadet Leader Development Trainin). Specific tasks trained and assessed in each MS/ML course are identified in programs of instruction maintained by the Department of Military Instruction.

b. **Military Development Sequence.** Cadets served in duty positions initially as squad members and successively advance to positions of increased responsibility up to and including the brigade commander and command sergeant major. Throughout their immersion in the Military Development Sequence, cadets attain foundational administrative competences in training management, supply discipline, and maintenance management, and they are provided opportunities to demonstrate character and commitment. Specific tasks trained and assessed in during summer term duty positions are identified in programs of instruction maintained by the Department of Military Instruction.

c. **Enrichment Experiences.** MIADs and Cadet Troop Leader Training bring the military program to life. MIAD opportunities provide cadets challenging and enriching individual growth opportunities to enhance their abilities, knowledge, skills and confidence in preparation for commissioned service as officers in the US Army. The primary objective of CTLT is to provide cadets with a realistic leadership experience in the Operating Force where cadets



confirm their branch preference and self-identify any remaining developmental needs as they approach commissioning. Company Tactical Officers select and assign cadets to enrichment experiences based on their individual developmental requirements.

d. Academy and Military Program Capstone Officership Course. MX400 is a classroom course that provides all First Class cadets a rigorous, integrative experience mentored by an interdisciplinary team of instructors to complete the initial development of their identity as an Army Professional and as a member of the Army Profession. It challenges cadets to reflect upon, integrate, and synthesize their experiences as they commence the transformation to commissioned service and embrace their roles as U.S. Army officers. The Dean of the Academic board recently approved MX400 for inclusion in the core academic sequence, an important change that will take place in a future academic semester. The MX400 curriculum has also been adopted by both the United States Army Cadet Command (USACC) for use in 270 Reserve Officer Training Corps (ROTC) departments across the United States, and by the United States Army Officer Candidate School (OCS). This implementation aligns the three commissioning sources to a common capstone education experience for future 2nd Lieutenants. This course is more fully described in the Character Program (Gold Book).

e. Assessment Periods. There are five assessment periods within the 47-month cadet experience.

(1) Assessment Period 1. The first assessment occurs immediately upon the completion of Cadet Basic Training. It confirms the readiness of new cadets to join the Corps and initiate instruction and establishes the baseline level of achievement for Goals 1&6.

(2) Assessment Period 2. The second assessment occurs immediately upon the completion of Cadet Field Training. It measures cadet progress within the MS and MD sequences as they transition from followers to leaders and assesses levels of achievement for Goals 1, 2, 4, 5, and 6.

(3) Assessment Periods 3 and 4. Two assessments of upper class cadets occur immediately upon the completion of ML300 (Cadet Leader Development Training) and summer leader responsibilities associated with MD300 (West Point Leader Detail). It measures upperclass cadet progress immediately following the completion of their culminating tactical/technical and administrative experiences, assesses levels of achievement for all six military program goals and understanding of the roles of Army officers, and establishes cadet readiness for enrollment in MX400 Officership and other academy and military program capstone activities.

(4) Assessment Period 5. The final assessment occurring coincident to the completion of Academy and Military Program Capstone Courses and first class leader development identifies the degree to which graduating cadets have embraced their roles as soon-to-be Army officers.



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

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

2.02. Military Program Progress. Cadets must maintain minimum standards for the Military Performance Score – Cumulative (MPSC). Cadets who fall below required levels will be reported deficient in MPSC to the Academic Board. For Rising Second and First Class cadets who are deficient in MPSC at the end of the spring academic term and are not assigned a West Point Detail in the summer training period, this summer training period will not be counted as an additional term in which they are MPSC-deficient because they have no opportunity to improve their MPSC. Second and First Class cadets who are deficient in MPSC at the end of the spring academic term and are participating in a West Point detail in the summer training period may be removed from conditioned status at the end of the summer training term, if their MPSC rises above the minimum. A cadet must achieve a Military Program Score - Cumulative (MPSC) of 2.00 or higher by the end of Third Class year and maintain it through the conclusion of First Class year. See Chapter 8 for the composition of the MPS and the weights of its constituent activities and events.

2.03. Military Science Requirements.

a. **Baseline Requirements.** A cadet must pass all five military science classroom and laboratory courses to be considered proficient within the MS sequence.

- MS100, Introduction to Warfighting
- ML100, Introduction to Warfighting (Lab)
- MS200, Foundations of Army Operations
- MS300, Platoon Operations
- ML300, Cadet Leader Development Training

b. **Evaluations.** Performance in military science is evaluated based on demonstrated proficiency relative to course standards. Cadets are evaluated based on their achievement of announced 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 safe and sound instruction, accurate measurement of cadet achievement, and additional instruction as required. Instructors strive to motivate and inspire cadets to achieve their full military potential. Compiled numerically, letter grades ranging from A+ to F are the



standard means of communicating academic achievement. Instructors promptly provide cadets an evaluation of each graded course requirement. Cadets demonstrating outstanding performance earn “A”s; commendable performance, “B”s; satisfactory performance, “C”s; marginal performance, “D”s; and unacceptable performance, “F”s. Cadets in the Class of 2016 enrolled in CLDT will continue to receive Pass/Fail marks.

2.04. Military Development Sequence and Enrichment Opportunity Requirements.

a. **Baseline Requirements.** Cadets are assigned duty positions throughout their cadet careers and must achieve passing ratings for all MD grades. Cadets must receive a passing grade on their IAD experience and a favorable review of their performance at Cadet Troop Leader Training (MD400).

b. **Evaluations and Assessments.** MD Grades are considered ratings that develop cadets for the realities they will face as commissioned officers. They receive feedback on what they stand in relation to their peers. The average MD Grade for companies may not exceed 2.7 pts, and the average grade for battalion and regimental headquarters may not exceed 3.33 points. Cadets who earn two MD “F”s throughout their 47-month cadet career are subject to an academic review board/grade verification meeting for failing to meeting the minimum requirements for military development. These cases may go before an Academic review board for possible separation.

2.05. Academy and Military Program Capstone Officership Course. Performance in MX400 is evaluated based on demonstrated proficiency relative to course standards. Cadets are evaluated based on their achievement of announced 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 safe and sound instruction, accurate measurement of cadet achievement, and additional instruction as required. Instructors strive to motivate and inspire cadets to achieve their full military potential. Compiled numerically, letter grades ranging from A+ to F are the standard means of communicating academic achievement. Cadets demonstrating outstanding performance earn “A”s; commendable performance, “B”s; satisfactory performance, “C”s; marginal performance, “D”s; and unacceptable performance, “F”s.

2.06. Actions upon deficiency. Cadets who receive a failing grade in a Military Program course for a term or fail to exceed the MPSC minimums are considered deficient. As provided in AR 210-26, these cadets may be recommended for separation; turn-back; or retention with condition, concurrent with opportunity for the cadet to demonstrate proficiency under specific conditions.

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

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

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



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

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

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

b. Cadets are removed from conditioned status at the end of the term in which they demonstrate proficiency in the given MD course and their MPSC exceeds the minimum standard. Cadets who are in a conditioned status in a term, or have dropped below the MPSC point and receive a MD grade of "F" for that term may be recommended for separation. Cadets who are in a conditioned status at the time of their separation or resignation from USMA, and who subsequently are re-admitted, will remain in a conditioned status until the original terms of their conditioning have been met.

c. A cadet placed on conditioned status for deficiency in the Military Program is subject to the following measures during the conditioned period. Refer to the USCC SOP, Card 1320, for details on MD remediation, conditioning and grade replacement.

(1) Mandatory enrollment in a Special Leader Development Program (SLDP) for the subsequent term and counseling by the Company Tactical Officer within two weeks of the start of the subsequent term. See Chapter 13 of the USCC SOP for further information.

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

(3) Limited to participation in one extracurricular activity (club, competitive club or corps squad sport) at a time.

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

2.07. December Graduates. Cadets declared December graduates may remain at USMA and continue their progression of Military Program events or they may depart for the duration of the semester and return at the beginning of the next semester bases on Chain of Command decision. Unless directed by the chain of command for further development, these cadets will normally enroll in and repeat the appropriate Military program courses expected of their class, nor will they repeat core Fall and Spring Term Military Science courses which they successfully completed.



2.08. *Turn Backs.* Cadets turned back a full class year will normally depart USMA immediately upon notification of their graduation year change. These cadets will then return at the appropriate time and enter the class corresponding to their new graduation date. These cadets will enroll in and repeat the appropriate Military program courses expected of their class. Unless directed by the chain of command for further development, these cadets will not normally repeat core Fall and Spring Term Military Science courses which they successfully completed, nor will they participate in Cadet Summer Training events or Individual Advanced Development opportunities in the summer between their departure and return to their new class.

2.09. *Summer Training Scheduling Considerations.*

a. *General Considerations.* Upperclass cadets will usually be scheduled for at least two graduation required Military Program events and have an appropriate amount of leave each summer. The Brigade Tactical Officer is the approval authority for any cadet schedule that has less than two weeks of leave over the summer.

b. *Limited Opportunities.* Summer Training opportunities will be limited to only those conducted at West Point for the following cadets in order to closely supervise their leader development:

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



Chapter 3 –Fourth Class Summer

3.01 Purpose of the Fourth Class Summer. Military development in the fourth class summer starts upon the reception of scholars, Soldiers, and athletes and concludes with their acceptance into the Corps of Cadets on Acceptance Day. Cadet Basic Training is a complex, demanding progression of sequenced training requirements and events, which form the foundation for all future instruction at the United States Military Academy. It trains, instructs, inspires, and transitions New Cadets from civilians to cadets and begins to inculcate the fundamental military skills and values necessary to develop leaders of character strongly committed to military service. At its conclusion, new cadets obtain the skills and competences necessary to receive academic, military, physical, and character instruction from the USMA staff and faculty.

3.02. Cadet Basic Training Learning Objectives. Learning objectives for CBT include:

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

3.03. Description of New Cadet Development. Development in Cadet Basic Training includes the following:

- **Intellectual Development:** development during Cadet Basic Training prepares them to start classes in the Fall Semester. In coordination with the CBT Chain of Command, the Academic Departments administer placement tests to determine the academic qualifications of incoming cadets and enable accurate class assignments in the first term.
- **Military Development:** New cadets are introduced to the technical competencies required of commissioned officers in order to prepare them for military science instruction as a member of the Corps of Cadets. They are also exposed to the chain of command and conduct and discipline in order to promote success as a Cadet Private in the fall and spring terms.
- **Physical Development.** The Physical Program during Cadet Basic Training introduces New Cadets to the Army's Physical Readiness Training (PRT) program and establishes a foundation of physical fitness and the self-confidence necessary for continued success in the Physical Program. A diagnostic and record APFT are administered during CBT to provide a baseline physical fitness assessment of New Cadets.



- Character Development. New cadets receive Cadet Character Development Program (CCDP) training in order to enable understanding of standards expected of aspiring professionals. They also receive an orientation to social development in order to promote mature judgment in social situations and to prepare them to responsibly apply the privileges afforded to Cadet Privates.

3.04. Minimum Standards to Earn Unconditional Acceptance in the Corps of Cadets. New cadets must exceed the following minimum standards to earn acceptance in the Corps and initiate academic, military, and physical instruction on the first day of classes. Those who meet or exceed minimum standards will earn a “P” on MD100, their first entry on their West Point transcript. Those who fail to meet minimum standards may be recommended to the Academic Board for acceptance in the Corps in a conditioned status and unless otherwise specified, these cadets must remediate the deficiency prior to the conclusion of the fall term.

- Conduct – New Cadets must complete required SHARP and CCDP instruction, and they must demonstrate the potential to meet the standards, discipline, and motivation required to succeed as a member of the Corps of Cadets. Those who do not complete required instruction may be considered for “N/C” for MD100, and those serving punishment from a Brigade-level Article 10 or higher level board or found deficient in conduct may be considered for “N/C” or “F” for MD100.
- Honor –New Cadets must complete required CCDP instruction, and they must demonstrate the potential for honorable living. Those who do not complete required instruction may be considered for “N/C” for MD100, and those enrolled in the Honor Mentorship Program may be considered for “N/C” or “F” for MD100.
- Respect –New Cadets must complete required CCDP instruction, and they demonstrate the potential to respect themselves and others. Those who do not complete required instruction may be considered for “N/C” for MD100, and those enrolled in the Respect Mentorship Program may be considered for “N/C” or “F” for MD100.
- Physical – New Cadets must exceed the Basic Combat Training standard of 50 points per event on the Army Physical Fitness Test unless approved for testing using alternate events. New cadets must also demonstrate the self-confidence required to succeed in the Corps of Cadets. Applicable new cadets who cannot achieve the BCT minimums may be considered for “N/C” for MD100, and those who fail to demonstrate acceptable self-confidence may be considered for “N/C” or “F” in MD100.
- Military – New cadets must achieve a Military Development Grade of “pass” for MD100. New cadets who do not attain minimum proficiency levels in CBRN-related precommissioning tasks or miss five or more days of training regardless of tasks or instruction completed may be considered for “N/C” in MD100.



Chapter 4 –Fourth Class Fall and Spring Terms

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

4.02. Fall/Spring Coursework. Fourth class cadets are enrolled in MS100 Introduction to Warfighting in either the fall or spring term. Over the course of the semester, the knowledge they already possess will be expounded upon as some topics are reinforced and others are introduced for the first time. The knowledge they gain during the semester will be enhanced further as they progress academically and complete additional blocks of military training, both in the classroom and in the field, such as Cadet Field Training, Cadet Leadership Development Training, and follow-on Military Science courses. MS 100 is a semester long, 40-hour course for 4th class cadets at the United States Military Academy. The focus of MS 100 is to provide cadets with the foundation of military and tactical knowledge necessary for future field training and development in subsequent Military Science courses. Cadets will gain a solid foundation built on basic Army concepts such as Shoot, Move, Communicate, and Survive. Cadets will also learn fundamental Army unit organizations, capabilities and missions, and develop an understanding of the roles of NCOs and Officers. Learning objectives for cadets enrolled in MS100 are to understand their role as Soldiers and readiness to demonstrate technical competence at Cadet Field Training.

4.03. MD Grades. Fourth class cadets receive one MD Grade each for the fall and spring term.

4.04. 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 5 – Third Class Year

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

5.02. Cadet Field Training. Third class cadets are participate in Cadet Field Training during their second summer at West Point. CFT is a three-to-four week program of instruction that emphasizes general military skills, individual preparedness training, preparations for extended field operations, and leading, participating in, and conducting small unit tactical operations. The purpose of Cadet Field Training is to develop, train, test, and validate specific tasks; prepare Third Class cadets to assume duties as NCOs in the Corps of Cadets; instill the warrior ethos in each cadet; and inspire each cadet to professional excellence through physically- and mentally-demanding training.

a. Learning Objectives for CFT include:

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

b. Evaluations and Assessments.

(1) BOLC-A Tasks assessed in CFT. ML100 Introduction to Warfighting Laboratory assesses technical competence in the following tasks identified on the FY15 BOLC Common Core Critical Task List approved 11 Dec 14:

- 41 – Adjust indirect fire
- 42 – Practice individual medicine countermeasures
- 43 – Electronic warfare
- 45 – Report intelligence information
- 46 – Introduction to basic rifle marksmanship
- 47 – Range procedures and marksmanship fundamentals
- 48 – Marksmanship fundamentals II
- 49 – Group assigned weapon



- 50 – Zero assigned weapon
- 58 – Navigate from one point to another
- 70 – Communicate by tactical radio
- 71 – Perform first aid to clear an object stuck in the throat of a conscious casualty
- 72 – Perform first aid to prevent or control shock
- 73 – Perform first aid for burns
- 74 – Perform first aid to restore breathing or pulse
- 75 – Perform first aid for a bleeding and/or severed extremity
- 76 – Transport a casualty
- 77 – Evaluate a casualty
- 78 – Employ small unit operations and tactics

(2) MD Grades. Third class cadets receive an MD Grade (MD200).

c. **Baseline Requirements.** Cadets must earn a passing grade (D or higher) in ML100 indicating they have meet minimum proficiency levels in applicable precommissioning tasks. They must also receive a passing MD Grade (MD200). Cadets who are on medical profile and unable to meet all the physical demands of CFT must still attend the training at Camp Buckner and participate within the limits of their profile. As appropriate, cadets will receive an MD200 or ML100 grade of “N/C” (no credit) if they are unable to accomplish the required tasks. The cadet may take advantage of training opportunities on the missing tasks throughout the fall term to resolve the No Credit. If the grade is still unresolved by January of the Third Class year, the cadet will be enrolled in CFT as Member of Squad during their Second Class summer. The Director of Military Instruction approves ML grades, and the Brigade Tactical Officer approves MD grades.

d. **Excusal from CFT.** The Brigade Tactical Officer is the approval authority to excuse a third class cadet from enrolling in Cadet Field Training and must approve, in writing, consolidated Regimental Tactical Officer requests for excusal.

5.03. Fall/Spring Coursework. Third class cadets are enrolled in MS200 Fundamentals of Army Operations in either the fall or spring term. They enter this course with various levels of proficiency in the necessary prerequisite knowledge of basic tactical principles and knowledge of the Troop Leading Procedures. This knowledge has been acquired from Cadet Basic Training, Cadet Field Training and previous Military Science instruction. MS 200 is a semester long, 40-hour course for the 3rd class cadets at the United States Military Academy. The focus of MS200 is to build strong, confident tactical decision-makers who understand U.S. Army Doctrine and are able to apply deliberate thought and common sense in solving tactical problems. The complexities of today's battlefields require much more from our young officers than rote memorization and a mechanical adherence to processes and checklists. At the same time, these junior leaders must be well-versed in the vast body of knowledge and thought that constitutes our Army's doctrine. Using that doctrine as a starting point, a good officer is able to quickly adapt to the ever-changing and highly complex conditions of combat in the 21st Century. Decisiveness, adaptability, and strength of character are essential for a commissioned officer charged with



leading American Soldiers in combat. MS 200 is designed to help nurture and develop these attributes. Learning objectives include:

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

5.04. MD Grades. In addition to the MD Grade assigned during the third class summer (MD200), third class cadets receive one MD Grade each for the fall (MD201) and spring term (MD202).

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



Chapter 6 –Second Class Year and First Class Summer

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

6.02. Coursework. Cadets are enrolled in one classroom course in their second class fall or spring term and one laboratory course in their second or first class summer.

a. MS300 Platoon Operations. Second Class cadets are enrolled in MS300 Platoon Operations during the fall or spring term of their second class year. They enter with various levels of proficiency in the necessary prerequisite knowledge of basic infantry tactics and knowledge of the Troop Leading Procedures. This knowledge has been acquired from Cadet Basic Training, Cadet Field Training and previous Military Science courses. MS 300 is a semester long, 40-hour course for the 2nd class cadets at the United States Military Academy. The focus of MS300 is to build strong, confident tactical decision-makers who understand U.S. Army Doctrine and are able to apply creative thinking and common sense in solving tactical problems. The complexities of today's battlefields require much more from our young officers than rote memorization and a mechanical adherence to processes and checklists. At the same time, these junior leaders must be well-versed in the vast body of knowledge and thought that constitutes our Army's doctrine. Using that doctrine as a starting point, a good officer is able to quickly adapt to the ever-changing and highly complex conditions of combat in the 21st Century. Decisiveness, adaptability, and strength of character are essential for a commissioned officer charged with leading American Soldiers in combat. MS 300 is designed to help nurture these attributes. Learning Objectives include:

- Demonstrate an understanding of Army operational doctrine and small unit tactics and apply them to mission planning in accordance with ADRP 3-0 and ADRP 5-0.
- Demonstrate the ability to analyze and extract pertinent information from higher headquarters orders, and apply this information to tactical problems presented in order to develop workable courses of action.
- Demonstrate the ability to clearly communicate a tactical course of action both verbally and visually, using the appropriate operational graphics, tactical mission graphics and unit symbols.
- Demonstrate an understanding of how to apply the troop leading procedures to planning a tactical operation as a platoon leader in accordance with ADRP 5-0.
- Demonstrate an understanding of how to apply the principals of direct fire planning, and effectively employ organic and attached weapon systems.



- Demonstrate an understanding of how to effectively plan for and leverage various battlefield assets at the platoon level to accomplish assigned tactical missions.
- Demonstrate an understanding of the Law of War, Rules of Engagement and the Code of Conduct and how to apply them to a tactical scenario in accordance with FM 27-10 and AR 350-30.

b. ML300 Cadet Leader development Training. Cadets are enrolled in ML300 during their second or first class summer. [CL16 cadets will be continue to be enrolled in MD410 Cadet Leader Development Training.] This course trains, mentors, and assesses basic leadership skills focusing on Troop Leading Procedures (TLPs), effective communication, and tactical decision making in order to develop competent and confident small unit leaders capable of operating in an uncertain and rapidly changing environment. In a series of tactical scenarios that reflect the Decisive Action Training Environment, cadets experience a minimum of two assessed leadership positions which provides the cadet with a common experience to further enhance his/her leadership ability to solve difficult tactical problems. In order to man early summer leader details with sufficient cadet officers and to support competing developmental opportunities in the Academic or Physical Programs, approximately 20% of a class will complete CLDT in their Second-class summer, and the remainder will complete CLDT in their First-class summer. Cadets enrolled in the culminating military science course must achieve the following learning objectives:

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

(1) Baseline Requirements. Cadets in the Class of 2017 and beyond must earn a passing grade (D or higher) in ML300. Cadets in the Class of 2016 must pass CLDT. Those who are unable to complete the course may be considered for “N/C” (No Credit). The Director of Military Instruction will approve CLDT grades.

(2) Alternate CLDT Courses. Cadets who are complete Army schools and/or inter/foreign service equivalents that achieve the outcomes of CLDT (leadership under stress, tactical problem solving, and proficiency in military science skills previously trained and taught) may be considered for CLDT completion. The Director of Military Instruction is the approval authority for these alternate courses and will establish evaluation and assessment standards.

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

6.03. Additional Summer Term Graduation Requirements. Additional requirements include the West Point Leader Detail and Cadet Troop Leader Training.



a. West Point Leader Detail. Cadets must serve in a West Point Leader Detail in either the second class or first class summer, and cadets will be assigned an MD grade (MD300). Depending on availability of leadership positions, cadets may receive the opportunity to achieve the goals listed below.

- Lead by example; maintain and enforce standards of excellence
- Practice positive, effective leadership of subordinates
- Leading ethical and character development and implementing a healthy command climate
- Supervise squads and larger units
- Demonstrate appropriate proficiency in individual and unit military skills
- Preparing, conducting, leading, and assessing training and presenting instruction
- Developing unit physical fitness
- Demonstrating and holding subordinates accountable for maintenance and accountability of equipment
- Demonstrating understanding of the administrative, logistic, and maintenance functions of a unit

b. Cadet Troop Leader Training. The primary objective of CTLT is to bring the Military Program to life. It provides upper class cadets with a realistic leadership experience in the Operating Force where cadets self-identify any remaining developmental needs. Cadets receive a Pass or Fail MD400 grade. Participation in a Special Summer Option will be in lieu of participation in Cadet Troop Leader Training, and no more than six cadets per year may participate in any one SSO. Learning objectives for CTLT include:

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

6.04. *MD Grades.* In addition to the A-F MD300 grade and the P/F MD400 grade, cadets receive one MD Grade each for the fall (MD301) and spring (MD302) term.

6.05. *Military Program Progress for Second Class Year and the First Class Summer.* Upper 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 7 –First Class Fall and Spring Terms

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

7.02. Coursework. First Class cadets are enrolled in MX400 Officership in the fall or spring term. MX400, overseen by the Simon Center for the Professional Military Ethic (SCPME), complements the first three years of Cadet education and training by engaging in discussion-based seminars based on the Army’s professional leadership framework of character, competence, and commitment. Its goals and objectives are described in the Gold Book. The Dean of the Academic Board recently approved MX400 as a new part of the core academic curriculum.

7.03. MD Grades. First class cadets receive one MD Grade each for the fall (MD401) and spring (MD402) term.

7.04. Additional Requirements. In addition to the graduation requirements approved by the Academic Board, first class cadets must meet conduct and performance requirements. 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. If enrolled in a Special Leader Development Program, a First Class cadet will not graduate until successful completion of the program.

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

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

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



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

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

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

c. First Class cadets designated as December graduates for reasons other than discussed in Paragraph 6.06.b.(1), and who have successfully completed all required Military Performance courses will serve on the Cadet Summer Training provisional brigade staff or with specific summer training committees corresponding to their future branch of service during the summer term. They will complete MD404 in Term 1 and will receive an MD grade based on performance and requirements specified for MD401.



Chapter 8 – Military Program Score

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

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

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

a. *Objective Graded Activities.* The table below identifies objective graded activities that establish graded assessments for Cadet Leader Development Training (A-F) and Introduction to Warfighting Lab in the 3CL summer. The Class of 2018 is the first class fully assessed using these graded activities.

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



b. Transitional Graded Activities. The tables below identify transitional graded activities for the Classes of 2016 and 2017.

(1) Class of 2016.

Class	Coursework – 30%			MD Grades – 70%		
	Summer	Fall	Spring	Summer	Fall	Spring
Fourth Class Year		MS100 (7.5%)		MD100 (2.0%)	MD101 (2.5%)	MD102 (2.5%)
Third Class Year		MS200 (7.5%)		MD200 (7.0%)	MD201 (3.0%)	MD202 (3.0%)
Second Class Year	MD410 (0.0%)	MS300 (7.5%)		MD300 (15%) MD400 (0.0%)	MD301 (7.5%)	MD302 (7.5%)
First Class Year		MX400 (7.5%)			MD401 (10.0%)	MD401 (10.0%)
Additional Requirements				MD403 (15.0%)	MD404 (10.0%)	

(2) Class of 2017.

Class	Coursework – 35%			MD Grades – 65%		
	Summer	Fall	Spring	Summer	Fall	Spring
Fourth Class Year		MS100 (7.5%)		MD100 (2.0%)	MD101 (2.5%)	MD102 (2.5%)
Third Class Year		MS200 (5%)		MD200 (7.0%)	MD201 (3.0%)	MD202 (3.0%)
Second Class Year	ML300(7.5%)	MS300 (7.5%)		MD300 (15%) MD400 (0.0%)	MD301 (7.5%)	MD302 (7.5%)
First Class Year		MX400 (7.5%)			MD401 (7.5%)	MD401 (7.5%)
Additional Requirements				MD403 (15.0%)	MD404 (10.0%)	



Annex A – Additional Military Development Grading Policies

A.01. Assignment of Military Development Grades. MD grades are developmental and evaluative in nature and are designed to provide feedback to the rated cadet. The mid-term evaluation is conducted at the midpoint of the term and final evaluation is completed at the end of the term. Cadet raters will also counsel at least monthly every cadet whom they rate.

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

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

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

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

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

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

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



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

d. Those who assign grades base their assigned MD grade on the assessment of performance data and demonstrated potential as measured against the word pictures subsequently provided and the assigned duties of the position, as discerned through discussion with the cadet chain of command and personal observations.

e. As provided in Chapter 2, cadets earning 2 MD Fs throughout their time at the Academy will be subject to an academic review board/grade verification meeting for failing to meet the minimum requirements for military development. These cases will go before an Academic review board then to the Superintendent for possible separation.

A.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, and combined according to the percentage each contributes to the final grade.

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

- A+, 4.33
- A, 4.00
- A-, 3.67
- B+, 3.33
- B, 3.00
- B-, 2.67
- C, 2.00
- D, 1.00
- F, 0.00

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

- A+, ≥ 4.17
- A, 3.83-4.16
- A-, 3.50-3.82
- B+, 3.17-3.49
- B, 2.83-3.16
- B-, 2.50-2.82
- C+, 2.17-2.49
- C, 1.83-2.16



- C-, 1.50-1.82
- D, 0.75-1.49
- F, ≤ 0.74

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

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

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

b. A--A cadet earning a grade of “A” in Military Development demonstrates extremely high potential for military service, well-above the center of mass of his or her peers, and consistently displays a selfless sense of duty by participating in the life of the company or team, and manifests honorable living through honest dealings. All assigned duties are consistently performed above the standard. Cadet performance displays consistent adherence to standards of cadet behavior as outlined in USCC SOP, lapses are rare, insignificant, and easily remediable. Attitude and level of effort are noticeably and consistently superior to other cadets in their class. A-range cadets are intellectually curious, and they act rationally according to common sense and appropriate ethical standards of the profession, especially under pressure. Cadets in this grade



range understand how to prioritize tasks and manage time; their execution of time management is consistently superior. Cadets in the A-range can identify and follow orders from proper authorities, make appropriate decisions and give appropriate instructions when in charge. These cadets exhibit exceptional communications skills when verbalizing issues and orders to seniors and subordinates. Personal commitment toward selfless service as a commissioned officer is consistently evident in this cadet's performance. This cadet always ensures that the interest and well being of his/her subordinates comes first and always takes ownership of his/her organization. The cadet is an essential part of the team, and whose interests and actions are never selfish or manipulative and are always conducted with the well-being of the team in mind.

c. B--A cadet earning a grade of "B" in Military Development demonstrates high potential for military service and adequately displays a selfless sense of duty by participating in the life of the company or team and manifests honorable living through honest dealing. All assigned duties are consistently performed to standard at the level at which they are assigned. Cadet performance displays some, though perhaps incomplete, understanding of accepted conventions of cadet behavior as outlined in USCC military and physical development programs. Attitude and level of effort are average. B-range cadets may have difficulty demonstrating the full range of desired cadet behaviors, but lapses are minor and remediable. They often make an effort to be intellectually curious, and they mostly act rationally according to common sense and appropriate ethical standards of the profession, especially under pressure. Cadets in this grade range mostly understand how to prioritize tasks and manage time, though their execution of time management may be imperfect from time to time. Cadets in the B-range can identify and follow orders from proper authorities, and are learning to make decisions and to give appropriate instructions when in charge. Cadet exhibits adequate communications skills when verbalizing issues and orders to seniors and subordinates. Personal commitment toward selfless service as a commissioned officer is usually evident in this cadet's performance. This cadet usually ensures that the interest and well being of his/her subordinates comes first and generally takes ownership of his/her organization. The cadet is an important part of the team, and whose interests and actions are rarely selfish or manipulative and are generally conducted with the well-being of the team in mind.

d. C--A cadet earning a grade of "C" in Military Development demonstrates developing potential for military service and displays a less-than-adequate selfless sense of duty by rarely participating in the life of the company or team or manifesting honorable living through honest dealing. Assigned tasks, including cadet duties, are frequently performed below accepted standards. Cadet performance displays an incomplete understanding of accepted conventions of cadet behavior as outlined in USCC military and physical development programs. Attitude and level of effort are acceptable. C-range cadets have difficulty demonstrating the full range of desired cadet behaviors, but lapses are remediable. They may make an inconsistent effort to be intellectually curious, and occasionally act inconsistently according to common sense and appropriate ethical standards of the profession, especially under pressure. Cadets in this grade range may understand how to prioritize tasks and manage time, though their execution of time management frequently is imperfect. Cadets in the C-range have difficulty identifying and following orders from proper authorities, and are sometimes unable to make decisions and to give appropriate instructions when in charge. Cadet exhibits slightly less than average



communications skills when verbalizing issues and orders to seniors and subordinates. Personal commitment toward selfless service as a commissioned officer is evident in this cadet's performance, although it may be inconsistent or substandard in relation to their peers. This cadet inconsistently ensures that the interest and well being of his/her subordinates comes first and sometimes takes ownership of his/her organization. The cadet is considered a part of a team by a few, and sometimes will cause friction in the organization by promoting self interests or only doing the bare minimum required of being a member of the team. This cadet's interests and actions can be selfish or rewarding to only a few and are conducted with the well-being of themselves and possibly a few select others in mind.

e. D--A cadet earning a grade of "D" in Military Development demonstrates marginal potential for military service, usually displaying a less-than-adequate sense of selfless duty by failing to participate in the life of the company or team, or manifesting honorable living through honest dealing. Assigned tasks, including cadet duties, academic assignments, and additional duties, are often performed below expected standards. Cadet performance displays a substandard understanding of accepted conventions of cadet behavior as outlined in USCC military and physical development programs. Attitude and level of effort are substandard. D-range cadets frequent have difficulty demonstrating the full range of desired cadet behaviors. Lapses, though significant, are remediable. They may make an inconsistent effort to be intellectually curious, and occasionally act irrationally according to common sense and appropriate ethical standards of the profession, especially under pressure. Cadets in this grade range may understand how to prioritize tasks and manage time, though their execution of time management is imperfect. Cadets in the D-range have difficulty identifying and following orders from proper authorities, and have demonstrated an inability to make decisions and to give appropriate instructions when in charge. Cadet exhibits marginal communications skills when verbalizing issues and orders to seniors and subordinates. Personal commitment toward selfless service as a commissioned officer is occasionally, albeit infrequently evident in this cadet's performance. Cadets in this category may fail to meet the baseline requirements of a cadet in their duty description, but do not possess faults so egregious as to potentially separate or turn back from the Academy. This cadet rarely, if ever ensures that the interest and well being of his/her subordinates comes first and takes little ownership of his/her organization. The cadet is not a team player, and whose interests and actions are generally conducted for the promotion of self interests.

f. F--A cadet earning a grade of "F" in Military Development demonstrates insufficient potential for military service, rarely displaying a selfless sense of duty or honorable living through honest dealing. Assigned developmental tasks, including cadet duties, academic assignments, and additional duties, are consistently performed well below the standard expected of a cadet in this class. The cadet's behavior displays an incomplete or inaccurate understanding of accepted conventions of cadet behavior as outlined in USCC SOP or a refusal to adhere to these conventions. F-range cadets may have difficulty demonstrating a modest range of desired cadet behaviors; lapses may be frequent and repeated. Alternatively, a cadet may earn a grade of "F" for committing a single act of misconduct, violating the Cadet Honor Code, failing to pass the APFT, failing to show progress on the ABCP, failing special developmental programs (RMP, SLDP, HMP) 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 B – Military Individual Advanced Development Opportunities

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

B.02. Competitive MIADs. Some MIADs will require a rigorous assessment, selection, and training program to ensure cadets are prepared to succeed. A cadet must have successfully completed an IAD before trying out for these MIADs. The Department of Military Instruction will provide the cadet brigade military development officer with the list of MIADs considered as “Competitive” and corresponding assessment guidance during the fall term.

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



Annex C –References

The Following references listed in the body of the Green Book are included below with the date of publication. Programs of instruction identified below are available at <https://collab.westpoint.edu/dmi/dmiheadquarters/S3/Military%20Skills%20Programs/Forms/AllItems.aspx>.

TRADOC Reg 350-36 (OCT 12)

USCC SOP (SEP 2012)

Military Science/Military Laboratory Programs of Instruction

- Troop Leading Procedures
- Small Unit Tactical Employment
- Weapons Proficiency
- Land Navigation
- First Aid
- Tactical Communications

Military Development Programs of Instruction

- Training Management
- Supply Discipline
- Maintenance Management



Annex D – Abbreviations and Acronyms

APS	Academic Program Score
BTD	Brigade Tactical Department
BTO	Brigade Tactical Officer
CBT	Cadet Basic Training
CCBT	Cadet Candidate Basic Training
CCPD	Cadet Character Professional Development
CFT	Cadet Field Training
CLDT	Cadet Leadership Development Training
CPS	Cadet Program Score
CQPA	Cumulative Quality Point Average
CST	Cadet Summer Training
CTLT	Cadet Troop Leader Training
DMI	Department of Military Instruction
DPE	Department of Physical Education
HMP	Honor Mentorship Program
IAD	Individual Advanced Development
IOCT	Indoor Obstacle Course Test
LDB	Leadership Development Branch
LTP	Leader Training Program
MD	Military Development
MIAD	Military Developmental School/ Military Individual Advanced Development
MPSC	Military Program Score - Cumulative
PDR	Periodic Development Report
POI	Program of Instruction
RMP	Respect Mentorship Program
RTO	Regimental Tactical Officer
SCPME	Simon Center for Professional Military Ethics
SLDP	Special Leader Development Program
SSO	Special Summer Options
STAP	Summer Term Academic Program
TAC	Tactical Officer or Non-Commissioned Officer
USCC	United States Corps of Cadets
WPLDS	West Point Leader Development System