



# UNITED STATES MILITARY ACADEMY

WEST POINT, NEW YORK



CHARACTER PROGRAM

ACADEMIC YEAR 2020

SIMON CENTER FOR THE PROFESSIONAL MILITARY ETHIC



MEMORANDUM FOR Cadets, Staff and Faculty

SUBJECT: Character Program (Goldbook), Academic Year 2020

1. The Character Program (Goldbook) explains how West Point's Simon Center for the Professional Military Ethic (SCPME) designs, implements, and assesses three lines of effort: Stewardship of the Cadet Honor System; the Cadet Character Education Program, and MX400: Officership.
2. The Character Program supports the West Point Leader Development System (WPLDS). The goal of WPLDS is to develop Cadets into leaders of character who live honorably, lead honorably, and demonstrate excellence. The Character Program helps Cadets understand what it means to live honorably and lead honorably by educating them on the professional standards, organizational values, and personal virtues that comprise "honor" in the Army Profession.
3. The SCPME Director is the Program Director for the Character Program, and the Commandant of Cadets exercises command oversight of SCPME operations. The SCPME Director is responsible for the planning, execution, and assessment of the Character Program. The Commandant retains final decision and validation authority for all Character Program events, activities and requirements, and its implementation, subject to the advice of the Academic Board and approval of the Superintendent.
4. This 2019 revision of the Goldbook was approved by the Academic Board on 03 September 2019.
5. The Simon Center for the Professional Military Ethic is the proponent for the Character Program and serves as the point of contact for all inquiries regarding the Character Program and the Goldbook.



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## Chapter 1. Character Program Overview

### a. The Character Program supports the West Point Leader Development System (WPLDS)

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

In support of the USMA mission, the Simon Center for the Professional Military Ethic (SCPME) serves as the proponent for the Character Program which helps Cadets understand what it means to be a commissioned leader of character who achieves the WPLDS' outcomes of living honorably and leading honorably.

The Character Program's outcomes are:

- (1) Cadets understand the Cadet Honor Code.
- (2) Cadets exercise effective stewardship of the Cadet Honor Code.
- (3) Cadets trust the Honor System to be fair and effective.
- (4) Cadets understand the West Point Values and the Army Values.
- (5) Cadets accept responsibility for their own, ongoing character development.
- (6) Cadets accept their responsibility to positively influence other Cadets' character development.
- (7) Cadets understand how character is integrated into all aspects of officership.
- (8) Cadets understand the responsibility of commissioned officers to provide moral leadership.
- (9) Cadets are confident in their ability to fulfill the moral demands of officership.

The Character Program supports the West Point Leader Development System (WPLDS). The outcomes of WPLDS are to develop leaders of character who live honorably, lead honorably, and demonstrate excellence. The Character Program helps Cadets understand what it means to live honorably and lead honorably by educating them on the professional standards, organizational values, and personal virtues that comprise "honor" in the Army Profession.

The Character Program's outcomes support the WPLDS outcomes as shown in Table 1.



**Table 1** The Character Program’s outcomes nest with the WPLDS outcomes

<b>WPLDS’ Outcomes</b> • <b>WPLDS’ sub-outcomes</b>	<b>Supporting Character Program Outcomes</b> (#’s correspond to Character Program outcomes listed on previous page)
<b>1. Live honorably</b>	
<ul style="list-style-type: none"> <li>• Take morally and ethically appropriate actions regardless of personal consequences.</li> </ul>	
	<ul style="list-style-type: none"> <li>• (1) Cadets understand the Cadet Honor Code.</li> <li>• (4) Cadets understand the West Point Values and the Army Values.</li> <li>• (5) Cadets accept responsibility for their own, ongoing character development.</li> <li>• (7) Cadets understand how character is integrated into all aspects of officership.</li> </ul>
<ul style="list-style-type: none"> <li>• Exhibit empathy and respect towards all individuals.</li> </ul>	
	<ul style="list-style-type: none"> <li>• (2) Cadets exercise effective stewardship of the Cadet Honor Code.</li> <li>• (4) Cadets understand the West Point Values and the Army Values.</li> <li>• (6) Cadets accept their responsibility to positively influence other Cadets’ character development.</li> <li>• (7) Cadets understand how character is integrated into all aspects of officership.</li> <li>• (8) Cadets understand the responsibility of commissioned officers to provide moral leadership.</li> </ul>
<ul style="list-style-type: none"> <li>• Act with the proper decorum in all environments.</li> </ul>	
	<ul style="list-style-type: none"> <li>• (1) Cadets understand the Cadet Honor Code.</li> <li>• (4) Cadets understand the West Point Values and the Army Values.</li> <li>• (6) Cadets accept their responsibility to positively influence other Cadets’ character development.</li> <li>• (7) Cadets understand how character is integrated into all aspects of officership.</li> </ul>
<b>2. Lead honorably</b>	
<ul style="list-style-type: none"> <li>• Influence others to achieve the mission in accordance with the Army Values.</li> </ul>	
	<ul style="list-style-type: none"> <li>• (2) Cadets exercise effective stewardship of the Cadet Honor Code.</li> <li>• (4) Cadets understand the West Point Values and the Army Values.</li> <li>• (6) Cadets accept their responsibility to positively influence other Cadets’ character development.</li> <li>• (7) Cadets understand how character is integrated into all aspects of officership.</li> <li>• (8) Cadets understand the responsibility of commissioned officers to provide moral leadership.</li> <li>• (9) Cadets are confident in their ability to fulfill the moral demands of officership.</li> </ul>



- Enforce standards
  - (2) Cadets exercise effective stewardship of the Cadet Honor Code.
  - (6) Cadets accept their responsibility to positively influence other Cadets' character development.
  - (8) Cadets understand the responsibility of commissioned officers to provide moral leadership.
  - (9) Cadets are confident in their ability to fulfill the moral demands of officership.

The Character Program is one of four individual-leader-development programs in WPLDS that develop Cadets into commissioned leaders of character. The Military, Physical, and Academic programs contribute to character development as described in their respective program books. More broadly, all four developmental programs are immersed in West Point's culture of character growth that influences Cadets' character development. However, the Character Program is the only WPLDS individual-leader-development program devoted *directly and primarily* to fostering Cadets' character development.

### **b. Character Program Concept**

The Character Program operates along three deliberate, progressive, and mutually reinforcing lines of effort (LOEs):

(1) Stewardship of the Cadet Honor Code. The Cadet Honor Code is the foundation for developing leaders of character at West Point, guiding Cadets' behaviors every hour of every day from Reception Day through Graduation. The Honor Code is an ever-present condition designed to mold Cadets into officers who are genuinely trustworthy and categorically trusted. All Cadets are the primary stewards of the Code. However, everyone in the West Point community has a stewardship responsibility. Stewardship of the Honor Code includes activities such as: understanding and abiding by its tenets; teaching and encouraging other Cadets to do the same; addressing questionable situations and reporting suspected violations of the Honor Code; knowing how the Honor System operates; and participating in Honor investigations, boards, and hearings. The Honor System is the primary vehicle for exercising stewardship of the Cadet Honor Code. The SCPME provides leadership and operational support for the Honor System.



(2) The Cadet Character Education Program. The Cadet Character Education Program (CCEP) educates Cadets during their entire 47-month experience, providing each Cadet 3-5 non-academic lessons per semester.<sup>1</sup> The CCEP equips Cadets with knowledge that helps them make sense of their life experiences in ways that lead to character growth. The subject matter of CCEP includes the Cadet Honor Code, the Honor System, the West Point Values, the Army Values, and personal virtues essential to Army Professionals. The CCEP places specific emphasis on the Army value of Respect, especially as it relates to eliminating attitudes and behaviors that contribute to trust-shattering misconduct such as sexual harassment, sexual assault, and unjust discrimination. During Cadets' first two years at the Academy, the CCEP emphasizes their personal growth and development into exemplary Cadets. During Cadets' final two years at the Academy, the CCEP emphasizes their character growth as leaders and aspiring military officers. The CCEP also administers remedial education in Honor and Respect for some Cadets through the SLDP-H and SLDP-R programs.<sup>2</sup>

(3) Officership. The culminating experience of the Character Program is the Superintendent's capstone course, MX400: Officership. With its emphasis on each officer's duty to provide moral leadership, MX400 challenges Cadets to strive to become commissioned leaders of character who are always "good example[s] of virtue, honor, patriotism, and subordination."<sup>3</sup> In MX400, Cadets look backward and forward: reflecting on their own character-development experiences as Cadets while also studying the enduring and emerging ethical challenges of the profession they are about to enter. MX400 empowers Cadets to understand and embrace their ongoing development as leaders of character and their emerging identities as Army officers.

The Character Program's three lines of effort are shown in Figure 1.

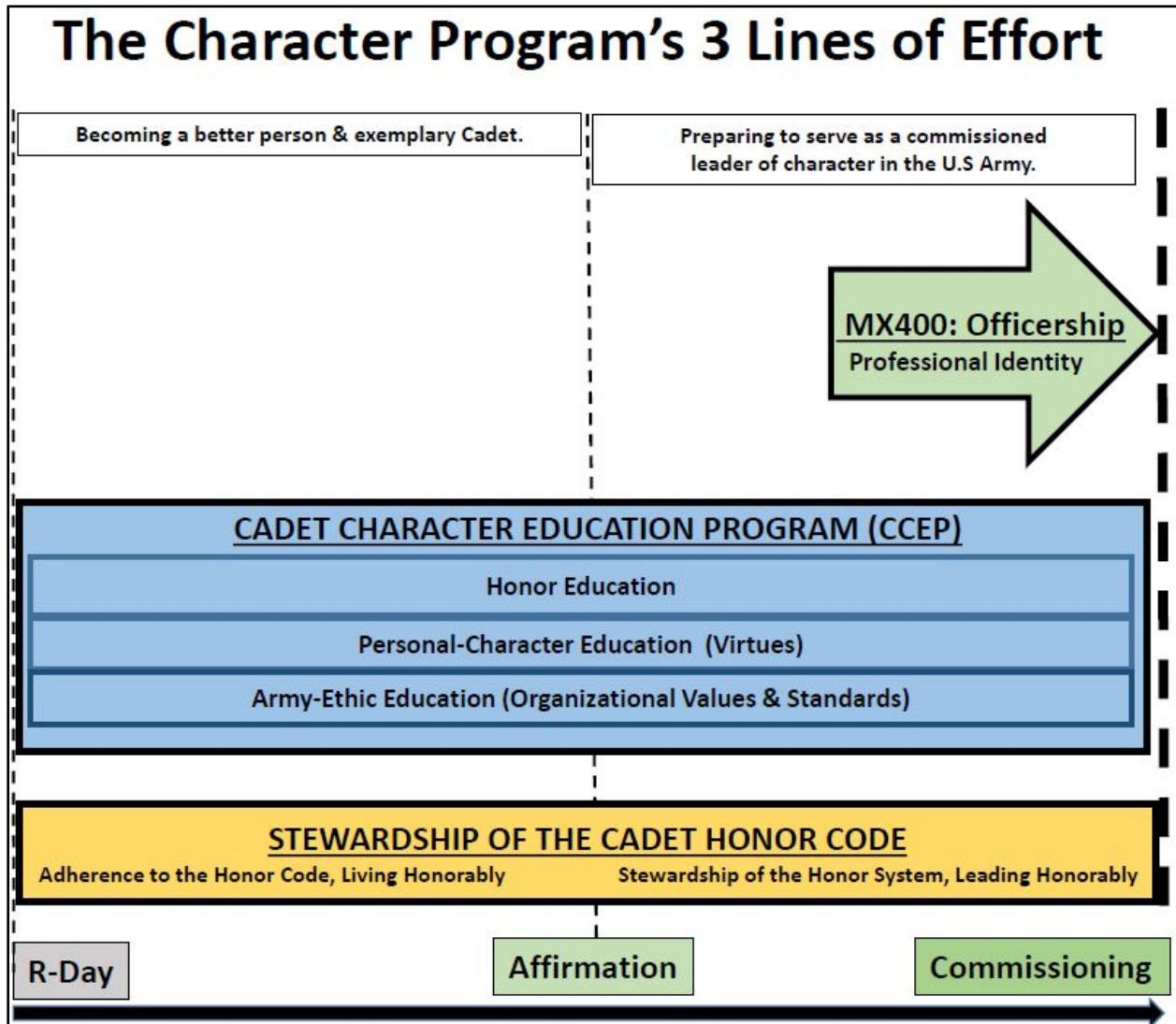
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<sup>1</sup> See Annex B for the AY20 sequence of lessons.

<sup>2</sup> SLDP-H is the Special Leader Development Program for Honor. SLDP-H is described in *USCC PAM 15-1*. SLDP-R is the Special Leader Development Program for Respect. SLDP-R is described in *USCC PAM 600-26*.

<sup>3</sup> 10 U.S. Code § 3583 (1) - Requirement of exemplary conduct.





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**Figure 1** The Character Program's Three Lines of Effort  
Key: gold = Honor; blue = CCEP; green = MX400

The lines of effort are mutually reinforcing in pursuit of the Character Program's outcomes. For example, a CCEP Honor Education lesson teaches Cadets the purpose and procedures for conducting an approach for clarification; when Cadets conduct actual approaches for clarification, they are acting as stewards of the Honor Code; and in MX400, Cadets learn that their stewardship of the Honor Code has been preparing them to assume their roles as stewards of the Army Profession.

<sup>4</sup> On Reception Day (R-Day), their first day at the Academy, candidates become West Point Cadets. Upon Affirmation, the first day of their third academic year, Cadets commit to serve in the Army. Upon Commissioning, Cadets become commissioned Army officers. They swear an oath (Cadet, Affirmation, Officer) at each milestone.



Table 2 shows how the Character Program's outcomes are supported by the Character Program's three lines of effort.

**Table 2** The Character Program's lines of effort map to the Character Program's outcomes

<b>Character Program Outcomes</b>	<b>Character Program Line of Effort</b>
(1) Cadets understand the tenets and purpose of the Cadet Honor Code.	Stewardship of the Honor Code CCEP
(2) Cadets exercise effective stewardship of the Cadet Honor Code.	Stewardship of the Honor Code CCEP
(3) Cadets trust the Honor System to be fair and effective.	Stewardship of the Honor Code CCEP
(4) Cadets understand the purpose of the West Point Values and the Army Values.	CCEP Stewardship of the Honor Code MX400
(5) Cadets accept responsibility for their own, ongoing character development.	CCEP Stewardship of the Honor Code MX400
(6) Cadets accept their responsibility to positively influence other Cadets' character development.	Stewardship of the Honor Code CCEP MX400
(7) Cadets understand how character is integrated into all aspects of officership.	MX400
(8) Cadets understand the responsibility of commissioned officers to provide moral leadership.	MX400 CCEP Stewardship of the Honor Code
(9) Cadets are confident in their ability to fulfill the moral demands of Officership.	MX400 CCEP Stewardship of the Honor Code

### **c. Proponency and Support in the Character Program**

The SCPME is the proponent of the Character Program and responsible for achieving its outcomes. However, execution of the Character Program requires a close partnership with the Brigade Tactical Department (BTD) as well as support from the Staff and Faculty in the Academic, Military, and Physical Programs. In the Stewardship-of-the-Honor-Code LOE, the SCPME provides the leadership and organizational infrastructure that enables the Corps of Cadets and the wider West Point community to exercise their stewardship of the Code; the SCPME is the "enabling steward." In the Cadet-Character-Education-Program LOE, the SCPME



designs and develops the learning materials and recruits and prepares instructors, but the rehearsals and execution of the learning activities are led primarily by the Brigade Tactical Department (BTD) and volunteers from the Staff and Faculty; in the CCEP, then, the SCPME acts as a “managing partner.” Only in MX400 does the SCPME control all the resources required to achieve that LOE’s outcomes. Acting under the purview of the Superintendent, the SCPME’s role in MX400 is akin to an “independent subsidiary.”

In Chapters 2-4 that follow, each of the Character Program’s three lines of effort and their respective outcomes are described. In Chapter 5, the assessment plan for each line of effort and for the Character Program overall is described.



## Chapter 2. Stewardship of the Cadet Honor Code

### a. Overview

The Cadet Honor Code is the foundation for developing leaders of character at West Point and the nucleus of West Point's culture of character growth. For this reason, the SCPME considers stewardship of the Honor Code to be the Character Program's most important line of effort.

The Cadet Honor Code states, "A Cadet will not lie, cheat, steal, or tolerate those who do." The purpose of the Honor Code is to develop Cadets into genuinely trustworthy leaders who have internalized the Code and thus embody the virtues of honesty, fairness, respect, and responsibility to uphold standards. As a result, they possess the moral authority to build and lead ethical organizations. They also are better prepared to assume their roles as stewards of the Army Profession upon commissioning.

For the Cadet Honor Code to accomplish its important purpose, the Honor System must be trusted as fair and effective. The Honor System consists of the roles, rules, processes, and procedures that promote adherence to and guide enforcement of the Cadet Honor Code. The Corps of Cadets, led by its Cadet Honor Committee, exercises stewardship of the Cadet Honor Code through the Honor System. The Honor System is described in detail in *USCC PAM 15-1: The Cadet Honor Code, System, and Committee Procedures*.

### b. Outcomes of Stewardship of the Honor Code<sup>5</sup>

- (1) Cadets exercise effective stewardship of the Cadet Honor Code.
- (2) Cadets trust the Honor System to be fair and effective.

### c. Character Development through Stewardship of the Honor Code

Exercising stewardship of the Cadet Honor Code is not an intellectual exercise. Rather, stewardship involves real-world actions that often require Cadets to exercise moral courage while making decisions and taking actions that could result in life-changing consequences for themselves or fellow Cadets.

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<sup>5</sup> For Cadets to exercise effective stewardship of the Cadet Honor Code, they must understand the Cadet Honor Code (Character Program Outcome 1) which is discussed in Chapter 3, "Cadet Character Education Program."



Cadets strengthen their character by making honorable decisions and living honorably. Every Cadet's stewardship of the Cadet Honor Code begins with his or her iron-clad determination to abide by the Cadet Honor Code, regardless of consequences.

Stewardship of the Honor Code is much more than an individual endeavor. Upholding the Code involves responsibilities to other Cadets and to the Long Gray Line. Stewarding the Code entails encouraging and assisting other Cadets to abide by and support the Code, as well as enforcing adherence to the standards of the Honor Code.

Actions that manifest Cadets' stewardship of the Cadet Honor Code include:

- Making a committed effort to understand the meaning and purpose of the Code.
- Making a committed effort to understand the processes and purpose of the Honor System.
- Adhering to the tenets of the Code on matters large and small, at all times and in all situations.
- Striving to develop the virtues of character that are inherent in the Code.
- Encouraging other Cadets to live up to their commitments to the Code.
- Supporting Cadets who have made the difficult decision to admit or report an Honor violation.
- Approaching for clarification any Cadets who may have violated the Code.
- Reporting suspected violations of the Code that are not satisfied by an approach for clarification.
- Supporting the work of Cadet Honor Committee members.
- Being forthcoming as a witness during Honor investigations and boards.
- Serving diligently as an HIH<sup>6</sup> or CAB<sup>7</sup> board member by asking questions to determine the facts, voting *FOUND* or *NOT FOUND* based on the preponderance of the evidence, and making recommendations for consequences based on the facts.
- Educating other Cadets on their Honor Code and the Honor System.
- Serving as a member of the Cadet Honor Committee.

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<sup>6</sup> An HIH is an Honor Investigative Hearing, at which a panel of Cadets determines whether a Cadet violated the Cadet Honor Code.

<sup>7</sup> A CAB is a Cadet Advisory Board, which is held after a Cadet has admitted to violating the Cadet Honor Code and after a Cadet has been *FOUND* at an HIH to have violated the Cadet Honor Code. CAB members make recommendations to the Superintendent on the consequences for a Cadet who violated the Honor Code.



#### d. SCPME Stewardship of the Honor Code

The SCPME enables stewardship of the Cadet Honor Code through its operations with the Cadet Honor Committee, the Honor System, and CCEP.

(1) Coaching the Cadet Honor Committee. Members of the Cadet Honor Committee are the most influential stewards of the Honor Code. The SCPME educates, trains, and coaches all members of the Cadet Honor Committee.

(2) Supporting and supervising Honor Investigations, Boards, and Dispositions. The SCPME coordinates with multiple stakeholders and supervises the Cadet Honor Committee in its execution of investigations, hearings, and boards, as well as coordinates Superintendent's adjudications.

(3) Managing Honor Education and Rehabilitation within the CCEP. Honor education and rehabilitation (SLDP-H) are components of the Honor System. However, because they are educational missions, they are described in Chapter 3, "Cadet Character Education Program."

#### e. Roles in Stewarding the Cadet Honor Code

*Cadets*: All Cadets are responsible for living according to the Honor Code, encouraging their fellow Cadets to do the same, upholding the 4<sup>th</sup> tenet of the Honor Code (non-toleration), deliberating and making "*FOUND* or *NOT FOUND*" decisions at Honor Investigative Hearings, and making recommendations on the disposition of *FOUND* Cadets.

*Cadet Honor Committee*: Cadets who serve on the Cadet Honor Committee teach Honor-education classes and exercise formal oversight of the Honor System. These specially selected Cadets are widely respected for demonstrating their strong commitment to the Cadet Honor Code and have a passion for exercising stewardship over the Honor System. They receive extensive training on their specific roles within the Cadet Honor Committee and understand how the Honor-investigation process works. Each Cadet command level, except for battalion level, has an Honor Representative counterpart who advises and assists the commander with Honor-related matters.

*Staff, Faculty, and Coaches*: Military and civilian Staff, Faculty, and Coaches serve as role models for Cadets, provide oversight to the Honor System, and make recommendations to the Superintendent on the character and potential of Cadets who have violated the Honor Code. They also serve as SLDP-H developmental coaches (see Ch.3). As leaders across all programs and activities at West Point, the Staff, Faculty, and Coaches have an enormous influence on Cadets' attitudes towards the Honor Code and System, on their internalization of the Honor



Code, and on the overall culture of character growth that is essential to developing leaders of character.

*Simon Center for the Professional Military Ethic (SCPME):* The SCPME guides and supports stewardship efforts in numerous ways, such as: coaching the Cadet Honor Committee; designing the Honor-education curriculum for Cadets as well as Staff, Faculty, and Coaches; supervising Honor investigations and boards; making recommendations on the disposition of *FOUND* Cadets; updating the Honor regulation; managing the Honor rehabilitation program (SLDP-H); and keeping all stakeholders informed of Honor-related matters.

*Director, SCPME:* The Director of SCPME is responsible for the holistic planning, synchronization, and supervision of the Honor System and Honor Education program.

*Special Assistant to the Commandant for Honor (SAH):* The SAH is the principal advisor to the Commandant and Superintendent on matters related to the Cadet Honor Code and the Honor System. The SAH supervises the training of the Cadet Honor Committee and the conduct of all Honor investigations. In performing these duties, the SAH maintains communication with the USCC Trial Counsel, Administrative Law, and any other necessary legal personnel. The SAH is also responsible for the development of Honor-related education material in conjunction with the Hottell Chair for Character Development, the SCPME Education Officer, and the Cadet Honor Education Officer. Lastly, the SAH serves as the primary person responsible for communicating with USCC and USMA personnel on matters related to Honor.

*Hottell Chair for Character Development, the SCPME Education Officer, & the Cadet Honor Education Officer:* Along with the SAH, these personnel are responsible for designing, developing and delivering the Honor-education curriculum.

*SCPME Chair for Honor and Character Assessment:* Designs, develops, and implements an assessment plan. (See Chapter 5 for the Character Program Assessment Plan.)

*Program Manager of the Special Leader Development Program—Honor:* Recruits developmental coaches, monitors the progress of Cadets in the program, handles exception-to-policy requests, and makes recommendations on SLDP-H packet approvals.



## Chapter 3. Cadet Character Education Program

### a. Overview

The CCEP provides instruction, experiences, and opportunities for reflection that support Cadets' efforts to grow in character throughout their 47-month experience.<sup>8</sup>

The purpose of the Cadet Character Education Program (CCEP) is to educate Cadets on the Cadet Honor Code, the Honor System, the West Point Values, the Army Values, and personal virtues that equip them to live honorably and lead honorably as they demonstrate excellence in the moral, civic, social, performance, and leadership facets of character.<sup>9</sup>

### b. Outcomes of the Cadet Character Education Program

- (1) Cadets understand the Cadet Honor Code.
- (2) Cadets understand the basic components of the Honor System.
- (3) Cadets understand what is involved in stewarding the Honor Code.<sup>10</sup>
- (4) Cadets understand the purpose of the West Point Values and the Army Values.
- (5) Cadets accept responsibility for their own, ongoing character development.
- (6) Cadets accept their responsibility to positively influence other Cadets' character development.

### c. Concept of the Operation

The Cadet Character Education Program has two elements: a mandatory 47-month program of character-education activities for all Cadets (the standard CCEP); and remedial, 4-month education programs for individual Cadets who have exhibited deficiencies in Honor or Respect.

The standard CCEP (hereafter, CCEP) is a deliberate, progressive program of instruction organized around three categories that contribute to Cadets' growth in character: Honor education, personal virtue, and the Army Ethic.

- Honor-education lessons are front-loaded in CCEP to ensure that West Point's minimum standard for honorable behavior is well understood as soon as possible, to prevent unintended violations. The early emphasis on understanding the Cadet Honor Code and

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<sup>8</sup> See the Leader Growth Model in *Developing Leaders of Character*, p.17

<sup>9</sup> Moral: Display integrity and honor; Civic: have empathy and do more than your share; Performance: Be resilient and accomplish the mission; Social: Live honorably in public and private life; Leadership: Positively influence others (*Developing Leaders of Character*, p. 6).

<sup>10</sup> This CCEP outcome is supportive of, but is not included in, the overall Character Program outcomes described in Chapter 1.





Honor System also helps Cadets to embrace their role as stewards of the Code as soon as possible.

- Lessons on personal virtue<sup>11</sup> occur approximately once per semester. They educate Cadets on the processes of developing virtuous character, familiarize them with several essential virtues, and empower them to take responsibility for their own ongoing character development.
- Army Ethic lessons occur throughout the program. In Cadets' first two years, their Army Ethic lessons focus on understanding the Army Values, the West Point Values, and West Point's policies on sexual assault, sexual harassment, fraternization, and unjust discrimination. After Cadets have Affirmed,<sup>12</sup> their Army Ethic lessons help them understand how to lead in a manner consistent with the Army Ethic.

During the Academic Year, CCEP lessons occur during 75-minute Commandant's Hours listed on the Academy schedule. During Cadet Summer Training, CCEP lessons take place according to the training schedule. Table 3 shows how the three types of lessons are distributed across the 47-month CCEP.

**Table 3.** The distribution of Honor, Virtue, and Army Ethic lessons in CCEP, by Class.<sup>13</sup>

	CBT	4 <sup>th</sup> Class	3 <sup>rd</sup> Class	2 <sup>nd</sup> Class	1 <sup>st</sup> Class
<b>Honor</b>	Honor x 3	Honor x 3	Honor x 2	Honor x 2	Honor x 2
<b>Virtue</b>		Virtue x 2	Virtue x 2	Virtue	Virtue
<b>Army Ethic</b>	Army Values Respect/EO Respect/SHARP	Loyalty Respect/SHARP Fraternization	Selfless Service Integrity, Courage Responsible Alcohol	LDR Challenge LDR Challenge Respect in org	LDR Challenge LDR Challenge SHARP in Army

The CCEP is a partnership between the SCPME and the BTM, with essential support from USMA's military and civilian staff and faculty. Responsibilities are as follows:

- SCPME provides the lesson plan and materials for all CCEP classes.
- SCPME provides all facilitator-preparation sessions.
- SCPME coordinates the scheduling of all CCEP classes.
- BTM and Cadet facilitators conduct rehearsals of Cadet-led lessons.
- BTM and Cadet leaders supervise Cadet participation in CCEP classes.
- USMA Staff-and-Faculty volunteers instruct lessons that require their expertise.

<sup>11</sup> Definitions of virtue and related terms can be found in Appendix C: Glossary

<sup>12</sup> When Cadets attend class at the start of their third year, they "affirm" to serve in the Army for at least ten years—two more years at USMA, five years of active-duty service, and three years of reserve service.

<sup>13</sup> A more detailed description of the lessons in the CCEP program is available in Appendix B.



#### d. Remedial Education & Rehabilitation

(1) Special Leader Development Program-Honor (SLDP-H). Cadets who are *FOUND* to have violated the Cadet Honor Code have exhibited a character shortcoming and damaged trust within West Point's honor community. The Superintendent may retain a Cadet *FOUND* in violation of the Cadet Honor Code. Retained Cadets are enrolled in a remedial education program, SLDP-H, as part of a rehabilitative process that is described in *USCC PAM 15-1*, Chapter 13. Upon completion of SLDP-H, the Cadet will be fully reinstated into West Point's honor community if his/her developmental coach and chain of command determine that the Cadet has demonstrated sufficient character growth. <sup>14</sup>

(2) Special Leader Development Program-Respect (SLDP-R). Cadets who have violated the Cadet Respect Creed have exhibited a character shortcoming. Cadets may be enrolled in a remedial education program, SLDP-R, as part of a rehabilitative process that is described in *USCC PAM 600-26*. Upon completion of SLDP-R, which includes certification of the Cadet's character by their SLDP-R developmental coach and chain of command, the Cadet is reinstated fully into West Point's honor community.

#### e. CCEP Roles

*SCPME Chair for Character Development & SCPME Education Officer*: Work together to design the overall CCEP; develop the lesson plans and conduct facilitator-preparation sessions for the Honor, Personal Character, and Army Ethic LOEs; and supervise the development of *Leader Challenge* lesson plans.

*SCPME Chair for Honor and Character Assessment*: Designs, develops, and implements an assessment plan for CCEP. (See Chapter 5 for the Character Program Assessment Plan.)

*SCPME Special Assistant to the Commandant for Honor & Cadet Honor Committee Education Officer*: Advise and assist in the development and delivery of Honor-education lesson plans.

*Brigade Tactical Department*: Ensure dissemination of information about the CCEP schedule and lesson plans. Prioritize the preparation and execution of high-quality CCEP activities.

*Tactical Officers/ Noncommissioned Officers*: Work together to teach some Army Ethic lessons and supervise all other CCEP rehearsals and lessons in their units. Supervise Cadet rehearsals of Cadet-led lessons. Supervise accountability and participation of Cadets in CCEP lessons.

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<sup>14</sup> A Cadet who is *FOUND* to have violated the Cadet Honor Code and is permitted to continue at the Academy after completing SLDP-H/R typically remains on suspended separation until commissioning.



*Cadet Leaders:* Provide command emphasis on the success of the CCEP. Disseminate information to Cadets, select high-quality Cadet instructors, be present at rehearsals and lessons, and provide feedback to subordinates on their participation.

*Company Honor Representatives:* Conduct or assist Honor-education lessons for their respective companies.

*Staff & Faculty Volunteer Facilitators:* Prepare, rehearse, and deliver high-quality instruction that meets the lesson's learning objectives.

*All Cadets:* Accept responsibility for their own ongoing character development and accept responsibility to positively influence other Cadets' character development. Participate fully in CCEP activities to maximize their potential.



## Chapter 4. MX400: Officership

### a. Overview

MX400: Officership is the Superintendent's capstone course—an integration of the Academic, Military, and Character programs that demonstrates the unique demands of Officership. As the only course at West Point that fulfills requirements of the Academic, Military, and Character programs, MX400 has course outcomes for each program. Because this Goldbook describes only the Character Program, this chapter will address only those MX400 outcomes that are part of the Character Program.<sup>15</sup>

MX400 is the culminating educational experience of the Character Program. It builds upon what Cadets have learned at West Point to help them prepare for the character challenges of officership. MX400 is a three-credit core course taken by all First-Class Cadets and taught by faculty assigned to the SCPME.

### b. The Outcomes of MX400 that support the Character Program

- (1) Cadets understand how character is integrated into all aspects of officership.
- (2) Cadets understand the responsibility of commissioned officers to provide moral leadership.
- (3) Cadets are confident in their ability to fulfill the moral demands of officership.

### c. Concept of MX400

MX400 serves as a bridge between Cadets' current identities and their emerging identities as commissioned officers. It challenges Cadets to reflect on how they have developed through their experiences in WPLDS and then imagine how they will use that character to serve honorably as officers in the Army Profession.

MX400 is a 30-lesson course built around three course content blocks (Professional Challenge, Professional Identity, and Professional Responsibility) and two case studies that engage Cadets in the practice of officership and the study of the Army Profession and Mission Command, as shown in Figure 2.

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<sup>15</sup> MX400 also has outcomes that support USMA's Academic and Military programs. Those outcomes can be found in the Red Book and Green Book, respectively.

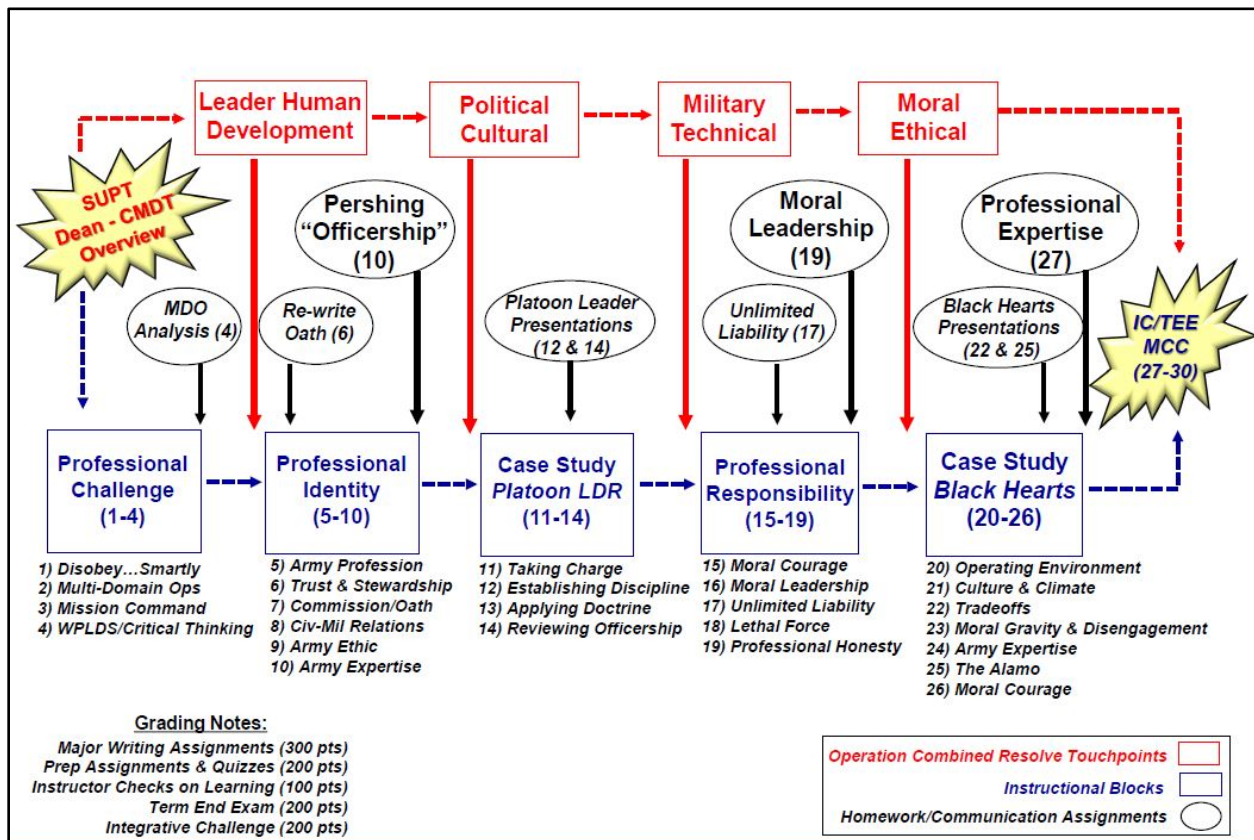


Figure 2. The course design of MX400: Officership

The content blocks are:

1. *Professional Challenge*: This content block covers the paradox between the Army’s culture of obedience and the need, in certain circumstances, to disobey orders smartly; the extreme complexity of Multi-Domain Operations; the role of mission command; and how WPLDS prepares Cadets to integrate their character into all aspects of their lives as Army Professionals.
2. *Professional Identity*: This content block highlights the essential characteristics of the Army Profession and the importance of the Army Ethic; the various trust relationships that officers must forge as professionals and leaders of character; the sensitivities and importance of civil-military relations; and the four fields of military expertise (moral-ethical, military-technical, political-cultural, and leader-human development).
3. *Case study #1*: Cadets analyze an historical example of officership to extract lessons learned and apply them to current and projected operating environments.



4. *Professional Responsibility*: This content block emphasizes the importance of stewardship, moral leadership, and unlimited liability. Cadets discuss obstacles and challenges to moral leadership and how to fulfill their moral obligations as an officer.
5. *Case Study #2*: Cadets analyze an historical example of officership to extract lessons learned and apply them to current and projected operating environments.

#### **d. MX400 Roles**

*Chair for Officership*: The Chair for Officership provides strategic leadership to the course, designing its curriculum to help Cadets meet the current and future challenges of officership.

*Course Director*: The MX400 course director develops a curriculum that translates the Chair's design into a learning experience for Cadets that accomplishes the course's outcomes. The course director is also responsible for preparing and supervising the course faculty.

*SCPME Chair for Honor and Character Assessment*: Designs, develops, and implements an assessment plan for MX400. (See Chapter 5 for the Character Program Assessment.)



## Chapter 5. Character Program Assessment

### a. Overview

The assessment of the Character Program evaluates the Character Program against its stated outcomes and informs the continued refinement of its character-development activities.<sup>16</sup>

The assessments strive to determine whether the Character Program:

- Is achieving its intended effects (outcome evaluation);
- Is being delivered as intended (process evaluation).

The Character Program Assessment employs a multi-method approach that consists of data-collection methods best suited to the West Point environment, population, and resources. These data collection methods—which include questionnaires, interviews, and quizzes—are used to inform decisions about improving the Character Program and to deepen the SCPME’s understanding of Cadet character development.

### b. Character Program Assessment Concept

The Character Program’s outcome evaluation assesses Cadet character-related knowledge (e.g., understanding the Cadet Honor Code, understanding what is expected of a commissioned officer), related perceived readiness (i.e., how Cadets perceive their own readiness), and behavioral intentions (e.g., to act in accordance with the Cadet Honor Code, to take morally and ethically appropriate actions). The process evaluation of the Character Program focuses on the delivery of its products (i.e., “Is the content of a CCEP class delivered as intended?”).

### c. Character Program’s outcomes and assessment objectives (by LOE)

#### Character Program Outcomes (Restated from Chapter 1)

- (1) Cadets understand the Cadet Honor Code.
- (2) Cadets exercise effective stewardship of the Cadet Honor Code.
- (3) Cadets trust the Honor System to be fair and effective.
- (4) Cadets understand the West Point Values and the Army Values.
- (5) Cadets accept responsibility for their own, ongoing character development.
- (6) Cadets accept their responsibility to positively influence other Cadets’ character development.
- (7) Cadets understand how character is integrated into all aspects of officership.
- (8) Cadets understand the responsibility of commissioned officers to provide moral leadership.
- (9) Cadets are confident in their ability to fulfill the moral demands of officership.

<sup>16</sup> See *Developing Leaders of Character* (2018). United Military Academy, West Point, New York.



## Assessment objectives (by LOE)<sup>17</sup>

### LOE 1: Stewardship of the Honor System

- To assess Cadets' stewardship of the Cadet Honor Code. (2)
- To assess the trust, perceived fairness, and due process<sup>18</sup> of the Cadet Honor System. (3)
- To determine whether Honor-related CCEP is being delivered as intended. (Process goal)

### LOE 2: Cadet Character Education (CCEP)

- To assess Cadets' understanding of the Cadet Honor Code. (1)
- To assess Cadets' understanding of the Honor System. (3)
- To assess Cadets' understanding of the West Point Values and the Army Values. (4)
- To assess Cadets' perceived responsibility for their own character development. (5)
- To assess Cadets' perceived responsibility to positively influence other Cadets' character development. (6)
- To determine whether CCEP is being delivered as intended. (Process goal)

### LOE 3: Officership (MX400)

- To assess Cadets' understanding of how character is integrated into all aspects of officership. (7)
- To assess Cadets' understanding of the responsibility of commissioned officers to provide moral leadership. (8)
- To assess Cadets' confidence in their ability to fulfill the moral demands of officership. (9)
- To determine whether MX400 is being delivered as intended. (Process goal)

## d. Character Program Assessment Methods

The Character Program Assessment employs four data-collection methods:

(1) Questionnaires. A set of questions that incorporate answer choices in the form of Likert-scales, multiple-choice, true-false, matching, and rank-ordering are particularly well suited for gathering information about Cadets' knowledge, perceived readiness, attitudes, and behavior intentions. Questionnaires can be completed efficiently by large samples of Cadets, and anonymously, which encourages candid responses to sensitive questions. In light of anecdotal evidence that Cadets feel excessively assessed, questionnaires in the Character Program are conducted during time already allocated to the Character Program. To mitigate validity risks associated with limited-items measurement, Character Program assessments make

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<sup>17</sup> The numbers in parentheses identify the corresponding Character Program Outcome. Additionally, assessments of process goals are identified for each LOE.

<sup>18</sup> Due process, in the context of the Honor system, refers to compliance with USCC PAM 15-1.





extensive use of existing psychological scales that possess strong psychometric properties.<sup>19</sup>

(2) Interviews. Structured conversations between an interviewer and an interviewee who is asked to respond verbally to a set of questions are particularly well suited for gathering in-depth information from Cadets on specific issues. Although not anonymous, interviews can remain confidential and allow the Character Program to explore issues not otherwise assessed. Interviews also may support the refinement of questionnaires (e.g., identify items that are at-risk of being misunderstood). A small sample of interview questions is offered below:

- How has your participation as a Board Member influenced your attitude about the Cadet Honor Code and Honor System?
- How did today's CCEP lesson resonate with you? Was there anything that you found particularly inspiring? Anything that you found yourself resisting? What do you think about that?

(3) Quizzes: Brief assessments in the form of quizzes are well suited for measuring growth in knowledge and gauging understanding of the educational content of the Character Program. The results of these quizzes will help with the refinement of content material, areas needing emphasis, and potential blind spots in the educational domain of the Character Program.

#### **e. The Character Program Assessment Plan**

(1) Stewardship of the Honor Code: The assessment objectives of the Honor System are attained using the Superintendent's Honor Review Committee (SHRC) Survey (completed by Cadets once a year) and a Cadet Honor System survey (assessing perceived fairness of the Honor system) administered at two stages in the process: after the Found/Not Found decision, and after completion of the SLDP-H, as depicted below:

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<sup>19</sup> Psychometric properties refer to a survey research instrument's reliability (i.e., its ability to measure the construct of interest consistently and in a stable manner) and validity (i.e., its ability to accurately measure the construct of interest).

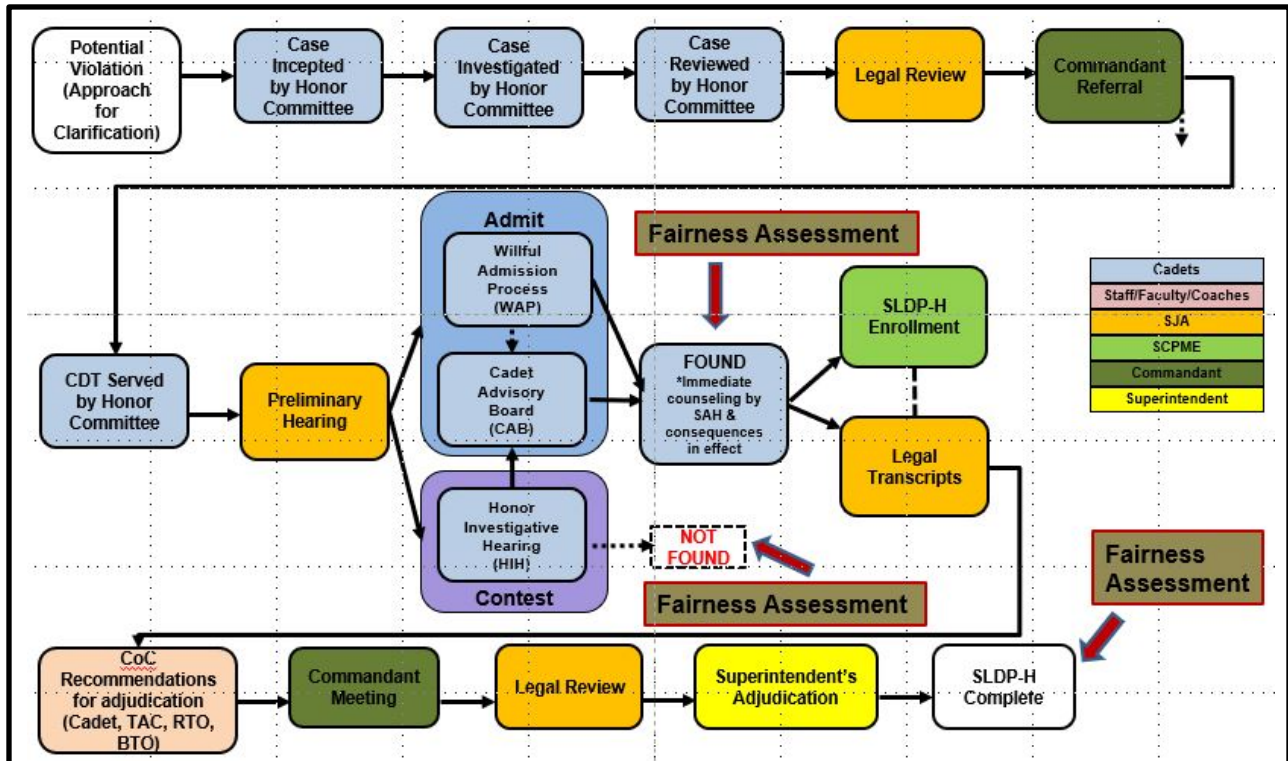


Figure 3. Points in the Honor System where fairness assessments are conducted

In addition, interviews are conducted using opportunity sampling of randomly selected visiting and participating Cadets during activities of the Honoring System. By conducting interviews during already-scheduled Character Program events, assessments do not place additional time demands on Cadets. The interviews solicit information about behaviors, attitudes, and behavioral intentions related to the Cadet Honor Code and themes/issues identified by SCPME staff members, Honor Committee members, and West Point faculty and staff, as they participate in the process.

(2) Cadet Character Education Program (CCEP): The CCEP outcomes are assessed using online questionnaires administered during CCEP periods at the beginning and end of each academic year. Questionnaires are also offered to instructors and select Cadets to assess the process of CCEP. Short quizzes are sometimes administered at the end of lessons and periodically thereafter to assess Cadets’ retention of learning objectives. In addition, interviews are conducted with Cadet volunteers.

(3) Officership: The MX400 outcomes related to Character are assessed using questionnaires administered during CCEP periods at the beginning and end of each academic year. MX400, as a course, is accountable to both the Academic Program (through R&As and compliance with Assessment Steering Committee requirements) and the Military Program (by



integrating all assignments BOLC-A tasks in the course curriculum). An end-of-course questionnaire assists the process assessment of the course.

(4) Quadrennial Program Evaluation: The Character Program Assessment Plan also includes a more comprehensive evaluation, every four years, designed to assess whether the Character Program is executing its plan as well as how well its plan is contributing to the development of officers of character. This evaluation, for which the support of Army Professionals outside the SCPME is necessary, is critical to ensure that the Character Program continues to address the demands of the Army.<sup>20</sup> Furthermore, this quadrennial evaluation has the potential to offer insights to more precisely align the SCPME's LOEs with those of other contributors in the development of officers of character, at West Point and the rest of the U.S. Army. Due to the unique nature of the Character Program and unlike traditional programmatic accreditations, the vision for this evaluation is to engage the perspectives of other members of the Army Profession in a quadrennial comprehensive program evaluation.

**Table 4:** Character Program Assessment Plan

	<b>Method</b>	<b>Purpose</b>	<b>Participants</b>	<b>Frequency</b>
<b>Honor</b>	Questionnaire	Beliefs & attitudes	Cadets involved in Honor System	At specific points in the Honor System
	Interview	Beliefs & attitudes	Cadets involved in Honor System	As appropriate
<b>CCEP</b>	Questionnaire	Outcomes	Cadets	Every semester
	Questionnaire	Process	Cadets & instructors	After select lessons
	Quiz	Knowledge	Cadets	In and after select lessons
	Interview	Insight	Cadets & instructors	As appropriate
<b>MX400</b>	Questionnaire	Outcomes	Cadets	Every semester
	Questionnaire	Process	Cadets & instructors	Every semester
<b>Program</b>	Comprehensive	Processes, outcomes, and improvement	Simon Center with external support	Every 4 years

<sup>20</sup> The next evaluation of this type is planned for AY23.



## Appendix A. WPLDS Five Facets of Character

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

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

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

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

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

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

d. Performance Facet of Character: Possesses the sense of duty, resilience, and grit necessary to accomplish the mission and get results.

1. Fights through obstacles, difficulties, and hardships to accomplish the mission.
2. Pursues mission-focused victories over extended periods, regardless of conditions.
3. Maintains strength, endurance, and mobility to perform required duties over an extended time.
4. Responds well to setbacks, stress, shock, and all other types of adversity.
5. Exemplifies the Warrior Ethos.



- e. Leadership Facet of Character: Establishes a safe, positive command climate where everyone thrives while achieving results.
1. Displays self-control and composure under adverse conditions; remains calm under pressure.
  2. Maintains mission and organizational focus while under stress or adversity.
  3. Enforces standards.
  4. Sustains a climate of trust
  5. Develops others to live by the Army Values.



## Appendix B. AY20 CCEP Schedule of Lessons<sup>21</sup>

This schedule of lessons shows how the CCEP integrates Honor (H), Virtue (V), and Army Ethic (AE)<sup>22</sup> lessons to deliver a deliberate, integrated, progressive educational experience to Cadets over their 47-month experience. It also indicates the specific population that is best suited with the expertise to instruct or facilitate each lesson.

### Cadet Basic Training [taught by Cadet cadre]

H: Introduction to and initial instruction on the Cadet Honor Code and Honor System

H: Scenarios and squad-level discussions on adhering to all tenets of the Cadet Honor Code (x2)

AE: The Army Values & West Point's values of Duty, Honor, Country

AE: Squad-level, scenario-based discussions on the USMA Respect Creed & West Point's standards of conduct on equality, non-discrimination, and inclusion.

AE: Exercise to develop empathy followed by squad-level discussions on preventing and responding to sexual harassment and sexual assault.

### 4<sup>th</sup> Class Year, 1<sup>st</sup> Semester

H: Living Honorably in everyday Cadet life; Intro to the Honor System

AE: Policies and expectations regarding fraternization, sexual harassment, and sexual assault.

### Instructor/Facilitator

[Honor committee]

[TACs]

### 4<sup>th</sup> Class Year, 2<sup>nd</sup> Semester

H/AE: Reconciling the Honor Code and the AV of Loyalty

V: Character Development lecture

V: Character Development discussion

[Honor committee]

[SCPME]

[S&F Volunteers]

### 3<sup>rd</sup> Class Year, 1<sup>st</sup> Semester

H: The Cadet Honor System & Cadet Honor Committee

AE: Army Values, law, and responsible alcohol use

[Honor committee]

[TACs]

### 3<sup>rd</sup> Class Year, 2<sup>nd</sup> Semester

H: The State of the Code (& Company Honor-Rep Elections)

V: Character Development lecture

V: Character Development discussion

V/AE: Living with Integrity and Moral Courage

AE: Inspiration to Serve Cemetery Tour (Selfless Service)

[Honor committee]

[SCPME]

[S&F Volunteers]

[Guest speaker]

[Guest Presenters, TACs]

<sup>21</sup> This schedule is subject to change in response to internal assessments and external directives.

<sup>22</sup> To learn about the Army Ethic, see Chapter 2 of *ADRP-1: The Army Profession* (2015).



**Summer Details:** During summer Leader Training Programs, Cadet cadre for CBT, CST, and CLDT reflect on observations and lessons learned of previous details. They then have discussions to gain shared understanding and to affirm their commitment to living honorably and leading honorably in their detail.

### **2<sup>nd</sup> Class Year, 1<sup>st</sup> Semester**

H/AV: Honor, the Army Profession, & the Non-toleration Clause	[SCPME]
AE: Personal testimony of a victim of sexual assault and toleration	[Guest speaker]
AE: Leader Challenge (sexual harassment)	[S&F Volunteers]
AE: Leader Challenge (cheating on a weapon qualification range)	[S&F Volunteers]

### **2<sup>nd</sup> Class Year, 2<sup>nd</sup> Semester**

H: The State of the Code: A discussion on stewardship (& elections)	[Honor committee]
V: Character Development lecture	[SCPME]
V: Character Development discussion	[S&F Volunteers]

### **1<sup>st</sup> Class Year, 1<sup>st</sup> Semester**

H/AE: Personal testimony of an officer who led honorably	[Guest speaker]
AE: Preventing and Addressing SH/SA in the Army	[TACs]
AE: Leader Challenge (sexual harassment)	[S&F Volunteers]
AE: Leader Challenge (cheating on a weapon qualification range)	[S&F Volunteers]

### **1<sup>st</sup> Class Year, 2<sup>nd</sup> Semester**

H/AE: Recent-grad panel on living/leading honorably in the Army	[Junior officers]
V: Character Development lecture	[SCPME]
V: Character Development discussion	[S&F Volunteers]



## Appendix C. Glossary

An important component of achieving shared understanding on the Character Program is having at a shared understanding of the meaning of its key terms. This annotated glossary explains how this Goldbook defines the terms.

**Character** is a person's reliability to do what is right in all circumstances. That reliability is grounded in values, developed through practice, and sustained by virtue.

**Values** are motivational preferences for decision-making. The values we adopt enable us to determine that one option is better or worse than another. The West Point Values are Duty, Honor, and Country. The Army Values are Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, and Personal Courage.

**Practice** is intentional, repeated activity in order to develop, improve, or maintain a proficiency. Practice is more effective when it includes coaching and reflection.

**Virtues** are character traits that are intrinsically fulfilling and publicly admired. Examples of virtues include self-discipline, courage, humility, and generosity. The opposite of a virtue is a vice. Examples of vices include laziness, cowardice, self-aggrandizement, and selfishness. A virtuous person consistently exhibits the appropriate combination of virtues, at the right time, in the right way, and with the right motivation.

**Honor** is the respect experienced by someone who lives according to the honor code of an honor community. Honorable conduct results in self-respect as well as the respect of other members.

An **honor code** is the written and unwritten rules, principles, and ideals and norms of behavior that regulate and inspire group members' behaviors. At West Point, the code for honorable conduct is expressed explicitly by the Cadet Honor Code and the Respect Creed. The Cadet Honor Code states, "A Cadet will not lie, cheat, steal, or tolerate those who do." The Respect Creed states, "Cadets will treat others and themselves with dignity and worth and expect the same from those around them."

An **honor community** is comprised of all and only those people who recognize one another as sharing the same code. Their shared commitment to their code of behavior creates strong bonds of trust, loyalty, and accountability. At West Point, the Cadet Honor Code's honor community is the Corps of Cadets. The military and civilian Faculty, Staff, and Coaches at West Point are members of a distinct yet closely related honor community—the Army Profession.





West Point's **Honor System** consists of the roles, rules, processes, and procedures that promote adherence to and guide enforcement of the Cadet Honor Code. The Honor System is described in *USCC PAM 15-1*.

**Stewardship** is the responsible overseeing and protection of something considered to be worth caring for and preserving.<sup>23</sup> At West Point, stewardship of the Cadet Honor Code entails adhering to the tenets of the Code; living by the spirit of the Code; participating sincerely in the Honor System; and, through good example and teaching, bestowing to the next generation of Cadets a healthy honor community and trusted Honor System.

**Officership** is the practice of serving the Nation honorably as a commissioned leader of character. It includes the responsibility to serve as a steward of the Army Profession and to demonstrate Army expertise in support and defense of the Constitution, while remaining subordinate to civilian leadership and accountable to the American public.

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<sup>23</sup> [www.dictionary.com](http://www.dictionary.com)