Naval Academy Preparatory School
Academic Instruction

NAPSINST 1531.1I 19 Aug 2026

Department of the Navy

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DEPARTMENT OF THE NAVY
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NAPSINST1531.1I
DEAN
19 Aug 2026

NAVAL ACADEMY PREPARATORY SCHOOL INSTRUCTION 1531.1I

From: Commanding Officer, Naval Academy Preparatory School

Subj: NAVAL ACADEMY PREPARATORY SCHOOL ACADEMIC INSTRUCTION

Ref: (a) NAPSINST 5400.1 (series)

1. Purpose. To provide guidance on academic information, rules, and procedures.

2. Cancelation. NAPSINST 1531.1H

3. Background. The mission of NAPS is to enhance Candidates' moral, mental, and physical foundations to prepare them for success at the United States Naval Academy or United States Coast Guard Academy. This instruction provides the primary guidance for the conduct of the mental pillar of the NAPS mission. It also provides important guidance for the roles of the Academic Department in the complementary moral and physical pillars of the mission. Proper understanding of the administration of the Academic Department is imperative for all personnel assigned to NAPS.

4. Scope. This instruction applies to all NAPS faculty, staff, Midshipman Candidates (M/C), and Cadet Candidates (C/C). References to "Candidate" include Navy and Coast Guard Candidates.

5. Organization.

a. The Academic Department contains the following divisions and groups:

(1) Chemistry Division

(2) English Division

(3) Mathematics Division

(4) Physics Division

(5) Student Success Services Division

(6) ACT/SAT Preparation

6. The Academic Year. The Academic Year (AY) is divided into three trimesters called Marking Periods (MP) (i.e. MP1, MP2, and MP3). The midpoint of each MP is designated as the Mid-Term (MT): MT1, MT2, and MT3, respectively.

7. Required Course Load. During each trimester of the academic year, candidates will have:

a. Core Curriculum: All Candidates undertake four primary courses: chemistry, English, mathematics, and physics.

b. Supplemental Curriculum: In addition to core courses, candidates may be assigned to non graded courses such as Learning Skills, M050, and/or ACT/SAT Preparation.

8. Academic Tracking & Placement:

a. Philosophy of Academic Tracks:

(1) At the start of the AY, Candidates are assigned to distinct academic tracks within each STEM subject. This system is designed to provide appropriate academic challenges tailored to each Candidate's assessed ability level.

(2) A diligent effort in all academic subjects is expected from every Candidate. The NAPS experience offers its greatest value when Candidates strive to achieve beyond their previously recognized capabilities. A demonstrated commitment to diligence and excellence is considered as vital as the demonstrated knowledge of facts and processes.

b. STEM Course Tracks:

(1) STEM courses (Chemistry, Mathematics, and Physics) may initially offer up to three tracks of study within each discipline:

(a) Foundation (FND): Covers topics essential for preparation for the U.S. Naval Academy (USNA) or U.S. Coast Guard Academy (USCGA).

(b) Intermediate (INT): Covers topics beyond the Foundation track at an accelerated pace and generally with greater rigor.

(c) Advanced (ADV): Covers topics beyond both the Foundation and Intermediate tracks, offering the highest level of academic challenge.

(2) Initial Placement Procedures:

(a) Prior to the commencement of classes, track placement and class scheduling are conducted according to procedures approved by the Academic Dean.

(b) These procedures include placement testing and a review of each Candidate's previous academic record.

(c) Candidates will receive their class schedules before classes begin.

(3) Track Changes: Candidates may request a change in their STEM track if they believe it will benefit their learning and academic progress. All requests are evaluated based on the guidelines below and involve discussions between the Candidate, the relevant Instructor, and the Division Supervisor. If a track change is recommended, the Division Supervisor will submit a formal request to the Academic Dean. All discussions and decisions regarding track changes will be documented in the Staff Dashboard.

(a) Requirements and Process for Moving to a Higher Track:

1. A Candidate desiring to move to a more advanced track must first discuss this with their subject instructor.

2. A formal recommendation from the subject instructor is required to proceed.

3. The Candidate will be required to take the most recent test from the higher-level course. This assessment serves as a data point for the instructor and Candidate to gauge preparedness; passing this test is not a prerequisite for the move.

4. Eligibility for moving to a higher track is typically done at Mid-Term 1 (MT1) or the end of Marking Period 1 (MP1).

5. It is generally inadvisable for a Candidate to advance in two or more subjects simultaneously. This is done to ensure successful adaptation to increased academic demands.

6. Prior to finalizing the move to a higher track, the Candidate must sign a letter of understanding with the Academic Dean. This document will outline the potential benefits and challenges, ensuring an informed decision.

7. Following the instructor's recommendation, the Candidate's assessment, and signing of the letter of understanding, the instructor and Division Supervisor will confer. If a move is supported, the Division Supervisor submits the request to the Academic Dean for final approval.

(b) Requirements and Process for Moving to a Lower Track:

1. A Candidate, in consultation with their instructor, may determine that a track with a different depth and/or breadth is more suitable.

2. To support such a Candidate-initiated request, the Candidate should demonstrate:

i. Consistent submission of assigned homework by the established deadlines.

ii. Thorough preparation for class sessions (e.g., material review, prerequisite readings).

iii. Active and good-faith participation in class discussions and activities.

iv. Proactive efforts in seeking academic assistance from available resources (i.e. Instructors, Supplemental Instructors, Tutors, Academic Success Facilitator, Student Success Services and/or Academic Advisor).

v. Application of learning skills strategies (e.g., planner use, study cycle, Cornell notes, 5-day study plan, etc.).

3. The Candidate must discuss their situation and the potential benefits of a track change with the relevant Instructor.

4. The Instructor and Division Supervisor will review the Candidate's circumstances and supporting evidence of engagement. If a move is deemed appropriate, the Division Supervisor will request the track change from the Academic Dean for final approval.

9. Academic Grading:

a. Grading System:

(1) Grade assignments are based on a percentage, letter, and quality point system.

(2) Grade Scale:

Percentage	Description	Letter	Quality Points (FND)	Quality Points (INT)	Quality Points (ADV)
90-99	Superior	A	4.0	4.2	4.5
85-89	Well Above Satisfactory	B+	3.5	3.7	4.0
80-84	Above Satisfactory	B	3.0	3.2	3.5
75-79	Slightly Above Satisfactory	C+	2.5	2.7	3.0
70-74	Satisfactory	C	2.0	2.2	2.5
65-69	Below Satisfactory	D+	1.5	1.7	2.0
60-64	Well Below Satisfactory	D	1.0	1.2	1.5
<59	Unsatisfactory	F	0	0	0

b. Quality Point Averages (QPA):

(1) Term Quality Point Average (TQPA): Average of quality point grades earned at just the MT or MP.

(2) Cumulative Quality Point Average (CQPA): The average of all graded MP courses not including those that have been replaced.

c. QPA Calculation Method:

(1) For MT or MP TQPA:

(a) Convert class letter grades to quality points using the grade scale. Sum the quality points for all classes taken during that MT or MP.

(b) Divide this sum by the number of quality point courses taken during that MT or MP.

(2) For CQPA:

(a) Convert class letter grades to quality points using the official scale.

(b) Sum the total quality point for all quality point courses. (Non-point courses are excluded).

1. For MT Calculations: Because the MT is a progress report, grade replacement is not yet applied. Include both the previous grade(s) and the current MT grade.

2. For MP Calculations: Grade replacement takes effect at the MP. Exclude any previous grades that have been officially replaced by a repeated course.

(c) Divide the total sum of quality points by the total number of unique courses, do not include any non-graded courses.

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(3) Repeating a Course:

(a) If a Candidate fails a Foundation (FND) track Chemistry, Math, or Physics course in MP1 or MP2, they will normally repeat that course during the next marking period.

(b) After a course is successfully repeated, the original failing grade is not included in CQPA computations for future terms or in the count of courses completed.

(c) If a failure occurs in an Intermediate (INT) or Advanced (ADV) track, the Candidate will typically be moved to the next lower track for that subject. The failing grade from the INT or ADV course will be included in the CQPA.

(d) USNA and USCGA may request a final RAW CQPA that includes all graded courses taken at NAPS.

* Note on Grade Replacement: NSTAR (the NAPS student information system) is not programmed to process grade replacement. Accurate CQPAs are computed at NAPS and manually entered into Candidates' transcripts and dashboards

(4) End-of-Year Course Grade & CQPA:

(a) For each subject, a cumulative course grade is computed. The Cumulative Quality Points (CQP) for that course are calculated by averaging the quality points from all non-replaced grades for that course.

10. <u>Academic Probation (AcPro):</u>

a. A Candidate is placed on "Academic Probation (AcPro)" under the following conditions:

(1) Midshipman Candidates (USNA-bound):

(a) Receiving an 'F' for any course in the most recent MT or MP.

(b) TQPA $\leq$ 2.20 in the most recent MT or MP

(c) CQPA $\leq$ 2.20.

(2) Cadet Candidates (USCGA-bound):

(a) Receiving an 'F' for any course in the most recent MT or MP.

(b) TQPA $\leq$ 2.75 in the most recent MT or MP.

(c) CQPA $\leq$ 2.75.

b. The Academic Dean may, at their discretion, convene an Academic Record Review for any Candidate whose performance warrants additional attention.

c. Requirements for Candidates on AcPro:

(1) All Candidates on AcPro must create and maintain a weekly study plan using either a digital or print planner. This plan must strategically schedule study periods, considering assignment due dates, quiz schedules, and test dates. It must also clearly incorporate all required Extra Instruction (EI) sessions.

(2) Completed weekly study plans must be submitted for review to the Candidate's assigned Academic Advisor or another staff member designated by the Academic Success Facilitator (ASF).

(3) AcPro meetings and related actions will be documented in the Staff Dashboard.

(4) Candidates with an 'F' in any subject and/or a CQPA $\leq$ 2.20 (Midshipman) or $\leq$ 2.75 (Cadet) at the most recent MT/MP review must attend at least one EI session with each of their primary Instructors weekly, in accordance with mandatory EI guidelines.

(5) Candidates on AcPro may be scheduled for one period per week of Learning Skills and/or one-on-one mentoring.

11. Academic Support:

a. Extra Instruction (EI):

(1) Definition & Expectations of EI:

(a) EI refers to individual or small-group sessions initiated by Candidates with an Instructor, SI, or Tutor, where Candidates are actively engaged in learning. While sessions may involve quiet work, the key feature is interaction with a faculty member to reinforce learning. This distinguishes EI from independent or peer group study.

(b) Instructors maintain time logs of EI sessions, submitted live or daily. Candidates are expected to track their EI via their Student Dashboard.

(c) Candidates must take initiative for meaningful and active learning sessions with

academic faculty for the time to be considered EI, especially if fulfilling mandatory EI requirements. Time studying alone or in peer groups, even during dedicated EI periods, does not count as EI.

(2) The Afternoon EI Period, Evening Study, and Saturday Morning Study Periods are foundational to the NAPS academic program, designed for Candidates to receive extra instruction and tutoring to maximize learning and improve academic performance.

(3) Availability: Instructors are available on Mondays, Tuesdays, Thursdays, and Fridays (MTRF) during Afternoon EI periods and on Wednesday morning. A Candidate's primary source for EI should be their classroom Instructor. Candidates are also encouraged to actively seek EI from other Instructors, Supplemental Instructors (SI), and Tutors.

(4) Locations: EI is typically conducted in Instructors' offices, the Academic Center, or academic classrooms.

(5) Afternoon EI Period: This dedicated period is from 1415 to 1530, immediately following 5th Period, for Candidates to seek EI. Candidates should consult NAPSINST 5400.1 (series) for legitimate excusals from this period. Any assigned mandatory EI minutes must still be met weekly.

c. Mandatory Extra Instruction (M-EI):

(1) Assignment Criteria:

(a) Following any MT or MP, a Candidate receiving an 'F' in any STEM subject is required to obtain at least 75 minutes of EI per week in that subject for the subsequent MT/MP (excluding MP3).

(b) Following any MT or MP, a Candidate receiving a 'D' or 'D+' in any STEM subject is required to obtain at least 45 minutes of EI per week in that subject for the subsequent MT/MP (excluding MP3). Candidates are encouraged to work with faculty to maximize assistance. When using SIs or Tutors, continuous engagement with the classroom Instructor is still required to identify areas for improvement.

(c) Mandatory English EI is assigned by the subject supervisor as needed.

(d) M-EI is generally not assigned during MP3, as Candidates are expected to self-identify EI needs. However, EI is still logged and reported during MP3.

(e) The Academic Dean may assign M-EI at their discretion at any time during the Academic Year.

(f) A Division Supervisor may assign mandatory weekly EI for a Candidate earning a D, D+, or F on any exam. This requirement is effective the first Monday after assignment and continues until removed by the Division Supervisor.

(2) Tracking: EI is tracked via electronic logs populated by Instructors, SIs, and Tutors.

(3) The EI tracking week runs from Wednesday through Tuesday. The EI report is distributed by Thursday to the Candidate, and relevant Military, Athletic, and Academic personnel.

d. Competency Blocks (Comp Blocks):

(1) Comp Blocks are planned by each division for the semester to help Candidates enhance specific subject skills.

(2) Assignment is typically dynamic, addressing emerging needs and prioritizing Candidates requiring the most academic support.

(3) Comp Blocks are distinct from EI and do not count toward M-EI minutes, though attendance is monitored and reported.

12. Class Schedules & Attendance:

a. Normal Class Schedules:

(1) Three primary academic day schedules exist: Regular/Review, Wednesday, and Weather.

Regular/Review Class (M, T, R, and F)	**Wednesday**	**Weather**
1st: 0730-0830	**Test:** 0730-0845	0640-1000 Shoveling
2nd: 0835-0935	**EI:** 0850-1150	**1st**: 1025-1110
3rd: 0945-1045	**3rd**: 0945-1045	**2nd**: 1115-1200
4th: 1050-1150	**4th**: 1050-1150	**3rd** : 1310-1355
5th: 1310-1410	**Military**: 1300-1530	**4th**: 1400-1445
EI: 1415-1530		**5th**: 1450-1535

(a) Note: This weekly schedule may vary due to holidays, term ends, or special occasions. The Weather Contingency Schedule is outlined in NAPSINST 5400.1G. Final Exam schedules are published separately.

(2) Class Frequency (Typical Week):

(a) Chemistry, English, Math, and Physics: Monday/Tuesday/Thursday/Friday.

(b) Learning Skills & ACT/SAT Preparation schedules are published separately.

(3) Attendance Policy:

(a) Candidates must attend all classes and study/EI periods unless holding a valid excuse approved by NAPS staff.

(b) Appointments (medical or otherwise) should be scheduled outside of class times whenever possible. The NAPS medical representative will aim to schedule appointments with minimal academic impact.

(c) Late entry into a classroom (after class starts) requires Instructor permission and proper military courtesy.

(d) Candidates cleared by medical (e.g., Sick in Quarters - SIQ) who wish to observe class may request a Google Meet link from their instructors.

(e) After an absence, the Candidate is responsible for obtaining notes, reviewing materials, and, if necessary, meeting with the instructor to clarify missed content, complete make-up work, and verify assignments.

(f) Candidates must endeavor to email Instructors as soon as an absence is anticipated.

(4) Make-Up Plan (MUP) for Extended Absences:

(a) A MUP is initiated to organize missed academic work following an extended absence (e.g., SIQ, concussion protocol, surgical recovery, emergency leave).

(b) A MUP will be created if a Candidate misses two (2) or more consecutive academic days.

(c) The Academic Success Facilitator (ASF) is notified of absences and creates the MUP file. Instructors populate the file with missed content and new due dates.

(d) Upon clearance to resume academics, the MUP is shared with the Candidate, who must acknowledge it within 24 hours.

(e) The Candidate's Academic Advisor coordinates the plan's reasonableness with the academic team and serves as the primary contact. Concerns should first be addressed to the Academic Advisor, then to the ASF if needed.

(f) MUP links are maintained on the Staff Dashboard.

13. Academic Conduct & Responsibilities:

a. Candidate Academic Preparation and Participation:

(1) Preparation and Submission of Academic Work: "Academic coursework" refers to any graded work contributing to a course grade.

(a) NAPS Honor Concept: "We ensure that work submitted as our own is our own, and that assistance received from any source is authorized and properly documented."

(b) All submitted coursework must be the Candidate's own, except for collaboration specifically permitted by the instructor. Undocumented collaboration and plagiarism are Honor Concept violations. Questions on appropriate collaboration should be directed to the instructor.

(c) Use of AI: The use of ChatGPT or similar AI platforms that generate content based on user input is strictly prohibited for producing one's own work and is considered an Honor offense.

(2) Responsibilities in Class:

(a) Candidate initiative is key to learning. Arrive on time with all appropriate materials as directed.

(b) Complete all assignments. Candidates are responsible for all assigned and previously covered material, including material missed due to absence. Missed material should be clarified via EI rather than class time.

(c) Maintain proper decorum and military courtesy at all times, including uniform appearance and appropriate language, to ensure equitable participation opportunities for all.

(d) Prohibited in classrooms, labs, EI rooms, and the Academic Center: Tobacco, food products (unless provided by an instructor), unauthorized cell phone usage (see NAPSINST 5400.1H), and non-academic electronic devices. Closed/sealable drinking containers are permitted. Snacks are authorized in academic hallways and third-deck common space between 2nd and 3rd periods.

(e) Head calls (restroom breaks) should be made before class or during breaks. Instructors will provide guidance for head calls during class.

(3) Other Academic Responsibilities:

(a) Respect software and intellectual property rights.

(b) Lounging (e.g., sleeping in empty classrooms, hallways) in Perry Hall is prohibited.

(4) Standards of Conduct & Grievance Procedures:

(a) Instructor Conduct: Instructors will treat Candidates with dignity, courtesy, and respect. Perceived maltreatment should be reported to the Command Equal Opportunity representative, the Candidate's military Chain of Command, the Instructor's Division Supervisor, and/or the Academic Dean.

(b) Addressing Offensive Material/Hostile Environment:

1. If a Candidate feels course content or materials are highly offensive or create a hostile learning environment, they should first consider discussing it with the instructor.

2. If a faculty member feels course content is inappropriate, they should seek accommodation with colleagues teaching the course.

3. If direct discussion is not feasible or resolution is not found, redress should be sought through the academic chain of command: Division Supervisor, then Academic Dean. The Division Supervisor may form an ad hoc committee to assess the situation and seek resolution, ideally at the lowest possible level.

4. Note: Education involves exploring ideas that may be foreign or uncomfortable.

Candidates are expected to approach their education with an open mind. This regulation addresses rare occasions of fundamentally offensive material that stifles learning, not the avoidance of unfamiliar or challenging ideas.

(c) Candidate Conduct towards Instructors: Candidates will treat all Instructors with dignity, courtesy, and respect. Instructors will report disciplinary violations to their Division Supervisor and/or the Candidate's Company Officer if classroom management attempts fail.

14. Academic Honors:

a. Honors Lists: Honor lists are announced at the end of each Marking Period (MP).

b. Superintendent's List:

(1) Criteria:

(a) Academic TQPA of 3.70 or higher (with four classes, no grade below 'B').

(b) Passed the most recent MP Physical Readiness Test (PRT) on the first attempt.

(c) Good military standing (no major conduct or any honor offense).

(2) Recognition: Gold star, two overnights (at company staff discretion). See NAPSINST 1020.1(series) for uniform wear.

c. Commanding Officer's List:

(1) Criteria:

(a) Academic TQPA of 3.40 or higher (with four classes, no grade below 'B').

(b) Passed the most recent MP PRT on the first attempt.

(c) Good military standing (no major conduct or any honor offense).

(2) Recognition: Silver star, one overnight (at company staff discretion). See NAPSINST 1020.1(series) for uniform wear.

d. Dean's List:

(1) Criteria:

(a) Academic TQPA of 3.00 or higher (no grade below 'C+').

(b) Passed the most recent MP PRT on the first attempt.

(c) Good military standing (no major conduct or any honor offense).

(2) Recognition: Bronze star, one day in "pep gear" (at company staff discretion).

e. End-of-Year Honors:

(1) Criteria:

(a) Recognized in the graduation program. Determined by CQPA, at least eleven course completions, passing MP3 PRT (first attempt or valid waiver with previous MP2 pass)

(b) Good military standing (no major conduct or any honor offense).

(c) For graduation, Candidates wear the star corresponding to the higher of their MP3 or end-of-year recognition.

15. Path to Appointment to United States Naval Academy:

a. Requirements for Ensured Appointment Recommendation from NAPS to USNA:

(1) Achieve and maintain at least a 2.2 CQPA while completing all 12 NAPS academic courses.

(2) All final (cumulative) course grades must be at least a 'C'.

(3) Achieve and maintain a passing Physical Fitness Assessment (PFA) score (PRT and Body Fat %). Pass the PRT at NAPS by 2 Apr 26.

(4) Display aptitude for admission (satisfactory military performance, conduct, honorable behavior).

(5) NAPS Commanding Officer's recommendation.

b. Additional USNA Admissions Office Expectations:

(1) Consistent or improving ACT/SAT scores (for those required to test at NAPS).

(2) Achieve an Academic Index (AI) of 202 for recruited athletes in Patriot League sports.

(3) Application for all available nomination sources (e.g., Congressional, Vice Presidential, Presidential).

(4) No declining grade trend greater than 0.35 throughout any marking period or in MP3.

c. Note: The USNA Superintendent has final approval authority for appointment.

16. Path to Appointment to United States Coast Guard Academy:

a. Requirements for Ensured Appointment Recommendation from NAPS to USCGA:

(1) Maintain a minimum cumulative GPA of 2.75.

(2) Earn a C- or better in all mathematics, science, and English courses. If I am offered the opportunity to retake a course to achieve such a grade, all grades, including Ds and Fs, will be included in my GPA calculation.

(3) Demonstrate readiness for Calculus I and College Composition as determined by the Coast Guard Academy academic staff, including through placement assessments.

(4) Successfully complete all required components of the physical education program at my preparatory school and achieve, at a minimum, the United States Coast Guard Academy physical fitness standards of:

(a) Male: 37 push-ups in one minute, a 1:40 plank, and a 12:00 1.5-mile run

(b) Female: 21 push-ups in one minute, a 1:30 plank, and a 14:15 1.5-mile run.

(5) Meet all military performance standards and consistently demonstrate the personal and professional development necessary to report as a cadet at the Coast Guard Academy.

(6) NAPS Commanding Officer's recommendation.

b. Note: The USCGA Superintendent has final approval authority for appointment.

17. Administrative & Logistical Information:

a. Grade Transcripts:

(1) Content: MP grades (letter and quality points), Trimester TQPA, cumulative CQPA, Candidate ID#, birth date, class year, class size, dates of administrative actions.

(2) Obtaining Transcripts: Candidates may obtain transcripts by contacting the Registrar. For sending to other institutions, follow instructions at https://www.usna.edu/NAPS/registrar.php. No fee is charged.

(3) Retention: NAPS retains transcripts indefinitely.

b. Textbooks and Materials:

(1) Candidates pay for textbooks, lab equipment, and calculators via the Battalion Activity Fund (BAF).

(2) Candidates furnish other materials (pencils, pens, planner, paper) at personal expense.

(3) NAPS-issued calculators must be used as directed.

c. Academic Section Leaders:

(1) Assignment: By Instructors.

(2) Duties:

(a) Call the section to attention at class start or as directed.

(b) If an instructor is absent five minutes after class starts, assign a Candidate to notify the Division Supervisor or Academic Dean in person. Class remains until released by Supervisor/Dean.

(c) At class conclusion, assign Candidates to clean whiteboards, arrange desks, dispose of classroom trash in the large trash cans in the hallway, and secure electrical equipment.

(d) Be aided by an Assistant Section Leader who assumes duties if the leader is absent.

(e) Present the section muster to the instructor (e.g., "Class, attention. Section ___ is mustered. All present" or "All present except...").

(f) Maintain classroom decorum in the instructor's absence.

(3) Classroom Protocol:

(a) The instructor acknowledges the muster and directs Candidates to be seated. Instructors are responsible for accurate muster entry in NSTAR.

(b) The section does not come to attention when the CO enters during instruction unless directed by the instructor.

(c) The instructor may place the section leader in charge to dismiss the section.

W.R. FALLON

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This instruction is cleared for public release and is available electronically only via USNA's Intranet Web site,
https://www.usna.edu/NAPS/Instructions.php?_gl=1*hwrx42*_ga*NDE4NDk1Mzk2LjE3ODcxNjgyNzA.*_ga_LY79N0FLBS*czE3ODcxNjgyNjkkbzEkZzEkdDE3ODcxNjgzNjUkajI5JGwwJGgw