CHAIRMAN OF THE JOINT CHIEFS OF STAFF INSTRUCTION

J-7 CJCSI 1800.01D
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OFFICER PROFESSIONAL MILITARY EDUCATION POLICY (OPMEP)

References: See Enclosure G.

1. Purpose. This instruction distributes the policies, procedures, objectives, and responsibilities for officer professional military education (PME) and joint officer professional military education (JPME). CJCS authority derived from title 10, USC, section 153(a)(5)(C).

2. Cancellation. CJCSI 1800.01C, 22 December 2005, "Officer Professional Military Education Policy," is canceled.

3. Applicability. This instruction applies to the Joint Staff, NDU, and the Military Services. It is distributed to other agencies for information only.

4. Chairman's Vision

a. PME – both Service and Joint – is the critical element in officer development and is the foundation of a joint learning continuum that ensures our Armed Forces are intrinsically learning organizations. The PME vision understands that young officers join their particular Service, receive training and education in a joint context, gain experience, pursue self development, and, over the breadth of their careers, become the senior leaders of the joint force. Performance and potential are the alchemy of this growth, but nothing ensures that they are properly prepared leaders more than the care given to the content of their training, education, experience, and self-development opportunities. My PME vision entails ensuring that officers are properly prepared for their leadership roles at every level of activity and employment, and through this, ensure that the U.S. Armed Forces remain capable of defeating today's threat and tomorrow's.

b. Today, the United States enjoys an overwhelming qualitative advantage

not only in our fielded capabilities, but in our cognitive approach to our duties; sustaining and increasing this advantage will require a transformation achieved by combining technology, intellect, and cultural changes across the joint community. PME needs to continue to build an officer that understands the strategic implications of tactical actions and the consequences that strategic actions have on the tactical environment. Service delivery of PME, taught in a joint context, instills basic Service core competencies; JPME enhances joint warfighting and leader competence. JPME should position an officer to recognize and operate in tactical, operational, and strategic levels of national security, enhancing the total force capability and capacity to wage, as necessary, traditional and irregular warfare.

c. The legislative changes dictated in the Ronald W. Reagan National Defense Authorization Act of 2005 have expanded the opportunities to receive JPME and established a link between joint officer development and JPME. The future joint force requires knowledgeable, empowered, innovative, and decisive leaders capable of succeeding in fluid and perhaps chaotic operating environments with more comprehensive knowledge of interagency and multinational cultures and capabilities. This policy document is at the heart of building those officers.

d. As always, the men and women of our Armed Forces are the Nation's most important strategic resource. Only a force of dedicated, highly educated and well-trained men and women capable of leveraging new ideas will succeed in the complex and fast-paced environment of future military operations. Moreover, this force must exhibit honor, integrity, competence, physical and moral courage, dedication to ideals, respect for human dignity, the highest standards of personal and institutional conduct, teamwork, and selfless service. Thus, it is imperative to maintain sustained emphasis on ethical conduct and the highest ideals of duty, honor, and integrity at all PME and JPME institutions.

5. Definitions. See Glossary.

6. Responsibilities

a. The Chairman of the Joint Chiefs of Staff, as defined by U.S.C. Title X, is responsible for the following tasks related to military education:

(1) Formulating policies for coordinating the military education and training of members of the Armed Forces (subparagraph (a)(5)(C), reference a).

(2) Advising and assisting the Secretary of Defense by periodically reviewing and revising the curriculum of each school of NDU, and of any other JPME school to enhance the education and training of officers in joint matters (section 2152, reference b).

(3) Advising and assisting the Secretary of Defense through the designation and accreditation of all elements of JPME (Phase I, Phase II, and CAPSTONE) (section 2154, paragraph (a), reference b).

b. This instruction outlines the policies and procedures necessary to fulfill CJCS PME responsibilities. Enclosures B through D address specific PME policies, outline the PME review process, and assign responsibilities for policy implementation. Enclosure E outlines standards, learning areas, and objectives that define the JPME program, and Enclosure F addresses JPME oversight processes. Enclosure G is a list of references pertaining to this instruction.

c. This instruction is effective for planning and programming immediately. Colleges and schools have 1 year to meet new guidelines.

7. Summary of Changes. This revision updates CJCSI 1800.01C. It further:

a. Updates the Chairman's vision.

b. Updates the education focus in the DOD program of Training Transformation (T2).

c. Adds a brief discussion on the role of functional professional development.

d. Addresses PME relationships in terms of broadly defined Joint Leader Competencies.

e. Presents the PME Continuum with respect to the CJCS Vision for Joint Officer Development.

f. Updates references associated with the PME/JPME policy.

g. Updates the focus of the PME continuum in terms of the Title X definition of joint matters.

h. Updates references and discussion of joint officer management (JOM) educational requirements according to the DOD JOM Program.

i. Updates the status of accredited Joint Education Programs.

j. Modifies policy for accounting of Coast Guard officers in military student and faculty ratios.

k. Assigns the Chief, Joint Education and Doctrine Division as the chair of the Military Education Coordination Council (MECC) Working Group (WG).

l. Updates the mission of the General and Flag Officer Coordination Committee (GFOCC) of the MECC.

m. Adds a requirement to annually refresh/rebrief special areas of emphasis (SAEs).

n. Adds a requirement for a Service-sponsored orientation course at each non-host JPME institution.

o. Shifts the requirement for the DJS to approve the size and composition of NDU.

p. Designates of the DJ-7 as the Deputy Director of the Joint Staff for Military Education (DDJS-ME).

q. Corrects omission of the Service Chiefs in the shared responsibility for the success of the PME system.

r. Identifies schools and colleges vice institutions (universities) as the focus for Joint Accreditation

s. Adds the concept of Learning Outcomes to the process of joint education.

t. Removes "Value" from the taxonomy describing the Cognitive Levels of Learning Achievement; and adds Affective Levels of learning

u. Updates Learning Areas and Objectives for all JPME curricula

v. Removes reporting requirements for the Triennial Report on Precommissioning and Primary JPME.

w. Removes Learning Areas and Objectives for G/FO Functional Commander Courses; adds a list of joint courses.

x. Eliminates "certification" from the Process for Accreditation of Joint Education (PAJE) sequence.

y. Adds a PAJE requirement for the CAPSTONE requirement.

z. Removes the projected PAJE schedule from Enclosure F.

aa. Qualifies PAJE team membership requirements.

ab. Modifies the PAJE institutional self-study format.

ac. Updates the Glossary and definitions.

ad. Designates the Joint Advanced Warfighting School (JAWS) as Senior Level Education, and establishes a 100 percent outplacement requirement to billets designated on the Joint Duty Assignment List (JDAL).

ae. Tasks DJ-5 to submit, and the Chairman to approve, an annual international engagement prioritized list for the Services, NDU, and J-7.

8. Releasability. This instruction is approved for public release; distribution is unlimited. DOD components (to include the combatant commands), other federal agencies, and the public may obtain copies of this instruction through the Internet from the CJCS Directives Home Page–http://www.dtic.mil/cjcs_directives.

9. Effective Date. This instruction is effective upon receipt.

10. Revisions. Submit recommended changes to this policy to the Joint Staff, J-7, Joint Education Branch, 7000 Joint Staff, Pentagon, Washington, D.C. 20318-7000.

11. Information Requirements. Reports required by this policy are exempt from normal reporting procedures in accordance with reference c.

For the Chairman of the Joint Chiefs of Staff:

B. E. GROOMS
RADM, USN
Vice Director, Joint Staff

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ENCLOSURE A

OFFICER PROFESSIONAL MILITARY EDUCATION POLICY

1. Overview. OPMEP defines CJCS objectives and policies regarding the educational institutions that comprise the officer PME and JPME systems. The OPMEP also identifies the fundamental responsibilities of the major military educational participants in achieving those objectives.

a. The Services and NDU provide officer PME and JPME to members of the U.S. Armed Forces, international officers, eligible federal government civilians, and other approved students.

(1) Services operate officer PME systems to develop officers with expertise and knowledge appropriate to their grade, branch, and occupational specialty. Incorporated throughout Service-specific PME, officers receive JPME from precommissioning through G/FO level.

(2) NDU institutions enhance the education of selected officers and civilians in national security strategy, resource management, information resources management, information operations (IO), cyberspace operations, and joint and multinational campaign planning, and warfighting.

b. All officers should make a continuing, strong personal commitment to their professional development beyond the formal schooling offered in the military educational system. Officers share responsibility for ensuring continued growth of themselves and others.

2. Scope. This instruction addresses PME and JPME from precommissioning through G/FO levels.

3. Intent

a. Professional development is the product of a learning continuum that comprises training, experience, education, and self-improvement. PME provides the education needed to complement training, experience, and self-improvement to produce the most professionally competent (strategic-minded, critical-thinking) individual possible.

b. In its broadest conception, education conveys general bodies of knowledge and develops habits of mind applicable to a broad spectrum of endeavors. As viewed through the prism of "Learning Domains", education is largely defined through the cognitive domain and fosters breadth of view, diverse perspectives, critical analysis, abstract reasoning, comfort with

ambiguity and uncertainty, and innovative thinking, particularly with respect to complex, non-linear problems. This contrasts with training, which focuses largely through the psychomotor domain on the instruction of personnel to enhance their capacity to perform specific functions and tasks. Learning which addresses attitudinal understandings of joint matters is focused through the affective domain. A description of the taxonomy that defines the levels of learning achievement is presented in Appendix A to Enclosure E.

c. Training and education are not mutually exclusive. Virtually all military schools and professional development programs include elements of both education and training in their academic programs. Achieving success across the joint learning continuum relies on close coordination of training and education to develop synergies as personnel develop individually over time, acquiring and performing progressively higher skills and responsibilities as their careers advance.

d. Opportunities for substantial professional education are relatively rare – particularly for the extended in-residence education that produces a synergy of learning that only come from daily, face-to-face interaction with fellow students and faculty. Consequently, the PME institutions should strive to provide as pure and high quality education as feasible.

4. Training Transformation

a. The strategic challenges that led to the creation of the DOD T2 Program in 2002 and confirmed in the Defense Planning Guidance and 2006 Quadrennial Defense Review (QDR) continue. These challenges reflect the realities and requirements for national defense in this century. We face them within territories and environments in which we are not at war in a conventional sense and where traditional forms of military power may not provide the sole solution. The twenty-first century total force must train [and be educated] to adaptability, agility, and relevance. Our response will continue to challenge the resources of our entire national security architecture.

b. To leverage the characteristics of future learners, a continuum for lifelong learning was established to address joint training, education, experience, and self-development throughout a career.

5. Traditional and Irregular Warfare (IW)

a. IW is as strategically important as traditional warfare. Many of the capabilities and skills required for IW are applicable to traditional warfare. JPME and PME must deliver a keen understanding of joint and Service doctrine and concepts in both a traditional and irregular warfare context.

b. Joint warfighters must be versed in the capabilities and skills required for traditional and irregular warfare. Warfighting enablers such as language skills, regional expertise, and cultural awareness are central to this.

c. Inculcation of language skills is guided by DOD policy (reference n) and is a career-long commitment, cross-cutting all aspects of the joint learning continuum. Services bear primary responsibility for the establishment and maintenance of these perishable skills. Cultural awareness and regional expertise similarly engage all aspects of the learning continuum, with graduate level understanding of the strategic and operational impact of these areas on the joint operating environment being central to intermediate and senior JPME/PME.

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APPENDIX A TO ENCLOSURE A

OFFICER PROFESSIONAL MILITARY EDUCATIONAL CONTINUUM

1. Overview. The Officer PME Continuum (see Annex A to this Appendix) reflects the dynamic system of officer career education. It identifies areas of emphasis at each educational level and provides joint curriculum guidance for PME institutions. It is a comprehensive frame of reference depicting the progressive nature of PME and JPME, guiding an officer's individual development over time.

a. The continuum structures the development of Service and joint officers by organizing the PME continuum into five military educational levels: precommissioning, primary, intermediate, senior, and G/FO. It defines the focus of each educational level in terms of the major levels of war (tactical, operational, and strategic) and links the educational levels so each builds upon the knowledge and values gained in previous levels.

b. The continuum also recognizes both the distinctiveness and interdependence of joint and Service schools in officer education. Service schools, in keeping with their role of developing Service specialists, place emphasis on education primarily from a Service perspective in accordance with joint learning areas and objectives. Joint schools emphasize joint education from a joint perspective.

2. PME Relationships

a. PME conveys the broad body of knowledge and develops the habits of mind essential to the military professional's expertise in the art and science of war. Functional professional community development may not be appropriately applicable within the scope of this policy. The PME system should produce:

(1) Strategically minded officers educated in the profession of arms who possess an intuitive approach to joint warfighting built upon individual Service competencies. Its aim is to produce graduates prepared to lead the Capstone Concept of Joint Operations (CCJO) envisioned force within a multi-Service, multi-agency, multi-national environment and able to participate in and contribute to informed decision-making on the application of all instruments of national power.

(2) Critical thinkers who view military affairs in the broadest context and are capable of identifying and evaluating likely changes and associated

responses affecting the employment of U.S. military forces. Graduates should possess acuity of mind at the highest level; gained as a result of a continuum of learning across a lifetime.

(3) Senior officers who, as skilled joint warfighters, can develop and execute national military strategies that effectively employ the Armed Forces in concert with other instruments of national power to achieve the goals of national security strategy and policy in the air, land, maritime, and space physical domains and the information environment (which includes cyberspace).

b. JPME is that portion of PME that supports fulfillment of the educational requirements for joint officer management. Joint education prepares leaders to both conduct operations as a coherently joint force and to think their way through uncertainty.

3. The PME Continuum

a. PME Levels. The continuum relates five military educational levels to five significant phases in an officer's career. The PME Continuum posits the production of the largest possible body of fully qualified and inherently joint officers suitable for joint command and staff responsibilities.

(1) Precommissioning. Military education received at institutions and through programs producing commissioned officers upon graduation.

(2) Primary. Education typically received at grades O-1 through O-3.

(3) Intermediate. Education typically received at grade O-4.

(4) Senior. Education typically received at grades O-5 or O-6.

(5) General/Flag Officer (G/FO). Education received as a G/FO.

b. Levels of War. The continuum portrays the focus of each educational level in relation to the tactical, operational, and strategic levels of war as outlined in joint doctrine, especially as described in Capstone and Keystone Joint Doctrine (particularly JP 1, 2-0, 3-0, 4-0, 5-0, and 6-0). It recognizes that PME and JPME curricula educate across all levels of war.

c. Precommissioning Education

(1) Institutions and Courses

(a) Military Service Academies.

(b) Reserve Officer Training Corps (ROTC) units.

(c) Officer Candidate Schools (OCS) and Officer Training Schools (OTS).

(2) Focus. Precommissioning education focuses on preparing officer candidates to become commissioned officers within the Military Department that administers the precommissioning program. The curricula are oriented toward providing candidates with a basic grounding in the U.S. defense establishment and their chosen Military Service, as well as a foundation in leadership, management, ethics, and other subjects necessary to prepare them to serve as commissioned officers.

d. Primary Education

(1) Institutions and Courses

(a) Branch, warfare, or staff specialty schools.

(b) Primary PME courses.

(2) Focus. Primary education focuses on preparing junior officers to serve in their assigned branch, warfare, or staff specialty. The curricula are predominantly Service oriented, primarily addressing the tactical level of war. Service schools that have programs centered on pay grade O-3 officers will foster an understanding of joint warfighting necessary for success at this level. Joint learning areas are embedded in Service PME instruction.

e. Intermediate Education

(1) Institutions and Courses

(a) Service Intermediate PME Institutions.

1. Air Command and Staff College (ACSC).

2. Army Command and General Staff College (ACGSC).

3. College of Naval Command and Staff (CNCS) at the Naval War College.

4. Marine Corps Command and Staff College (MCCSC).

5. Service-recognized equivalent fellowships, advanced military schools, and international military colleges.

(b) Joint Intermediate JPME Institutions

1. Joint and Combined Warfighting School (JCWS) at the Joint Forces Staff College (JFSC).

(2) Focus. Intermediate education focuses on warfighting within the context of operational art. Students expand their understanding of joint force deployment and employment at the operational and tactical levels of war. They gain a better understanding of joint and Service perspectives. Inherent in this level is development of an officer's analytic capabilities and creative thought processes. In addition to continuing development of their joint warfighting expertise, they are introduced to joint plans, national military strategy, joint doctrine, joint command and control, and joint force requirements.

f. Senior Education

(1) Institutions and Courses

(a) Service Senior PME Institutions

1. Air War College (AWC).

2. Army War College (USAWC).

3. College of Naval Warfare (CNW) at the Naval War College.

4. Marine Corps War College (MCWAR).

5. Service-recognized equivalent fellowships, advanced military schools and international military colleges.

(b) Joint Senior JPME Institutions

1. National War College (NWC).

2. Industrial College of the Armed Forces (ICAF).

3. JCWS at JFSC.

4. Joint Advanced Warfighting School (JAWS) at JFSC.

(2) Focus. To prepare students for positions of strategic leadership and advisement; senior education focuses on national security strategy, theater strategy and campaigning, joint planning processes and systems, and joint interagency, intergovernmental, and multinational capabilities and integration. Studies at these colleges should emphasize analysis, foster critical examination, encourage creativity, and provide a progressively broader educational experience.

g. Education for Reserve Component (RC) Officers. RC officers have access to all PME and JPME levels at Service Chief discretion. However, opportunities for resident education may be limited due to time and availability, especially for their attendance at JPME II. Accordingly, JFSC established the Advanced JPME (AJPME) program. This course contains similar curriculum content, but is not identical to the in-residence JFSC Phase II (JCWS) course. Phase I JPME is a prerequisite for this course.

(1) Institution and Course. AJPME Course at JFSC.

(2) Focus. Educates RC officers in joint operational-level planning and warfighting in order to instill a commitment to joint, interagency, intergovernmental, and multinational teamwork, attitudes and perspectives. This program is similar in content, but not identical to the JFSC JCWS.

h. G/FO education

(1) Institutions and Courses

(a) Joint G/FO PME programs

1. CAPSTONE course at NDU.

2. PINNACLE course at NDU

3. Other (as detailed in Appendix L to Enclosure E)

(2) Focus. Courses within the G/FO level of the JPME continuum prepare senior officers of the U.S. Armed Forces for high-level joint, interagency, intergovernmental, and multinational responsibilities. Courses may address grand strategy, national security strategy, national military strategy, theater strategy, and the conduct of campaigns and military operations in a joint, interagency, intergovernmental, and multinational environment to achieve U.S. national interests and objectives. G/FO JPME is tiered to ensure the progressive and continuous development of executive level officers.

4. JPME within the PME Continuum. Officer professional development and progression through the PME continuum is a Service responsibility. Embedded within the PME system, however, is a program of JPME overseen by the Joint Staff and designed to fulfill the educational requirements for joint officer management as mandated by the Goldwater-Nichols Act (GNA) of 1986. This JPME program comprises curriculum components in all five levels of the JPME continuum designed to develop progressively the knowledge, analytical skills, perspectives, and values essential for U.S. officers to function effectively in joint, interagency, intergovernmental, and multinational operations. U.S. military service is based on values that U.S. military experience has proven to be vital for operational success. These values, while not specific to joint operations, adhere to the most idealistic societal norms, are common to all Services, and represent the essence of military professionalism.

a. JPME Continuum and Flow. JPME includes five levels:

(1) Preparatory JPME taught during precommissioning and primary schools.

(2) JPME Phase I taught at or through Service intermediate-level colleges (ILC) and Service senior-level colleges (SLC).

(3) JPME Phase II taught at the Joint Forces Staff College and Service SLCs.

(4) The single-phase JPME programs at NWC, ICAF, and JAWS.

(5) G/FO courses.

b. All officers should complete precommissioning, primary, and intermediate JPME. Officers striving for joint qualification shall complete JPME Phase II at either the resident SLCs; JCWS; or the single-phase JPME programs at ICAF, NWC or JAWS. Officers selected for promotion to G/FO must attend CAPSTONE (completing the three-phase approach to JPME) within approximately 2 years after confirmation of selection to O-7. Designated G/FOs will participate in other select courses, and/or PINNACLE.

c. JPME Emphasis in PME

(1) Precommissioning. In addition to an introduction to their respective Service, students should have knowledge of the basic U.S. defense structure, roles and missions of other Military Services, the combatant command structure, and the nature of American military power and joint warfare.

(2) Primary (O-1 to O-3). JPME prepares officers for service in Joint Task Forces (JTF) where a thorough introductory grounding in joint warfighting is required. The programs at this level address the fundamentals of joint warfare, JTF organization and the combatant command structure, the characteristics of a joint campaign, how national and joint systems support tactical-level operations, and the capabilities of the relevant systems of the other Services.

(3) Intermediate (O-4)

(a) JPME Phase I (Service Colleges). Service ILCs teach joint operations from the standpoint of Service forces in a joint force supported by Service component commands.

(b) JPME Phase II. The JCWS at JFSC examines joint operations from the standpoint of the CJCS, the JCS, a combatant commander, and a JTF commander. It further develops joint attitudes and perspectives, and exposes officers to – and increases their understanding of – Service cultures while concentrating on joint staff operations in a joint, interagency, intergovernmental, and multinational environment.

(4) Senior (O-5 to O-6)

(a) JPME Phase I and II (Service Colleges). Service SLCs provide JPME Phase I (non-resident) and JPME Phase II (resident) education. Service SLCs address theater- and national-level strategies and processes. Curricula focus on how the combatant commanders, Joint Staff, and Department of Defense use the instruments of national power to develop and carry out national military strategy, develop joint operational expertise and perspectives, and hone joint warfighting skills.

(b) JPME Phase II. JCWS at JFSC provides JPME Phase II for graduates of JPME Phase I programs to further develop joint attitudes and perspectives, joint operational expertise, and hone joint warfighting skills.

(c) JAWS. JAWS provides a single-phase JPME curriculum reflecting the distinct educational focus and joint character of its mission. JAWS is designed for a small group of senior Service-proficient officers en route to planning-related positions on the Joint Staff and in the combatant commands. The school's mission is to produce graduates that can create campaign-quality concepts, employ military power in concert with the other instruments of national power, accelerate transformation, succeed as joint force operational/strategic planners and commanders, and be creative, conceptual, adaptive and innovative.

(d) NWC. NWC provides a single-phase JPME curriculum that reflects the distinct educational focus and joint character of its mission. NWC's JPME curriculum focuses on national security strategy – the art and science of developing, applying, and coordinating the instruments of national power to achieve objectives contributing to national security.

(e) ICAF. ICAF provides single-phase JPME curricula reflecting the distinct educational focus and joint character of its mission. The ICAF JPME curriculum focuses on developing the national security strategy and in evaluating, marshalling, and managing resources in the execution of that strategy.

(f) AJPME. AJPME builds on the foundation established by the institutions teaching JPME Phase I. The course expands knowledge through hands-on learning and emphasizes national security systems, command structures, military capabilities, campaign planning, and the integration of national resources. This program is similar in content, but not identical to, the JFSC JCWS.

(5) G/FO. G/FO JPME prepares senior officers of the U.S. Armed Forces for high-level joint, interagency, intergovernmental, and multinational responsibilities. Courses may address grand strategy, national security strategy, national military strategy, theater strategy, and the conduct of operational campaigns in a joint, interagency, intergovernmental, and multinational environment to achieve U.S. national objectives.

OFFICER PROFESSIONAL MILITARY EDUCATION CONTINUUM

GRADE	CADET/MISHIPMAN	O-1/O-2/O-3	O-4	O-5/O-6	O-7/O-8/O-9
EDUCATION LEVEL	PRECOMMISSIONING	PRIMARY	INTERMEDIATE	SENIOR	GENERAL/FLAG
EDUCATIONAL INSTITUTIONS AND COURSES	Service Academies ROTC OCS/OTS	• Branch, Warfare or Staff Specialty Schools • Primary-Level PME Courses	• Air Command and Staff College • Army Command and General Staff School • College of Naval Command and Staff • Marine Corps Command and Staff College • JFSC; Joint and Combined Warfighting School, AJPME	• Air War College • Army War College • College of Naval Warfare • Marine Corps War College • Industrial College of the Armed Forces[1] • National War College[1] • JFSC; Joint and Combined Warfighting School, AJPME • JFSC, Joint Advanced Warfighting School[1]	• CAPSTONE • Joint Functional Component Commander Courses • SJIOAC • Joint Flag Officer Warfighting Course • PINNACLE
LEVELS OF WAR EMPHASIZED	Conceptual Awareness of all Levels	**TACTICAL**	**OPERATIONAL**	**STRATEGIC**	
FOCUS OF MILITARY EDUCATION	Introduction to Services Missions	• Assigned Branch, Warfare or Staff Specialty	• Warfighting within the context of Operational Art • Intro to theater strategy and plans, national military strategy and national security strategy • Develop analytical capabilities and creative thought	• Service Schools: strategic leadership, national military strategy and theater strategy • NWC: national security strategy • ICAF: national security strategy with emphasis on the resource components	• Joint matters and national security • Interagency process • Multinational operations
JOINT EMPHASIS	Joint Introduction • National Military Capabilities and Organization • Foundation of Joint Warfare	Joint Awareness • Joint Warfare Fundamentals • Joint Campaigning	JPME Phase I • National military capabilities command structure and strategic guidance • Joint doctrine and concepts • Joint and multinational forces at the operational level of war • Joint planning and execution processes • Joint Command and Control (2) • Joint Operational Leadership AJPME • National security strategy • Joint , Interagency, Intergovernmental, and Multinational Capabilities • Theater strategy and campaigning • Joint planning processes and systems	JPME Phase I • National security strategy • National planning systems and processes • National military strategy and organization • Joint strategic leader development • National Planning Systems and Processes • Joint Warfare, Theater Strategy and Campaigning • Integration of Joint, Interagency, Intergovernmental and Multinational Capabilities JPME Phase II • National security strategy • National military strategy • Joint warfare, theater strategy and campaigning in a Joint, Interagency, Intergovernmental, and Multinational Environment • National and joint planning systems and processes • Integration of Joint, IA, Intergovernmental, and multinational capabilities • Joint strategic leadership	CAPSTONE • National security strategy • Joint operational art Joint Functional Component Commander Courses & JFOWC • National security strategy • National planning systems and organization • National military strategy & organization • Theater strategy, campaigning and military operations in Joint, interagency, intergovernmental, and multinational environment • Information operations • Strategic leader development PINNACLE • Joint/Combined force development • Building & commanding the joint combined force • The JFC and the IA, NCA, NMS and the Congress

[1]ICAF, NWC, and JAWS offer single-phase JPME

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APPENDIX B TO ENCLOSURE A

JOINT OFFICER MANAGEMENT EDUCATIONAL REQUIREMENTS

1. General

a. This appendix provides guidance for the Military Services concerning statutory educational requirements based on title 10, USC, chapter 107. Additional guidance concerning joint officer management can be found references d and o.

b. Within the DOD Joint Officer Management Program, an officer with the educational and joint duty prerequisites may be awarded Joint Qualification Level III, and formally designated as a "Joint Qualified Officer" (JQO L-III), an administrative classification that identifies an officer as having education and experience in joint matters.

2. Educational Requirements for Joint Qualified Officers. To satisfy the educational prerequisites for Joint Qualification L-III, officers must receive credit for completing a CJCS-accredited program of JPME (Phase I and II). JPME is, by law, a three-phase approach comprised of JPME-I, JPME-II, and CAPSTONE (JQ L-IV). AJPME only satisfies the education prerequisites for JQO designation for a Reserve Component Officer.

a. Attendance at JPME Phase II prior to completion of JPME Phase I requires approval of a Direct Entry Waiver by the Chairman. Such waiver requests must be submitted in writing by the officer's Service to the Joint Staff/J-1 a minimum of 60 days prior to the start of the JCWS/Service SLC class to which the Service desires to send the officer.

b. Waivers are to be held to a minimum, with approval granted on a case-by-case basis for compelling reasons. Waiver requests require justification and must demonstrate critical career timing precluding the officer from attending JPME Phase I prior to Phase II. Requests must address the officer's qualifications, JQO potential, and plans for subsequent assignment to a JDA. Waiver approval must be received prior to attendance at JCWS/Service SLC. Waiver approval is for the sequencing of JPME phases only and does not remove the JQO educational requirement to complete JPME Phase I.

c. Officers granted direct-entry waivers, international officers, and interagency students will be scheduled to attend the 5-day Joint Transition Course conducted by the JFSC immediately prior to beginning their Phase II course (JCWS or JAWS).

3. Educational Requirements for Reserve Component Officers. To the extent practical, Reserve officers will complete the appropriate level of educational requirements before assignment to a joint billet. RC officers may complete AJPME as satisfying the senior level JPME requirement for designation as a JQO. JPME Phase I is a completion prerequisite for enrollment in AJPME.

4. Equivalent JPME Phase I Credit. The Chairman authorizes the Service Chiefs to award JPME Phase I credit to officers who successfully complete a resident international military college, subject to the provisions cited below.

a. The resident international military college is on the CJCS-approved JPME Phase I Equivalency list.

b. Individuals selected for these programs meet the same rigorous selection criteria as other ILC and SLC PME attendees.

c. The Service grants PME credit for completion of the international military college programs.

5. JAWS Outplacement and Assignment. JAWS students shall be selected under conditions that support 100 percent outplacement of graduates to billets on the Joint Duty Assignment List. DJS-level waivers are required for exceptions to outplacement assignments.

6. CJCS Accredited JPME Programs. The Chairman accredits JPME programs at all ILCs and SLCs, as well as CAPSTONE under the provisions of the PAJE (Enclosure F). The initial accreditation dates for all currently accredited JPME courses of instruction are provided at Appendix C to Enclosure A.

APPENDIX C TO ENCLOSURE A

CJCS ACCREDITED JOINT EDUCATION PROGRAMS

1. General. This appendix identifies the initial CJCS-certification or accreditation dates for all intermediate- and senior-level JPME programs that have been accredited. All programs have retained their accreditation status unless otherwise indicated.

2. CJCS Initial JPME Certification or Accreditation Data

Program	**Initial Certification or Accreditation Date**	**JPME Phase(s)**
National War College (NWC)	1 June 1989	Single-Phase
Industrial College of the Armed Forces (ICAF)	1 June 1989	Single-Phase
School of Information Warfare and Strategy (SIWS)	10 May 1995[1]	Single-Phase I and II
Joint Forces Staff College (JFSC) (intermediate-level college)	1 June 1989[2]	I and II
Joint and Combined Staff Officer School (JCSOS) (JFSC[3])	15 July 1990[4]	II
Joint and Combined Warfighting School (JCWS) (JFSC[3])	25 October 1994	II
U.S. Army War College (USAWC)	1 June 1989[5] 28 September 2007[9]	I II
USAWC (Non-resident)	16 February 1999	I
Army Command and General Staff College (ACGSC) (Resident)	1 June 1989[5] *(Phase I credit for AY 90)*	I
ACGSC (Non-resident)	3 July 1991 *(1st graduates produced in 1992)*	I
College of Naval Warfare (CNW)	1 June 1989[5] 18 May 2007[9]	I II

College of Naval Command and Staff (CNCS) (Resident)	1 June 1989[5]	I
College of Continuing Education/ College of Distance Education (Navy intermediate-level college Non-resident) [7]	29 March 1991	I
Naval Postgraduate School (NPS)	11 December 1995[6]	I
Air War College (AWC)	1 June 1989[5] 16 November 2006[9]	I II
Air Command and Staff College (ACSC) (Resident)	1 June 1989[5]	I
ACSC (Non-resident)	2 November 1990	I
Marine Corps War College (MCWAR)	18 December 1992 14 September 2006[9]	I II
Marine Corps Command and Staff College (MCCSC) (Resident)	1 June 1989[5]	I
Marine Corps College of Continuing Education (MCCCE) (Non-resident)	28 January 1994	I
Advanced Joint Professional Military Education (AJPME)	17 December 2004	N/A[8]
Joint Advanced Warfighting School (JAWS)		Single-Phase

Notes

[1] SIWS terminated as an SLC after academic year (AY) 95-96.
[2] Certified as JPME Phase I ILC, prior to transformation into current configuration as JPME Phase II program. Graduates of JFSC ILC program in Jan 89, Jan 90 and Jun 90 received both JPME Phase I and II credit.
[3] The National Defense Authorization Act for FY 01 changed the name of Armed Forces Staff College to Joint Forces Staff College.
[4] First class to receive JPME Phase II credit was conducted July through September 1990.
[5] Certain officers who completed the joint track program portion of Service ILCs and SLCs in AY 89 received both JPME Phase I and II credit. Officers who completed Service ILCs and SLCs in AY 85 through AY 89 and completed JCSOS (JFSC) by 1 January 1994 received both JPME Phase I and II credit.
[6] NPS terminated its JPME program after AY 00. Phase I currently provided through Naval War College non-resident courses at NPS.
[7] This program is currently titled the College of Distance Education.
[8] An assessment review performed. Congressionally directed as similar, but not equal to, JPME Phase II. Does not meet the in-residence title 10 requirements for JPME Phase II.
[9] Program ceased awarding JPME Phase I credit once certified/accredited to award JPME Phase II credit.

ENCLOSURE B

POLICIES FOR INTERMEDIATE- AND SENIOR-LEVEL COLLEGES

1. General. This enclosure outlines policies applicable to intermediate and senior PME programs.

2. International Officer Participation. The Services and NDU may maintain international officer programs that best meet their respective colleges' missions. International officer participation will be consistent with relevant security considerations and appropriate directives, as well as annual guidance from the Chairman.

3. Civilian Participation. The Services and NDU may include civilian students in their programs. Civilian students should have appropriate academic and professional backgrounds. Participation by both DOD and non-DOD civilian students is desired, with focus of non-DOD students on perspectives of the interagency.

4. Curricula. PME institutions will base their curricula on their parent Service's needs or, in the case of the NDU colleges, on their CJCS-assigned missions. JPME I and II will not be delivered as a stand-alone course, they must be delivered in conjunction with Service PME. Each college will fulfill the appropriate joint learning objectives and generally have a curriculum that includes:

a. Mission-specific courses appropriate to the Service or college.

b. JPME conducted within the context of the college or school mission. (Enclosure E identifies the joint learning areas and objectives for intermediate and senior PME colleges and schools.)

c. Elective courses that enhance each student's professional and educational opportunities.

5. Resident Programs

a. Class and Seminar Mix

(1) Class mix at each Service ILC and Service SLC will contain a balanced mix of operational and functional expertise from the two non-host Military Departments. Service SLCs shall have no more than 60 percent host Military Department student representation across their student bodies. This

percentage is computed by including U.S. military officers, international officers, and civilian enrollments in the student body.

(2) Seminar mix at Service ILCs and Service SLCs must include at least one officer from each of the two non-host Military Departments.

(3) NWC, ICAF, and JAWS must have approximately equal representation from each of the three Military Departments in their military student bodies.

(4) JFSC military student quotas in JCWS will be allocated in accordance with the distribution of billets by Service on the JDAL. AJPME quotas will have approximately equal representation from each of the three Military Departments.

(5) For all intermediate- and senior-level schools, Navy and Marine Corps officers will count toward Sea Service student requirements. Coast Guard officers may count toward either Sea Service or interagency student requirements at the discretion of the Service, school, or college.

b. Faculty. Faculty members should be of the highest caliber, combining the requisite functional or operational expertise with teaching ability and appropriate academic credentials.

(1) Military Faculty. Active duty military officers bring to a faculty invaluable operational currency and expertise; therefore, a sufficient portion of each college/school's faculty shall be active duty military officers. "Military faculty" are those uniformed personnel who prepare, design, or teach PME curricula or conduct research related to PME. Navy and Marine Corps count toward Sea Service military faculty requirements. Coast Guard officers may count toward either Sea Service or interagency faculty requirements at the discretion of the Service, school, or college.

(a) Faculty Mix. Personnel performing strictly administrative functions may not be counted in faculty ratios and mixes.

1. Service SLCs. Total host Military Department faculty shall be no more than 60 percent of the total military faculty whose primary duty is student instruction of JPME. The mix of the faculty members should be proportionally divided among each non-host Military Department.

2. Service ILCs. The mix of military faculty members whose primary duty is student instruction of JPME should be a minimum of 5 percent from each non-host Military Department.

3. In PME institutions where a single faculty is indistinguishably responsible for both intermediate and senior JPME curriculum, total host Military Department faculty shall be no more than 60 percent of the total military faculty whose primary duty is student instruction of JPME. The mix of the faculty members should be proportionally divided among each non-host Military Department.

4. NDU. At NWC, ICAF and JFSC, the mix of military faculty members will be approximately one-third from each Military Department.

(b) Qualifications

1. Service SLCs. Seventy-five percent of the military faculty should be graduates of a senior-level PME program or be JQOs.

2. Service ILCs. Seventy-five percent of the military faculty should be graduates of an intermediate- or senior-level PME program or be JQOs.

3. In PME institutions where a single faculty is indistinguishably responsible for both intermediate and senior JPME curriculum, 75 percent of the military faculty should be graduates of a senior-level PME program or be designated JQOs.

4. JFSC. All military faculty at JFSC should be graduates of an intermediate- or senior-level PME program or have comparable joint experience.

(2) Civilian Faculty. The Services and NDU determine the appropriate number of civilians on their respective college faculties. Civilian faculty members should have strong academic records or extensive professional experience.

(3) Faculty Chairs

(a) Each NDU JPME college will establish a CJCS Professor of Military Studies Chair. CJCS chairs will be military faculty of appropriate rank who have completed JPME (or are JQOs), have recent joint operational experience, and are capable of contributing insight into joint matters to the faculty and student body. The Chairman approves nominees for these chairs, which will be filled from authorized military faculty positions. CJCS chairs act as a direct liaison with the Office of the Chairman and the Joint Staff.

(b) Each NDU JPME college is encouraged to establish similar Service Chiefs chairs' for each of the Services.

(c) Each Service college is encouraged, within its own resources, to establish CJCS chairs as described above, as well as similar Service Chiefs' chairs for each non-host Service.

(4) Student-to-Faculty Ratios

(a) Reasonable student-to-faculty ratios are essential to quality instruction. The following ratios are standards for the PME level indicated:

1. ILC/JCWS – 4:1.

2. SLC/JAWS – 3.5:1.

(b) These ratios are computed by dividing the total number of students by the total faculty using the following guidelines:

1. Faculty. Personnel (military and civilian) who – as determined by the college or school – teach, prepare, or design PME curriculum, or conduct research related to PME, count in computation of this ratio. Personnel performing strictly administrative functions may not be counted as faculty for computing student-to-faculty ratios.

2. Students. All (U.S. and international) military officers and civilians assigned to the institution as students for the purpose of completing a prescribed course of instruction count as students in the computation of student-to-faculty ratios. Non-host Military Departments must provide ILC and SLC students who reflect a representative mix of operational and functional expertise from that Department.

(c) In PME institutions where a single faculty is indistinguishably responsible for both intermediate and senior JPME curricula, there must be sufficient faculty to meet both the ILC and SLC student-to-faculty ratio standards. Faculty requirements will be computed by dividing the number of ILC and SLC students by 4.0 and 3.5 respectively, then adding the two derived requirements. To meet the student-to-faculty standard, the total faculty must equal or exceed the computed faculty requirement.

c. Learning Methodology. PME institutions will primarily use a mix of active learning methods such as research, writing, reading, oral presentations, seminar discussions, case studies, wargaming, simulations, and distributive learning. Passive learning methods (without student interaction) may also be used to enhance the overall educational experience. Small group learning should be the principal resident education methodology.

d. Reports. All accredited JPME schools and colleges shall submit an annual JPME Student/Faculty Report to the Joint Staff/J-7 not later than 1 November. The annual report format is presented in Appendix A to Enclosure B.

6. Non-Resident Education Programs

a. Non-resident programs offer the opportunity to provide PME and JPME to a larger population than can be supported in resident facilities. These programs must be of sufficient substance and academic rigor – measured against challenging, realistic standards – that they clearly achieve the objectives of this instruction. Such educational standards must accommodate the differences in the non-resident environments, non-resident methodologies, and needs of non-resident students.

b. Non-resident education is the delivery of a structured curriculum to a student available at a different time or place than the teaching institution's resident program. It is a deliberate and planned learning experience that incorporates both teaching by the sponsoring institution as well as learning efforts by the student. Non-resident education provides instruction in places or times that are convenient and accessible for learners. To accomplish this, the educational institution uses special course design, instructional techniques, methods of communication and contact with students, and organizational and administrative arrangements to create a quality learning experience. There are three approaches used to provide non-resident JPME via an appropriate, structured curriculum.

(1) Satellite seminars or classes. The satellite approach typically uses adjunct faculty to replicate the in-residence learning experience at a location away from the JPME institution. The instructional format is essentially the same as that provided to in-residence students.

(2) Distance/Distributed Learning (DL). In a DL format, there is a separation of either time or distance between the instructor and the learner or learners. JPME via DL can be designed to serve individual learners or distributed virtual seminars of learners. It typically employs combinations of print or electronic media, combined with appropriate technologies such as video tele-education (VTE) and web-based applications. The web-based formats may also be combinations of either asynchronous (self-paced / at different times) or synchronous (real-time interaction) delivery strategies.

(3) Blended learning. A blended approach combines DL with some form of in-residence program. The in-residence phase or phases are typically at the JPME institution, but can be conducted at satellite facilities.

c. JPME Learning Objectives. Non-resident programs must meet the JPME learning objectives assigned to their respective resident institutions. These curricula and related educational products should derive from and be parallel to the program of instruction (POI) of their respective resident institutions. The differences between the two types of programs are primarily in the specific delivery methodology and techniques employed to achieve the PME and JPME learning objectives.

d. Class and Seminar Mix. With the exception of AJPME, non-resident programs need not maintain the mix of students by Service in their overall student bodies and seminars required of resident programs. ILC and SLC non-resident programs should, when delivered in a group environment, seek diversity in student populations by providing enrollment opportunities to non-host Services, Reserve Components, and DOD and non-DOD civilians, as appropriate.

e. Faculty

(1) Qualifications. Non-resident program faculty will meet the same qualification criteria as faculty in their respective resident institutions.

(2) Faculty Mix. With the exception of AJPME, non-resident programs do not require the same faculty mix as resident programs and specific percentages do not apply. Service ILCs and SLCs must show that non-host Service faculty members are an integral part of the development and implementation of their non-resident curriculum.

f. Student-Faculty Ratios

(1) In non-resident education programs, the number of faculty members is determined by the course design and the demands of students – what the methodology requires and how much access students need to faculty to successfully master the subject matter. Service ILCs, SLCs, and JFSC must show proper faculty staffing for the methodology being used and that all students have reasonable access to faculty subject matter expertise and counseling.

(2) In determining appropriate non-resident faculty staffing levels, institutions should consider all faculty actively participating in the development and implementation of the program.

g. Learning Methodology

(1) Service ILCs and SLCs may choose methodologies and techniques appropriate to their Service, subject content, and student populations.

(2) Non-resident programs must demonstrate they provide their students with an understanding of other Services' perspectives in building a joint perspective. Service ILCs, SLCs, and JFSC must demonstrate through evaluation of student performance and outcomes assessment that students are acquiring the desired joint perspective.

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APPENDIX A TO ENCLOSURE B

JPME STUDENT/FACULTY REPORT TO THE JOINT STAFF
(AS OF 1 OCTOBER)

1. Report the number of enrolled students by category in the following table. If more than one course is in session, report combined data.

Student Category	Total	AC	RC
U.S. Army (active/reserve component)			
U.S. Air Force (active/reserve component)			
U.S. Navy (active/reserve component)			
U.S. Marine Corps (active/reserve component)			
U.S. Coast Guard (active/reserve component)			
International Officers			
International Civilians			
DOD Civilians			
Interagency Civilians			
Industry Civilians (ICAF Only)			
Totals			

2. Report the number of faculty by category in the following table. Count faculty members in accordance with reference v.

Faculty Category	Total #	PhD	JQO	SLC Grad
U.S. Army				
U.S. Air Force				
U.S. Navy				
U.S. Marine Corps				
U.S. Coast Guard				
International Officers				
DOD Civilians				
Interagency Civilians				
Contractors				
Totals				

3. Attach a list of countries represented in your International Fellows program and indicate how many officers come from each country. Also, provide a list of countries for international officers serving on faculty.

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ENCLOSURE C

PME REVIEW PROCESS

1. Overview. An ongoing review of PME satisfies CJCS statutory requirements and guarantees the effectiveness of professional military education. The process is made up of three components:

a. Feedback mechanisms.

b. Update mechanisms.

c. JPME assessments.

2. Feedback Mechanisms. Feedback on PME curricula currency, quality, and validity is available from a variety of sources. These sources include the combined actions of the individual colleges, joint education conferences, MECC meetings, and formal feedback systems used by the various PME institutions.

a. Individual Schools. Each PME institution should have a well-defined, vigorous curriculum review program that accommodates near- and long-term changes in the PME environment.

b. Joint Education Conferences. The Joint Staff or an educational institution periodically hosts joint educational conferences on topics of interest to the joint warfighting community and supporting educational institutions.

c. Military Education Coordination Council. The MECC serves as an advisory body to the Director, Joint Staff on joint education issues, and consists of the MECC principals and a supporting MECC WG. The purpose of the MECC is to address key educational issues of interest to the joint education community, promote cooperation and collaboration among the MECC member institutions, and coordinate joint education initiatives.

(1) MECC Principals. The MECC principals are: the DDJS-ME; the presidents, commandants, and directors of the joint and Service universities and colleges; the heads of any other JPME-accredited institutions; and the USJFCOM/J-7. The MECC Chairman may invite representatives from other commands and organizations as appropriate.

(2) MECC Working Group. A MECC WG is comprised of dean's-level/O-6 representatives of the MECC principals. The Chief, Joint Staff/J-7 Joint Education and Doctrine Division chairs the WG. The Secretary of Defense (OSD), Service Chiefs, and combatant commanders are invited to send

participants to all MECC WG meetings to provide feedback to improve the educational process. The MECC WG chair may invite other participants as appropriate. The MECC WG performs the following functions:

(a) Supports the MECC principals' meetings, to include developing the agenda, preparing papers and briefings, and documenting and disseminating meeting results.

(b) Supports MECC-approved initiatives, to include the formulation of subgroups as may be required to implement approved initiatives. Subgroups include:

1. Distance Learning Coordination Committee (DLCC). The DLCC acts as the primary advising body to the MECC WG on distance learning issues, to include: design and methodologies; technology and software; curriculum development; accreditation; education policy; general program administration and management; and other topics as appropriate

2. General and Flag Officer Coordination Committee. The GFOCC acts as the primary advising body to the MECC WG on G/FO education (CAPSTONE through PINNACLE) issues. The GFOCC mission is to: integrate the individual efforts regarding the education of G/FOs, discuss common areas of interest, establish a community of interest or G/FO education network, and to chart a vision for the future.

(c) Promotes collaboration and cooperation among MECC institutions by serving as a forum to address items of mutual interest.

(3) MECC Meetings. The Director, Joint Staff will convene a meeting of the MECC principals at least once annually. The MECC WG will meet at least twice annually, normally prior to any MECC principals meeting, and on other occasions the MECC WG deems necessary. The J-7 will publish meeting minutes for all MECC principal and WG meetings and make distribution to MECC members and other concerned parties.

(4) MECC Initiatives. The MECC principals may approve and implement initiatives that are within the authority of its members. Actions requiring the concurrence of OSD, the combatant commands, Defense agencies, the Joint Staff, and/or the Services will be formally coordinated with the Services and/or combatant commanders prior to forwarding to the Director, Joint Staff. The lead Joint Staff element for coordinating such actions is the J-7, Joint Education Branch.

3. Update Mechanisms. The PME update process involves all levels of the PME system and the using communities (i.e., Services, combatant commands, and DOD agencies).

a. Policy Review. The DDJS-ME will initiate a thorough review of the Chairman's PME policies as reflected in this instruction every 5 years. That review will involve the Joint Staff, the Services, combatant commands, PME institutions, and other affected agencies.

b. Curricula Reviews. Each Service and joint college/school will regularly review its curriculum and initiate revisions as needed to remain current, effective, and in compliance with policy guidance.

c. Joint Faculty Education Conference (JFEC). The Joint Staff/J-7 Joint Education Branch, with support from USJFCOM/J-7, will host an annual JFEC to present emerging concepts and other material relevant to maintaining curricula currency to the faculties of the PME and JPME colleges and schools. This group will also conduct an initial assessment of submitted Special Areas of Emphasis (SAEs).

d. SAEs. Highlight the concerns of OSD, the Services, combatant commands, Defense agencies, and the Joint Staff regarding coverage of specific joint subject matter in the PME colleges. They help ensure the currency and relevance of the colleges' JPME curricula and provide an independent view of what those curricula should address.

(1) A list of up to 10 SAEs is formulated annually through the Joint Staff/J-7 Joint Education Branch and approved by the Chairman, as follows: The branch invites OSD, the Services, combatant commands, Defense agencies, and the Joint Staff to submit proposed SAEs with justification for review. Initial review takes place at the annual JFEC, out of which comes an initial assessment to the Fall MECC WG. Based on the MECC WG's review, the Joint Staff/J-7 forwards the new SAE list for DJS approval via the MECC. The approved SAE list is distributed to the joint and Service colleges and schools annually during January.

(2) Proposed SAEs should not duplicate subject areas already covered by existing joint learning areas and objectives (Enclosure E, Appendices B-L), nor should they address subjects better handled via training programs – those designed to deliver discrete, well-defined knowledge and skill sets essential to performance of specific tasks/jobs.

(3) Colleges and schools will evaluate each SAE and, where they deem feasible and appropriate, incorporate them in their curricula; however, inclusion is not required.

(4) Proposed SAEs should include sufficient information and points of contact to facilitate curricula development and associated research.

(5) SAEs, once endorsed through the MECC for CJCS approval, should be refreshed/rebriefed annually to ensure relevance until either no longer considered a valid emerging concept, or subsumed in learning areas or objectives of a subsequent OPMEP revision.

4. JPME Assessments. Periodic assessments of JPME are conducted for all levels of military education. Assessments of JPME at all Service and joint ILCs, SLCs, and CAPSTONE are conducted using the formal PAJE. The PAJE prescribes procedural guidelines for program assessment of institutions seeking JPME accreditation. Assessment of G/FO JPME, other than CAPSTONE, consists of an annual review of curricula. Each of these assessment measures is a tool for ensuring that the prescribed joint educational requirements at each level are met. The results of these assessments are also used to update educational policy as appropriate.

5. Conclusion. As prescribed in title 10, USC, section 153, the Secretary of Defense, with the advice and assistance of the Chairman, periodically reviews and revises the curricula of joint educational programs to enhance the education and training of officers in joint matters. Capitalizing on existing activities, the aforementioned review process broadly identifies the components necessary to ensure that PME in general – and JPME in particular – are current and properly executed.

ENCLOSURE D

RESPONSIBILITIES

1. Overview. This enclosure outlines responsibilities within the Armed Forces for compliance with prescribed military educational policies. The GNA, as amended, prescribes the authority and responsibilities of the Chairman. Specific duties and responsibilities within the PME system are pursuant to GNA, DOD, and Military Department regulations.

2. General. The success of the PME system is a shared responsibility by leaders at all levels to impress upon their officers the importance of PME objectives. Officers must be concerned with both individual professional development and improved national security posture. The success of PME relies on leadership's ability to:

a. Manage unique PME requirements.

b. Recognize the importance of a framework to integrate military education.

c. Establish procedures ensuring officers with potential for increased responsibility attend resident PME schools.

d. Assign officers who are expert in Service matters and educated or experienced in joint matters to JDAs.

e. Identify officers with the capacity for strategic thought and then develop this ability.

f. Ensure appropriate joint emphasis in the education of all officers, regardless of billet.

g. Provide the resources and learning environment conducive to the study of the use of military power.

h. Ensure that proper attention is given to total force requirements relative to PME.

3. Chairman of the Joint Chiefs of Staff. The Chairman is responsible for the following:

a. Formulating policies for coordinating the military education and training of members of the Armed Forces.

b. Advising and assisting the Secretary of Defense by periodically reviewing and revising the curriculum of each school of NDU (and of any other joint professional military education school) to enhance the education and training of officers in joint matters.

c. Advising and assisting the Secretary of Defense through the designation and accreditation of all elements of a joint professional military education.

d. Providing primary oversight of the joint educational process.

e. Serving as the principal military adviser to the Secretary of Defense on PME matters.

f. Issuing policy for the NDU (specifically, CJCSI 1801.01 series).

g. Recommending to the Secretary of Defense a nominee for President, NDU.

h. Approving the President, NDU's nomination for the NWC, ICAF, and JFSC commandants.

i. Approving the CJCS chairs for NWC, ICAF, JFSC, and the Service colleges.

j. Advising and assisting the Secretary of Defense in distributing a uniform cost accounting system for use by the Secretaries of the Military Departments in preparing budget requests for the operation of PME schools.

k. Periodically reporting trends from PAJE ILC and SLC curriculum reviews and other matters relating to PME to the Secretary of Defense.

l. Periodically providing Joint Staff action officers from the various directorates, as available and on request from a school, as subject matter experts, to provide briefings, lectures, and papers to enhance and extend the PME process.

m. Approving the annual International student engagement list, and JPME SAE.

4. Service Chiefs. Each Service Chief is responsible for:

a. Managing the content, quality, and conduct of the Service's PME programs at all levels within the guidelines of the military educational framework and, where appropriate, implementing policies contained in this document.

b. Providing military faculty and students as follows:

(1) Students

(a) For each non-host Service ILC, provide an adequate number of students to ensure each seminar contains at least one officer from your Military Department.

(b) For Service SLCs, the non-host military departments will be proportionally represented.

(c) For NWC, ICAF, JAWS, and JFSC, provide sufficient students so that each Military Department provides approximately one third of the U.S. military student body.

(d) For each non-host Service and Joint ILC and SLC, provide students in a balanced mix of operational and functional expertise.

(e) For attendance at PINNACLE:

1. Provide a list of G/FO nominees to the Director, Joint Staff (Special Assistant for G/FO Matters) not later than 60 days prior to class start date.

2. Provide orders for approved officers to attend PINNACLE approximately 2 weeks prior to course start date.

3. Provide security clearance data and individual biographies of PINNACLE attendees to NDU and USJFCOM 3 weeks prior to course start date.

(2) Faculty

(a) For each non-host Service ILC, provide from your Military Department a minimum of five percent of the military faculty whose primary duty is student instruction of JPME.

(b) For each host Service SLC, no more than 60 percent of the U.S. military faculty will be U.S. military officers from the host military department, with the remaining Military Departments proportionally represented.

(c) For NWC, ICAF, and JFSC, provide from your Military Department approximately one third of the U.S. military faculty.

c. Providing facility support for its own educational programs and for NDU programs as follows:

(1) Army – NDU main campus, Fort Lesley J. McNair, Washington, D.C.

(2) Navy – JFSC, Norfolk, Virginia.

d. Ensuring that Service JPME programs meet Phase I and Phase II criteria and objectives.

e. Determining appropriate active duty, international officer, RC, and civilian participation in your respective Service college.

f. Approving Service Chief Chairs for NWC, ICAF, and JFSC.

g. Supporting the PAJE process within the guidelines of this instruction.

h. Present, through their Service faculty at each non-host intermediate-level education (ILE) and senior-level education (SLE) campus, an orientation seminar for newly matriculating own-Service officers. This seminar shall update these officers on mission, capability, vision, strategy, etc. in order to prepare them to best represent their service.

i. Providing the Chairman with reports on the joint educational programs at the precommissioning and primary levels of JPME on a Request for Information basis.

j. Provide reports as requested or required.

k. Select only students to attend JAWS who are eligible for SLE; and available for immediate assignment to designated billets on the JDAL.

5. Director, Joint Staff. The Director will:

a. Supervise the DDJS-ME.

b. Serve as Chairman, MECC.

c. Serve as Chairman, PAJE team.

d. Approve PINNACLE attendees.

e. Supervise the budgeting and execution of an assistance effort to make Joint Staff subject matter experts available to the schools to enhance and extend PME in areas of policy and practice too new to be covered in current curriculum.

f. Approve the annual NDU PME student body size and composition with NDU and the Services.

g. Approve JAWS (SLE) attendance waivers.

6. Office of the Director, Joint Staff. The Special Assistant for G/FO Matters will:

a. Monitor the attendance of newly promoted G/FOs at the CAPSTONE course.

b. Coordinate G/FO attendance at Joint Courses for General and Flag Officers, and PINNACLE.

c. Coordinate with the Services to identify PINNACLE attendees and obtain DJS approval.

d. Provide PINNACLE attendee roster to NDU and USJFCOM 7 weeks prior to the start of the PINNACLE course.

7. Director for Manpower and Personnel, Joint Staff/DJ-1. The DJ-1 will:

a. Collect data on joint school attendees and graduates and reports on graduate use.

b. Coordinate U.S. officer attendance at senior-level international military colleges.

c. Monitor compliance with title 10, USC, chapter 107, joint duty assignments after completion of joint professional military education.

d. Coordinate requests for JPME Phase II Direct Entry Waivers.

e. Monitor JAWS graduate outplacement which conforms to a 100 percent rate of assignment to designated billets on the JDAL.

f. Coordinate DJS-level JAWS (SLE) attendance waivers.

8. Director for Strategic Plans and Policy, Joint Staff/DJ-5. The DJ-5 will:

a. Provide an annual CJCS guidance memorandum that emphasizes International Fellows engagement at Service and NDU JPME venues.

b. Coordinate CJCS invitations of international fellows to attend NDU JPME venues.

9. Director for Operational Plans and Joint Force Development, Joint Staff/ DJ-7. The DJ-7 serves as the DDJS-ME, and ensures integration of PME with joint training, exercises, and doctrine.

10. Deputy Director, Joint Staff, for Military Education. The DDJS-ME works directly for the Director, Joint Staff, and is responsible for the following:

a. Assisting with policy formulation for coordinating the military education of the Armed Forces.

b. Acting as the office of primary responsibility for the resolution of issues relating to the educational prerequisites for joint officer management.

c. Periodically reviewing and recommending JPME revisions.

d. Administering the PAJE.

e. Coordinating NDU PME student body size and composition with NDU and the Services.

f. Coordinating the periodic review of JPME curricula for the Chairman.

g. Coordinating for the Joint Staff on reports dealing with military education.

11. Joint Training Directorate and Joint Warfighting Center (USJFCOM/J-7). USJFCOM will:

a. Participate in the MECC and MECC WGs.

b. Support the PAJE process within the guidelines of this instruction.

c. Advise the MECC on education and training transformation initiatives.

d. Assist Joint Staff/J-7 Joint Education Branch in the conduct of the annual JFEC.

e. Assist in G/FO training and education:

(1) Execute the CAPSTONE JOM:

(a) Conduct allocated portion of course; POM accordingly.

(b) Conduct, in coordination with NDU, an annual curricula review of the CAPSTONE course NLT 30 December each year.

(2) Provide support to the execution of PINNACLE.

(a) Conduct allocated portion of course (days 1-4); host Norfolk/Suffolk portion and POM accordingly.

(b) Conduct, in coordination with NDU, an annual curricula review of the PINNACLE course NLT 30 December each year.

(c) Coordinate with Supreme Allied Command Transformation as authority to issue invitations for allied participation in the PINNACLE JOM.

(3) Provide support to the execution of JFOWC and the Functional Component Commander Courses.

12. President NDU tasks and responsibilities are as directed in reference f.

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ENCLOSURE E

JOINT PROFESSIONAL MILITARY EDUCATION

1. General. This enclosure provides common educational standards, taxonomy of desired levels of learning achievement, and joint learning objectives for the five levels of PME.

2. Common Educational Standards. The following describes educational standards common to all PME schools and colleges that the Chairman considers essential. Each standard is described primarily in qualitative terms, since no particular organizational pattern or application strategy applies in all settings.

a. Standard 1 – Develop Joint Awareness, Perspective, and Attitudes. JPME curricula should prepare graduates to operate in a joint, interagency, intergovernmental, and multinational environment and bring a joint perspective to bear in their tactical, operational, strategic, and critical thinking as well as professional actions. The missions of schools and colleges, as well as their goals, objectives, educational activities, and the mix of students and faculty should reflect joint educational requirements, encourage critical analyses of current and emerging national strategies from a joint perspective, and foster a commitment to joint and interagency cooperation. The leadership, faculty, and students should demonstrate an appropriate commitment to jointness.

b. Standard 2 – Employ Predominately Active and Highly Effective Instructional Methods. Instructional methods should be appropriate to the subject matter and desired level of learning and should employ active student learning whenever feasible. The goals of the educational offerings are rigorous and challenging, requiring students to engage in critical thinking and active interaction.

c. Standard 3 – Assess Student Achievement. Each school/college should aggressively assess its students' performance. Educational goals and objectives should be clearly stated and students' performance should be measured against defined standards by appropriate assessment tools to identify whether desired educational outcomes are being achieved.

d. Standard 4 – Assess Program Effectiveness. Schools and colleges should conduct surveys of students, graduates, and their supervisors to determine the educational effectiveness of their academic programs. Schools and colleges should ensure G/FO leadership periodically assess the intended educational outcomes of the JPME accredited programs for currency, relevancy

and completeness. Results of these analyses should be used to refine or develop curricula that continue to meet evolving mission requirements in the context of an ever-changing world. Curricula should be the product of a regular, rigorous, and documented review process.

e. Standard 5 – Conduct Quality Faculty Recruitment: Selection, Assignment, and Performance Assessment Program. Faculty should have the academic credentials, teaching skills, and experience in joint and professional matters needed to teach in the schools and colleges. Faculty roles and responsibilities should be clearly documented. Schools and colleges should hold faculty accountable to clearly defined and measurable performance criteria and standards.

f. Standard 6 – Conduct Faculty Development Programs For Improving Instructional Skills and Increasing Subject Matter Mastery. Each school and college should have a faculty development program to refine teaching skills, improve instructional methods, maintain currency in subject areas, and encourage further professional development. Policy and resources must support the faculty development program.

g. Standard 7 – Provide Institutional Resources to Support the Educational Process. Each institution must have a library or learning resource center, informational resources, financial resources, and physical resources that meet the needs of all users and supports the mission and programs of the institution.

3. Levels of Learning Achievement. See Appendix A to Enclosure E.

4. Learning Outcomes. Outcome of the joint learning process is a descriptive process to be undertaken by each JPME accredited college or school. Learning outcomes assist curricula development, program assessment, and the student learning process through statements of what is expected that a student will be able to do as a result of the learning activity. JPME graduates should be appropriately prepared for positions of leadership within the capabilities-based joint force.

APPENDIX A TO ENCLOSURE E

LEARNING OBJECTIVE VERBS

1. Levels of Learning Achievement. Below is a list of descriptive verbs that constitute a useful hierarchy of possible levels of learning. The verbs are used to define the JPME objectives in the following appendixes of Enclosure E.

a. Cognitive Domain (Mental skills - Knowledge)

Level	**Illustrative Level**	**Definitions**
Knowledge	arrange, define, describe, identify, know, label, list, match, memorize, name, order, outline, recognize, relate, recall, repeat, reproduce, select, state	Remembering previously learned information.
Comprehension	classify, comprehend, convert, define, discuss, distinguish, estimate, explain, express, extend, generalize, give example(s), identify, indicate, infer, locate, paraphrase, predict, recognize, rewrite, report, restate, review, select, summarize, translate	Grasping the meaning of information.
Application	apply, change, choose, compute, demonstrate, discover, dramatize, employ, illustrate, interpret, manipulate, modify, operate, practice, predict, prepare, produce, relate, schedule, show, sketch, solve, use, write	Applying knowledge to actual situations.

Analysis	analyze, appraise, breakdown, calculate, categorize, classify, compare, contrast, criticize, derive, diagram, differentiate, discriminate, distinguish, examine, experiment, identify, illustrate, infer, interpret, model, outline, point out, question, related, select, separate, subdivide, test	Breaking down objects or ideas into simpler parts and seeing how the parts relate and are organized.
Synthesis	arrange, assemble, categorize, collect, combine, comply, compose, construct, create, design, develop, devise, explain, formulate, generate, plan, prepare, propose, rearrange, reconstruct, relate, reorganize, revise, rewrite, set up, summarize, synthesize, tell, write	Rearranging component ideas into a new whole.
Evaluation	appraise, argue, assess, attach, choose, compare, conclude, contrast, defend, describe, discriminate, estimate, evaluate, explain, judge, justify, interpret, relate, predict, rate, select, summarize, support, value	Making judgments based on internal evidence or external criteria.

b. Affective Domain (Growth in feelings or emotional areas - Attitude)

Level	**Illustrative Level**	**Definitions**
Receiving	ask, choose, describe, follow, give, hold, identify, locate, name, point to, select, sit, erect, reply, use	Awareness, willingness to hear, selected attention.
Responding	answer, assist, aids, comply, conform, discuss, greet, help, label, perform, practice, present, read, recite, report, select, tell, write	Active participation on the part of the learners. Attends and reacts to a particular phenomenon. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation).
Valuing	complete, demonstrate, differentiate, explain, follow, form, initiate, invite, join, justify, propose, read, report, select, share, study, work	The worth or value a person attaches to a particular object, phenomenon, or behavior. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalization of a set of specified values, while clues to these values are expressed in the learner's overt behavior and are often identifiable.

Organization	adhere, alter, arrange, combine, compare, complete, defend, explain, formulate, generalize, identify, integrate, modify, order, organize, prepare, relate, synthesize	Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating a unique value system. The emphasis is on comparing, relating, and synthesizing values.
Internalizing	act, discriminate, display, influence, listen, modify, perform, practice, propose, qualify, question, revise, serve, solve, verify	Has a value system that controls their behavior. The behavior is pervasive, consistent, predictable, and most importantly, characteristic of the learner. Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional).

APPENDIX B TO ENCLOSURE E

PRECOMMISSIONING AND PRIMARY JOINT PROFESSIONAL MILITARY EDUCATION

1. Precommissioning

a. Institutions and Programs

(1) Military Service Academies.

(2) ROTC units.

(3) OCS and OTS.

b. Joint Emphasis. In addition to an introduction to their respective Service, students should have knowledge of the basic U.S. defense structure, roles and missions of other Military Services, the combatant command structure, and the nature of American military power and joint warfare.

c. Learning Area 1 – National Military Capabilities and Organization

(1) Know the organization for national security and how defense organizations fit into the overall structure.

(2) Know the organization, role, and functions of the Joint Chiefs of Staff.

(3) Know the chain of command from the President and the Secretary of Defense to the individual Service headquarters and to the unified commands.

(4) Know the primary missions and responsibilities of the combatant commands.

(5) Know the Military Services' primary roles, missions, and organizations.

d. Learning Area 2 – Foundation of Joint Warfare

(1) Describe the nature of American military power.

(2) Identify the values in joint warfare.

(3) Understand fundamentals of traditional and irregular warfare.

(4) Know how to access joint learning resources.

(5) Know the operational definition of culture; describe the relevance of regional and cultural knowledge for operational planning; and explain the relationship and importance of knowing one's own culture and another's and the impacts on human interactions, behaviors, and mission accomplishment.

2. Primary

a. Institutions and Courses

(1) Branch, warfare, and staff specialty schools.

(2) Primary PME courses.

b. Joint Emphasis. Prepares officers for service in Joint Task Forces (JTF) where a thorough introduction in joint warfighting is required. The programs at this level address the fundamentals of joint warfare, JTF organization and the combatant command structure, the characteristics of a joint campaign, how national and joint systems support tactical-level operations, and the capabilities of the relevant systems of the other Services.

c. Learning Area 1 – Joint Warfare Fundamentals

(1) Know Service warfare systems and processes (weapons, intel, logistics, etc) and how they can support the joint force commander (JFC) and joint warfare.

(2) Know each combatant command's mission.

(3) Comprehend joint aspects of traditional and irregular warfare.

(4) Comprehend, within the context of the prevailing national military strategic focus, how national and joint systems are integrated to support Service tactical planning and operations (for tactical battlespace being taught at school).

(5) Know the capabilities of other Services' weapon systems pertinent to the Service host-school systems and the synergistic effect gained from effective use of their joint capabilities.

(6) Comprehend the effects that can be achieved with information and cyberspace operations, and the implications for tactical operations.

(7) Know how to access joint learning resources.

(8) Know Service logistics capabilities and how they can support the JFC.

d. Learning Area 2 – Joint Campaigning

(1) Know who can form a JTF and how and when a JTF is formed.

(2) Know the fundamentals of a JTF organization.

(3) Comprehend the characteristics of a joint campaign and the relationships of supporting capabilities.

(4) Comprehend the roles that factors such as geopolitics, culture, region, and religion play in shaping planning and execution of joint force operations.

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APPENDIX C TO ENCLOSURE E

SERVICE-INTERMEDIATE LEVEL COLLEGE (ILC) JOINT LEARNING AREAS AND OBJECTIVES

1. Overview. The Service ILCs' curricula focus is warfighting within the context of operational art.

2. Mission. The Service ILCs' joint mission is to expand student understanding, from a Service component perspective, of joint force employment at the operational and tactical levels of war.

3. Learning Area 1 – National Military Capabilities, Command Structure, and Strategic Guidance

a. Comprehend the capabilities and limitations of U.S. military forces to conduct the full range of military operations in pursuit of national interests.

b. Comprehend the framework within which joint forces are created, employed, and sustained in support of JFCs and their component commanders.

c. Comprehend the purpose, roles, functions, and relationships of the President and the Secretary of Defense, National Security Council, Homeland Security Council, Chairman of the Joint Chiefs of Staff, Joint Chiefs of Staff, combatant commanders, JFCs, Service component commanders, and combat support organizations or agencies.

d. Comprehend joint force command relationships.

e. Comprehend how the U.S. military is organized to plan, execute, sustain, and train for joint, interagency, intergovernmental, and multinational operations.

f. Comprehend strategic guidance contained in documents such as the national security strategy, the Quadrennial Defense Review, national military strategy, Guidance for Deployment of the Force, and Guidance for Employment of the Force.

4. Learning Area 2 – Joint Doctrine and Concepts

a. Comprehend current joint doctrine.

b. Comprehend the factors and emerging concepts influencing joint doctrine.

c. Apply solutions to operational problems using current joint doctrine.

d. Comprehend the interrelationship between Service doctrine and joint doctrine.

e. Comprehend the fundamentals of traditional and irregular warfare.

5. Learning Area 3 – Joint and Multinational Forces at the Operational Level of War

a. Comprehend the considerations for employing joint and multinational forces at the operational level of war.

b. Comprehend the interrelationships among the strategic, operational, and tactical levels of war.

c. Comprehend how theory and principles of war pertain to the operational level of war across the range of military operations to include direct and indirect approaches.

d. Comprehend the relationships among national objectives, military objectives and conflict termination, as illustrated by previous wars, campaigns, and operations.

e. Comprehend the relationships between all elements of national power and the importance of the whole of government response, multinational cooperation, and building partnership capacity in support of homeland security and defense.

f. Analyze a plan for employment of joint forces at the operational level of war.

6. Learning Area 4. Joint Planning and Execution Processes

a. Comprehend the relationship among national objectives and means available through the framework provided by the national level systems.

b. Comprehend the fundamentals of joint operation planning.

c. Comprehend the mix of joint functions appropriate to an operational planning problem.

d. Comprehend how IO and cyberspace operations are integrated at the operational level.

e. Comprehend the effect of time, coordination, policy changes, and political development on the planning process.

f. Comprehend the roles that factors such as geopolitics, geostrategy, society, region, culture, and religion play in shaping planning and execution of joint force operations across the range of military operations, to include traditional and irregular warfare.

g. Comprehend the role and perspective of the combatant commander and staff in developing various theater policies, strategies, and plans, to include weapons of mass destruction/effects (WMD/E); IO; cyberspace operations; Stability, Security, Transition and Reconstruction (SSTR); intelligence; logistics; and strategic communication.

7. Learning Area 5 – Joint Command and Control

a. Comprehend the C2 options available to joint force commanders.

b. Comprehend the factors – to include mission objectives, forces available, and associated capabilities – that support the selection of a C2 option.

c. Comprehend the opportunities and vulnerabilities created throughout the range of military operations by reliance on networks and information technology in cyberspace.

8. Learning Area 6 – Joint Operational Leadership

a. Comprehend the skills needed to lead a joint, interagency, intergovernmental, multinational task force in accomplishing operational-level missions across the range of military operations, to include traditional and irregular warfare.

b. Comprehend critical thinking and decision-making skills needed to implement change and sustain innovation.

c. Comprehend the ethical dimension of operational leadership and the challenges that it may present.

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APPENDIX D TO ENCLOSURE E

SERVICE-SENIOR LEVEL COLLEGES JOINT LEARNING AREAS AND OBJECTIVES (JPME PHASE I)

1. Overview. Service SLCs focus on the development and application of military power in support of national objectives in a joint, interagency, intergovernmental, and multinational environment.

2. Mission. Although each Service SLC mission is unique, a fundamental objective of each is to prepare future leaders for high-level policy and command and staff responsibilities by educating them in the diplomatic, informational, military, and economic dimensions of the strategic security environment and the effect of those dimensions on strategy formulation, implementation, and campaigning. SLC subject matter is inherently joint; JPME at this level focuses on the students in a joint, interagency, intergovernmental, and multinational environment.

3. Learning Area 1 – National Security Strategy

a. Apply key strategic concepts, critical thinking and analytical frameworks to the formulation and evaluation of strategy.

b. Evaluate historical and/or contemporary applications of national security strategies, to include the current U.S. national security strategy and military strategy.

c. Apply appropriate strategic security policies, strategies, and guidance used in developing plans across the range of military operations to support national objectives.

d. Analyze the integration of all instruments of national power in achieving strategic objectives.

4. Learning Area 2 – National Planning Systems and Processes

a. Comprehend the art and science of developing, deploying, employing, and sustaining the military resources of the Nation, in conjunction with other instruments of national power, to attain national security objectives.

b. Evaluate the DOD and intergovernmental systems and processes by which national ends, ways, and means are reconciled, integrated, and applied.

c. Analyze the principal joint strategy development and operational planning processes.

d. Analyze how the interagency's structure and processes influence the planning for and application of the military instrument of national power.

5. Learning Area 3 – National Military Strategy and Organization

a. Comprehend the art and science of developing, deploying, employing, and sustaining the military resources of the Nation, in concert with other instruments of national power, to attain national security objectives.

b. Evaluate the national defense and military strategies and their supporting strategies.

c. Evaluate how the capabilities and limitations of the U.S. force structure affect the development of joint military strategy.

d. Comprehend the fundamentals of traditional and irregular warfare.

6. Learning Area 4 – Joint Warfare, Theater Strategy, and Campaigning in a Joint, Interagency, Intergovernmental, and Multinational Environment

a. Evaluate the principles of joint warfare, joint military doctrine, and emerging concepts in peace, crisis, war, and post-conflict, to include traditional and irregular warfare.

b. Evaluate how campaigns and operations support a comprehensive approach to achieving national objectives and relate to the national strategic, national military strategic, theater strategic, and operational levels in war.

c. Analyze how national military and joint theater strategies meet national strategic goals across the range of military operations.

d. Analyze the role and perspective of the combatant commander and staff in developing various theater policies, strategies, and plans, to include WMD/E, IO, cyberspace operations, SSTR, joint intelligence, joint logistics, and strategic communication.

e. Apply an analytical framework that incorporates the role that factors such as geopolitics, geostrategy, region, society, culture, and religion play in shaping the desired outcomes of policies, strategies, and campaigns.

f. Analyze the integration of information and cyberspace operations to theater campaign development.

7. Learning Area 5 – Integration of Joint. Interagency, Intergovernmental and Multinational Capabilities

a. Analyze the roles, relationships, and functions within the national security and homeland security systems.

b. Evaluate the capabilities and limitations of all Services and special operations forces (SOF) in achieving strategic objectives in an integrated environment.

c. Evaluate the integration of capabilities across the range of military operations, including traditional and irregular warfare.

d. Analyze the attributes of the future joint force and how this force will organize, plan, prepare, and conduct operations.

e. Develop a thoroughly joint perspective on the increased power available to commanders in an integrated environment.

8. Learning Area 6 – Joint Strategic Leadership

a. Evaluate the skills needed to lead in a joint, interagency, intergovernmental, and multinational strategic environment.

b. Evaluate the skills, including strategic communication, needed to lead organizational change and transformation and to build and sustain innovative, agile, and ethical organizations in a joint, interagency, intergovernmental, and multinational environment.

c. Evaluate critical thinking and decision-making by strategic leaders.

d. Evaluate the ethical and legal ramifications of specific historic or contemporary national security decisions.

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APPENDIX E TO ENCLOSURE E

SERVICE SENIOR-LEVEL COLLEGES JOINT LEARNING AREAS AND OBJECTIVES (JPME PHASE II)

1. Overview. Service SLCs focus on the development and application of military power in support of national objectives in a joint, interagency, intergovernmental, multinational environment.

2. Mission. Although each Service SLC mission is unique, a fundamental objective of each is to prepare future military and civilian leaders for high-level policy and command and staff responsibilities requiring joint and Service operational expertise and warfighting skills by educating them in the diplomatic, informational, military, and economic dimensions of the strategic security environment and the effect of those dimensions on strategy formulation, implementation, and campaigning. SLC subject matter is inherently joint; JPME at this level focuses on the immersion of students in a joint, interagency, intergovernmental, and multinational environment and completes educational requirements for JQO nomination.

3. Learning Area 1 – National Security Strategy

a. Apply key strategic concepts, critical thinking, and analytical frameworks to the formulation and evaluation of strategy.

b. Evaluate historical and/or contemporary applications of national security strategy, to include the current U.S. national strategies.

c. Apply appropriate strategic security policies, strategies, and guidance used in developing plans across the range of military operations to support national objectives.

d. Analyze the integration of all instruments of national power in achieving strategic objectives.

4. Learning Area 2 – National Military Strategy

a. Comprehend the art and science of developing, deploying, employing, and sustaining the military resources of the Nation, in conjunction with other instruments of national power, to attain national security objectives.

b. Evaluate the national defense and military strategies and their supporting strategies.

c. Evaluate how the capabilities and limitations of the U.S. force structure affect the development of joint military strategy.

5. Learning Area 3 - Joint Warfare, Theater Strategy, and Campaigning in a Joint, Interagency, Intergovernmental, and Multinational Environment

a. Evaluate the principles of joint warfare, joint military doctrine, and emerging concepts in peace, crisis, war and post-conflict.

b. Evaluate how campaigns and operations support national objectives and relate to the national strategic, national military strategic, theater strategic, and operational levels in war.

c. Analyze how national military and joint theater strategies meet national strategic goals across the range of military operations.

d. Analyze the role and perspective of the combatant commander and staff in developing various theater policies, strategies, and plans, to include WMD/E, IO, cyberspace operations, SSTR, joint intelligence, joint logistics, and strategic communication.

e. Apply an analytical framework that incorporates the role factors such as geopolitics, geostrategy, region, society, culture, and religion play in shaping the desired outcomes of policies, strategies, and campaigns.

f. Analyze the integration of IO to theater campaign development.

g. Apply the fundamentals of traditional and irregular warfare.

6. Learning Area 4 – National and Joint Planning Systems and Processes

a. Analyze how the interagency and intergovernmental structures and processes influence the planning for and application of instruments of national power.

b. Evaluate the DOD and interagency systems and processes by which national ends, ways, and means are reconciled, integrated, and applied.

c. Analyze the principal joint strategy development and operational planning processes.

7. Learning Area 5 – Integration of Joint, Interagency, Intergovernmental, and Multinational Capabilities

a. Analyze the roles, relationships, and functions within the national security and homeland security systems.

b. Evaluate the capabilities and limitations of all Services and SOF in achieving strategic objectives in an integrated environment

c. Evaluate the integration of joint, interagency, intergovernmental, and multinational capabilities across the range of military operations and plans.

d. Analyze the attributes of the future joint force and how this force will organize, plan, prepare, and conduct operations.

e. Develop a joint perspective on the increased power available to commanders in an integrated environment.

8. Learning Area 6 – Joint Strategic Leadership.

a. Evaluate the skills needed to lead in a joint, intergovernmental, interagency, intergovernmental, and multinational strategic environment.

b. Evaluate the skills, including strategic communication, needed to lead organizational change and transformation and to build and sustain innovative, agile, and ethical organizations in a joint, interagency, intergovernmental, and multinational environment.

c. Evaluate critical thinking and decision making by strategic leaders.

d. Evaluate the ethical and legal ramifications of specific historic or contemporary national security decisions.

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APPENDIX F TO ENCLOSURE E

NATIONAL WAR COLLEGE JOINT LEARNING AREAS AND OBJECTIVES

1. Overview. The NWC curriculum focuses on national security strategy. It provides graduate-level education in that subject to senior military and civilian leaders with an emphasis on both the military and interagency dimensions of national security strategy. The NWC program concentrates on developing the habits of mind, conceptual foundations, and critical faculties graduates will need at their highest level of strategic responsibility. Its goal is to produce national security practitioners who can develop and implement national security strategies holistically by orchestrating all the instruments of national power in a coherent manner to achieve national objectives in peace, crisis, war, and post-conflict environments. NWC provides a single-phase JPME program that is tailored to its unique mission and focus and fully satisfies the educational requirements for JQO nomination.

2. Mission. The NWC mission is to educate future leaders of the Armed Forces, Department of State, and other civilian agencies for high-level policy and command and staff responsibilities by conducting a senior-level course of study in national security strategy.

3. Learning Area 1 – National Security Strategy

a. Analyze theoretical frameworks and historical patterns of national security strategy, examining the key components of national security strategy and their logical interrelationships.

b. Apply critical thinking and informed analysis to the formulation and evaluation of national security strategy.

c. Evaluate historical and/or contemporary examples of U.S. and/or non-U.S. national strategies in peace, crisis, war, and post-conflict environments.

d. Evaluate the current national strategies.

e. Develop the core concepts and priorities for a U.S. national security strategy and outline national-level implementing guidance, designed for effective execution.

4. Learning Area 2 – The U.S. Domestic Context of National Security Policy and Process

a. Analyze the philosophical, historical, and constitutional foundations of the U.S. national security establishment and process.

b. Examine how domestic cultural, political, legal, and other factors influence the formulation and execution of a comprehensive approach to achieving U.S. national security strategy and policy.

c. Analyze the origins and evolving role, responsibilities, organization, and modus operandi of the interagency and domestic intergovernmental processes for the formulation and execution of U.S. national security strategy and policy.

d. Evaluate how U.S. national security strategies and policies are formulated and implemented, and how that process is evolving.

e. Examine how economic conditions, resource limitations, processes of innovation, and democratic constituencies shape national security strategies and policies.

5. Learning Area 3 – The Military Instrument in War and Statecraft

a. Analyze war, including both its enduring and changing aspects, as well as how and why war poses a distinct strategic challenge for states.

b. Examine the factors influencing the evolution of current concepts of warfare, to include just war theory and the profession of arms.

c. Analyze the capabilities and limitations of the use, or the potential use, of the military in environments of peace, crisis, war and post-conflict, including the challenges of multinational operations.

d. Examine key classical, contemporary, and emerging concepts (to include IO, cyberspace operations, traditional and irregular warfare), doctrine, and approaches to war, in all its aspects.

e. Critique selected historical and/or contemporary examples of the use, or the potential use, of the military instrument – in combination with other instruments of statecraft – to achieve the strategic goals of state, multinational, transnational, and non-state actors.

f. Evaluate how factors such as capabilities, force structure, resources, processes of innovation, and organizational culture affect the development of national military strategies, as well as their potential effects on the organization, equipping, training, planning, and use of military forces.

g. Critique selected historical and/or contemporary examples of the translation of national strategies into theater strategies and/or campaign plan designs.

6. Learning Area 4 – Non-Military Instruments of National Power and Statecraft in Peace, Crisis, War, and Post-Conflict Environments

a. Analyze the fundamental nature of the non-military instruments of national power and statecraft and their effects.

b. Analyze the capabilities and limitations of the non-military instruments of national power and statecraft.

c. Examine concepts and approaches for the use of non-military instruments in support of national security strategy.

d. Evaluate selected examples of the strategic use of each of the non-military instruments of national power and statecraft, singularly or in combination with other instruments of statecraft.

e. Develop the core concepts and priorities for strategies that orchestrate the instruments of power, including the military, across the range of security challenges.

7. Learning Area 5 – The Global Geo-Strategic Context

a. Analyze the major geographic, regional/cultural, historical, religious, political, economic, legal, military, security, technological, and social issues and trends that shape pertinent groups' world view or philosophy in selected states and regions.

b. Examine the aims, capabilities, and influence of selected international organizations and regimes, as well as transnational and non-state actors in the global arena.

c. Analyze the interaction between domestic and external factors in selected states and regions, to include the effect of global trends on the formulation of policy and strategy.

d. Conduct strategic assessments of selected international regions, states, or issues from both U.S. and selected "other actor" perspectives.

e. Analyze evolving concepts of legitimacy and their effects on the norms and behaviors of states.

8. Learning Area 6 – Strategic Leadership in a Joint, Interagency, Intergovernmental, and/or Multinational Context

a. Examine the dynamics of effective individual, group, and organizational leadership and decision-making in the U.S. national security context.

b. Evaluate the moral, ethical, and legal ramifications of specific historic or contemporary national security decisions.

c. Judge the bounds and forms of legitimate dissent in the national security arena, to include civil-military relations in a democracy.

APPENDIX G TO ENCLOSURE E

INDUSTRIAL COLLEGE OF THE ARMED FORCES JOINT LEARNING AREAS AND OBJECTIVES

1. Overview. ICAF studies national security strategy, with emphasis on the resource components in a joint, interagency, intergovernmental, and multinational environment.

2. Mission

a. The ICAF mission is to prepare selected military and civilians for strategic leadership and success in developing U.S. national security strategy and in evaluating, marshalling and managing resources in the execution of that strategy.

b. ICAF contributes to the Nation's security and well being by nurturing strategic thinking and developing those critical analytical skills necessary for formulating and implementing a sustainable national security strategy. The program aims to develop senior leaders capable of critical analysis regarding national security issues and their resource component, including the ability to comprehensively evaluate situations; ask the right questions; incorporate lessons learned; identify appropriate courses of action, potential consequences, and strategic implications; and develop effective strategic solutions. The program immerses ICAF students in a joint, interagency, intergovernmental, and multinational environment for 10 months and qualifies its graduates for JQO nomination.

3. Learning Area 1– National Security Strategy

a. Apply key strategic concepts, critical thinking, and analytical frameworks to the formulation and evaluation of U.S. national security strategy, to include resource requirements, constraints, and implications of that strategy.

b. Evaluate how enduring philosophical, historical, and contemporary American principles contribute to U.S. strategic thinking.

c. Evaluate the nature of the domestic and international security environments (to include the global economy) and their implications for national security strategy.

d. Evaluate the integration of the diverse components of national policy to achieve U.S. strategic objectives in peace and war.

e. Evaluate the capabilities and vulnerabilities of the U.S. economy, industry, and infrastructure in a global market and the relationship to resourcing a national security strategy.

f. Evaluate the impact of defense acquisition policies on the U.S. economy and the industrial base, the scope of national security strategy, and the generation and adaptation of the military instrument of power.

4. Learning Area 2 – National and Joint Planning Systems and Processes

a. Evaluate the national security decision-making system and its policies and processes for planning, organizing, coordinating, integrating, and executing national security strategies during peace and war.

b. Evaluate the national economy and the national budget process, focusing on how the President, Congress, and the industrial base influence and prioritize federal and private resources to support the National Security Strategy and the nation's economy.

c. Evaluate how resource limitations and prioritization shape national security strategies and policies, joint and interagency requirements, acquisition and budgeting processes, operational planning and joint warfare, and theater strategy and campaigning.

d. Evaluate private sector practices for their applicability to DOD for improving organizational adaptation, change, innovation, and resource management effectiveness to support the national security strategy.

5. Learning Area 3 – National Military Strategy

a. Analyze the nature of war and its evolving character and conduct – past, present, and future.

b. Synthesize the art and science of developing, deploying, employing, and sustaining the military resources of the Nation, in conjunction with other instruments of national power, to attain national security objectives.

c. Synthesize the key considerations and emerging concepts that shape the development of national military strategy, with emphasis on mobilization and logistics requirements across the range of military operations.

d. Evaluate the principles of joint warfare, joint military doctrine, and emerging concepts to joint, interagency, intergovernmental, and multinational operations, with emphasis on the resource component in peace and war.

6. Learning Area 4 – Joint Warfare, Theater Strategy and Campaigning in a Joint, Interagency, International, and Multilateral Environment

a. Evaluate the principles of joint warfare (to include traditional and irregular warfare), joint military (Capstone and Keystone) doctrine, command and control, and emerging concepts in peace, crisis, war, and post-conflict.

b. Evaluate how campaigns and operations support national objectives and relate to the national strategic, theater strategic, and operational levels of war, with emphasis on the resource component in peace and war.

c. Synthesize national military and joint theater strategies to meet national strategic goals, with emphasis on logistic requirements across the range of military operations.

d. Evaluate how information and cyberspace operations are integrated into national security, national military, and theater campaign strategies and applied to support strategic and operational endeavors in joint, interagency, intergovernmental, and multinational operations.

e. Evaluate the role and perspective of the combatant commander and staff in developing various theater policies, strategies, and plans, to include mobilization, deployment, distribution, and sustainment.

f. Evaluate analytical frameworks that incorporate the role that factors such as geopolitics, geostrategy, society, communication mediums, culture, religion, and other regional factors play in shaping the desired outcomes of policies, strategies, and campaigns in the joint, interagency, intergovernmental, and multinational arena.

7. Learning Area 5 - - Integration of Joint, Interagency, Intergovernmental, and Multinational Capabilities

a. Evaluate the roles, relationships, and functions within the national security and homeland security systems.

b. Evaluate the capabilities and limitations of all Services and SOF in achieving appropriate strategic objectives in an integrated environment, with emphasis on the resource component in peace and war.

c. Evaluate the capabilities, limitations, and integration of joint, interagency, intergovernmental, and multinational capabilities across the range of military operations and plans and their ability to support a comprehensive approach to achieve the desired strategic objectives, with emphasis on the resource component in peace and war.

d. Assess the attributes of the future joint force and how this force will organize, plan, prepare and conduct operations.

8. Learning Area 6– Strategic Leadership

a. Evaluate the skills needed to lead in a joint, interagency, intergovernmental, and multinational strategic environment.

b. Evaluate the skills, including strategic communication, needed to lead organizational change and transformation and to build and sustain innovative, agile, and ethical organizations in a joint, interagency, intergovernmental, and multinational strategic environment.

c. Evaluate critical, creative, and complex thinking and decision making by strategic leaders.

d. Evaluate the ethical and legal ramifications of specific historic or contemporary national security decisions.

APPENDIX H TO ENCLOSURE E

JOINT AND COMBINED WARFIGHTING SCHOOL LEARNING AREAS AND OBJECTIVES (JPME PHASE II)

1. Overview

a. JCWS at the JFSC offers JPME Phase II for officers expected to be selected for joint qualification. The Joint Transition Course offers a brief overview for officers entering JPME Phase II on direct entry waivers or having earned JPME Phase-I equivalent credit upon graduation from an international military college; or for U.S interagency and international students.

b. Upon arrival, JPME Phase II students should be knowledgeable of the roles and functions of their respective Service. The students should have a working knowledge of employment and sustainment requirements, including capabilities and limitations, for warfighting within their own Service. The students should also have completed a knowledge level of education in joint organizations, the Joint Strategic Planning System, and the Joint Operation Planning and Execution System.

c. The JCWS graduate will be able to lead joint planning efforts, integrate the creativity of operational art with the analytical and logical process of operational design, and be proficient with the JOPP as the application framework to develop theater strategies and operational plans in a complex global operating environment.

2. Mission

a. To educate national security professionals to plan and execute joint, interagency, intergovernmental, and multinational operations to instill a primary commitment to joint, interagency, intergovernmental, and multinational teamwork, attitudes, and perspectives.

b. JCWS instructs students on the integrated strategic deployment, employment, sustainment, conflict termination, and redeployment of joint forces. The school accomplishes this through exercises and case studies in a joint seminar environment. JCWS fosters a mutual understanding and rapport that develops when students from all Services share and challenge the ideas, values, and traditions of their Services and solve joint military problems together.

c. The goal of the Phase II program at JCWS is to build on the foundation established by the institutions teaching JPME Phase I. In addition, the faculty and student interaction in the fully joint environment of the JFSC campus cements professional joint attitudes and perspectives essential to future successful military operations.

3. Learning Area 1 – National Security Strategy

a. Apply appropriate strategic security policies and guidance used in developing joint operation plans across the range of military operations (to include traditional and irregular warfare) to support national objectives.

b. Analyze the integration of all instruments of national power in achieving strategic objectives. Focus on the proper employment of the military instrument of national power at the theater level both as a supported instrument and as a supporting instrument of national power.

c. Analyze the use of information and cyberspace operations to achieve desired effects against the spectrum of national security threats.

4. Learning Area 2 – Joint, Interagency, Intergovernmental, and Multinational Capabilities

a. Analyze the capabilities and limitations of all Services (own Service and other Services –to include SOF) in achieving the appropriate strategic objectives in joint operations.

b. Analyze the capabilities and limitations of multinational forces in achieving the appropriate strategic objectives in coalition operations.

c. Analyze the capabilities and limitations of the interagency processes in supporting a comprehensive approach to achieving the strategic objectives in joint operation plans.

d. Comprehend the attributes of the future joint force and how this force will organize, plan, prepare, and conduct operations.

e. Value a thoroughly joint perspective and appreciate the increased power available to commanders through joint, interagency, intergovernmental, and multinational efforts and teamwork.

5. Learning Area 3 – Theater Strategy and Campaigning

a. Analyze the theater area of responsibility using current national strategic guidance to compile a regional assessment as the foundation for theater strategy, campaign planning, and security cooperation planning.

b. Analyze examples of theater strategy, campaign planning, and operations. Focus on the use of planning concepts, techniques, and procedures as well as integration of joint functions.

c. Apply an analytical framework that incorporates the role factors such as geopolitics, geostrategy, society, culture, religion, and other regional factors play in shaping the desired outcomes of policies, strategies, and campaigns in the joint, interagency, international, and multinational arena.

d. Apply the fundamentals of traditional and irregular warfare.

6. Learning Area 4 – Joint Planning Process and Systems

a. Analyze joint operations for use of appropriate planning principles.

b. Apply current technology, modeling, simulation, and wargaming to accomplish the synchronization, employment, logistics and sustainment support, and transportation planning of the joint force.

c. Analyze the appropriate mix of joint functions to develop joint operation plans.

d. Apply the principles, capabilities, and limitations of IO and cyberspace operations across the range of military operations, to include traditional and irregular warfare.

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APPENDIX I TO ENCLOSURE E

JOINT ADVANCED WARFIGHTING SCHOOL JOINT LEARNING AREAS AND OBJECTIVES

1. Overview. JAWS at JFSC focuses on the military art and science of planning, preparing, and executing campaign plans for joint, interagency, international, and multinational participants across the full range of military operations. JAWS emphasizes joint military operations at the operational and strategic level of war and crises resolution employing all instruments of national power. JAWS is envisioned to populate the Joint Staff and combatant commands with expertise in the joint planning processes and capable of critical analysis in the application of all aspects of national power across the full range of military operations.

2. Mission

a. To educate national security professionals to plan and execute joint, interagency, intergovernmental, and multinational operations to instill a primary commitment to joint, interagency, intergovernmental, and multinational teamwork, attitudes, and perspectives.

b. JAWS produces graduates who can create campaign-quality concepts, plan for the employment of all elements of national power, accelerate transformation, succeed as joint force operational/strategic planners and be creative, conceptual, adaptive, and innovative. Students must be capable of synergistically combining existing and emerging capabilities in time, space, and purpose to accomplish operational or strategic objectives.

c. JAWS is designed for a small group of selected Service-proficient senior officers en route to planning-related positions on the Joint Staff and in the combatant commands. Three interrelated fields of study distinguish the 10-month curriculum: Foundations in the History and Theory of War, Strategic Foundations, and Operational Art and Campaigning. The school instills decision-making and complex problem-solving experience at the strategic and operational level of war with emphasis on adaptive planning processes and techniques. JAWS strives to produce “world class warfighters” by conducting graduate-level education and preparing campaign planners to operate in a chaotic environment by teaching them “how” to think.

d. JAWS conducts single-phase education in a manner similar to other NDU colleges and provides necessary, rigorous joint education for officers expected to be selected/designated as JQOs.

3. Learning Area 1 – National Security Strategy, Systems, Processes, and Capabilities

a. Analyze the strategic art to include developing, applying and coordinating diplomatic, informational, military, and economic (DIME) elements of national power.

b. Analyze how the constituent elements of government and American society exert influence on the national strategy process in the joint operational environment.

c. Analyze the ends-ways-means interrelationships for achieving national security objectives.

d. Analyze the use of information and cyberspace operations to achieve desired affects against the spectrum of national security threats.

4. Learning Area 2 – Defense Strategy, Military Strategy, and the Joint Operations Concepts

a. Analyze the nature of war (including traditional and irregular warfare), and its evolving character and conduct – past, present, and future.

b. Analyze the art and science of developing, deploying, employing, and sustaining the military resources of the Nation, in concert with other instruments of national power, in a comprehensive approach to attain national security objectives in a changing security environment.

c. Evaluate the organization, responsibilities, and capabilities of the Military Services (and related organizations) and the process by which operational forces and capabilities are integrated by combatant commanders.

5. Learning Area 3 – Theater Strategy and Campaigning with Joint, Interagency, Intergovernmental, and Multinational Assets

a. Analyze joint operational art, emerging joint operational concepts, and how full-spectrum dominance is attained to achieve desired end-state at the least cost in lives and national treasure.

b. Analyze Service, joint, interagency, intergovernmental, and multinational capabilities and how these capabilities can be best integrated to attain national security objectives.

c. Apply an analytical framework that incorporates the role that factors such as geopolitics, geostrategy, society, culture, religion, and other regional factors play in shaping the desired outcomes of policies, strategies, and campaigns in the joint, interagency, intergovernmental, and multinational arena.

6. Learning Area 4 – Joint Planning and Execution Processes (Pre-Conflict Through Post-Conflict)

a. Apply contemporary and emerging planning concepts, techniques, and procedures (joint operations concepts, homeland security, collaborative information environment, etc.) and wargaming, modeling, and simulation for integrating battlespace support systems into campaign/theater planning operations.

b. Comprehend collaborative systems and processes employed to operationalize strategic guidance with the systematic, on-demand creation and revision of executable plans with up-to-date options in real time.

7. Learning Area 5 – Characteristics and Conduct of the Future Joint Force

a. Comprehend the attributes and emerging concepts of the future joint force and how this force will organize, plan, prepare, and conduct operations.

b. Analyze and evaluate techniques for leading strategic change and building consensus among key constituencies, including Service, joint, interagency, intergovernmental, and multinational partners, given the changing nature of conflict and national security.

8. Learning Area 6 – Joint Strategic Leadership

a. Evaluate principles for effective leadership within a joint, interagency, intergovernmental, and multinational strategic environment, to include those skills necessary for leading organizational change and transformation.

b. Evaluate historic and contemporary examples of strategic decision-making, including ethical issues, legal issues, and political/diplomatic ramifications.

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APPENDIX J TO ENCLOSURE E

ADVANCED JOINT PROFESSIONAL MILITARY EDUCATION JOINT LEARNING AREAS AND OBJECTIVES

1. Overview. AJPME at JFSC is an RC course similar in content, but not identical to, the in-residence JFSC Phase II course. AJPME students shall be JPME Phase I graduates. AJPME graduates will be prepared as integral participants in joint planning efforts at the operational level to develop theater strategies and plans in a complex global operating environment.

2. Mission. Educate national security professionals to plan and execute joint, interagency, intergovernmental, and multinational operations to instill a primary commitment to teamwork, attitudes, and perspectives.

a. AJPME educates RC officers and builds upon the foundation established in JPME Phase I. It prepares RC officers (O-4 to O-6) for joint duty assignments.

b. AJPME fulfills the RC requirement for JQO L-III designation as directed in reference d.

3. Learning Area 1 – National Security Strategy

a. Apply appropriate strategic security policies and guidance used in developing joint operation plans across the range of military operations (to include traditional and irregular warfare) to support national objectives.

b. Analyze the integration of all instruments of national power in achieving strategic objectives. Focus on the proper employment of the military instrument of national power at the theater level both as a supported instrument and as a supporting instrument of national power.

c. Analyze the use of information and cyberspace operations to achieve desired effects against the spectrum of national security threats.

4. Learning Area 2 – Joint, Interagency, Intergovernmental, and Multinational Capabilities

a. Analyze the capabilities and limitations of all Services (own Service and other Services—to include SOF) in achieving the appropriate strategic objectives in joint operations.

b. Analyze the capabilities and limitations of multinational forces in achieving the appropriate strategic objectives in coalition operations.

c. Analyze the capabilities and limitations of the interagency processes in supporting a comprehensive approach to achieving the strategic objectives in joint operation plans.

d. Comprehend the attributes of the future joint force and how this force will organize, plan, prepare, and conduct operations.

e. Value a thoroughly joint perspective and appreciate the increased power available to commanders through joint, interagency, intergovernmental, and multinational efforts and teamwork.

5. Learning Area 3 – Theater Strategy and Campaigning

a. Analyze the theater area of responsibility using current national strategic guidance to compile a regional assessment as the foundation for theater strategy, campaign planning, and security cooperation planning.

b. Analyze examples of theater strategy, campaign planning, and operations. Focus on the use of planning concepts, techniques, and procedures as well as integration of joint functions.

c. Apply an analytical framework that incorporates the role that factors such as geopolitics, geostrategy, society, culture, religion, and other regional factors play in shaping the desired outcomes of policies, strategies, and campaigns in the joint, interagency, intergovernmental, and multinational arena.

d. Apply the fundamentals of traditional and irregular warfare.

6. Learning Area 4 – Joint Planning Process and Systems

a. Analyze joint operations for use of appropriate planning principles.

b. Apply current technology, modeling, simulation, and wargaming to accomplish the synchronization, employment, logistics and sustainment support, and transportation planning of the joint force.

c. Analyze the appropriate mix of joint functions to develop joint operation plans.

d. Apply the principles, capabilities, and limitations of information and cyberspace operations across the range of military operations.

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APPENDIX K TO ENCLOSURE E

CAPSTONE JOINT LEARNING AREAS AND OBJECTIVES

1. Overview. The course is the third tier of a phased approach to JPME and capitalizes upon the previous cognitive achievement of senior officers via JPME Phase I and II. The CAPSTONE curriculum helps prepare newly selected G/FOs for high-level joint, interagency, intergovernmental, and multinational responsibilities. The course is conducted through classroom seminars, case studies, decision exercises, local area and overseas studies, and combatant command visits.

2. Mission. Ensure newly selected G/FOs understand: (1) the fundamentals of joint doctrine and the Joint Operational Art; (2) how to integrate the elements of national power across the range of military operations (to include traditional and irregular warfare) in order to accomplish national security and national military strategies; and (3) how joint, interagency, intergovernmental, and multinational operations support national strategic goals and objectives.

3. Learning Area 1 – National Security Strategy and the Instruments of National Power

a. Evaluate the national security policy process, to include the integration of the instruments of national power in support of the National Security and National Military Strategies.

b. Interpret the "operational affects" of strategic direction.

c. Interpret the relationships in the interagency as they relate to grand strategy, policy formulation, and employment of the Armed Forces.

d. Explain concepts and approaches for the employment of DIME instruments in support of national security strategy.

4. Learning Area 2 – Joint Operational Art

a. Relate the Joint Task Force life cycle and the responsibilities of the commander in that cycle.

b. Synthesize joint operational art and application of "best practices."

c. Explain the processes and systems used to synchronize the effect from the application of joint, Service, interagency, non-governmental, and

multinational capabilities and how these capabilities can be best integrated to attain national security objectives.

d. Explain how joint, Service, and multinational command and control, IO, strategic communications, and battle-space awareness support national security objectives in a joint operational area.

5. Learning Area 3 – Geo-Strategic Concepts

a. Synthesize the major social, cultural, political, economic, military, technological, and historical issues in selected states and regions.

b. Summarize the construct of the Foreign Service corps and the relationships of the entire interagency effort overseas to individual countries and regional perspectives.

c. Describe the relationship between geographic combatant commanders and individual country chiefs of mission in their organization, responsibilities, and focus.

6. Learning Area 4 – Joint Strategic Leader Development

a. Synthesize techniques for leading in a joint, interagency, and multinational environment at the G/FO level.

b. Synthesize leadership skills necessary to sustain innovative, agile, and ethical organizations in a joint, interagency, and multinational environment.

c. Interpret the perspectives and challenges of the combatant commanders in their national, international, and administrative roles.

d. Interpret the roles, relationships, and functions of the President, Secretary of Defense, Chairman of the Joint Chiefs of Staff, Joint Chiefs of Staff, combatant commanders, Secretaries of the Military Departments, and the Service Chiefs.

e. Develop a peer network for future cooperation among the most senior military officers and senior executives.

APPENDIX L TO ENCLOSURE E

JOINT COURSES FOR GENERAL AND FLAG OFFICERS

1. Overview. Learning through education outside of the requirements for joint officer management and the joint qualification system is a valuable aspect of joint officer development. Accordingly, select courses have been identified for substantive contribution to the Joint learning Continuum.

2. Mission. Joint courses bridge the phased approach to JPME within the PME continuum into the functional domains. Although neither required by law nor policy for the purposes of joint officer management, they contribute substantively to the understanding of joint matters.

a. Combined/Joint Force Functional Component Commander Courses

(1) Overview. Combined/Joint Force Air Component Commander, Combined/Joint Force Land Component Commander, and Combined/Joint Force Maritime Component Commander are senior warfighting professional continuing education. These courses are owned and controlled by the Service Chiefs. The Service Chiefs delegate course development and execution to their Service executive agents: the Commandant, Army War College; President, Naval War College; President, Marine Corps University; and the Commander, Air University. Instruction for the course comes from senior national-level civilians and military representatives; flag officers serving as combatant commanders; and retired, battle-tested officers. Attendees study warfighting, military doctrine, and application of unified, joint, and combined combat forces so they will be better prepared to face future crises as functional component commanders. Each course is approximately 1 week in length and is offered at least semi-annually. To facilitate a seminar learning experience, each class is limited to about 18 flag officers representing all Military Services.

(2) Mission. The mission of the component commander courses is to prepare one-, two-, and three-star officers of all four Services for theater-level combat leadership. They are tailored to provide future functional component commanders with a broad perspective of the operational and strategic levels of war across the range of military operations (to include traditional and irregular warfare).

(3) Attendees. All attendees should be at least a one-star flag officer (one-star selects may attend on a case-by-case basis). Since these courses build on knowledge from NDU's CAPSTONE course, attendees should complete this congressionally mandated course prior to attending a component

commander course. These courses are extremely high tempo, proceed incrementally, and rely on close interaction between attendees. Therefore, absences from any part of component courses are highly discouraged and need to be approved by the individual Service selection office.

b. Senior Joint Information Applications Course (SJIOAC)

(1) Overview. The SJIOAC is a senior warfighting professional continuing education course. This course is owned and controlled by the Service Chiefs. The Service Chiefs delegate course development and execution to their Service executive agents: the Commandant, Army War College; President, College of Naval Warfare; President, Marine Corps University; and the Commander, Air University. Instruction for the course comes from senior national-level civilians and military representatives; senior active duty military experts in IO; and retired, battle-tested officers. Attendees explore the major pillars of IO, military doctrine, and application of IO resources so they will be better prepared to as future senior leaders. Each course is approximately 1 week in length and is offered at least semi-annually. To facilitate a seminar learning experience, each class is limited to about 18 G/FOs or civilian equivalents, representing all Military Services and the United States Coast Guard.

(2) Mission. The mission of SJIOAC is to prepare selected G/FOs and senior executive civilians to develop planning and execution skills in IO and cyberspace operations as core military competency that will enable combatant commanders to target adversary decision-making while protecting our own.

(3) Attendees. All attendees should be at least a one-star G/FO or civilian equivalent (one-star selects may attend on a case-by-case basis) and are selected by the respective Service senior leadership or General Officer Management Offices. This course is extremely high tempo, proceeds incrementally, and relies on close interaction between attendees. Therefore, any absence from the course is highly discouraged and must be approved by the individual Service selection office.

c. Combined/Joint Force Special Operations Component Commander Course (C/JFSOCC)

(1) Overview. The C/JFSOCC course is senior warfighting professional continuing education. This course is sponsored and controlled by USSOCOM, with course development and execution delegated to the President, Joint Special Operations University. Instruction for the course comes from senior national-level civilians and military representatives; flag officers serving as combatant commanders; and retired, battle-tested officers. Attendees study warfighting, military doctrine, and application of unified, joint, combined

combat forces and interagency synchronization so they will be better prepared to face future crises as a functional component commander. The course is approximately 1 week in length and is offered semi-annually. To facilitate a seminar learning experience, each class will not exceed 18 attendees, comprised of flag officers representing all Military Services and senior interagency representatives.

(2) Mission. Prepare one-, two-, and three-star officers of all four Services and senior interagency personnel for theater-level combat leadership roles. It is tailored to provide future functional component commanders with a broad perspective of the operational and strategic levels of war.

(3) Attendees. All attendees should be at least a one-star flag officer (one-star selects may attend on a case-by-case basis) or equivalent civilian status (SES). Since this course builds on knowledge from NDU's CAPSTONE course, it is recommended attendees complete this congressionally mandated course prior to attending this course. The course is high tempo, proceeds incrementally, and relies on close interaction between all attendees. Therefore, absences from any part of this component course are highly discouraged and need to be approved by the individual Service/USSOCOM selection office or agency.

d. Joint Flag Officer Warfighting Course (JFOWC)

(1) Overview. JFOWC is an intermediate G/FO-level professional continuing education course in the Department of Defense, owned and controlled by the Service Chiefs. The Service Chiefs delegate course development and execution to their Service executive agents: the Commandant, Army War College; President, Naval War College; President, Marine Corps University; and the Commander, Air University. Instruction for the course comes from senior national-level civilians and military representatives; flag officers serving as combatant commanders; and retired, battle-tested officers. Attendees study warfighting, synchronization of interagency operations, military doctrine, and the application of unified, joint and combined combat forces so they will be better prepared to face future crises. JFOWC is a 2-week course offered semi-annually. Each class is limited to 18 flag officers representing all Military Services.

(2) Mission. Prepare two-star officers of all four Services for theater-level combat leadership responsibilities. It is tailored to provide potential theater combatant commanders, Service component, and JTF commanders with a broad perspective of the strategic and operational levels of war.

(3) Attendees. Two-star officers of all four Services designated for future theater-level combat leadership responsibilities.

e. Senior International Defense Management Course (SIDMC)

(1) Overview. The SIDMC (at the Defense Resource Management Institute, DRMI) is for senior (flag and general rank international military officers and equivalent civilian officials) professionals concerned with strategic planning and the economic, efficient, and effective allocation and use of scarce defense resources in today's complex and uncertain security environment. Participants normally come from a broad spectrum of fields, to include logistics, operations, personnel, acquisition, financial management, program management, planning, engineering, and program evaluation. U.S. G/FOs shall attend this course to represent the U.S. policy and processes as well as broaden opportunities for networking with peers from international partner nations.

(2) Mission. Prepare one- and/or two-star officers of all Services to clearly define and evaluate the relationship among national security objectives, defense strategies, program alternatives/capabilities, and budgetary resource requirements. Enhance their ability to plan for the broadest set of security requirements and capability to contribute to the capacity building of national and international military and security forces.

(3) Attendees. One- and/or two-star officers designated by their Service.

APPENDIX M TO ENCLOSURE E

PINNACLE COURSE JOINT LEARNING AREAS AND OBJECTIVES

1. Overview. The PINNACLE curriculum helps prepare prospective joint/combined force commanders to lead joint and combined forces, building upon the progression of knowledge imparted first by CAPSTONE, the Combined/Joint Force Functional Component Commander Courses or the Joint Flag Officer Warfighting Course. The course is conducted through classroom interactive seminars guided by retired three- and four-star and equivalent interagency senior mentors, reinforced by video teleconferences with commanders in the field and high-level guest speakers.

2. Mission. Convey to the prospective joint/combined force commander an understanding of national policy and objectives with attendant international implications and the ability to translate those objectives and policies into integrated campaign plans. The overarching goal is to set conditions for future success in the joint, combined, interagency, international, and multinational arenas by using advanced knowledge of operational art to underpin the instinct and intuition of the prospective commanders.

3. Attendees. PINNACLE attendees shall be nominated by the Services and approved by the Director, Joint Staff.

4. Learning Area 1 – The Joint/Combined Force Environment

a. Analyze the changed nature of operations for a joint/combined force commander, vis-à-vis a Service or functional component commander, identifying fundamental differences in the way a joint/combined force commander must think about the environment as its nature and complexity changes.

b. Synthesize operational-level lessons learned from the full spectrum of recent major operations in order to evaluate them with regard to potential future operations.

c. Synthesize means and methods to more effectively harmonize all elements of national power at the theater strategic and operational level to achieve national goals and objectives in a complex global environment.

d. Synthesize methods to more effectively apply the DIME instruments of national power to influence a potential adversary's political, military, economic, social, infrastructure, and information elements.

5. Learning Area 2 – Building the Joint/Combined Force

a. Evaluate the impact of a comprehensive, whole of government approach across the spectrum of joint/combined force operations.

b. Evaluate the C2 constructs which can be used by joint force commanders to enhance their organic capabilities.

c. Apply transformational concepts to traditional planning, forming, and manning options to develop alternative planning and forming options.

6. Learning Area 3 – Commanding the Joint/Combined Force

a. Synthesize processes to further the understanding of, identify the challenges associated with, and effectively blend the art (synergy) and science (synchronization) of commanding joint/combined forces.

b. Apply an understanding of and appreciation for translating national objectives and conditions, and development of an operational design, to visualize and describe the necessary framework for actions to achieve those objectives.

c. Analyze the impact of strategic communication, IO, and cyberspace operations on unity of effort and the achievement of national objectives.

d. Evaluate emerging technologies, which mitigate the challenges of the "death of time and distance" with regard to the operational environment.

e. Evaluate various issues related to deployment, employment, and sustainment of forces from the perspective of the joint/combined force commander.

f. Evaluate C2 challenges and associated insights facing the joint/combined force commander, including the personalities of external principals (DOD, interagency, and international), transitions, mission approval levels/decentralization, information sharing, and Commander's Critical Information Requirements.

g. Analyze seams a joint/combined force commander may face, which could include interfaces with key Service, joint, interagency, intergovernmental, multinational, and functional combatant commander representatives.

h. Evaluate key national authority and rules of engagement issues, which could impact the joint/combined force, including national policies and prerogatives, information sharing, and titles.

7. Learning Area 4 – The Joint Force Commander and the Interagency, National Command Authority, National Military Strategy, and Congress

a. Synthesize the view of key Joint Staff members to understand the strategic view of the National Military Strategy and the required integration of the joint force commander in the interagency process with its competing interests and diverse viewpoints; both against the backdrop of current operational issues.

b. Synthesize the view of key Department of State (DOS) officials and the role of the joint force commander in all phases of operations, specifically focusing on key DOS missions, interagency planning, and the multitude of non-governmental organizations involved in execution of the national objectives and policies.

c. Evaluate the overarching view of the intelligence services and interface with the national intelligence community leadership to understand support for fielded forces from a strategic perspective.

d. Evaluate the role and perspective of Congress in regards to national security issues, to include funding and the will of the American people as articulated by their representatives.

e. Evaluate the Department of Defense's view of the unified commander, the joint force commander, and their responsibilities to and interface with the National Command Authority.

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ENCLOSURE F

PROCESS FOR ACCREDITATION OF JOINT EDUCATION (PAJE)

1. Overview. This enclosure details the charter, guidelines, preparation, and conduct of the PAJE. The provisions of this enclosure apply to accreditation and reaffirmation reviews. Appendix A describes the PAJE charter, and Appendix B provides guidelines for institutional self-studies required for PAJE reviews.

2. Purpose. The PAJE serves three purposes: oversight, assessment, and improvement. Through the PAJE, the Chairman complies with statutory responsibilities for oversight of the officer joint educational system. The PAJE also serves as a method for improving college/schools' execution of JPME through periodic self-study and self-assessment. PAJE team assessment assures quality and assists in improvement. The PAJE is not intended to be a detailed checklist inspection of colleges/schools' programs but an opportunity for a balanced team of peers and experts to assure the Chairman that each college/school properly executes JPME and to offer the college/school the benefit of the team's findings and recommendations.

3. Background. The PAJE process is generally guided by accepted civilian accreditation standards and practices tailored to the needs of JPME. JPME institutions differ from civilian universities in at least two significant ways:

a. Underlying Theme of the Subject Matter. JPME is a CJCS-approved body of objectives, outcomes, policies, procedures, and standards supporting the educational requirements for joint officer management. The PAJE focuses on the three-phase joint education program taught at Service intermediate- or senior-level colleges, JFSC, and NDU, including the CAPSTONE course.

b. Learning Environment. Colleges/schools conducting JPME bring together a faculty and student body of professional military officers and civilian government officials who have significant experience in the major disciplines taught at the colleges. Also, these colleges/schools have access to and use classified information and wargaming facilities not available to civilian universities.

4. The Process. The PAJE is a peer review process and is best accomplished by individuals with an in-depth understanding of JPME subject matter and the educational environment for ILE and SLE. Consequently, representatives (military and civilian) of the Services, Joint Staff, and NDU directly involved

with JPME are selected to conduct the PAJE. Despite the PAJE team's unique composition, its concept and practice are common to all academic accreditation systems – to strengthen and sustain professional education.

5. PAJE Sequence. The sequence of PAJE reviews starts with accreditation, and then subsequent reaffirmation of the program's accreditation status. All PAJE reviews are conducted using the guidelines of the PAJE and will assess institutional compliance with the faculty and student composition metrics as prescribed within Enclosure B of this policy. JPME institutions must complete a PAJE review at least every 6 years.

a. Accreditation. Accreditation is the base level of PAJE review and is intended for three situations: (1) programs that have never been awarded any type of PAJE accreditation status; (2) programs that were formerly accredited but have had that status expire; or (3) programs that are currently accredited but have undergone substantive change, as defined below. Accreditation is granted for 6 years when programs are judged satisfactory overall and have no significant weaknesses.

b. Reaffirmation. Reaffirmation of accreditation occurs every 6 years from the date of initial accreditation. Reaffirmation also is granted for 6 years when programs are judged satisfactory overall and have no significant weaknesses.

c. Conditional Accreditation/Reaffirmation. Either accreditation or reaffirmation can be granted on a conditional basis. Conditional accreditation/reaffirmation may be granted when a program is new or has undergone substantive changes and a PAJE team determines there is insufficient data to award accreditation for a full 6 years or when a program is determined to have significant weaknesses. Conditional accreditation or reaffirmation will stipulate requirements for follow-on reports and/or visits necessary to extend the school's accreditation for up to 6 years. If the identified deficiencies are not corrected as outlined by the PAJE team the school risks losing its JPME accreditation. Normally, no program will be granted conditional accreditation/reaffirmation as a result of significant program weaknesses on consecutive PAJE visits.

d. Any program that fails to achieve accreditation, reaffirmation, or conditional accreditation/reaffirmation is no longer a JPME provider.

6. Program Changes

a. Substantive Change. The Chairman, in accordance with Paragraph 5 above, must accredit again in its entirety a college or school that implements a substantive change that significantly affects the nature of the institution, its mission and objectives, and/or its PME and/or JPME programs. Substantive change may include, but is not limited to:

(1) Adding major PME/JPME courses or programs that depart significantly in either content or method of delivery from those offered when the college or school was most recently evaluated.

(2) Decreasing substantially the length, hours of study, or content of a major PME/JPME course or program required for successful completion of the full course of study.

(3) Changing the geographical setting for a resident course, to include moving to a new location, establishing a branch campus, or establishing an off-campus mode of operation.

(4) Departing significantly from the stated mission, objectives, or PME/JPME programs operative at the time of the most recent evaluation.

(5) Changing a PAJE-validated method of delivery (e.g., engaging another organization (as by contract) to provide direct instructional services).

(6) Merging with another institution.

b. Limited Change. A limited change to some aspect of an institution's overall program is one of sufficient extent to warrant seeking approval from the Director, Joint Staff, but not so extensive that it warrants CJCS accreditation of the entire program. The Director may approve a limited change based simply on the written explanation of the change or may require a validation assessment in the form of a site visit by an appropriately tailored team.

c. Advance Notification. Responsibility rests with the college or school to notify in advance the Chairman (via the chain of command) of its intent to implement a limited or substantive change and to request validation or accreditation as appropriate. Notification should include a thorough explanation of the change's nature, extent, and ramifications for the institution's PME/JPME programs. The greater the envisioned change, the further in advance notification should occur, with 12 months being the minimum notification for an envisioned substantive change.

7. Scheduling of PAJE Reviews

a. Accreditation requests for new programs are submitted to the Chairman through the respective Service headquarters or NDU. Accreditation requests for formerly accredited programs or substantially altered accredited programs are submitted through respective channels to the DDJS-ME.

b. Requests to implement changes to accredited programs are submitted to the DDJS-ME at least 6 months before expiration of the institution's

accreditation status. Service and NDU colleges will forward their requests through their respective headquarters. Each request should indicate the specific program(s) for review and primary and alternate dates for PAJE team visits.

APPENDIX A TO ENCLOSURE F

PAJE CHARTER

1. The PAJE team performs accreditation and reaffirmation functions for the ILE, SLE, and CAPSTONE programs.

2. In keeping with the philosophy of a peer review, team members must be well versed in JPME learning objectives, criteria, and standards. Whenever possible, the team will be composed of representatives from the same educational level (intermediate or senior) as the college/school being assessed. Members of the executive committee and working group must receive PAJE training, sponsored by the Joint Staff/J-7 JEB, prior to participating in an accreditation review. OSD, each Service, and NDU will nominate individuals to receive PAJE training and will maintain a cadre of qualified personnel to participate in PAJE accreditation reviews.

3. The Joint Staff/J-7 JEB will form a team for each PAJE review by soliciting team member nominations from OSD, the Services, USJFCOM, and NDU as required. Membership will be tailored to provide the appropriate balance of expertise in JPME learning areas, objectives, criteria, and standards. The standard PAJE team composition is depicted below. However, the Director, Joint Staff or DDJS-ME may alter team composition as deemed appropriate. Team shall consist of:

a. Chairman. Director, Joint Staff.

b. Executive Committee

(1) The DDJS-ME; also serves as Vice Chairman of the PAJE team.

(2) One prominent DOD civilian educator (preferably with military background) with a doctoral degree, and experience and knowledge in civilian accreditation processes and principles.

c. Working Group

(1) Chief. One officer in the grade of O-6 from the Joint Staff/J-7 JEB.

(2) Service College and NDU Representatives. One officer or civilian (a staff or faculty member, preferably possessing a doctoral degree) from each Service college and NDU. For SLE accreditation, representatives should be in the grade of O-6 or their civilian equivalent, except when exceptional

circumstances warrant nomination of qualified O-5 officers or their civilian equivalents. Qualified officers in the grade of O-5 or civilian equivalents may regularly be nominated for accreditation visits to ILEs. Representatives will be individuals directly involved in JPME at a Service or joint PME college. NDU may, at its discretion, send a representative from each of its colleges at the level of the one being assessed. Working Group members should not be from the college or school being assessed.

(3) OSD Representative. One military officer (O-6) or civilian equivalent with educational experience.

(4) For accreditation of non-resident programs, one officer O-5 or above or civilian equivalent with documented distance education curriculum development expertise; a DLCC member is desired but not required. This individual may not be from the college being assessed.

(5) Executive Assistant. One officer from Joint Staff/J-7 JEB.

(6) Joint Doctrine Adviser. One subject matter expert from the Doctrine and Education Group, Joint Warfighting Center, USJFCOM.

(7) Librarian. One librarian, preferably in the grade of GS-13 (or equivalent rank) or above, from one of the intermediate- or senior-level PME institution libraries.

d. Advisory Support. The PAJE team will be augmented as required by one or more individuals from the following categories.

(1) Institution Representative. One officer in the grade of O-6 or civilian equivalent from the institution whose program is being evaluated. Participation is limited to providing technical support and the individual will not participate in deliberations regarding the institution's accreditation.

(2) Independent Technical Input. A separate and independent evaluation may be obtained by a contract with a prominent nongovernmental civilian educator or member of academia possessing a doctoral degree.

(3) Functional Experts. At the discretion of the PAJE team chairman, functional experts from within the Department of Defense may be invited to travel with and provide expertise during PAJE visits.

4. The PAJE team normally conducts an up-to-5-day on-site visit to the college/school undergoing the PAJE review (select members of the team may visit off-site elements of the college/school for non-resident accreditation). A team from J-7 may also visit the college/school approximately 1 month before

the full PAJE team to review the college/school's preparations and readiness for the PAJE review. This pre-visit provides the college/school the opportunity to review its program briefings, visit agenda, and support plan for the PAJE visit with team representatives prior to the actual visit.

5. Following the PAJE review, the PAJE team chairman recommends to the Chairman the appropriate status of the JPME curriculum at a college/school based upon the results of the team's review. The Chairman is the approval authority for accreditation, reaffirmation, and conditional accreditation/reaffirmation or loss of accreditation, as required. The PAJE report will be forwarded to the Chief of the Service or President, NDU, for appropriate action.

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APPENDIX B TO ENCLOSURE F

INSTITUTIONAL SELF-STUDY

1. Introduction. This appendix identifies key issues for inclusion in an accreditation self-study. These issues provide insight into the quality of an educational program. The statements are neither exhaustive nor applicable in all cases. This method highlights key areas of concern in most academic programs and provides a common framework for a self-study. The self-study report conveys the results of the college/school's self-assessment, both strengths and weaknesses. It succinctly describes, appraises, and projects the planned improvements derived from the self-assessment process.

2. Submission. A self-study report is forwarded from the JPME provider seeking accreditation or reaffirmation directly to the DDJS-ME not later than 45 days prior to the PAJE team visit.

3. Self-Study Format

a. Institutional Purpose. Provide information concerning the institution's purpose, to include the mission statement and other guidance such as vision and goals.

b. Organization

(1) Describe how the college/school is organized, to include an organizational diagram and how JPME fits into the organizational structure.

(2) Identify any committees or other bodies involved with development, review, and quality control of JPME, or the preparation and conduct of the institutional self-assessment undertaken for the PAJE review.

(3) Identify planned organizational changes that may affect JPME and explain their planned implementation.

(4) Identify noteworthy strengths or limitations concerning the institution's organizational structure and JPME management practices.

c. Academic Programs and Curriculums

(1) Academic Programs. Briefly identify and describe the institution's major academic program(s).

(2) The JPME Curriculum

(a) Describe how JPME fits into the institution's academic program(s).

(b) Identify all courses that comprise the JPME curriculum. Also provide a list of guest speakers, the subject area of their presentations, and how their presentations support JPME learning areas and objectives.

(c) Provide a matrix that cross walks each JPME learning area and/or learning objective in the OPMEP to the course and lesson in the curriculum where it is addressed. (The requisite learning areas and/or learning objectives are identified in the appropriate appendix to Enclosure E.)

(d) Identify any major changes planned for current course(s) and explain their effect on JPME, to include the mission, statement, and other guidance such as vision, goals, and strategic plan.

(3) Curriculum Development. Describe the process used to develop and revise the JPME curriculum, to include the major participants and their roles. In particular, identify how internal and external feedback is used in revising the curriculum. Also identify the process used to ensure changes in joint doctrine and joint warfighting are incorporated into JPME.

(4) Identify noteworthy strengths or limitations concerning the institution's academic programs and curriculums.

d. Academic Evaluation and Quality Control

(1) Explain how the college/school assesses students' success in attaining JPME objectives (see appropriate appendix to Enclosure E).

(2) Describe internal and external measures of assessment. Include grading procedures for students and curriculum evaluation methods for college/school effectiveness.

(3) List the remedial programs or assistance provided for students experiencing difficulty completing course work satisfactorily.

(4) Describe how program curriculum deficiencies are identified and required instructional or curriculum modifications are coordinated.

(5) Provide a copy of all instruments used to conduct follow-up surveys of students, graduates, their supervisors, and the joint leadership to determine curricula and educational effectiveness of their academic programs. Identify

any established procedure ensuring data obtained is used to modify the curriculum in relation to graduates' performance in the field.

(6) Describe how the institution has acted on assessment findings in an effort to improve its effectiveness.

(7) Identify noteworthy strengths or limitations concerning the institution's academic evaluation and quality control systems.

e. Instructional Climate

(1) Explain how the institution ensures academic freedom, faculty and student inquiry, open exploration of ideas, lively academic debate, and examination of appropriate curriculum issues.

(2) List active and passive learning methods used by the institution and the percentage of time students are involved in each.

(3) Describe how the institution approaches the JPME standard of joint awareness and joint perspectives. Explain what activities are used and describe how progress in this area is assessed.

(4) Identify the counseling and academic advisory services available to the students.

f. Student Body

(1) Describe the student body composition, to include affiliations by Service, department, or organization; specialty code or branch (for military students); grade; average time in Service; and level of civilian and military schooling.

(2) Identify the percentage of DOD and non-DOD civilian students within the student population.

(3) Describe the criteria and rationale used for achieving student mixes within seminars.

(4) Provide a breakdown of all seminars, to include student names, grade, Service, department or organizational affiliation, country, and specialty code.

(5) Identify noteworthy strengths or limitations concerning the student body.

g. Faculty

(1) Identify JPME faculty qualifications and determine if they have appropriate credentials and experience. Identify all faculty members with any involvement with JPME, to include their function (e.g., teacher, curriculum development, and course director); Service, department, or organizational affiliation (if appropriate); grade; area of expertise; academic degree level; military education level; and relevant joint and Service operational experience.

(2) Describe the military faculty mix by Military Department. Include a list of all faculty designated as teaching faculty and what courses they teach.

(3) Identify the student-to-faculty ratio for the college/school and explain how these figures were computed. Include a list of all faculty used to compute this ratio.

(4) Describe orientation, training, and updating procedures established for faculty and staff members involved in JPME development and instruction.

(5) Describe faculty development programs available for improving instructional skills and increasing subject matter mastery in JPME (as identified in the appropriate appendix to Enclosure E).

(6) Identify noteworthy strengths or limitations concerning the institution's faculty selection, qualifications, retention, or development.

h. Instructional Climate

(1) Explain how the institution ensures academic freedom, faculty and student inquiry, open exploration of ideas, lively academic debate, and examination of appropriate curriculum issues.

(2) List active and passive learning methods used by the institution and the percentage of time students are involved in each.

(3) Describe how the institution approaches the JPME standard of joint awareness and joint perspectives. Explain what activities are used and describe how progress in this area is assessed.

(4) Identify the counseling and academic advisory services available to the students.

i. Academic Support

(1) Library and Learning Resources Center

(a) Describe library or learning resource operations. Include a list of library or learning resources available to students and faculty and provide examples of types of materials directly supporting JPME curriculum requirements. Comment on availability and access to joint publications; Joint Electronic Library; Joint Doctrine, Education, and Training Electronic Information System; and other resources that support JPME.

(b) Identify noteworthy strengths or limitations in the library and its services, including: the staffing, the availability of electronic information resources, the information technology physically available, the print and non-print collections, the physical environs, adequacy of funding support, and the services provided to resident/non-resident students and faculty. This assessment should include results from formal and informal library surveys as well as the library administrators and staff.

(2) Physical Resources

(a) Describe the adequacy of the institution's physical facilities for the number of students, course offerings, faculty members, and other academic requirements.

(b) Describe the accessibility of technology and course material development resources.

(c) Identify noteworthy strengths or limitations in physical facilities.

(3) Financial Resources

(a) Identify sources of financial support to the institution. Describe the adequacy of these resources to support JPME curriculum development and course execution.

(b) Identify resource shortfalls affecting academic programs and explain how they affect the JPME curriculum.

(c) Describe any projected changes in resource allocation affecting the JPME curriculum.

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ENCLOSURE G

REFERENCES

a. Title 10, USC, section 153

b. Title 10, USC, chapter 107

c. DOD Directive 5230.09, 22 August 2008, "Clearance of DOD Information for Public Release"

d. DOD Instruction 1300.19 October 2007 "DOD Joint Officer Management Program", updated 21 August 2008

e. CJCS Vision for Joint Officer Development, November 2005.

f. CJCSI 1801.01 Series, "National Defense University Policy"

g. CJCSM 3500.04 Series, "Universal Joint Task List (UJTL)"

h. Joint Pub 1, 14 May 2007, Change 1, 20 March 2009, "Joint Doctrine of the Armed Forces of the United States"

i. Joint Pub 1-02, amended 12 July 2007, "DOD Dictionary of Military and Associated Terms"

j. Joint Pub 3-0, "Joint Operations"

k. Training Transformation Planning Guidance, March 2002.

l. Bloom, B. S. Taxonomy of Educational Objectives (Cognitive and Affective Domains), 1956

m. CJCS, Capstone Concept for Joint Operations (CCJO), January 2009

n. DOD Instruction 5160.70, 12 June 2007, "Management of DoD Language and Regional Proficiency Capabilities"

o. CJCSI 1330.05 Series, "Joint Officer Management Procedures"

p. Joint Pub 2-0, "Joint Intelligence"

q. Joint Pub 4-0, "Joint Logistics"

r. Joint Pub 5-0, “Joint Operation Planning”

s. Joint Pub 6-0, "Joint Communication Systems"

t. CJCSI 3126.01 Series, “Language and Regional Expertise Planning”

u. DOD Directive 3000.07, 1 December 2008, “Irregular Warfare (IW)"

v. DDJS-ME memorandum, 9 January 2008, “Standing Operating Procedures for Counting Faculty and Student Ratios during Process for Accreditation of Joint Education Visits”

GLOSSARY

PART I–ACRONYMS

ACGSC	Army Command and General Staff College
ACSC	Air Command and Staff College
AJPME	Advanced Joint Professional Military Education
AWC	Air War College
AY	Academic year
CJCS	Chairman of the Joint Chiefs of Staff
CNCS	College of Naval Command and Staff
CNW	College of Naval Warfare
DE	distance education
DDJS-ME	Deputy Director, Joint Staff, for Military Education (DJ-7)
DJS	Director of the Joint Staff
DLCC	Distance Learning Coordination Committee
DOD	Department of Defense
GNA	Goldwater-Nichols DOD Reorganization Act of 1986
G/FO	general/flag officer
GFOCC	General and Flag Officer Coordination Committee
ICAF	Industrial College of the Armed Forces
ILC	Intermediate-level College
ILE	intermediate-level education
J-1	Directorate for Manpower and Personnel, Joint Staff
J-7	Directorate for Operational Plans and Joint Force Development, Joint Staff
JAWS	Joint Advanced Warfighting School
JCIWS	Joint Command, Control, and Information Warfighting School
JCS	Joint Chiefs of Staff
JCSOS	Joint and Combined Staff Officer School
JCWS	Joint and Combined Warfighting School
JDA	joint duty assignment
JDAL	Joint Duty Assignment List
JEB	Joint Education Branch (JS J-7)
JFC	joint forces commander
JFEC	Joint Faculty Education Conference
JFOWC	Joint Flag Officer Warfighting Course
JFSC	Joint Forces Staff College

JLA	Joint Learning Area
JLO	Joint Learning Objective
JOPES	Joint Operation Planning and Execution System
JOM	Joint Officer Management
JPME	Joint professional military education
JS	Joint Staff
JSPS	Joint Strategic Planning System
JQO	joint qualified officer (level-III)
JTF	joint task force
LA	learning areas
LO	learning objectives
MCCCE	Marine Corps College of Continuing Education
MCCSC	Marine Corps Command and Staff College
MCWAR	Marine Corps War College
MECC	Military Education Coordination Council
NDU	National Defense University
NPS	Naval Postgraduate School
NSC	National Security Council
NWC	National War College
OCS	officer candidate school
OPMEP	Officer Professional Military Education Policy
OSD	Office of the Secretary of Defense
OTS	officer training school
PAJE	Process for Accreditation of Joint Education
PME	professional military education
POI	Program of Instruction
POM	program objective memorandum
ROTC	Reserve Officer Training Corps
SAE	special area of emphasis
SIWS	School of Information Warfare and Strategy
SLC	Senior-Level College
SLE	senior-level education
UJTL	Universal Joint Task List
USAWC	US Army War College
WMD	Weapons of Mass Destruction
WMD/E	Weapons of Mass Destruction/Effects

PART II–DEFINITIONS

academic freedom – Freedom to pursue and teach relevant knowledge and to discuss it freely as a citizen without interference, as from school or public officials.

accreditation – The granting of approval to an institution of learning by the Chairman after the school has satisfied the requirements specified in the Process of Accreditation for Joint Education (PAJE). Accreditation is used in three situations: (1) programs that have never been awarded any type of PAJE accreditation status; (2) programs whose accreditation status has expired; or (3) programs that are currently accredited but have undergone substantive change. Accreditation is granted for 6-years when programs are judged satisfactory overall and have no significant weaknesses.

CAPSTONE – CAPSTONE is a mandated 6-week course for newly selected G/FOs. The course objective is to make these individuals more effective in planning and employing U.S. forces in joint and combined operations. The CAPSTONE curriculum examines major issues affecting national security decision-making, military strategy, joint and combined doctrine, interoperability, and key-allied nation issues.

conditional accreditation/reaffirmation – Initial accreditation or reaffirmation can be granted on a conditional basis. Conditional accreditation or reaffirmation is granted for 1- to 3-years with various accompanying requirements for follow-on reports and/or follow-up visits to demonstrate correction of program weaknesses that precluded accreditation/reaffirmation. Normally, no program will be granted conditional accreditation/reaffirmation consecutively.

culture – The distinctive and deeply rooted beliefs, values, ideology, historic traditions, social forms, and behavioral patterns of a group, organization, or society that evolves, is learned, and transmitted to succeeding generations.

cultural awareness – A knowledge of the integrated patterns of human behavior that include the distinctive spiritual, intellectual, and emotional thoughts; communications; actions; customs; beliefs; and values of social groups and how they motivate a person or persons' conduct.

cultural knowledge – Understanding the distinctive and deeply rooted beliefs, values, ideology, historic traditions, social forms, and behavioral patterns of a group, organization, or society; understanding key cultural differences and their implications for interacting with people from a culture; and

understanding those objective conditions that may, over time, cause a culture to evolve.

cyberspace – A global domain within the information environment consisting of the interdependent network of information technology infrastructures, including the Internet, telecommunications networks, computer systems, and embedded processors and controllers.

cyberspace operations – The employment of cyber capabilities where the primary purpose is to achieve military objectives or effects in or through cyberspace. Such operations include computer network operations and activities to operate and defend the Global Information Grid.

direct-entry waiver – A waiver, requested by a Service and approved by the Chairman, that permits an officer who is neither a graduate from an accredited JPME Phase I course of instruction nor a recognized Phase I-equivalent program, to attend JPME Phase II prior to completion of Phase I. The waiver only concerns the sequencing of the JPME phases and does not alter the requirement for completion of both JPME phases to meet the full education prerequisite for JQO designation. *(DODI 1300.19)*

distance education – learning situation in which the instructor and/or students are separated by time, location, or both. Education or training courses are delivered to remote locations via **synchronous** or **asynchronous** means of instruction, including written correspondence, text, graphics, audio- and videotape, CD-ROM, distributed online learning, audio- and videoconferencing, and fax. Distance education does not preclude the use of the traditional classroom. The definition of "distance education" is usually meant to describe something, which is broader than and entails the definition of e-learning.

Distance Learning Coordination Committee (DLCC) – primary advisory body to the MECC WG on DL issues. The DLCC is an ongoing forum to promote best practices, exchange shareware, and provide and exchange information regarding technical and non-technical issues in distance learning in order to encourage collaboration, joint enterprise, and leverage of membership successes. Membership consists of the deans and directors of all distance education programs at the intermediate- and senior-level PME institutions with distance learning programs, encompassing continuing education and non-resident PME programs at the various Service and joint education institutions. Assignment or appointment in the positions confirms membership. Other military education institutions, not members of the MECC, may apply for associate membership and participate in DLCC activities. The DLCC briefs the MECC on issues of concern as appropriate.

distributed – refers to the capability for institutions to use common standards (OSD Advanced Distributed Learning initiative, e.g. Shareable Content Object Reference Model (SCORM)) and network technologies in order to provide learning anywhere and anytime.

education – Education conveys general bodies of knowledge and develops habits of mind applicable to a broad spectrum of endeavors.

e-learning – Broad definition of the field of using technology to deliver education and training programs. It is typically used to describe media such as DVD, CD-ROM, Internet, Intranet, or wireless learning.

faculty – Personnel (military or civilian) who teach, conduct research, or prepare or design curricula.

General and Flag Officer Coordination Committee (GFOCC) – primary advisory body to the MECC WG on G/FO issues. This MECC WG subgroup was created to: integrate the individual efforts regarding the education of G/FOs; discuss common areas of interest; establish a community of interest and G/FO education network; and to chart a vision for the future.

individual joint training – Training that prepares individuals to perform duties in joint organizations (e.g., specific staff positions or functions) or to operate uniquely joint systems (e.g., joint intelligence support system). Individual joint training can be conducted by OSD, the Joint Staff, combatant commands, Services, Reserve Forces, National Guard, or combat support agencies. *(Joint Training Policy)*

intermediate-level education (ILE) – A formal, intermediate-level Service college; includes institutions commonly referred to as intermediate Service colleges, intermediate-level schools, intermediate Service schools, or military education level-4 producers.

irregular warfare – A violent struggle among state and non-state actors for legitimacy and influence over the relevant population(s). Irregular warfare favors indirect and asymmetric approaches, though it may employ the full range of military and other capacities, in order to erode an adversary's power, influence, and will.

Joint Advanced Warfighting School (JAWS) - Course designed to produce graduates that can create campaign-quality concepts, employ all elements of national power, accelerate transformation, succeed as joint force operational/strategic planners and commanders and be creative, conceptual, adaptive, and innovative. JAWS is envisioned to populate the Joint Staff and combatant commands with officers expert in the joint planning processes and

capable of critical analysis in the application of all aspects of national power across the full range of military operations.

Joint Matters – Matters related to the achievement of unified action by multiple military forces in operations conducted across domains, including matters relating to national military strategy; strategic planning and contingency planning; command and control of operations under unified command; national security planning with other departments and agencies of the United States.; and combined operations with military forces of allied nations. 'Multiple military forces' refers to forces that involve participants from the armed forces and one or more of other departments and agencies of the United States; military forces or agencies of other countries; and non-governmental persons and entities.

Joint Professional Military Education (JPME) – A CJCS-approved body of objectives, outcomes, policies, procedures, and standards supporting the educational requirements for joint officer management.

JPME phases – A three-phase joint education program taught at Service intermediate- or senior-level colleges, Joint Forces Staff College, and NDU for the CAPSTONE course that meets the educational requirements for joint officer management.

a. JPME Phase I – A first phase of JPME is incorporated into the curricula of intermediate- and senior-level Service colleges and other appropriate educational programs, which meet JPME criteria and are accredited by the Chairman. By law, the subject matter to be covered shall include at least the following: 1) national military strategy; 2) Joint planning at all levels of war; 3) Joint doctrine; 4) Joint command and control; and 5) Joint force and joint requirements development.

b. JPME Phase II – A follow-on second phase of JPME for selected graduates of Service schools and other appropriate education programs that complements and enhances Phase I instruction. This phase is taught at JFSC JCWS to both intermediate- and senior-level students and at Service senior-level colleges to senior-level students, and completes their educational requirement for joint officer management. In addition to the subjects specified in JPME Phase I above, by law, the curriculum for Phase II JPME shall include the following: 1) National security strategy; 2) Theater strategy and campaigning; 3) Joint planning processes and systems; and 4) Joint, interagency, intergovernmental, and multinational capabilities and the integration of those capabilities.

c. CAPSTONE – CAPSTONE is designated by Title X, U.S.C as the third phase of a tiered approach to JPME.

joint qualified officer – An officer designated by the Secretary of Defense, with the advice and assistance of the Chairman of the Joint Staff, who is educated and trained in joint matters and has completed the Level III requirements for JQO designation. An officer must be in the grade of O-4 or above to be designated a JQO.

joint training – Military training based on joint doctrine or JTTP to prepare individuals, joint commanders, joint staff, and joint forces to respond to strategic and operational requirements deemed necessary by combatant commanders to execute their assigned missions. Joint training involves forces of two or more Military Departments interacting with a combatant commander or subordinate joint force commander; involves joint forces and/or joint staffs; and or individuals preparing to serve on a joint staff or in a joint organization and is conducted using joint doctrine or TTP. *(Joint Training Policy)*

Military Education Coordination Council (MECC) – An advisory body to the Director, Joint Staff on joint education issues, consisting of the MECC Principals and a supporting MECC WG. The purpose of the MECC is to address joint scholarship and key educational issues of interest to the joint education community, promote cooperation and collaboration among the MECC member institutions, and coordinate joint education initiatives.

Military Education Coordination Council Principals – The MECC Principals are the: DDJS-ME; the Presidents, Directors and Commandants of the JPME colleges, Service universities, ILCs, and SLCs; USJFCOM/J-7; and the heads of any other JPME accredited institutions.

Military Education Coordination Council Working Group – A working group comprised of representatives (O-6s and dean-level civilian counterparts) of the MECC Principals. Chief, Joint Staff/J-7 JEDD, chairs the working group. Its primary function is coordination of MECC agenda items.

non-resident education - The delivery of a structured curriculum to a student available at a different time or place than the teaching institution's resident program. There are three approaches used to provide non-resident JPME via an appropriate, structured curriculum: satellite seminars or classes, distance/distributed learning, and blended learning.

PINNACLE - Course designed to prepare senior G/FOs for senior political-military positions and command of joint and coalition forces at the highest level. It is designed to sensitize them to the environment in which they are about to enter as well as foster understanding of national and international objectives, policies, and guidance.

Process for Accreditation of Joint Education (PAJE) – A CJCS-approved process for oversight, assessment, and improvement of the JPME programs at intermediate and senior colleges.

professional military education (PME) – PME conveys the broad body of knowledge and develops the habits of mind essential to the military professional's expertise in the art and science of war.

range of military operations (ROMO) – A doctrinal term (Joint Pub 3-0), and a conceptual term used in joint concepts (such as the Capstone Concept for Joint Operations—CCJO), it consists of broad categories – and types of operations – Military Engagement/Security Cooperation & Deterrence, Crisis Response contingencies, and Major Operations & Campaigns (both adversary-focused and humanitarian/non-adversary ops). See Joint Pub 3-0 or CCJO for examples of the activities and specific operations that may be included under this definition.

reaffirmation – A follow-on accreditation review of an institution to determine whether it continues to meet PAJE standards. Reaffirmation of accreditation occurs (as a minimum) every 6 years from the date of initial accreditation. Reaffirmation also is granted for up to 6 years when programs are judged satisfactory overall and have no significant weaknesses.

senior-level education (SLE) – A formal, senior-level Service or NDU college; includes institutions commonly referred to as top-level schools, senior Service colleges, senior Service schools, or military education level-1 producers.

Shareable Content Object Reference Model (SCORM) – a collection of specifications that defines a web-based learning "Content Aggregation Model," "Run-time Environment" and "Sequencing and Navigation" for reusable content objects. At its simplest, it is a model that references a set of interrelated technical specifications and guidelines designed to meet the DOD's high-level requirements for e-learning content.

single-phase JPME – curricula reflecting the distinct educational focus and joint character of NWC, ICAF and JAWS missions.

value – Valuing is the third of five levels in the Affective Domain of learning. It is concerned with the worth a student attaches to a particular object, phenomenon, or behavior. The essential element characterizing the learner's behavior here is that he or she is not forced to respond; rather, it is a result of preference or commitment to a particular value. Learning outcomes in this area are concerned with behavior that is consistent and stable enough to make the value clearly identifiable and reflects upon the learners' attitudes and adopted concepts.

weapons of mass destruction/effects – WMD/E relates to a broad range of adversary capabilities that pose potentially devastating impacts. WMD/E includes chemical, biological, radiological, nuclear, and enhanced high explosive weapons as well as other, more asymmetrical "weapons." They may rely more on disruptive impact than destructive kinetic effects. For example, cyber attacks on U.S. commercial information systems or attacks against transportation networks may have a greater economic or psychological effect than a relatively small release of a lethal agent. They also include threats in cyberspace aimed at networks and data critical to U.S. information-enabled systems. Such threats require a comprehensive concept of deterrence encompassing traditional adversaries, terrorist networks, and rogue states able to employ a range of offensive capabilities.

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