

ENCLOSURE A
PROFESSIONAL MILITARY EDUCATION POLICY

1. **Overview.** The guidance herein prescribes CJCS **outcomes** and policies regarding institutions that comprise OPME and JPME systems. The OPMEP also identifies the fundamental responsibilities of the major military educational participants in achieving those **outcomes**.

a. The Services, National Defense University (NDU) and National Intelligence University (NIU) 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 General/Flag Officer (GO/FO) level.

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

(3) The NIU curriculum is focused at a selected JPME cohort and is offered at the TS/SCI level.

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.** JPME is a subset of PME, precommissioning through GO/FO levels.

a. JPME provides the body of knowledge to enhance performance of duties consistent with Joint Matters and in the context of joint functions (command and control, intelligence, fires, movement and maneuver, protection, sustainment and **information**). Moreover, JPME satisfies legislative requirements for Joint Officer Management to include various levels of joint qualification and eligibility for GO/FO selection. As mandated in title 10, U.S.C., chapter 107, JPME must ensure appropriate curriculum content and **integration of program outcomes** across at least the following joint topics:

(1) All JPME:

- (a) National Military Strategy.*
- (b) Joint planning at all levels of war.
- (c) Joint doctrine.
- (d) Joint command and control.
- (e) Joint force and joint requirements development **
- (f) Operational contract support.

(2) JPME-II:

- (a) National security strategy.*
- (b) Theater strategy and campaigning.
- (c) Joint planning processes and systems
- (d). Joint, interagency, and multinational capabilities and the integration of those capabilities.

*Civil-military relations and civilian control of the military frame a substantive basis for understanding National Military and Security Strategies

b. Joint leader development for the 21st century is the product of a learning continuum comprised of training, staff and operational experience, education, and self-development/improvement to produce the most professionally competent (strategic-minded critical thinking) individual possible. Fundamental to Joint Leader Development are a universally applied set of DLAs. **DLAs will be integrated into program outcomes of each institution.** These DLAs include the ability to

- (1) Understand the security environment and contributions of all instruments of national power.
- (2) Anticipate and respond to surprise and uncertainty.
- (3) Anticipate and recognize change and lead transitions.
- (4) Operate on intent through trust, empowerment, and understanding (the essentials of Mission Command).

(5) Make ethical decisions based on the shared values of the profession of arms.

(6) Think critically and strategically in applying joint warfighting principles and concepts of joint operations.

(7) The ability to solve problems and produce practical strategic advice to senior officials.

c. 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 and reflective analysis, abstract reasoning, comfort with ambiguity and uncertainty, and innovative thinking, particularly with respect to complex, ill-structured or non-linear problems. This contrasts with training that focuses learning largely through the psychomotor domain on the instruction of personnel to enhance their capacity to perform specific functions and tasks. Learning that 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.

d. 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 enhance synergies as personnel develop individually over time, acquiring and performing progressively higher skills and responsibilities as their careers advance.

3. The PME Continuum. The Officer PME Continuum reflects the dynamic system of officer career education. 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 GO/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 on 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. Joint schools emphasize joint education from a joint perspective.

c. 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 on graduation.

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

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

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

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

d. 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.

e. Precommissioning Education

(1) Institutions and Courses

(a) Military Service Academies.

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

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

(2) Focus. Precommissioning education focuses on preparing officer candidates to become commissioned officers within the Military Department that ministers the precommissioning program. The curriculums 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, civil-military relations, ethics, history, international relations, culture and other subjects necessary to prepare them to serve as commissioned officers. **Precommissioning education is solely the purview of the Services.**

f. Primary Education

(1) Institutions, Programs, 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, as well as a continuing foundation in leadership, management, civil-military relations, culture, and ethics. 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 should foster an understanding of joint warfighting necessary for success at this level and consistent with Service education priorities. **Primary education is solely the purview of the Services.**

g. Intermediate Education

(1) Institutions, Programs, 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).

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

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

(b) Joint Intermediate PME Institutions

1. Joint and Combined Warfighting School at JFSC.

2. National Intelligence University (NIU) JPME Cohort.

(2) Focus. Intermediate education focuses on warfighting and leader development within the context of the 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 and understanding of civil

military relations, they are introduced to joint plans, national military strategy, joint doctrine, joint command and control, and joint force requirements.

h. 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 PME Institutions

1. National War College (NWC).
2. Eisenhower School (ES).
3. College of International Security Affairs (CISA).
4. Joint and Combined Warfighting School (JCWS) at JFSC.
5. 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, civil-military relations, 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.

i. Education for Reserve Component (RC) Officers. Broadly, what officers should know is not determined by component. 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 in-resident attendance at a JPME II accredited institution. Accordingly, JFSC established the JCWS-Hybrid course. This course contains similar curriculum content, but is not identical to the in-residence JFSC Phase-II JCWS) course.

JCWS-Hybrid course satisfies the higher-level joint education requirement, which can qualify an RC officer for nomination to JQO-3 status. Phase-I JPME is a prerequisite for this course.

(1) Institution and Course. JCWS-Hybrid course at JFSC.

(2) Focus. Educates RC officers in joint operational-level planning, warfighting, and leader development 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.

j. GO/FO education

(1) Institutions and Courses

(a) Joint GO/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 GO/FO level of the JPME continuum prepare senior officers of the U.S. Armed Forces for high-level joint, interagency, intergovernmental, and multinational leadership responsibilities. Courses may address grand strategy, national security strategy, national military strategy, theater strategy, civil-military relations, and the conduct of campaigns and military operations in a joint, interagency, intergovernmental, and multinational environment to achieve U.S. national interests and objectives. GO/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.

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

- (1) Precommissioning JPME taught through accession sources.
- (2) Primary level of joint knowledge.

(3) JPME Phase-I taught at or through Service or select intermediate level colleges (ILCs) and associated nonresident programs or select Service senior-level college (SLC) non-resident course offerings.

(4) JPME Phase-II taught at Joint and Service SLCs or the JFSC.

(5) GO/FO courses.

b. All officers should complete precommissioning, primary, and JPME Phase-I. Officers striving for joint qualification shall complete JPME Phase-II (or JFSC Hybrid course for RC). Active Component Officers selected for promotion to GO/FO must attend CAPSTONE (completing the three-phase approach to JPME) within 2 years after confirmation of selection to O-7. Designated GO/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 Command and Staff Colleges). Service ILCs teach joint operations and leader development 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.

(c) JPME Phase-I (National Intelligence University). NIU teaches joint operations and leader development from the intelligence community standpoint, accounting for joint, Service, and National Agency viewpoints.

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

(a) JPME Phase-I or -II (Service War 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 leadership and warfighting skills.

(b) JCWS. 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 leader potential and warfighting skills.

(c) JAWS. JAWS provides a JPME Phase-II 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 leaders.

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

(e) Eisenhower School (ES). ES provides a JPME Phase-II curriculum reflecting the distinct educational focus and joint character of its mission. The ES JPME curriculum focuses on developing the national security strategy and in evaluating, marshalling, and managing resources in the execution of the strategy.

(f) College of International Security Affairs (CISA). Provide a senior level perspective on which to base strategic response to terrorism, irregular warfare, and other contemporary security challenges. The program is designed at the graduate degree level to prepare graduates for Joint, Combatant Command, Multinational, and U.S. Government Agency Headquarters by providing policy development and strategic planning insights. Graduates are enabled with capabilities to develop and implement national-level security strategies by orchestrating all instruments of national power in a coherent plan to achieve objectives in peace, crisis, and war. Only officers in the designated JPME Phase-II track/cohort are eligible to receive credit toward JQO status.

(g) JFSC Hybrid course (RC Officers only). JFSC Hybrid course 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. The JFSC Hybrid course is delivered in a DL/Hybrid 40-week format and satisfies the higher-level joint education requirement, which can qualify an RC officer for nomination to JQO-3 status.

(5) GO/FO. GO/FO JPME prepares senior officers of the U.S. Armed Forces for high-level joint, interagency, intergovernmental, and multinational leadership and management 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.

5. DoD Institutional Expectations. Department of Defense institutional expectations reflect SECDEF and senior level guidance as to what is expected of graduates from JPME-I, JPME-II and CAPSTONE graduates.

(Need an intro sentence on outcomes-based framework)

Figure 1 describes the top-down, outcomes-based framework for officer Professional Military Education (PME). As an essential component of a continuum of learning encompassing training, self-development and experience, PME will play a key role in developing leaders with the requisite knowledge, skills and attributes required to perform at high levels of staff and operations.

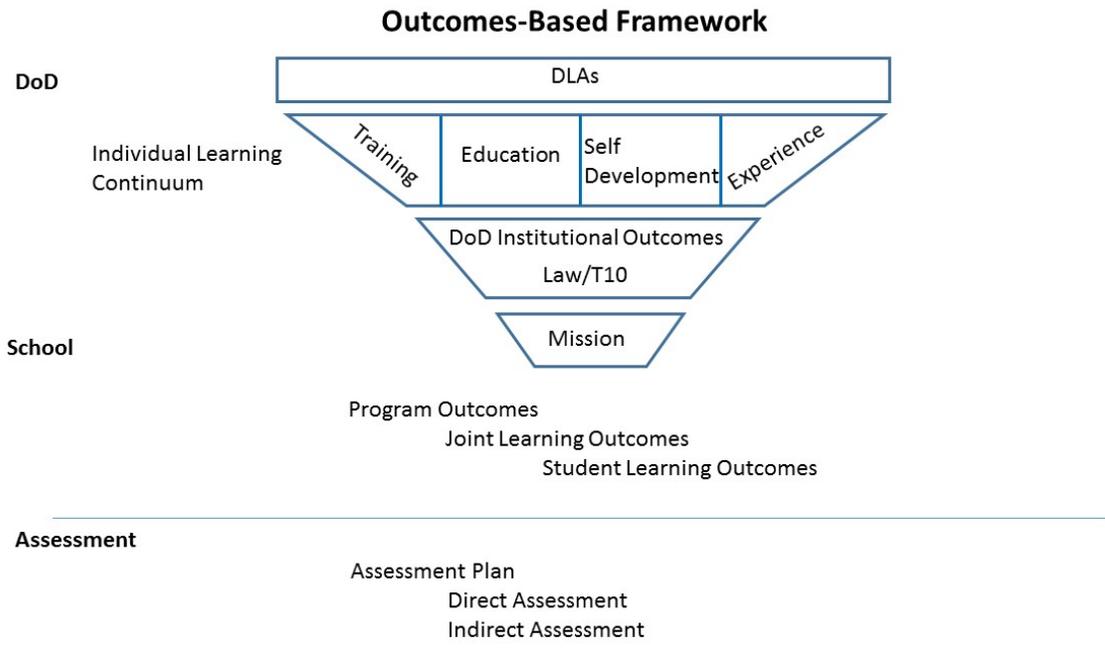


Figure A-1 Outcomes-based Framework for Profession Military Education

(Insert list of notional expectations by 3 levels)