



# Officer PME Policy (OPMEP)

## CJCSI 1800.01F

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# *Joint PME Policy Framework*

## **INSTRUCTION**

(3 Star Level)

### **I. Executive Summary**

### **II. Enclosures**

#### **A. Joint PME Policy**

**Appendix A:** Outcomes-based military education

**Appendix B:** JPME Programs and Missions

**Appendix C:** PAJE Common Education Standards

#### **B. Responsibilities**

#### **C. References**

#### **GL. Glossary**



## **MANUAL**

### **I. Introduction**

### **II. Enclosures**

A. OBME Guidelines for Developing JPME Program Learning Outcomes (PLOs)

B. Common Educational Standards criteria

C. Reports

D. Process for Accreditation of Joint Education (PAJE)

E. References

F. Glossary

### **III. Appendixes**

A. Annual and Biennial Report

B. Formats

C. PAJE Reaffirmation

# *Review of Changes “Outcomes Based Approach”*

## **BLUF: Streamlined Policy written at 3-Star Level**

- ✓ Aligns with *JCS Vision on Professional Military Education And Talent Management*

## **Enclosure A: JPME Policy:**

- ✓ Introduces policy for OBME & Process for developing Program Learning Outcomes
- ✓ Implements DODI 1322.PB, Volume I *Military Education Policy*
- ✓ Changes PAJE reaffirmation requirements w/greater emphasis on achieving outcomes
- ✓ Adds responsibilities for assessments and evaluations to JS, Service Chiefs and Combatant Commands

## **Appendix B: JPME Programs and Missions**

- ✓ Presents Mission and Program Description for all Intermediate Level Education (ILE) and Senior Level Education (SLE) programs

## **Appendix C: PAJE Common Educational Standards**

- ✓ Six Standards: Joint Acculturation, Academic Experience, Student Achievement, Program Review, Faculty, Infrastructure and Finance

## **Enclosure B: Responsibilities**

- ✓ Adds Talent Management responsibilities for Services
- ✓ Adds Combatant Command Responsibilities for external assessments and feedback on performance of JPME graduates

# Overview & Review of OPMEP Changes

## Appendix A to Enclosure A – Outcomes-Based Military Education

- ✓ Presents Joint Learning Areas (JLAs)
  - “Buckets” of knowledge to be acquired over a continuum of Joint officer development
  - Each JLA followed by brief example - what that JLA would look like at each level in the PME continuum (these are not prescriptive but explanatory)
  - JLAs are prescriptive for JPME programs – coordinating guidance for all others

### The Joint Learning Areas:



# *JLA: Strategic Thinking and Communications*



Joint officers demonstrate advanced cognitive and communications skills employing critical, creative, and systematic thought. They objectively evaluate alternative perspectives and demonstrate the ability to effectively distinguish between reliable and unreliable information to inform reasoned decision making. They persuasively communicate on behalf of their organizations with a wide range of domestic and foreign audiences. Their communications synthesize all elements of their strategic thinking concisely, coherently, and comprehensively in a manner appropriate for the intended audience and environment.

DRAFT PREDECISIONAL PRODUCT

## *JLA: The Profession of Arms*



Joint officers are first and foremost members of the profession of arms, sworn to support and defend the Constitution, with specialized knowledge in the art and science of war. They demonstrate joint-mindedness and possess a common understanding of the values of their chosen profession demonstrated through the exercise of sound moral judgement and the embodiment and enforcement of professional ethics, norms, and laws. They apply the principles of life-long learning and demonstrate effective joint leadership and followership.

DRAFT PREDECISIONAL PRODUCT

# *JLA: The Continuum of Competition, Conflict, and War*



Joint officers demonstrate expertise in the theory, principles, concepts, and history of the spectrum of war, conflict, and military competition. They apply their knowledge of the nature, character, and conduct of war and conflict, and the utility of the military instrument of national power, to determine the military dimensions of challenges to U.S. national interests and evaluate the best use of the military across the full spectrum of war, conflict, and competition.

DRAFT PREDECISIONAL PRODUCT

## *JLA: The Security Environment*



Joint officers effectively and iteratively assess the security implications of the current and future operational environment. Using appropriate inter-disciplinary analytical frameworks, they evaluate historical, cultural, political, military, economic, innovative, technological, and other competitive forces, to identify and evaluate potential threats, opportunities, and risks.

DRAFT PREDECISIONAL PRODUCT

# *JLA: Strategy and Joint Planning*



Joint officers apply a knowledge of law, policy, doctrine, concepts, processes, and systems to design, assess and revise, or sustain risk and resource informed strategies and globally-integrated, all-domain joint plans across the spectrum of competition and conflict. They demonstrate broad understanding of Joint, Interagency, Intergovernmental, and Multinational capabilities and policies to inform planning. They envision requisite future capabilities and develop strategies and plans to acquire them. They use strategy and planning as primary tools to develop viable, creative options for policy makers. In so doing, they position the U.S. to achieve national objectives across the full spectrum of competition and conflict to include peacetime, crises, war, and post-conflict.

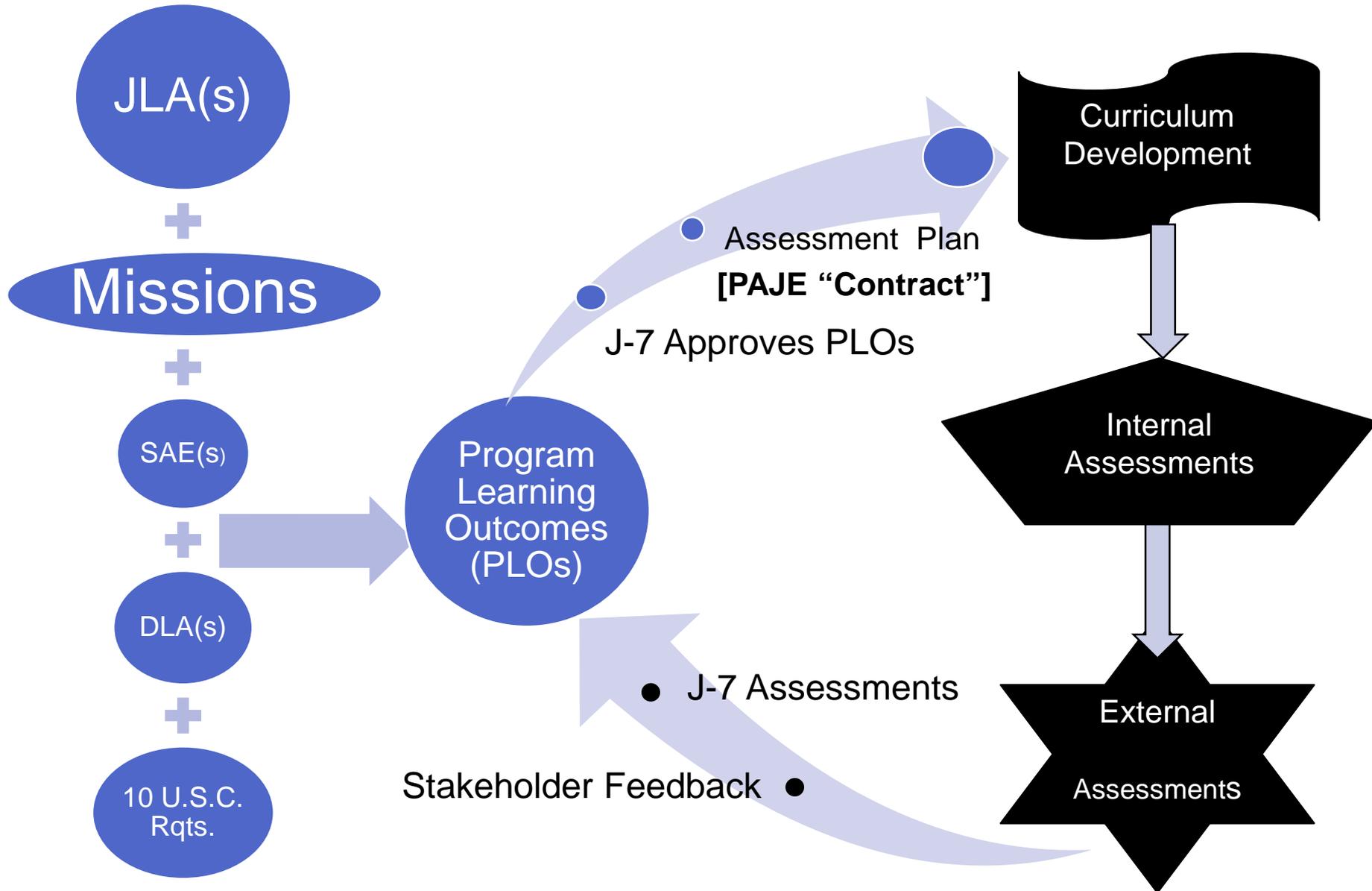
# *JLA: Globally Integrated Operations*



Joint officers creatively apply US, allied, and partner military power to conduct globally integrated, all-domain operations and campaigns. They exercise intellectual agility, demonstrate initiative, and rapidly adapt to disruptive change across all domains of competition, conflict, and war. They do so consistent with law and the shared values of the profession of arms in furtherance of U.S. national objectives.

DRAFT PREDECISIONAL PRODUCT

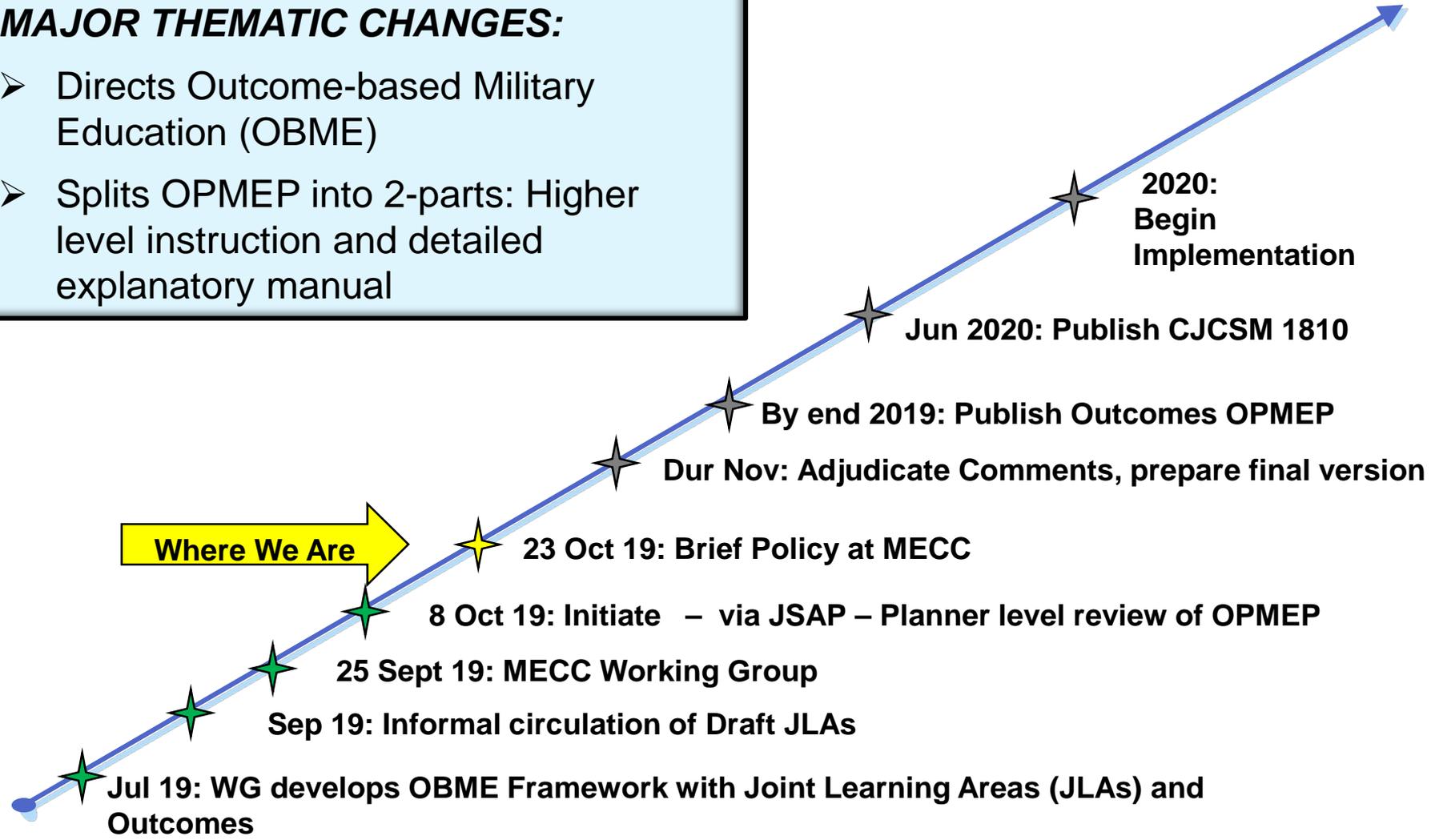
# *JLAs in Practice-OBME*



# OPMEP "Foxtrot"--Where We Are.....

**MAJOR THEMATIC CHANGES:**

- Directs Outcome-based Military Education (OBME)
- Splits OPMEP into 2-parts: Higher level instruction and detailed explanatory manual





# Discussion

*JLAs in Context*



# Strategic Thinking and Communications

- a) **Precommissioning:** Graduates should explain how to differentiate between reliable and unreliable information to inform decision making. They should demonstrate effective oral and written communications appropriate for a specified audience and environment.
- b) **Primary:** Graduates should assemble and critically evaluate information to devise rational conclusions and inform decision making. Graduates should apply those conclusions to create clear, concise, and complete oral and written communications. They should effectively assess an audience and tailor communications for that audience and environment.
- c) **Intermediate:** JPME I graduates will independently research and critically evaluate information to inform their understanding of the context, create meaning, and creatively design or revise concepts and ideas. Graduates will expertly use oral and written communication to deliver rational, complete and well-supported arguments, explanations, options, and/or solutions in a form that is specifically tailored to the most relevant audience.
- d) **Senior:** JPME II graduates will identify gaps in knowledge, conduct and lead research, and critically evaluate information to inform understanding of context, create meaning, and creatively design or revise strategic concepts and ideas. Graduates will synthesize this knowledge and expertly communicate that knowledge clearly, concisely, and completely in the oral or written form appropriate for the most relevant audience across the Joint, Interagency, Intergovernmental, and Multinational environment.
- e) **GO/FO:** Capstone graduates will identify gaps in knowledge, manage research, and critically evaluate information, to inform understanding of context, create meaning, and creatively design new strategic concepts and ideas across the national security enterprise. They will synthesize this knowledge and masterfully manage its clear, concise, and complete communication.

# The Profession of Arms

- a) **Precommissioning:** Graduates should describe and begin to apply the ethics, norms, and laws of the profession of arms. They should understand the role of interpersonal skills and describe the shared standards of military leadership and followership and begin honing their application. They should describe the value of further development of their own expertise in the art and science of war.
- b) **Primary:** Graduates should apply and enforce the ethics, norms, and laws of the profession of arms and begin to consider how those standards enable jointness. They should apply interpersonal skills and practice military leadership and followership, while continuing to build their capabilities. They should analyze the concept of life-long learning and begin to develop of their own expertise in the art and science of war.
- c) **Intermediate:** JPME I program graduates will model and enforce the ethics, norms, and laws of the profession of arms, applying their knowledge and commitment to strengthen warfighting and related capabilities that advance US security aims. They will apply effective interpersonal skills, leadership and followership in the joint environment. They will highly demonstrate commitment to further development of their own expertise in the art and science of war, going beyond the study of their own Service's competencies.
- d) **Senior:** JPME II program graduates will model and enforce the ethics, norms, and laws of the profession of arms, applying their knowledge and commitment to strengthen warfighting and strategic capabilities that advance US security aims. They will demonstrate expert interpersonal skills, strategic leadership, and followership in the Joint, Interagency, Intergovernmental, and Multinational environment. They will create their own lifelong learning model and will independently manage further development of their expertise in the art and science of war and statecraft.
- e) **GO/FO:** Capstone graduates will model, enforce, and shape the ethics, norms, and laws of the profession of arms, applying their knowledge and commitment to strengthen the warfighting and strategic capabilities that advance US security aims. They will demonstrate expert interpersonal skills and strategic and enterprise leadership and followership across the Joint, Interagency, Intergovernmental, and Multinational environment. They will apply their own lifelong learning model and will independently manage further development of their expertise in the art and science of war and statecraft.

# *The Continuum of Competition, Conflict, and War*

- a) **Precommissioning:** Graduates should broadly describe the nature and character of war as well as the principles of its conduct. They should explain the spectrum of conflict and competition and remember historical examples of different types of conflict and competition. They should define the military instrument of national power and identify its use in historical and contemporary statecraft.
- b) **Primary:** Graduates should analyze the nature and character of war as well as the principles of its conduct. They should apply their knowledge of the spectrum of conflict and competition to differentiate historical and contemporary examples of different types of conflict and competition. They should explain the role and utility of the military instrument of national power in historical and contemporary statecraft.
- c) **Intermediate:** JPME I graduates will apply their knowledge of the nature, character, and principles of war, conflict, and competition as well as the utility of the military instrument of power to discern the military dimensions of challenges in historical and contemporary cases. They will describe the relationship of the military instrument of national power to the other instruments of national power.
- d) **Senior:** JPME II graduates will demonstrate expertise in the nature, character, and principles of war. They will evaluate historical and contemporary cases effectively determining the utility of the military instrument of national power in competitive environments. They will apply this knowledge to discern the military dimension of a challenge and the best use of the military instrument as an element of a comprehensively integrated package of instruments of national power across the spectrum of war, conflict, and competition.
- e) **GO/FO:** Capstone graduates will apply expertise in the nature, character, and principles of war as well as a comprehensive knowledge of the utility of the military instrument of national power across the full spectrum of war, conflict, and competition to discern the military dimensions of complex national security challenges. They will formulate the best use of the military instrument of national power as an element of a comprehensively integrated package of instruments of national power across the spectrum of war, conflict, and competition.

# The Security Environment

- a) **Precommissioning:** Graduates should explain the role of interdisciplinary analytical frameworks. They should describe the global operational environment, including their understanding of impact of history, interests, culture, politics, resources, innovation, technology, and other competitive forces.
- b) **Primary:** Graduates should use an interdisciplinary analytical framework and their understanding of history, culture, politics, resources, technology, innovation, and other competitive force to identify potential threats, opportunities, and risks in the current and future global operational environment.
- c) **Intermediate:** JPME I graduates will apply multiple interdisciplinary analytical frameworks to analyze potential threats, opportunities, and risks in the current and future global operational environment, demonstrating an understanding of history, interests, culture, technology, innovation, and other competitive forces across all aspects of the competition continuum and at all levels of analysis.
- d) **Senior:** JPME II graduates will select appropriate analytical frameworks to evaluate potential current and future threats, opportunities, and risks in a complex global operational environment. They will demonstrate a comprehensive understanding of the impact of history, interests, culture, technology innovation, and other competitive forces, affecting all aspects of the competition continuum, at all levels of analysis and apply that understanding to their analysis of the security environment.
- e) **GO/FO:** Capstone graduates will select appropriate analytical frameworks in combination with their knowledge of history, interests, culture, technology, innovation, and other competitive forces, across all aspects of the competition continuum, at all levels of analysis to create a comprehensive, integrated perspective of potential current and future threats, opportunities, and risks in a complex global operational environment.

# Strategy and Joint Planning

- a) **Precommissioning:** Graduates should identify key concepts from joint doctrine and broadly describe the role of the joint force in competition, conflict, and war. They should explain significant capabilities associated with their Service.
- b) **Primary:** Graduates should describe the statutes, policy and doctrine used to design strategies and joint plans and explain how strategies and joint plans are developed to support US, allies, and partner interests. They should examine the capabilities of their Service and explain significant military capabilities of the entire joint force as well those of allies and partners.
- c) **Intermediate:** JPME I graduates will apply their knowledge of statutes, policy, doctrine, as well as Joint, Interagency, Intergovernmental, and Multinational capabilities and policies to develop options and revise or design risk and resource informed strategies and globally integrated, all-domain joint plans that directly support U.S., allies, and partner interests.
- d) **Senior:** JPME II graduates will synthesize their knowledge of statutes, policy and doctrine as well as Joint, Interagency, Intergovernmental, and Multinational capabilities and policies to develop creative options and assess/revise or design viable risk and resource informed strategies and globally integrated, all-domain joint plans that directly support U.S., ally, and partner interests across the spectrum of competition, conflict, and war. They will identify potential gaps in current and future Joint, Interagency, Intergovernmental, and Multinational capabilities and policies and create viable strategies and plans to resolve those gaps.
- e) **GO/FO:** Capstone graduates will synthesize their knowledge of statutes, policy and doctrine as well Joint, Interagency, Intergovernmental, and Multinational capabilities and policies to lead development of creative options and assess/revise or design viable risk and resource informed strategies and globally integrated, all-domain joint plans that directly support U.S., ally, and partner interests across the spectrum of competition, conflict, and war. They will evaluate potential gaps in current and future Joint, Interagency, Intergovernmental, and Multinational capabilities and policies and lead creation of viable strategies and plans to resolve those gaps. .

# *Globally Integrated Operations*

- a) **Precommissioning:** Graduates should identify changing tactical conditions inherent in the execution of all-domain, globally-integrated military operations. They should state the value of tactical integration of military operations with other national instruments of power and allied and partner capabilities.
- b) **Primary:** Graduates should examine rapidly changing tactical and operational conditions inherent in the execution of all-domain, globally-integrated military operations. They should explain the value of tactical and operational integration of military operations with other national instruments of power and allied and partner capabilities.
- c) **Intermediate:** JPME I graduates will adapt to rapidly changing operational conditions inherent in the execution of all-domain, globally-integrated military operations. They will support the integration of military operations with other national instruments of power and allied and partner capabilities. They will advise and support senior military officials in the conduct of operations across the spectrum of war, conflict, and competition.
- d) **Senior:** JPME II graduates will adapt and think creatively in the execution of all-domain, globally-integrated operations and campaigns. They will effectively integrate the conduct of military operations and campaigns with other national instruments of power and allied and partner capabilities. They will advise senior officials and policy makers across the Joint, Interagency, Intergovernmental, and Multinational environment in the conduct of operations and campaigns across the spectrum of war, conflict, and competition.
- e) **GO/FO:** Capstone graduates will adaptively and creatively lead all-domain, globally-integrated operations and campaigns. They will comprehensively integrate the conduct of military operations and campaigns with other national instruments of power and allied and partner capabilities. They will advise senior officials and policy makers across the Joint, Interagency, Intergovernmental, and Multinational environment to successfully conduct operations and campaigns across the spectrum of war, conflict, and competition.

# Way Ahead



## CJCSI 1800.01F (Instruction)

- Planner-level Review [7-28 October 19]
- MECC Brief (23 Oct 19)
- Submit for Approval [15 Nov 19]
- CJCSI 1800.01F Release [15 Dec 19]

## CJCSM 1810 (Manual)

- MECC WG Coordination [15 Jan 20 -15 March 20]
- Planner-level Review [15 April 20 thru 15 May 20]
- CJCSM 1810 Release [Summer 20]

# *Examples of Joint Staff Manual Detail*



## **ANNUAL ASSESSMENT REPORT ON STUDENT ACHIEVEMENT**

- **Statement of each Program Level Outcome (PLO)**

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- **Measurement Instrument used to assess PLO**

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- **Standard Applied (Rubric used)**

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- **Results (Achieved / Did not achieve)**

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- **Analysis (Impact on curriculum)**

**Signature(President/Commandant)**\_\_\_\_\_