



CHAIRMAN OF THE JOINT CHIEFS OF STAFF INSTRUCTION

J-7

DISTRIBUTION: A, B, C, S

CJCSI 1800.01E

29 May 2015

OFFICER PROFESSIONAL MILITARY EDUCATION POLICY

References: See Enclosure G.

1. Purpose. This instruction distributes the policies, procedures, objectives, and responsibilities for officer professional military education (OPME) and joint professional military education (JPME). Chairman of the Joint Chiefs of Staff (CJCS) authority derived from title 10, U.S.C., section 153(a)(5)(C).

2. Supersede/Cancellation. CJCSI 1800.01D CH 1, 15 September 2011, is hereby superseded.

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

4. Policy. Learning and leadership are at the core of the Profession of Arms. Military service must continue to be our Nation's preeminent leadership experience. The purpose of PME is to convey a body of professional knowledge and establish the habits of mind essential to our profession. Leader development for the 21st century is the predominant theme of the JPME experience.

5. Definitions. See Glossary.

6. Responsibilities

a. The Chairman of the Joint Chiefs of Staff, as defined by title 10, U.S.C., is responsible for the following tasks related to military education:

(1) Formulating policies for coordinating the military education 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 JPME-accredited school (reference b).

(3) Advising and assisting the Secretary of Defense through the designation and certification/accreditation of JPME (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 the 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 1800.01D. It further:

a. Updates the Chairman's vision.

b. Codifies the ICAF name change to the Dwight D. Eisenhower School for National Security and Resource Strategy.

c. Recognizes the JPME status of specific courses/cohorts taught at the National Intelligence University-NIU (JPME-I) and the College of International Security Affairs-CISA (JPME-II).

d. Highlights the legislated requirements for "all JPME" and JPME-II.

e. Establishes the Officer Desired Leader Attributes (DLAs) in PME/JPME policy.

f. Recognizes the value of Advanced Distributed Learning (ADL) to the quality of JPME delivery.

g. Updates the "Notional PME Continuum."

h. Transfers JAWS outplacement waiver management and oversight to DJ-7 and redefines the responsibilities of DJ-1 and DJ-5 to annually review applicable outplacement requirements.

i. Establishes JPME standard for "Joint ILE" student mix, student:faculty ratio, and faculty qualifications.

j. Assigns DDJ-7 JED as Chair of the MECC Working Group, administrator of the PAJE, and Coordinator for NDU Size and Composition.

k. Assigns DDJ-7 JED/JPME as lead for MECC related actions.

l. Eliminates the DDJS-ME position; duties redistributed to DDJ-7 JED.

m. Aligns the CJCS Chairs as direct liaisons to DJ-7.

n. Incorporates the DLAs into JPME Learning Areas and Objectives.

o. Updates JPME Learning Areas and Objectives.

p. Establishes Joint Learning Areas and Objectives for NIU and CISA.

q. Removes the projected PAJE schedule from Enclosure F.

r. Updates the table of CJCS Accredited Joint Education Programs.

s. Adds the Cyberspace Operations Executive Course (COEC) for GO/FOs.

t. Adds glossary definitions for Total Force (TF), Operational Contract Support (OCS), and Global Force Management (GFM).

8. Releasability. UNRESTRICTED. This instruction is approved for public release; distribution is unlimited on NIPRNET. DoD Components (to include the Combatant Commands), other Federal Agencies, and the public may obtain copies of this directive through the Internet from the CJCS Directives Electronic Library at http://www.dtic.mil/cjcs_directives. Joint Staff activities may also obtain access via the SIPR directives Electronic Library Web sites.

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

For the Chairman of the Joint Chiefs of Staff:


JACQUELINE D. VAN OVOST, Maj Gen, USAF
Vice Director, Joint Staff

Enclosures:

- A -- Officer Professional Military Education Policy
- B -- Policies for Intermediate- and Senior-Level Colleges
- C -- PME Review Process

D -- Responsibilities
E -- Joint Professional Military Education
F -- Process for Accreditation of Joint Education
G -- References
GL -- Glossary

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ENCLOSURE A

OFFICER PROFESSIONAL MILITARY EDUCATION

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

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 security 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 and sustainment). 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 include appropriate curriculum content and outcome 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) planning at all levels of war.
- (c) Theater strategy and campaigning.
- (d) Joint planning processes and systems.
- (e) 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

**Global Force Management frames the baseline context for “Joint force and requirements development”

b. Joint leader development for the 21st century is the product of a learning continuum comprised of training, staff and operational experience, education (as prescribed through Joint Learning Areas and Objectives, Enclosure E), 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 (reference e). Joint and Service Officer Development opportunities should incorporate the DLAs over time to achieve the desired outcomes. 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.

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.

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APPENDIX A TO ENCLOSURE A

OFFICER PROFESSIONAL MILITARY EDUCATION 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 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 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. PME/JPME forms a critical component of Joint Officer Development. Functional professional community development may not be appropriate or applicable within the scope of this policy. The PME system should produce:

(1) Strategically minded joint leaders educated in the Profession of Arms within the context of DLAs who possess an intuitive approach to joint warfighting built on 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 decisionmaking on the application of all instruments of national power.

(2) Critical and reflective thinkers who broadly view military affairs across an array of academic disciplines 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 lifetime learning.

(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 qualifications. Joint education prepares leaders to both conduct operations as a coherently joint force and to lead diverse organizations 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 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.

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)/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 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.

d. 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. JLA's are embedded in Service PME instruction.

e. 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.

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 PME Institutions

1. National War College (NWC).
2. Eisenhower School (ES).
3. College of International Security Affairs (CISA); JPME Phase- II Track/Cohort.
4. Joint and Combined Warfighting School (JCWS)/Advanced Joint Professional Military Education (AJPME) course 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.

g. 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 Advanced JPME (AJPME) program. This course contains similar curriculum content, but is not identical to the in-residence JFSC Phase-II (JCWS) course. AJPME 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. AJPME 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.

h. 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 AJPME 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 security 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) AJPME (RC Officers only). 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. AJPME 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.

ANNEX A TO APPENDIX A TO ENCLOSURE A
OFFICER PROFESSIONAL MILITARY EDUCATION CONTINUUM

EDUCATION ↓	CADET/MIDSHIPMAN PRECOMMISSIONING	O-1/O-2/O-3 PRIMARY	O-4 INTERMEDIATE	O-5/O-6 SENIOR	O-7/O-8/O-9 GENERAL/FLAG
EDUCATIONAL INSTITUTIONS, PROGRAMS AND COURSES	SERVICE ACADEMIES ROTC OCS/OTS/DC	• BRANCH WARFARE OR STAFF SPECIALTY SCHOOLS • PRIMARY-LEVEL PME COURSES	• Air Cmd and Staff College • Army Cmd and Gen'l Staff College • College of Naval Cmd and Staff • Marine Corps Cmd and Staff College • JFSC: Jt & Combined Warfighting School, AJPME • National Intelligence Univ	• Air War College • Army War College • College of Naval Warfare • Marine Corps War College • Eisenhower School • National War College • JFSC: Jt & Combined Warfighting School, AJPME • JFSC: Jt Advanced Warfighting	• CAPSTONE • Jt Functional Component Cmdr Courses • SJODAC • JFOWC • COEC • PINNACLE
LEVEL OF WAR EMPHASIZED	Conceptual Awareness of all Levels	TACTICAL	OPERATIONAL		
FOCUS OF MILITARY EDUCATION	• Intro to Service Missions • U.S. Constitution • U.S. Gov't	• Assigned Branch of Staff Specialty • Domain Knowledge (Land, air, sea, space & cyber)	• Warfighting w/in context of Op Art • Intro to Theater Strategy, Plans, NMS, NSS • Op Art in All Domains • Joint leader Development	• Svc Schools: Strategic Leadership/Leader Development NMS, Theater Strategy • NWC: NSS • Eisenhower: NSS w/emphasis on resource components • All: Theater Strategy & campaigning, planning processes and systems, JIIM capability & Int.	• Jt Matters & Nat'l Security • Interagency Process • Multinat'l Ops
CAREER LONG DEVELOPMENT	LIFE-LONG LEARNING SKILLS/SELF-DEVELOPMENT/ADVANCED EDUCATION				
JOINT EMPHASIS	CULTURAL EDUCATION: FROM AWARENESS TO COMPETENCE				
	<u>Joint Introduction</u> • Nat'l Military Capabilities (In all domains) & Organization • Foundations of Joint Warfare	<u>Joint Awareness</u> • Joint Warfare/Cross Domain Fundamentals • Joint Campaigning • Operational Adaptability	<u>JPME Ph I</u> • Nat'l Mil Capabilities Cmd Structure & Strategic Guidance • Jt Doctrine & Concepts • Jt & Multinat'l Forces at Operational Level of War • Jt Planning and Execution Process • Jt C2 • Operational Adaptability • Desired Leader Attributes AJPME	<u>JPME Ph II</u> • NSS & NMS • Jt Warfare, Theater Strategy & Campaigning in Jt, IA, Intergov't & Multi-Nat'l Envrnt • Nat'l & Jt Planning Systems and Processes across all domains. • Integration of Jt, IA, Intergov't & Multinat'l Capabilities • Desired leader Attributes • Strategic Adaptability AJPME	<u>CAPSTONE</u> • NSS • Jt Op Art • Jt Func Component CC courses & JFOWC • NSS • Nat'l Planning Systems & Org • Theater Strategy, campaigning and mil ops in Jt, IA, Intergov't & Multinat'l Environments • IO PINNACLE
DESIRED LEADER ATTRIBUTES	1. UNDERSTANDING SECURITY ENVIRONMENT AND INSTRUMENTS OF NATIONAL SECURITY				
	2. ANTICIPATING AND RESPONDING TO SURPRISE AND UNCERTAINTY				
	3. ANTICIPATING AND RECOGNIZING CHANGE AND LEADING TRANSITIONS				
	4. OPERATING IN INTENT THROUGH TRUST, EMPOWERMENT, AND UNDERSTANDING				
	5. MAKING ETHICAL DECISIONS BASED ON THE PROFESSION OF ARMS				
	6. THINKING CRITICALLY/STRATEGICALLY AND APPLYING JOINT WARFIGHTING PRINCIPLES AT ALL LEVELS OF WARFARE				

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Annex A
Appendix A
Enclosure A

APPENDIX B TO ENCLOSURE A

JOINT OFFICER MANAGEMENT EDUCATION 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 (Phases I and II). JPME is, by law, a three-phase approach comprised of JPME-I, JPME-II, and CAPSTONE (JQ L-IV). AJPME can satisfy the education prerequisite of JQO designation for an RC Officer.

a. Attendance at JPME Phase-II (AJPME for RC Officers) 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 any program of instruction (POI) certified to award JPME-II credit (AJPME satisfies this requirement for RC Officers).

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 which precludes 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 must be scheduled to attend the 5-day Joint Transition Course (JTC) conducted by the JFSC immediately prior to beginning their Phase II course (JCWS or JAWS). International officers attending JAWS are not required to attend a JTC.

3. Educational Requirements for Reserve Component Officers. RC Officers may complete AJPME as satisfying the senior level JPME requirement for designation as a JQO. JPME Phase-I is a 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 designated positions on the Joint Duty Assignment List. DJS-level waivers are required for exceptions to outplacement assignments and must be submitted to JS J-7 not less than 90 days prior to the officer's graduation.
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 in 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 ¹⁰
Industrial College of the Armed Forces (ICAF)/(ES)	1 June 1989	Single-Phase ¹⁰
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 ILC 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 ¹²
Advanced Joint Professional Military Education (AJPME)	17 December 2004	N/A ⁸
Joint Advanced Warfighting School (JAWS)	25 April 2008	Single-Phase ¹⁰
National Intelligence University (NIU)-JPME Cohort	26 October 2012	I
College of International Security Affairs (CISA)-CSCT Program Cohort	25 June 2014	II ¹¹
<p>Notes</p> <p>¹ SIWS terminated as an SLC after academic year (AY) 95-96.</p> <p>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.</p> <p>³ The National Defense Authorization Act for Fiscal Year 2001 changed the name of the Armed Forces Staff College to Joint Forces Staff College.</p> <p>⁴ First class to receive JPME Phase-II credit was conducted July through September 1990.</p> <p>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.</p> <p>⁶ NPS terminated its JPME program after AY 00.</p> <p>⁷ This program is currently titled the College of Distance Education.</p> <p>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.</p> <p>⁹ Program ceased awarding JPME Phase-I credit once certified/accredited to award JPME Phase-II credit.</p> <p>¹⁰ Single-Phase JPME⁷ authority rescinded upon completion of AY 11-12. Effective with AY 12-13, course is only JPME-II granting (10, U.S.C., 2155).</p> <p>¹¹ AY 13-14 & 14-15 cohort graduates of the pilot curriculums are authorized to receive JPME-II credit. Accreditation of the CSCT Program as a permanent POI is expected by the end of AY 14-15.</p> <p>¹² Program name changed to Marine Corps College of Distance Education and Training.</p>		

ENCLOSURE B

POLICIES FOR INTERMEDIATE- AND SENIOR-LEVEL COLLEGES

1. General. These policies are applicable to intermediate and senior PME programs.
2. International Officer Participation. The Services and NDU may maintain international officer programs which best meet the 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.
 - a. PME Schools shall liaise directly with U.S. Government Agencies on enrollment and/or exchange programs.
 - b. NDU shall liaise with Industry Fellow enrollments in the ES and ensure appropriate coordination time prior to enrollment for SECDEF-level approvals and Congressional notification.
4. Curriculums. PME institutions will base their curriculums on their parent Service's needs or, in the case of the NDU colleges, on their CJCS-assigned missions. Joint elements of PME should be founded on approved Joint Doctrine. JPME-I and -II will not be delivered as a stand-alone course; they must be integrated across a diverse array of academic topics (i.e. history, economics, political science) and, where appropriate, 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. The required content for "all JPME" and/or JPME-II prescribed in title 10, U.S.C., sections 2151 and 2155.
 - d. The Chairman's DLAs are the foundation for a 21st century Joint Leader Development continuum of learning.

e. 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 (officer) 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, ES, JAWS, and NIU must have approximately equal representation from each of the three Military Departments in their military student composition/seminars which award JPME credit.

(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 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. Joint Programs. The mix of military faculty members will be approximately one-third from each Military Department. Joint PME programs include all NDU and NIU accredited programs.

(b) Qualifications

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

2. Service ILCs and NIU. Seventy-five percent of the military faculty should when possible be graduates of an in-resident intermediate- or senior-level PME program or 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 JPME-II program or designated JQOs.

4. JFSC. All military faculty at JFSC should when possible be graduates of an in-resident intermediate- or senior-level PME program or have substantial 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, designated a JQO, 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 Joint Staff Director for Joint Force Development (DJ-7) through the DDJ-7 JED.

(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 advanced distributed learning (ADL). 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 report format is presented in Appendix A to Enclosure B.

6. Distance and/or Non-Resident Education Programs

a. Nonresident education is the delivery of a structured curriculum to a student available at a different time or place than the teaching institution's resident (host) 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. This education provides instruction in places or times 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. Standards-based criteria for JPME and/or legal requirements must be supported in the delivery of any phase of JPME to be appropriately accredited.

(1) Satellite Seminars or Classes. The satellite approach replicates 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 Learning (DL)/Advanced Distributed Learning (ADL). 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. The learning opportunity may be provided in classrooms (with a teacher present), in the field linking widely dispersed instructors and students,

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or standing alone with no instructor other than a computer. In the purest form, ADL embodies education, training, and performance/decision aiding.

(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.

b. JPME Learning Objectives. Non-resident programs must meet the JPME learning objectives assigned to 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.

c. 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, RCs, and DoD and non-DoD civilians, as appropriate.

d. 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.

e. 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.

f. 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 (ES 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	ILC Grad (not JQO)	SLC Grad (not JQO)
U.S. Army					
U.S. Air Force					
U.S. Navy					
U.S. Marine Corps					
U.S. Coast Guard					
International Officers					
DoD Civilians					
Interagency Civilians					
Adjunct/Agency Chairs					
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 (MECC). The MECC serves as an advisory body to the DJS on joint education issues, and consists of the MECC principals and a supporting MECC Working Group (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: DJ-7, the presidents, commandants, and directors of the joint and Service universities and colleges; and the heads of any other JPME-accredited institutions. The MECC Chairman may invite representatives from other commands and organizations as appropriate.

(2) MECC Working Group. An MECC WG is comprised of dean-level/O-6 representatives of the MECC principals. The DDJ-7 JED chairs the WG. 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 (GFOCC). The GFOCC acts as the primary advising body to the MECC WG on GO/FO education (CAPSTONE through PINNACLE) issues. The GFOCC mission is to: integrate the individual efforts regarding the education of GO/FOs, discuss common areas of interest, establish a community of interest or GO/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 DJ-7 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 distribute 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 as necessary to the DJS. The lead Joint Staff element for coordinating such actions is the J-7, Joint Professional Military Education Division (JPMED).

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 DDJ-7 JED will initiate a thorough review of the Chairman's PME policies as reflected in this instruction every 5 years or as

otherwise deemed appropriate. 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 JPMED 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/schools. They help ensure the currency and relevance of the JPME curricula and provide an independent view of what those curricula should address.

(1) A list of up to 6 SAEs is formulated annually through the Joint Staff/J-7 JPMED and approved by the Chairman, as follows: The JPMED 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 CJCS 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 JLAs and JLOs (Enclosure E, Appendixes 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 most highly recommended but due to the nature of graduate-level education is not required.

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

(5) SAEs, once approved by the 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 GO/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, U.S.C., section 2152, 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 the responsibilities within the Armed Forces for compliance with prescribed military educational policies. Title 10, U.S.C., section 153 prescribes the authority and responsibilities of the Chairman. Specific duties and responsibilities within the PME system are pursuant to 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 and earn appropriate JPME credit.
 - d. Assign officers who are experts in Service matters and educated or experienced in joint matters to PME faculty positions.
 - 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 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 certification (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, ES, and JFSC commandants.

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

j. Advising and assisting the Secretary of Defense in periodic reviews of PME curricula.

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 JPME Phase-I Equivalent Credit list, and SAEs.

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 policy.

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, ES, CISA, JAWS, JFSC, and NIU, provide sufficient students so 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 CAPSTONE and PINNACLE:

1. Provide a list of GO/FO nominees to the DJS (Special Assistant for GO/FO Matters) not later than 60 days prior to class start date.

2. Provide orders for approved officers not less than 2 weeks prior to course start date.

3. Provide security clearance data and individual biographies of attendees to NDU and JS J-7 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 delivery of JPME instruction to students.

(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, ES, JFSC and NIU provide from your Military Department approximately one third of the U.S. military faculty.

c. Providing facility support for 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, ES, and JFSC.

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

h. Present, through their Service faculty at each non-host ILE and SLE campus, an orientation seminar for newly matriculating own-Service officers. This seminar shall update these officers on mission, capability, vision, strategy, etc., 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 as detailed in the JAWS attachment of the annual NDU Size and Composition Plan. Submit outplacement waivers not less than 90 days prior to course graduation.

5. Director, Joint Staff. The Director will:

a. Approve PINNACLE attendees.

b. Approve the annual NDU PME student body size and composition plan.

c. Approve JAWS (SLE) attendance and outplacement waivers.

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

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

b. Coordinate GO/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 JS J-7 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 10, U.S.C., chapter 107, joint duty assignments after completion of joint professional military education.
 - d. Coordinate requests for JPME Phase II Direct Entry 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.
 - c. Conduct the annual review of JAWS graduate outplacement positions/JDAL positions and recommend appropriate changes to the distribution of JAWS graduates.
9. Director for Joint Force Development, Joint Staff (DJ-7). The DJ-7 will:
- a. Chair the MECC.
 - b. Chair the PAJE team.
 - c. Monitor JAWS graduate outplacement which conforms to a 100 percent rate of assignment to designated billets on the JDAL as detailed in the JAWS attachment of the annual NDU Size and Composition Plan.
 - d. Coordinate DJS-level JAWS (SLE) outplacement waivers.
10. Deputy Director, Joint Staff J-7, Joint Education and Doctrine (JED). The DDJ-7 JED or appropriate designee is responsible for the following:

- a. Assist with policy formulation for coordinating the military education of the Armed Forces.
- b. Act as the office of primary responsibility for the resolution of issues relating to the educational prerequisites for joint officer management.
- c. Review and recommend JPME revisions.
- d. Administer the PAJE.
- e. Coordinate NDU PME student body size and composition with NDU and the Services.
- f. Coordinate the periodic review of JPME curriculum for the Chairman.
- g. Coordinate for the Joint Staff on reports dealing with military education.
- h. Coordinate with NDU on the execution, funding, and annual review of PINNACLE, CAPSTONE, and KEYSTONE.
- i. Coordinate the annual review of JAWS graduate outplacement assignments.
- j. Manage the JAWS outplacement waiver process.
- k. Chair the MECC Working Group.

11. President, NDU. President, NDU tasks and responsibilities are listed in reference f.

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 curriculum should prepare graduates to operate in a joint, interagency, intergovernmental, and multinational environment and bring a Total Force 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 direct and indirect 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 GO/FO leadership periodically assesses 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. Curriculums should be the product of a regular, rigorous, and documented (evidence-based and faculty involved) 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 curriculum development, program assessment, and the student learning process through statements of what is expected by a student as a result of the learning activity. JPME should develop and enhance the shared values, standards, and attitudes that define our Profession of Arms.

APPENDIX A TO ENCLOSURE E

LEARNING OBJECTIVE VERBS

1. Levels of Learning Achievement. Below is a list of descriptive verbs representative of "Bloom's taxonomy," which constitutes 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.
Evaluating	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.
Creating	categorize, combine, compile, compose, create, devise, design, explain, generate, modify, organize, plan, rearrange, reconstruct, relate, reorganize, revise, rewrite, summarize	Building a structure or pattern from diverse elements.

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.
- (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.

2. Learning Area 1 – National Military Capabilities and Organization

- a. Know the organization for national security and how defense organizations fit into the overall structure.
- b. Know the organization, role, and functions of the Joint Chiefs of Staff.
- c. Know the chain of command from the President and the Secretary of Defense to the individual Service headquarters and to the Combatant Commands.
- d. Know the primary missions and responsibilities of the Combatant Commands.
- e. Know the history, primary roles, missions, and organizations of the Military Services.

3. Learning Area 2 – Foundation of Joint Warfare and the Profession of Arms

- a. Describe the nature of American military power.
- b. Identify the values in joint warfare.
- c. Comprehend fundamentals of traditional and irregular warfare.
- d. Know how to access joint learning resources.

e. 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.

f. Understand the context and roles as an emerging member of the Profession of Arms.

4. Primary

a. Institutions and Courses

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

(2) Appropriate to Primary (O-1 to O-3) Service 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.

5. Learning Area 1 – Joint Warfare Fundamentals and the Profession of Arms

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

b. Know each Combatant Command's mission.

c. Comprehend joint aspects of traditional and irregular warfare.

d. 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).

e. 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.

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

- g. Know how to access joint learning resources.
- h. Know Service logistics capabilities and how they can support the JFC.
- i. Understand the ethical dimension of tactical leadership and challenges presented using the values of the profession of arms.
- j. Comprehend how military leaders develop innovative organizations capable of operating in dynamic, complex, and uncertain environments, anticipate change, and respond to surprise and uncertainty.
- k. Comprehend the factors of intent through trust, empowerment and understanding (Mission Command), mission objectives, forces, and capabilities.

6. Learning Area 2 – Joint Campaigning

- a. Know who can form a JTF and how and when a JTF is formed.
- b. Know the fundamentals of a JTF organization.
- c. Comprehend the characteristics of a joint campaign and the relationships of supporting capabilities.
- d. Comprehend the roles that factors such as geopolitics, culture, region, and religion play in shaping planning and execution of joint force operations.
- e. Comprehend contributions of the joint functions (command and control, intelligence, fires, movement and maneuver, protection and sustainment) throughout the phases of planning.

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APPENDIX C TO ENCLOSURE E

SERVICE INTERMEDIATE-LEVEL COLLEGE AND NATIONAL INTELLIGENCE
UNIVERSITY JOINT LEARNING AREAS AND OBJECTIVES (JPME-I)

1. Overview. The focus of Intermediate-Level College (ILC) curriculum is warfighting within the context of operational art. Service organizational culture is a foundational aspect of the education effort through which the Joint Force derives strength and unity of effort.
2. Mission. The ILC mission is to expand student understanding of Joint Matters from a Service component perspective at the operational and tactical levels of war.
3. Learning Area 1 – National Military Capabilities Strategy
 - 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 purpose, roles, authorities, responsibilities, functions, and relationships of the President, the Secretary of Defense, National Security Council, Homeland Security Council, Chairman of the Joint Chiefs of Staff, Joint Chiefs of Staff, Combatant Commanders, Joint Force Commanders (JFCs), Service component commanders, and combat support agencies.
 - c. Comprehend how the U.S. military is organized to plan, execute, sustain, and train for joint, interagency, intergovernmental, and multinational operations.
 - d. Comprehend strategic guidance contained in documents such as the National Security Strategy, the Quadrennial Defense Review, National Military Strategy, Global Force Management Implementation Guide (GFMIG), and Guidance for Employment of the Force.
4. Learning Area 2 – Joint Doctrine and Concepts
 - a. Comprehend current joint doctrine.
 - b. Comprehend the interrelationship between Service doctrine and joint doctrine.
 - c. Apply solutions to operational problems in a volatile, uncertain, complex or ambiguous environment using critical thinking, operational art, and current joint doctrine.

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

- a. Comprehend the security environment within which Joint Forces are created, employed and sustained in support of JFCs and component commanders.
- b. Comprehend Joint Force command relationships.
- c. Comprehend the interrelationships among the strategic, operational, and tactical levels of war.
- d. Comprehend how theory and principles of joint operations pertain to the operational level of war across the range of military operations to include traditional and irregular warfare that impact the strategic environment.
- e. Comprehend the relationships between all elements of national power and the importance of comprehensive approaches, the whole of government response, multinational cooperation, and building partnership capacity in support of security interests.
- f. Analyze a plan critically for employment of joint and multinational forces at the operational level of war.
- g. Comprehend the relationships between national security objectives, military objectives, conflict termination, and post conflict transition to enabling civil authorities.

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 across all phases of a joint operation.
- c. Comprehend the integration of joint functions (command and control, intelligence, fires, movement and maneuver, protection and sustainment) to operational planning problems across the range of military operations.
- d. Comprehend how planning for OCS across the joint functions supports managing the effects contracting and contracted support have on the operational environment.
- e. Comprehend the integration of IO and cyberspace operations with other lines of operations at the operational level of war.

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

g. Comprehend the role and perspective of the Combatant Commander and staff in developing various theater policies, strategies and plans.

h. Comprehend the requirements across the joint force, Services, inter-organizational partners and the host nation in the planning and execution of joint operations across the range of military operations.

7. Learning Area 5 – Joint Command and Control

a. Comprehend the organizational options, structures and requirements available to joint force commanders.

b. Comprehend the factors of intent through trust, empowerment and understanding (Mission Command), mission objectives, forces, and capabilities that support the selection of a specific C2 option.

c. Comprehend the effects of networks and cyberspace on the ability to conduct Joint Operational Command and Control.

8. Learning Area 6 – Joint Operational Leadership and the Profession of Arms

a. Comprehend the role of the Profession of Arms in the contemporary environment.

b. Comprehend critical thinking and decisionmaking skills needed to anticipate and recognize change, lead transitions, and anticipate/adapt to surprise and uncertainty.

c. Comprehend the ethical dimension of operational leadership and the challenges that it may present when considering the values of the Profession of Arms.

d. Analyze the application of Mission Command (intent through trust, empowerment, and understanding) in a Joint, Interagency, Intergovernmental and Multinational (JIIM) environment.

e. Communicate with clarity and precision.

f. Analyze the importance of adaptation and innovation on military planning and operations.

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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 develop strategic leaders who can think critically and apply military power in support of national objectives in a joint, interagency, intergovernmental and multinational environment. Service War Colleges hone student expertise and competency on their respective Service's roles, missions and principal operating domains. They focus on integrating them into the joint force, unfettered by Service parochialism across the range of military operations. Non-resident delivery options present content to the largest possible pool of eligible students, but may suppress the full extent of acculturation through face-to-face contact with faculty and other students, as well as desired levels of cognizant understanding of learning content unless the learning quality is enhanced through advance distributed learning. To this end, learning outcomes can achieve symmetry with fully in-resident delivery options.
2. Mission. Each Service SLC is unique in mission and functional support. However, a fundamental objective of each is to prepare future military and civilian leaders for high-level policy, command and staff responsibilities requiring joint and Service operational expertise and warfighting skills and the effect those instruments have on strategy formulation, implementation and campaigning. The goal is to develop agile and adaptive leaders with the requisite values, strategic vision and thinking skills to keep pace with the changing strategic environment. SLC subject matter is inherently joint; JPME at this level focuses on the immersion of 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 execution of strategy in war and peace.
 - 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. Evaluate the principles of joint operations, joint military doctrine, and emerging concepts across the conflict continuum from peace to war and into post-conflict settings.

5. Learning Area 3 – National Military Strategy and Organization

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

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

c. 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 operations and emerging concepts in peace, crisis, war and post-conflict.

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 support 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.

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

f. Analyze the use of operational art and operational design in developing campaign plans.

g. Evaluate contributions of the joint functions (command and control, intelligence, fires, movement and maneuver, protection and sustainment) throughout the phases of planning.

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

a. Analyze the roles, relationships, functions, and risks 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. Analyze the role of OCS in supporting Service capabilities and joint functions to meet strategic objectives considering the effects contracting and contracted support have on the operational environment.

d. Define the attributes of the future joint force and how this force will organize, plan, prepare and conduct operations across all domains.

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, including an understanding of mission command, to lead in a joint, interagency, intergovernmental and multinational strategic environment.

b. Evaluate the skills, including communication synchronization, 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 and reflective thinking and decisionmaking by strategic leaders.

d. Evaluate the ethical and legal consequences of national security decisions, past and present, based on the shared values of the Profession of Arms.

e. Evaluate how strategic leaders develop innovative organizations capable of operating in dynamic, complex and uncertain environments, anticipate change, and respond to surprise and uncertainty.

APPENDIX E TO ENCLOSURE E

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

1. Overview. Service SLCs develop strategic leaders who can think critically and apply military power in support of national objectives in a joint, interagency, intergovernmental and multinational environment. Service War Colleges hone student expertise and competency on their respective Service's roles, missions and principal operating domains and focus on integrating them into the joint force, unfettered by Service parochialism across the range of military operations.
2. Mission. Each Service SLC is unique in mission and functional support. However, a fundamental objective of each is to prepare future military and civilian leaders for high-level policy, command and staff responsibilities requiring joint and Service operational expertise and warfighting skills by educating them on the instruments of national power (diplomatic, informational, military and economic), the strategic security environment and the effect those instruments have on strategy formulation, implementation, and campaigning. The goal is to develop agile and adaptive leaders with the requisite values, strategic vision and thinking skills to keep pace with the changing strategic environment. 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 (level 3) nomination.
3. Learning Area 1 – National Strategies
 - a. Apply key strategic concepts, critical thinking and analytical frameworks to formulate and execute strategy.
 - b. Analyze the integration of all instruments of national power in complex, dynamic and ambiguous environments to attain objectives at the national and theater-strategic levels.
 - c. Evaluate historical and/or contemporary security environments and applications of strategies across the range of military operations.
 - d. Apply strategic security policies, strategies and guidance used in developing plans across the range of military operations and domains to support national objectives.
 - e. Evaluate how the capabilities and limitations of the U.S. Force structure affect the development and implementation of security, defense and military strategies.

4. Learning Area 2 – Joint Warfare, Theater Strategy and Campaigning for Traditional and Irregular Warfare in a Joint, Interagency, Intergovernmental and Multinational Environment

a. Evaluate the principles of joint operations, joint military doctrine, joint functions (command and control, intelligence, fires, movement and maneuver, protection and sustainment), and emerging concepts across the range of military operations.

b. Evaluate how theater strategies, campaigns and major operations achieve national strategic goals across the range of military operations.

c. Apply an analytical framework that addresses the factors politics, geography, society, culture and religion play in shaping the desired outcomes of policies, strategies and campaigns.

d. Analyze the role of OCS in supporting Service capabilities and joint functions to meet strategic objectives considering the effects contracting and contracted support have on the operational environment.

e. Evaluate how strategic level plans anticipate and respond to surprise, uncertainty, and emerging conditions.

f. Evaluate key classical, contemporary and emerging concepts, including IO and cyber space operations, doctrine and traditional/irregular approaches to war.

5. Learning Area 3 – National and Joint Planning Systems and Processes for the Integration of JIIM Capabilities

a. Analyze how DoD, interagency and intergovernmental structures, processes, and perspectives reconcile, integrate and apply national ends, ways and means.

b. Analyze the operational planning and resource allocation processes.

c. Evaluate the integration of joint, interagency, intergovernmental and multinational capabilities, including all Service and Special Operations Forces, in campaigns across the range of military operations in achieving strategic objectives.

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

e. Analyze the likely attributes of the future joint force and the challenges faced to plan, organize, prepare, conduct and assess operations.

6. Learning Area 4 – Command, Control and Coordination

a. Evaluate the strategic-level options available in the joint, interagency, intergovernmental and multinational environment.

b. Analyze the factors of Mission Command as it relates to mission objectives, forces and capabilities that support the selection of a command and control option.

c. Analyze the opportunities and challenges affecting command and control created in the joint, interagency, intergovernmental and multinational environment across the range of military operations, to include leveraging networks and technology.

7. Learning Area 5 – Strategic Leadership and the Profession of Arms

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

b. Evaluate critical strategic thinking, decisionmaking and communication by strategic leaders.

c. Evaluate how strategic leaders develop innovative organizations capable of operating in dynamic, complex and uncertain environments; anticipate change; and respond to surprise and uncertainty.

d. Evaluate how strategic leaders communicate a vision; challenge assumptions; and anticipate, plan, implement and lead strategic change in complex joint or combined organizations.

e. Evaluate historic and contemporary applications of the elements of mission command by strategic-level leaders in pursuit of national objectives.

f. Evaluate how strategic leaders foster responsibility, accountability, selflessness and trust in complex joint or combined organizations.

g. Evaluate how strategic leaders establish and sustain an ethical climate among joint and combined forces, and develop/preserve public trust with their domestic citizenry.

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APPENDIX F TO ENCLOSURE E

NATIONAL WAR COLLEGE JOINT LEARNING AREAS AND OBJECTIVES

1. Overview. The NWC curriculum provides graduate-level education in national security strategy to senior military and civilian leaders. The NWC program concentrates on developing the habits of mind, conceptual foundations, and critical faculties graduates will need to operate in a competitive, complex, volatile environment at their highest level of strategic responsibility. Its goal is to produce resilient and adaptive national security practitioners who can develop and implement national security strategies holistically by orchestrating all the instruments of national power to achieve national objectives. Accomplishing that goal requires understanding “joint” to mean not just inter-service operations, but inter-agency, inter-governmental and multinational operations as well. That conception carries through the learning areas and learning objectives detailed below.
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, command and staff responsibilities by conducting a senior-level course of study in national security strategy.
3. Learning Area 1 – Strategic and Critical Logic. To develop the ability to think critically and strategically in applying key principles and concepts and to anticipate and respond to change, surprise and uncertainty, students should be able to:
 - a. Evaluate key concepts, theories and analytical approaches that shape critical and strategic logic.
 - b. Apply critical and strategic thinking tools and concepts for anticipating and managing complexity, uncertainty, change and surprise.
 - c. Apply strategic logic and critical thinking to develop a national security strategy for a specific security challenge that is appropriately joint, interagency, intergovernmental and multinational.
 - d. Evaluate a given national security strategy.
4. Learning Area 2 – The Context for Strategy. To understand the domestic and international elements of the security environment and their implications for the use of all instruments of national power, students should be able to:
 - a. Assess how U.S. domestic conditions influence the formulation and execution of national security strategy.

- b. Assess the implications of the processes for formulating and implementing U.S. national security strategies and policies for the viability of a proposed strategy.
- c. Comprehend the role of U.S. joint planning processes and systems in the development and execution of national security strategy.
- d. Assess the suitability of the structure and processes in the United States for national leaders to exercise joint command and control over the implementation of national security strategies.
- e. Assess how conditions within other countries shape leader's perceptions, policy decisions and reactions to the strategic environment.
- f. Analyze transnational and international factors that shape policy and strategy in the United States and selected nations.

5. Learning Area 3 – Instruments of Power. To understand the contributions of all elements of national power and to think critically and strategically in applying concepts and principles of national security strategy, students should be able to:

- a. Analyze the fundamental nature, capabilities and limitations of the instruments of national power as tools of statecraft in war and peace.
- b. Comprehend the role of OCS in the development and execution of national-level strategies.
- c. Postulate U.S. force requirements and force development initiatives in light of the current and anticipated security environment.
- d. Evaluate key concepts, doctrine and approaches for the use of specific instruments of power.
- e. Evaluate concepts/approaches for the orchestration of instruments of power to achieve national goals in a coordinated, holistic manner.
- f. Critique selected cases of the coordinated use of multiple instruments as tools of statecraft.
- g. Evaluate a national military strategy in support of a given national security strategy.
- h. Assess theater strategy and campaigning in support of national security strategy in a selected case.

i. Analyze the implications of the joint functions (command and control, intelligence, fires, movement and maneuver, protection and sustainment) in the development of national security strategies.

6. Learning Area 4 – National Strategic Leadership. To lead change, operate effectively at the national level on principles of intent through trust and empowerment, and make ethical decisions based on the shared values of the Profession of Arms, students should be able to:

- a. Assess the practice of strategic leadership in illustrative cases.
- b. Analyze decisions against ethical standards and the shared values of the Profession of Arms.
- c. Develop a national strategy capable of conveying clear strategic intent.
- d. Apply tools for developing trust.

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APPENDIX G TO ENCLOSURE E

DWIGHT D. EISENHOWER SCHOOL FOR NATIONAL SECURITY AND RESOURCE STRATEGY JOINT LEARNING AREAS AND OBJECTIVES

1. Overview. The ES studies national security strategy with emphasis on the resource components in a joint, interagency, intergovernmental and multinational environment.
2. Mission. The ES prepares its graduates to lead the strategic institutions and activities associated with the integrated development and resource execution of national security and national defense strategies.
3. Learning Area 1 – Strategic Leadership. Leading, transforming and sustaining innovative, agile and ethical organizations in a joint, interagency, intergovernmental and multinational strategic environment.
 - a. Create and apply a personal framework to lead in the security environment and conduct strategic leader decisionmaking.
 - b. Evaluate the scanning and interpretive skills needed to operate on intent through trust, empowerment and understanding (Mission Command) in the strategic environment.
 - c. Evaluate the challenges in leading strategic organizations.
 - d. Evaluate the strategic, critical and creative thinking skills needed to anticipate, respond to surprise and uncertainty, and recognize the need for change and lead organizational transitions.
 - e. Evaluate the interpersonal skills needed to operate at the strategic level.
 - f. Evaluate the decisionmaking skills needed to make ethical decisions based on the Profession of Arms and other shared professional and ethical values.
 - g. Create self-awareness through continuous self-assessment and development and an enhanced understanding of the requisite competencies of strategic leaders that include the CJCS DLAs.
4. Learning Area 2 – Integrated National Security and Resource Strategy. Exploiting the students' strategic and critical thinking skills to analyze and learn from the perspective of theory, doctrine and the application of joint warfighting principles and concepts to joint operations.

- a. Evaluate the strategic domestic and international security environment in order to apply all the instruments of national power (diplomatic, informational, military and economic) in an integrated and efficient manner.
 - b. Create politically and resource-informed national security, national defense, national military and theater strategy, policy and plans at the strategic level.
 - c. Evaluate capabilities of the total force and their development, to include requirements, resourcing, acquisition, and logistics, total life-cycle cost/management and OCS; and the integration of these capabilities to achieve strategic and theater objectives.
 - d. Evaluate joint, interagency, intergovernmental, international and multinational capabilities and the integration of these capabilities in joint planning processes, systems and command and control to achieve national and theater/campaign strategic objectives.
 - e. Analyze the political and economic interactions and trade-offs in developing resource-informed strategy, policy, plans and capabilities and their execution, to include the impact of government logistics and acquisition policies and processes on the U.S. economy and the industrial base.
 - f. Evaluate contributions of the joint functions (command and control, intelligence, fires, movement and maneuver, protection and sustainment) throughout the phases of planning.
5. Learning Area 3 – Government-Private Sector Interaction. Create strategic leaders with a unique understanding of the defense industrial base and its underlying globalized industrial base so that they can more effectively incorporate its potential contributions to national security.
- a. Evaluate U.S. and global private sector strategies, practices, perspectives, capabilities and limitations with respect to value creation and interaction with the government, to include responses to government attempts to regulate and draw resources from the private sector.
 - b. Evaluate how the geostrategic context (to include the Nation's history, geography, natural resources, cultural identity, governance, macro-economic policy, security interests) and the government-business environment shape the United States and other select countries' defense industrial bases, resulting in different approaches to integrating strategy and resources to provide security.
 - c. Evaluate the strengths, vulnerabilities and capabilities of select industrial bases (U.S. and global) and their underlying sectors and markets,

and develop politically and resource-informed policy prescriptions to improve U.S. national security and economic interests.

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APPENDIX H TO ENCLOSURE E

JOINT AND COMBINED WARFIGHTING SCHOOL/ADVANCED JOINT PROFESSIONAL MILITARY EDUCATION JOINT LEARNING AREAS AND OBJECTIVES

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. The JCWS is the baseline POI on which the AJPME is structured. AJPME is authorized in law as an option to satisfy the higher-level joint learning requirements to nominate a Reserve Component officer as Joint Qualified Level-3.

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.

c. The JCWS/AJPME 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/AJPME instructs students on the integrated strategic deployment, employment, sustainment, conflict termination, and redeployment of joint forces. The school accomplishes this through simulations, exercises and case studies in a joint seminar environment. JCWS/AJPME 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/AJPME 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 – Integrated National Security Strategy

- a. Analyze instruments of national power (diplomatic, informational, military and economic) and the relationships between those instruments.
- b. Analyze the complex, dynamic and ambiguous global security environment through a systems approach to determine the impact on planning and operations.
- c. Analyze the perspectives and relationships between joint military, multinational, interagency and other societal members and how those perspectives impact planning and leading in joint organizations.

4. Learning Area 2 – Joint Warfighting Principles, Concepts and Doctrine

- a. Apply appropriate joint leader critical thinking skills to anticipate, plan and respond to complex operational challenges in the joint and combined environment in order to achieve operational success.
- b. Apply systems thinking, creative design, innovation and appropriate problem-solving frameworks to support sound, timely decisionmaking to drive desired change in the joint, multi-national, intergovernmental and interagency operational environment.
- c. Apply timely and effective assessments (to include risk assessments) and process diffuse information related to joint planning and execution activities in order to recognize trends and to continually reevaluate the operational environment.
- d. Analyze the force capabilities (joint, multinational, interagency, nongovernmental, contractor supported) and global connectivity available to perform resource informed planning, execution, and assessment of successful operations in a complex and uncertain operational environment spanning the range and spectrum of military operations.

5. Learning Area 3 – Theater Strategic and Contingency Planning

- a. Apply appropriate planning frameworks to assess, correlate and exploit information from diverse sources in the development of plans that ensure shared understanding horizontally and vertically across joint and multinational forces and other partners.

b. Apply principles of effective communication, sound judgment and mental agility to develop organizational vision in theater strategic, campaign and operational plans designed to lead collaborative joint teams to effect desired change.

c. Apply an analytical framework that incorporates global security environment factors such as ethics, culture, religion, economics, society, geopolitics and geostrategy in shaping the desired outcomes of policies, strategies and theater campaign within a unified command area of responsibility environment.

d. Apply the principles of joint operations, joint military doctrine, and emerging concepts across the range of military operations.

e. Analyze contributions of the joint functions (command and control, intelligence, fires, movement and maneuver, protection and sustainment) throughout the phases of planning.

f. Comprehend the effects contracting and contracted support have on the operational environment.

6. Learning Area 4 – Joint Leadership and the Profession of Arms at the Operational-Strategic Nexus

a. Value jointness and the increased capability available to commanders through the integration of diverse joint, interagency, intergovernmental and multinational cultures, efforts and teamwork based on the Profession of Arms and other shared professional and ethical values.

b. Analyze and apply reflective and analytical problem-solving skills with regard to ethical dilemmas in a complex joint, interagency, intergovernmental, and multinational operational environment.

c. Analyze multiple sources of guidance and information to develop and convey intent to military forces while leveraging available processes, systems and technologies as a part of mission command.

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APPENDIX I TO ENCLOSURE E

JOINT ADVANCED WARFIGHTING SCHOOL JOINT LEARNING AREAS AND OBJECTIVES

1. Overview. JAWS 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. JAWS provides a JPME Phase-II program that is tailored to its unique mission and focus.

2. Mission

a. To educate national security professionals in the art and science of planning and the execution of 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 11-month curriculum: Foundations in the History and Theory of War, Strategic Applications, 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 to develop the expertise necessary for decisionmaking and complex problem solving in the Combatant Command environment.

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) instruments of national power.
- b. Analyze how the constituent instruments 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. Apply the basics of information and cyberspace operations to achieve desired effects 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 and adapt to rapid, unexpected changes that may give an adversary the advantage of surprise, or lead to uncertain outcomes.
- 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. Analyze the organization, responsibilities and capabilities of the Military Services (and related organizations) provided in support of defense and military strategies 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 against adaptive opponents able to affect surprise and uncertain combat outcomes in order to achieve desired end state at the least cost in lives and national treasure.
- b. Apply Service, joint, interagency, intergovernmental and multinational capabilities and how these capabilities can be best integrated to attain national

security objectives, given ever-changing technologies, fluctuating and uncertain budgets or shifts in national priorities.

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 doctrine, 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. Apply appropriate 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.

c. Comprehend contributions of the joint functions (command and control, intelligence, fires, movement and maneuver, protection and sustainment) throughout the phases of planning.

d. Comprehend the effects contracting and contracted support have on the operational environment.

e. Synthesize effective operational planning concepts in order to translate strategic decisions into appropriate and effective tactical actions.

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 skills necessary for leading organizational change and transformation.

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

c. Apply appropriate joint leader critical thinking skills to anticipate, plan and respond to complex operational challenges in the joint and combined environment in order to achieve operational success.

APPENDIX J TO ENCLOSURE E

CONTEMPORARY SECURITY AND COMBATING TERRORISM PROGRAM
JOINT LEARNING AREAS AND OBJECTIVES (JPME-II TRACK/COHORT)
COLLEGE OF INTERNATIONAL SECURITY AFFAIRS

1. Overview. 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 strategic security strategies by orchestrating all instruments of national power in a coherent plan to achieve objectives in peace, crisis and war.
2. Mission. Educate and prepare civilian and military national security professionals from the United States and partner nations for strategic challenges of the contemporary security environment. The counterterrorism cohort perspective in subject matter and student body creates an inherently joint, interagency, intergovernmental and multinational learning environment. Graduates are prepared for high-level policy and command/staff responsibilities through a joint- and agency-based graduate-level education program.
3. Learning Area 1 – The Geo-Strategic Environment
 - a. Evaluate the dimensions of the contemporary security environment.
 - b. Evaluate the geostrategic importance of local, regional, and global dynamics and security threats, as well as their impact on the spectrum of conflict and the utility of force.
 - c. Evaluate the major challenges to democracy, development, and stability.
 - d. Analyze the nature, evolving character, and conduct of conventional and irregular warfare.
4. Learning Area 2 – Strategic Thought: National Security Policy, Strategy, Supporting Strategies and Approaches
 - a. Evaluate the fundamental characteristics, capabilities and limitations of all instruments of power and influence.
 - b. Apply critical and analytical thinking tools and concepts for anticipating and responding to strategic-level complexity, uncertainty, change and surprise.

c. Analyze the U.S. National Security Strategy, U.S. National Military Strategy, and key supporting security policies and strategies.

d. Evaluate the implications of contemporary challenges (to include violent extremism, terrorism and insurgency) on strategic thought and national security strategies.

5. Learning Area 3 – Strategic Response: Strategies and Plans for Joint and Multinational Campaigns Against Contemporary Challenges

a. Evaluate joint, interagency and multinational campaigns and operations, how they support national and coalition objectives, and how they relate to the strategic, theater and operational levels of war.

b. Evaluate the role that factors such as geopolitics, society, culture, demographics, and ideology play in shaping effective policies, theater strategies, and/or campaigns.

c. Comprehend the attributes of the joint force, force structure and capability requirements, operational contract support, joint planning processes, emerging concepts, and the risks that affect the development of military strategies and campaigns.

d. Evaluate key and emerging joint doctrinal concepts, with particular emphasis on those that shape the development of counterterrorism, stabilization, and irregular warfare concepts, capabilities, campaigns and operations.

e. Evaluate contributions of the joint functions (command and control, intelligence, fires, movement and maneuver, protection and sustainment) throughout the phases of planning.

6. Learning Area 4 – Contemporary Strategic Leadership

a. Evaluate the skills needed to operate on intent through trust, empowerment and understanding (Mission Command) in the contemporary strategic environment.

b. Evaluate techniques for leading transitions and building effective teams.

c. Create self-awareness through continuous self-assessment and development, understanding the requisite competencies of strategic leaders which include the CJCS DLAs.

d. Analyze strategic decisions against ethical standards and the shared values of the Profession of Arms.

APPENDIX K TO ENCLOSURE E

CAPSTONE JOINT LEARNING AREAS AND OBJECTIVES

1. Overview. The course builds on previous JPME and experience to prepare leaders who can think critically at the national strategic level, while providing oversight to mission planning and execution across the range of military operations. The Fellows will see a focus on “Joint Matters” from a theater or national perspective in Joint, Interagency, International or Multinational environments.
2. Mission. CAPSTONE provides baseline GO/FO-level JPME for designated Generals and Admirals. Other GO/FO courses of instruction, including the component commander warfighting courses and PINNACLE, should build on the foundation established in CAPSTONE. In the broadest terms, the CAPSTONE experience should 1) facilitate fellow’s ability to lead change, 2) elevate the learning experience above previous experience, 3) broaden global perspective, 4) instill tenets of intellectual development and ethical leadership, 5) enhance the perspective on enterprise efficiency, and 6) create a bond with the GO/FO cohort.
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 as underpinned by joint doctrine.
 - 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 ability to think critically and strategically to apply the processes and systems used to synchronize the effect from the application of

joint, Service, interagency, nongovernmental and multinational capabilities spanning all levels of war.

d. Describe the ability to operate on intent through trust, empowerment and understanding.

e. 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.

f. Analyze the role of OCS in supporting Service capabilities and joint functions to meet strategic objectives considering the effects contracting and contracted support have on the operational Environment.

g. Analyze contributions of the joint functions (command and control, intelligence, fires, movement and maneuver, protection and sustainment) throughout the phases of planning.

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 ability to understand the security environment and the contributions of all instruments of national power.

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 anticipating and responding to surprise and uncertainty while anticipating and recognizing change and leading transitions.

b. Synthesize the leadership skills based on competence and character necessary to make ethical decisions based on the shared values of the Profession of Arms necessary to create and sustain innovative, agile and empowered organizations in a joint, interagency, intergovernmental 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, CJCS, Joint Chiefs of Staff, Combatant Commanders, Secretaries of the Military Departments, and Service Chiefs.
- e. Develop a peer network for future cooperation between the most senior military officers and senior executives.

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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,

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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 Operations 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 information-related capabilities integrated by 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 GO/FOs or civilian equivalents, representing all Military Services and the United States Coast Guard.

(2) Mission. The mission of SJIOAC is to prepare selected GO/FOs and senior executive civilians to develop planning and execution skills in IO (integrating information-related capabilities) as core military competency that will enable Combatant Commanders to target adversary decisionmaking while protecting our own.

(3) Attendees. All attendees should be at least a one-star GO/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 a GO/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 offered semi-annually and 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. GO/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- or two-star officers designated by their Service.

f. Cyberspace Operations Executive Course (COEC)

(1) Overview. COEC is focused on strategic decisionmaking of cyber policy and offered semi-annually as a GO/FO/SES professional continuing education opportunity. The curriculum is managed by USAF and offered through Air University at Maxwell Air Force Base, Montgomery, Alabama. Faculty is comprised of national-level civilian, industry and academic subject matter experts with expertise consistent with the seniority and decision authority of the particular class. Content includes defining the cyberspace problem, legal implications, academic perspectives, operational and strategic-level solution sets/options, cyberspace integration, and foreign policy implications.

(2) Mission. Prepare the GO/FO/SES community across the Federal Government to interpret the intricacies of strategic decisionmaking of national cyber policy.

(3) Attendees. Students are selected by the parent Service or Agency. The course is offered twice annually; however, each cohort targets once annually O-9/10, and SES Tier 3 (Senior COEC); or the O-7/8, and equivalent SES (COEC). COEC is limited to 18 students per cohort; Senior COEC class size is variable.

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 DJS.
4. Learning Area 1 – The Joint/Combined Force Environment
 - a. Analyze the changed nature of joint/combined operations, identifying fundamental differences in the way a joint/combined force commander must think critically and strategically about the environment in order to anticipate and respond to surprise and uncertainty.
 - 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. Evaluate the transformational concepts of design and planning, Mission Command and C2 enhancements, and integration of conventional and special operations forces that will be employed in future operations.
 - d. Synthesize the ability to understand the security environment in order to more effectively apply the DIME instruments of national power to influence a potential adversary's Political, Military, Economic, Social, Infrastructure and Information (PMESII) elements.
 - e. Synthesize techniques for anticipating and responding to surprise and uncertainty while anticipating and recognizing change and leading transitions.

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

- a. Evaluate specific enablers such as the decision cycle, information/knowledge management, targeting methodologies, and battle rhythm flexibility that support the commander's decision cycle.
- b. Apply transformational concepts to traditional planning, organization, and manning options to develop alternative solutions to joint task force creation.
- c. Evaluate contributions of the joint functions (command and control, intelligence, fires, movement and maneuver, protection and sustainment) throughout the phases of planning.
- d. Synthesize the need to create a command climate and staffing processes based on trust, empowerment and common understanding that permit subordinate operations based on commander's intent and guidance.
- e. Evaluate the effects contracting and contracted support have on the operational environment.

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

- a. Synthesize processes to effectively blend the art (synergy) and science (synchronization) of commanding joint/combined forces.
- b. Apply an understanding of and appreciation for the design and planning necessary to translating national objectives, joint doctrine, and policies into objectives, effects, and actions.
- c. Analyze the impact of strategic communication and information operations on unity of effort and the achievement of national objectives.
- d. Evaluate the impact of emerging technologies on complex security environments, including the potential of offensive and defensive cyber operations.
- 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 facing the joint/combined force commander, including the personalities of external principals (DoD, interagency and international), the need to anticipate and recognize change leading to transitions, and Commander's Critical Information Requirements.

g. Analyze seams a joint/combined force commander may face, including interfaces with key Service, interagency, multinational and functional Combatant Commander representatives.

h. Evaluate key national authority and rules of engagement issues, including national policies and prerogatives, information sharing and titles (e.g., title 10, title 14, title 50).

i. Synthesize the absolute requirement to make ethical decisions based on the shared values of the Profession of Arms in all planning and operations

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 intergovernmental, nongovernmental, and private sector 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 regarding national security issues to include funding and the will of the American people as articulated by their representatives.

e. Evaluate DoD'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

1. Overview. This enclosure details the charter, guidelines, preparation, and conduct of the Process for Accreditation of Joint Education (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. The 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, NIU, 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 is also 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 to the DDJ-7 JED.

b. Requests to implement changes to accredited programs are submitted to the DDJ-7 JED 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.

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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 JPMED, prior to participating in an accreditation review. OSD, each Service, NIU, 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 JPMED will form a team for each PAJE review by soliciting team member nominations from OSD, the Services, NIU, 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, DJ-7 or DDJ-7 JED may alter team composition as deemed appropriate. Team shall consist of:
 - a. Chairman. Director, Joint Staff J-7.
 - b. Executive Committee
 - (1) DDJ-7 JED; 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 JPMED.
 - (2) Service College, NDU and NIU Representatives. One officer or civilian (a staff or faculty member, preferably possessing a doctoral degree). 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

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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 education 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 JPMED.

(6) Joint Doctrine Adviser. One subject matter expert from the doctrine development community.

(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) 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 on 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, Director, Defense Intelligence Agency, 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 DDJ-7 JED 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 defines and 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. 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, U.S.C., chapter 5, section 153
- b. Title 10, U.S.C., chapter 107
- c. DoD Directive 5230.09, "Clearance of DOD Information for Public Release," 22 August 2008
- d. DoD Instruction 1300.19, "DoD Joint Officer Management Program," 4 March 2014
- e. CM-0166-13, "Desired Leader Attributes for Joint Force 2020," 28 June 2013
- f. CJCSI 1801.01 Series, "National Defense University Policy"
- g. CJCSM 3500.04 Series, "Universal Joint Task List (UJTL)"
- h. Joint Pub 1, "Joint Doctrine of the Armed Forces of the United States," 14 May 2007, Change 1, 20 March 2009
- i. Joint Pub 1-02, "DoD Dictionary of Military and Associated Terms"
- j. Joint Pub 3-0, "Joint Operations"
- k. "The Review of Joint Education," Military Education Coordination Council, 3 May 2013
- 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, "Management of DoD Language and Regional Proficiency Capabilities," 12 June 2007
- 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, "Irregular Warfare (IW)," 1 December 2008
- v. DDJS-ME memorandum, "Standing Operating Procedures for Counting Faculty and Student Ratios during Process for Accreditation of Joint Education Visits," 9 January 2008

GLOSSARY

PART I-ACRONYMS

ACGSC	Army Command and General Staff College
ACSC	Air Command and Staff College
AJPME	Advanced Joint Professional Military Education
APEX	Adaptive Planning and Execution
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
DJS	Director of the Joint Staff
DLAs	Desired Leader Attributes
DLCC	Distance Learning Coordination Committee
DoD	Department of Defense
ES	Dwight D. Eisenhower School for National Security and Resource Strategy (formerly ICAF)
GFM	Global Force Management
GFMIG	Global Force Management Implementation Guidance
GNA	Goldwater-Nichols DoD Reorganization Act of 1986
GO/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 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
JFC	Joint Force 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
JOM	Joint Officer Management
JOPEs	Joint Operation Planning and Execution System
JPME	Joint professional military education
JPMED	Joint Professional Military Education Division (JS J-7/DD JED)
JS	Joint Staff
JSPS	Joint Strategic Planning System
JQO	joint qualified officer (level-3)
JTF	joint task force
LAs	learning areas
LOs	learning objectives
MCCDET	Marine Corps College of Distance Education and Training
MCCSC	Marine Corps Command and Staff College
MCWAR	Marine Corps War College
MECC	Military Education Coordination Council
NDU	National Defense University
NIU	National Intelligence University
NPS	Naval Postgraduate School
NSC	National Security Council
NWC	National War College
OCS	officer candidate school, operational contract support
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	U.S. 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 (derived from the American Association of University Professors, “*Statement of Principles on Academic Freedom and Tenure*”).

Accreditation – The granting of approval to an institution of learning by the Chairman after the school has satisfied the requirements specified in the 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.

Advanced Distributed Learning (ADL) – Computer-based learning delivered on-demand anywhere and anytime; tailored to the needs of the individual learner.

CAPSTONE – CAPSTONE is a mandated course for newly selected GO/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 decisionmaking, 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’s 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 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 (DEW) – 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-I and -II to meet the full education prerequisite for JQO L-3 designation.

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 that 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 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 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 curriculums.

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

Global Force Management – A process that aligns force apportionment, assignment, and allocation methodologies in support of the National Defense Strategy and Joint Force availability requirements; presents comprehensive visibility of the global availability and operational readiness (to include language, regional, and cultural proficiency of U.S. conventional military forces; globally sources Joint Force requirements; and provides senior decision makers a vehicle to quickly and accurately assess the impact and risk of proposed allocation, assignment and apportionment changes.

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*)

Information environment (IE) – A subset of the operational environment that consists of an aggregate of individuals, organizations and systems to collect, process, disseminate or act on information.

Information operations (IO) – The integrated employment, during military operations, of information-related capabilities in concert with other lines of operation to influence, disrupt, corrupt, or usurp the decisionmaking of adversaries and potential adversaries while protecting our own.

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 between 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 integrated military forces in operations conducted across domains such as land, sea, air, space, or in the information environment, 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 the 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 that meets the educational requirements for joint officer management.

a. JPME Phase-I – A first phase of JPME is incorporated into the curriculums 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 10, U.S.C., as the third phase of a tiered approach to JPME.

Joint Qualified Officer (JQO) – An officer designated by the Secretary of Defense, with the advice and assistance of the Chairman of the Joint Chiefs of Staff, who is educated and trained in joint matters and has completed the Level 3 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 DJS 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 DJ-7, DDJ-7 JED; the Presidents, Directors and Commandants of the JPME colleges, Service universities, ILCs and SLCs; 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. DDJ-7 JED, 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.

Operational Contract Support (OCS) – The process of planning for and obtaining supplies, services and construction from commercial sources in support of joint operations. OCS involves planning for contracted support to the same level of detail as assigned, attached or apportioned forces and recognizing the effect such support can have on the operational environment.

PINNACLE – Course designed to prepare senior GO/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 and Deterrence, Crisis Response contingencies, and Major Operations and 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 DoD’s high-level requirements for e-learning content.

Total Force (TF) – The organizations, units and individuals that comprise the DoD resources for implementing the National Security Strategy. It includes Active, Reserve Component military personnel, military retired members, DoD civilian personnel, including foreign national direct and in-direct, as well as non-appropriated fund employees, contractors, and host-nation support personnel.

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.