

UNCLASSIFIED

**CJCSI 1805.01D
18 December 2025**

**ENLISTED JOINT
PROFESSIONAL MILITARY
EDUCATION POLICY**



**JOINT STAFF
WASHINGTON, D.C. 20318**

UNCLASSIFIED

(INTENTIONALLY BLANK)

UNCLASSIFIED

CHAIRMAN OF THE JOINT CHIEFS OF STAFF INSTRUCTION



J-7
DISTRIBUTION: A, B, C, S

CJCSI 1805.01D
18 December 2025

ENLISTED JOINT PROFESSIONAL MILITARY EDUCATION POLICY

References:

See Enclosure C

1. Purpose. This instruction provides policy guidance for Enlisted Joint Professional Military Education (EJPME) of enlisted members in the Armed Forces. It assigns responsibilities, establishes Joint Learning Areas (JLAs) and Joint Learning Outcomes (JLOs) for enlisted education, and provides instructions regarding oversight and execution of EJPME.
2. Superseded/Cancellation. Chairman of the Joint Chiefs of Staff (CJCS) Instruction 1805.01C, 31 October 2021, "Enlisted Professional Military Education Policy" is hereby superseded.
3. Applicability. This policy is applicable to the CJCS, Military Services, National Guard, and Combatant Commands (CCMDs). Distribution to other agencies is for information only.
4. Vision. The vision for twenty-first century joint leader development is a fully aligned Enlisted PME (EPME) and talent management strategy that develops flexible, versatile, and adaptable joint warfighters—deliberately trained, educated, and empowered leaders. Anchored by the distinct core values of the Services, EJPME complements the development of credible and innovative enlisted professionals who think critically and creatively to employ joint leadership knowledge, skills, and abilities in support of national strategies and globally integrated military operations.
5. Policy. The CJCS authority for this instruction is found in federal law (reference (a)), wherein CJCS is responsible for "...formulating policies for coordinating the military education of members of the armed forces."

UNCLASSIFIED

UNCLASSIFIED

CJCSI 1805.01D
18 December 2025

a. Guidance is also derived from *National Defense Strategy* (NDS) and *National Military Strategy* (NMS) priorities to develop the capabilities of the joint force.

b. Enclosure A outlines the policies and procedures necessary to fulfill CJCS PME vision and responsibilities for the joint enlisted force. Appendixes A through D to Enclosure A address specific EJPME policies and provide guidance to Service Chiefs on joint emphasis areas consisting of JLAs and JLOs. Enclosure B outlines responsibilities for the management and execution of EJPME. Enclosure C lists references pertaining to this instruction.

6. Definitions. The glossary contains a list of key abbreviations and other terms employed in this instruction.

7. Responsibilities. See Enclosure B.

8. Summary of Changes. Substantive changes to the revised CJCS directive include: the replacement of EPME with EJPME in many cases; the rewriting of the EJPME continuum section; the renaming of the levels of EJPME; the removal of Sister Service PME Programs; the insertion of language on the Enlisted Military Education Review Council (EMERC) principals meeting and EMERC working group; and the insertion of a policy review requirement.

9. Releasability. UNRESTRICTED. This directive is approved for public release; distribution is unlimited on the Non-classified Internet Protocol Router Network (NIPRNET). Department of War (DoW) Components (to include the CCMDs) and other Federal agencies may obtain copies of this directive through the Internet from the CJCS Directives Electronic Library at <<https://dod365.sharepoint-mil.us/sites/JS-Matrix-DEL/SitePages/Home.aspx>>. Joint Staff activities may also obtain access via the SECRET Internet Protocol Router Network (SIPRNET) directives Electronic Library websites.

10. Effective Date. This INSTRUCTION is effective upon signature.

For the Chairman of the Joint Chiefs of Staff:



FRED W. KACHER, VADM, USN
Director, Joint Staff

UNCLASSIFIED

CJCSI 1805.01D
18 December 2025

Enclosures

- A – Enlisted Joint Professional Military Education Policy
- B – Responsibilities
- C – References

UNCLASSIFIED

UNCLASSIFIED

CJCSI 1805.01D
18 December 2025

INTENTIONALLY BLANK

UNCLASSIFIED

UNCLASSIFIED

CJCSI 1805.01C
1 November 2021

DISTRIBUTION

Distribution A, B, C plus the following:

Chief Master Sergeant of the Air Force
Chief Master Sergeant of the Space Force
Commandant, Army War College
Commandant, Joint Forces Staff College
Commandant, U.S. Coast Guard
Commander, Air Education and Training Command
Commander, Air University
Commander, Barnes Center for Enlisted Education
Commander, Naval Education and Training Command
Commanding General, U.S. Army Training and Doctrine Command
Commanding General, U.S. Marine Corps Training and Education Command
Master Chief Petty Officer of the Coast Guard
Master Chief Petty Officer of the Navy
President, Joint Special Operations University
President, Marine Corps University
President, National Defense University
President, Naval War College
Senior Enlisted Advisor to the Chairman of the Joint Chiefs of Staff
Sergeant Major of the Army
Sergeant Major of the Marine Corps
Senior Enlisted Advisor, National Guard Bureau

The office of primary responsibility for the subject directive has chosen to distribute this directive to the above organizations via e-mail. The Joint Staff Information Management Division is responsible for publishing the subject directive to the SIPRNET and NIPRNET Joint Electronic Library web sites.

UNCLASSIFIED

UNCLASSIFIED

CJCSI 1805.01D
18 December 2025

INTENTIONALLY BLANK

UNCLASSIFIED

UNCLASSIFIED

CJCSI 1805.01D
18 December 2025

TABLE OF CONTENTS

	Page
ENCLOSURE A – ENLISTED JOINT PROFESSIONAL MILITARY EDUCATION POLICY	A-1
Overview	A-1
Scope	A-1
Enlisted Joint Leader Development.....	A-1
Delivery Modes	A-1
EJPME Outcomes.....	A-2
Enlisted Desired Leader Attributes	A-2
EJPME and Talent Management.....	A-3
Policy Reviews	A-3
 APPENDIX A – OUTCOMES-BASED MILITARY EDUCATION GUIDELINES	 A-A-1
APPENDIX B – ENLISTED PROFESSIONAL MILITARY EDUCATION CONTINUUM	A-B-1
APPENDIX C – ENLISTED JOINT PROFESSIONAL MILITARY EDUCATION STANDARDS	A-C-1
APPENDIX D – ENLISTED JOINT PROFESSIONAL MILITARY EDUCATION PROGRAMS AND MISSIONS	A-D-1
ANNEX A – ENLISTED JOINT PROFESSIONAL MILITARY EDUCATION I COURSE JOINT LEARNING AREAS AND OUTCOMES	A-D-A-1
ANNEX B – GATEWAY COURSE JOINT LEARNING AREAS AND OUTCOMES	A-D-B-1
ANNEX C – ENLISTED JOINT PROFESSIONAL MILITARY EDUCATION II COURSE JOINT LEARNING AREAS AND OUTCOMES	A-D-C-1
ANNEX D – KEYSTONE COURSE JOINT LEARNING AREAS AND OUTCOMES	A-D-D-1
APPENDIX E – ENLISTED JOINT PROFESSIONAL MILITARY EDUCATION REVIEW PROCESS	A-E-1
 ENCLOSURE B – RESPONSIBILITIES.....	 B-1
Overview	B-1
General	B-1
Chairman of the Joint Chiefs of Staff	B-1
Senior Enlisted Advisor to the Chairman	B-2
Joint Staff Director for Joint Force Development, J-7.....	B-2
Joint Staff J-7 Senior Enlisted Leader.....	B-2
Deputy Director, Joint Training, Joint Staff J-7	B-2

UNCLASSIFIED

CJCSI 1805.01D
18 December 2025

U.S. Special Operations Command/Joint Special Operations

UniversityB-3

President, National Defense UniversityB-3

ENCLOSURE C – REFERENCESC-1

GLOSSARYGL-1

PART I – Abbreviations and AcronymsGL-1

PART II – Definitions.....GL-4

LIST OF FIGURES

1. Enlisted Leader Attributes.....A-4

2. EJPME Enterprise.....A-E-4

UNCLASSIFIED

CJCSI 1805.01D
18 December 2025

ENCLOSURE A

ENLISTED JOINT PROFESSIONAL MILITARY EDUCATION POLICY

1. Overview. The Enlisted Joint Professional Military Education Policy defines JLAS, JLOs, and Enlisted Desired Leader Attributes (EDLAs), and responsibilities of EJPME institutions. It provides the framework for joint enlisted leader development in alignment with CJCS guidance. The EJPME and Talent Management Vision, hereinafter referred to as “the Vision,” informs the EDLAs, which guide the development of agile and adaptive leaders with the requisite knowledge, skills, and attributes to support national strategy and lead effectively in globally integrated military operations.
2. Scope. This instruction addresses EJPME throughout the entire enlisted continuum for the joint force.
3. Enlisted Joint Leader Development. Members of the U.S. Armed Forces receive PME through the collective efforts of the Services, the Joint Staff, and the National Defense University (NDU). EPME enhances the leadership and warfighting capability of enlisted personnel essential to their performance in a joint warfare environment and in joint duty assignments. EJPME is that portion of EPME that expands a member’s learning opportunities by embedding a joint context into existing PME, thereby enhancing an individual’s ability to operate in a joint environment.
4. Delivery Modes. EJPME may be delivered in a variety of modes (resident, distance education, satellite, and hybrid).
 - a. An EJPME program with multiple delivery modes must have the same course learning outcomes (CLOs).
 - b. EJPME programs will incorporate active and experiential learning to develop the practical and critical thinking skills warfighters require. These methodologies include use of case studies grounded in history to help students develop judgment, analysis, and problem-solving skills, which can then be applied to contemporary challenges, including war, deterrence, and measures short of armed conflict.
 - c. Outcomes-based military education (OBME) encourages the use of live, virtual, constructive, and gaming methodologies with wargames and exercises involving multiple sets and repetitions to achieve CLOs.

UNCLASSIFIED

UNCLASSIFIED

CJCSI 1805.01D
18 December 2025

5. EJPME Outcomes

a. With reference to Figure 1 and the JLAs/JLOs in Appendix A to this Enclosure, EJPME curricula shall be designed to achieve the learning outcomes below, bearing in mind the main goal is for the enlisted leader to be a sensor, synchronizer, and integrator for the organization.

b. EJPME programs must provide graduates the initial knowledge, skills, and abilities to prepare them for service as joint warfighting leaders with the knowledge and skill to:

(1) Operate and lead in the joint, interagency, intergovernmental, and multinational (JIIM) environment.

(2) Understand the effects and relationships between all instruments of national power: diplomatic, information, military, economic, financial, intelligence, and law enforcement (DIME-FIL).

(3) Possess the ability to look up and out while simultaneously remaining focused down and in, and communicating effectively through all levels of the chain of command.

(4) Anticipate and adapt to surprise and uncertainty, recognize change and assist in transitions, and fully exemplify the attributes of mission command (understanding, intent, and trust).

6. Enlisted Desired Leader Attributes. Service members will embody and foster the enduring qualities below as the foundation of joint enlisted leader development. Throughout the continuum of enlisted leader development, EJPME institutions shall appropriately develop, evaluate, and assess members for character, competence, and commitment to the mission and assess the following leader attributes:

a. Intellect. Both cognitive and emotional intellect—the ability to acquire and apply knowledge and skills. Cognitively—to think critically and thoroughly in order to make sound judgments and provide candid advice. Emotionally—having keen self-awareness with the ability to connect, empathize, and understand people and cultures.

b. Credibility. Forged by test and trial of one's skills and validated by actions and reputation. To be a leader that is trusted, believed in, and respected.

UNCLASSIFIED

CJCSI 1805.01D
18 December 2025

c. Accountability. To have an obligation and willingness to accept responsibility for one's actions. To abide by ethical behavior and actions, and expect the same from all. To be fiscally and physically accountable for resources.

d. Agility. To be responsive, flexible, resilient, and adaptable to uncertain situations and complex problems. This encompasses both physical and mental agility.

e. Discipline. To possess an orderly or prescribed conduct or pattern of behavior. To be steadfast in execution of duties, treatment of others, obedience to rules and policy, and to the oath of enlistment.

7. EJPME and Talent Management. Education, training, and personal/professional development is most effective when augmented by deliberate and sustained talent management along the continuum of enlisted leader development.

a. The Services and CCMDs should collaborate to identify select joint billets that, when coupled with EJPME, enhance development for enlisted leaders via experiential assignments.

b. In accordance with (IAW) the Vision, it is imperative to establish innovative personnel systems, processes, and policies that can accommodate such force-multiplying leader development across the Services. An integrated talent management approach will enhance the joint force's ability to identify, develop, and vector the best candidates for key leader development positions.

8. Policy Reviews. As required by Joint Staff policy (reference (h)), the Joint Staff Directorate for Joint Force Development, J-7 will initiate a thorough review of this policy every 5 years or as otherwise deemed appropriate to ensure that high-level guidance to EJPME programs remains current and relevant. This review will involve the Joint Staff, Services, CCMDs, PME institutions, and other affected agencies. This review must ensure that EJPME programs continue to meet the needs of the organizations that employ EJPME graduates.

UNCLASSIFIED

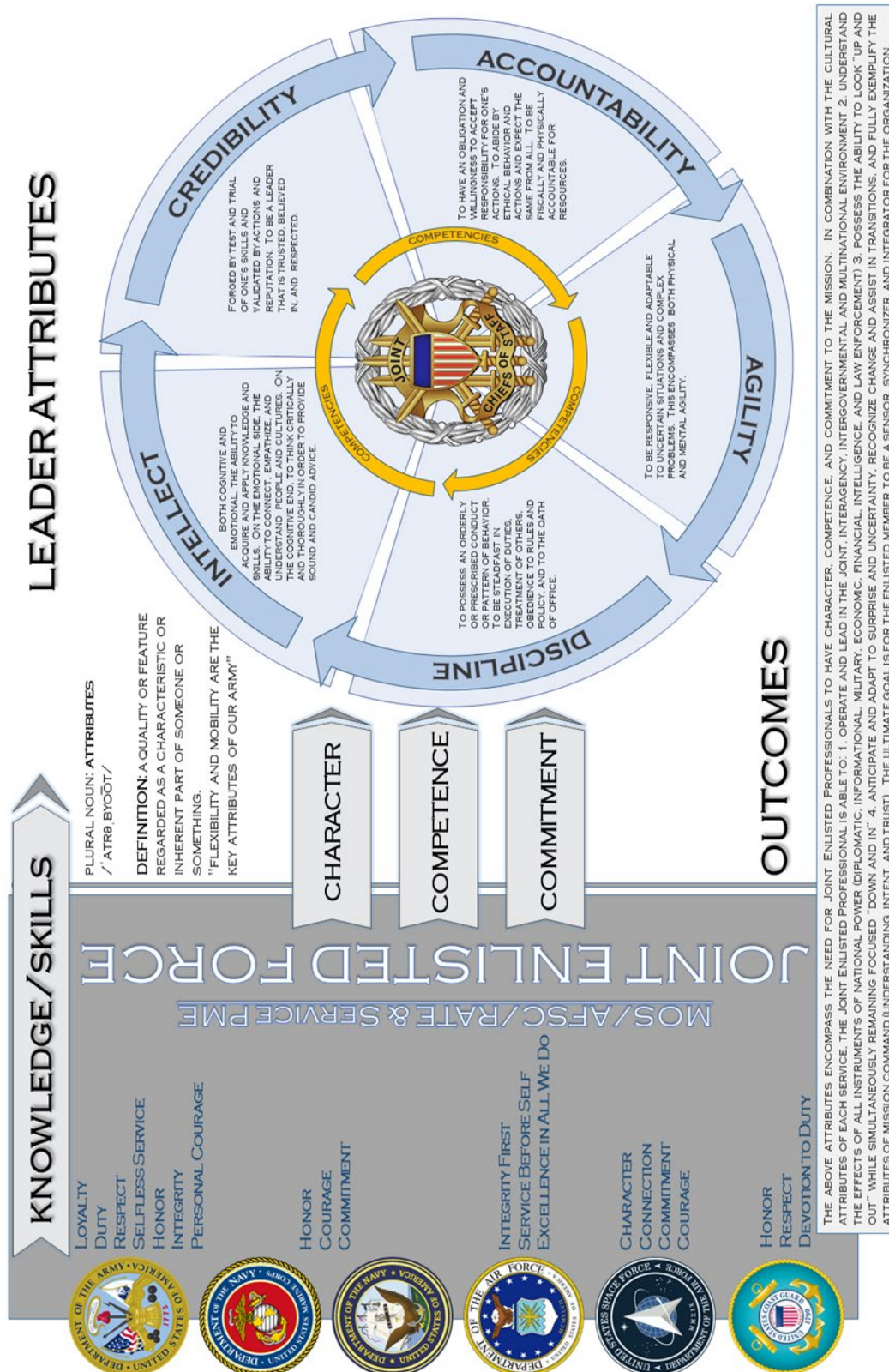


Figure 1. Enlisted Leader Attributes

UNCLASSIFIED

CJCSI 1805.01D
18 December 2025

APPENDIX A TO ENCLOSURE A

OUTCOMES-BASED MILITARY EDUCATION POLICY GUIDELINES

1. Introduction. This appendix describes JLAs and guidance PME institutions need to develop EJPME CLOs. JLAs are subject areas required to infuse jointness over a continuum of EPME development. These learning areas include defined outcomes based on high-level guidance and provide EJPME programs/courses with a building-block approach for designing, developing, and delivering education necessary for joint enlisted leader development.

2. OBME Adaptation. Consistent with Office of the Secretary of War Military Education policy (reference (d)), EJPME programs will adopt an OBME methodology to focus curriculum development on CJCS-approved JLAs. In addition, OBME should be used to inform talent-management decisions through the identification of graduates with demonstrated high potential to perform successfully at higher levels of responsibility.

a. OBME Guidance. OBME guidance is top-down and captured in a number of JLAs contained in this appendix and informed by the most recent versions of references (e)–(g). PME institutions at all levels of the EJPME continuum will use JLAs as the broad categories of Joint knowledge to inform their curricula.

b. OBME Execution. EJPME programs will use the following guidelines, along with best practices in OBME, to develop CLOs that will describe what EJPME graduates will know and be able to perform at the conclusion of a course. The following guidelines apply to the development of CLOs:

(1) EJPME programs will use the JLAs described in Appendix B to this Enclosure to develop CLOs that reflect their unique mission requirements.

(2) All JLAs commensurate with the levels of EJPME will be addressed within the construction of CLOs.

(3) EJPME programs will use the EMERC meeting to formally notify Joint Staff J-7 of all changes to CLOs.

c. Special Areas of Emphasis. For the purpose of this instruction, Special Areas of Emphasis (SAEs) will be promulgated by the CJCS to ensure that all EJPME programs remain current and relevant. EJPME programs should incorporate SAEs to the maximum extent possible. The Joint Staff will ensure

UNCLASSIFIED

CJCSI 1805.01D
18 December 2025

program compliance with SAE requirements via annual EMERC. The following guidelines apply to SAEs:

(1) The SAEs respond to the emerging needs of the CJCS, Joint Chiefs of Staff (JCS), Combatant Commanders (CCDRs), and the Joint Staff regarding curriculum relevancy.

(2) EJPME programs will address SAEs for three academic years (AYs) following their publication.

(3) SAEs approved within 30 days of the commencing AY will be addressed for 3 years beginning in the following year.

(4) SAEs do not require changes to CLOs. If feasible, they can be addressed within existing lessons or through centralized presentations.

3. Joint Learning Areas. EJPME programs will use the following JLAs, along with associated lists of JLOs, as high-level direction regarding the joint knowledge to be gained over a continuum of learning. Introductory and Primary EPME institutions should use them as CJCS recommendations for instilling joint education earlier in enlisted development. Requirements for outcomes development and attainment at Introductory and Primary levels of education are determined by Service Chiefs in coordination with the CJCS.

4. Basic EPME JLAs/JLOs. The Basic EPME level addresses the progressive educational guidelines that should be completed by the time Service members reach the E-6 pay grade. It provides introduction to an enlisted member's respective Service; develops knowledge of the basic U.S. defense structure, roles, and functions of other Services and the CCMD structure; and familiarizes the enlisted Service member with the world's major regions and the cultures found in those regions.

a. JLA 1 – National Military Capabilities and Organization

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

(2) Know the CCMDs and their primary functional or geographic area of responsibility (AOR).

(3) Know the organization, role, and functions of the JCS.

UNCLASSIFIED

CJCSI 1805.01D
18 December 2025

(4) Know the two distinct chains of command through which the President and the Secretary of War (SecWar) exercise their authority and control of the Armed Forces.

(5) Know the military roles in homeland defense (HLD), gaining and maintaining information advantage, and civil support (CS) missions.

b. JLA 2 – Joint Forces Overview

(1) Know the primary roles and functions of the Services.

(2) Know the organizations that contribute to JIIM operations.

(3) Comprehend the capabilities each agency contributes to the unified action.

c. JLA 3 – Joint Forces Non-Commissioned and Petty Officer

(1) Know the roles and responsibilities of non-commissioned and petty officers.

(2) Internalize the enlisted member's duties and responsibilities as affirmed under the Oath of Enlistment.

(3) Comprehend the values and meaning of the *Constitution of the United States of America*.

(4) Comprehend and understand the responsibilities inherent to the Profession of Arms.

(5) Know the core values of the Services.

(6) Comprehend the role and use of commander's guidance and intent (Mission Command) to achieve mission accomplishment.

(7) Comprehend sound ethical decision-making based on the values and standards of the Profession of Arms.

(8) Understand the importance of each Service member's role in international operations and engagements.

5. Career EPME JLAS/JLOs. Career EPME supports the leadership development for all enlisted leaders, typically in grades E-6 through E-9. This

UNCLASSIFIED

CJCSI 1805.01D
18 December 2025

emphasis area builds upon the knowledge provided in basic EPME and provides a more comprehensive national strategic overview.

a. JLA 1 – National Military Capabilities and Organization

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

(2) Know the CCMDs and comprehend their primary functional and geographic AOR.

(3) Comprehend the organization, role, and functions of the JCS.

(4) Comprehend the two distinct chains of command through which the President and SecWar exercise their authority and control of the Armed Forces.

(5) Comprehend the primary roles, functions, and capabilities of the Services, and how they work together to support CCMDs and sub-unified commands.

b. JLA 2 – Joint Forces Overview

(1) Know the Services' typical command, organization, and formation structures.

(2) Know where to find applicable uniform references for all Services.

(3) Know the general customs and courtesies of the Services and applicable references.

c. JLA 3 – Foundations of Joint Operations

(1) Know fundamentals of both traditional and irregular warfare in a joint environment and how they apply to the competition continuum.

(2) Comprehend how the U.S. military is organized to plan, execute, sustain, and train for JIIM operations.

(3) Know the Joint Operations and Planning Execution System (JOPES) and its linkage to the individual Service contingency and crisis action planning systems.

UNCLASSIFIED

CJCSI 1805.01D
18 December 2025

- (4) Comprehend the joint functions and how they help joint force commanders integrate, synchronize, and direct joint operations.
- (5) Know fundamentals of operations in the information environment.
- (6) Comprehend the military's roles in HLD and CS missions.
- (7) Comprehend the principles of joint operations, joint functions, joint military doctrine, and emerging concepts in peace, crisis, war, and post-conflict, to include traditional and irregular warfare.
- (8) Comprehend joint learning resources (references, doctrine, concepts, etc.).
- (9) Apply leadership in a JIIM environment.
- (10) Understand the nature of globally integrated operations in the information environment.

d. JLA 4 – National Strategic Overview

- (1) Know the *National Security Strategy* (NSS) and its relationship to the *National Military Strategy* (NMS).
- (2) Know the instruments of national power (DIME-FIL) and how their use achieves national goals and objectives.
- (3) Know the NMS.
- (4) Know the relationships among the strategic, operational, and tactical levels of war.
- (5) Comprehend the competition continuum with its states of relations: armed conflict, crisis, competition below armed conflict, and cooperation.
- (6) Understand the complexities of operations below the threshold of armed conflict as manifested by constant competition in the information environment.

e. JLA 5 – Regional Knowledge and Operational Culture

- (1) Know key elements of the dominant culture(s) in each of the world's major regions.

UNCLASSIFIED

CJCSI 1805.01D
18 December 2025

(2) Know how international organizations and other non-state actors influence the world's major regions.

(3) Comprehend the importance of regional and cultural awareness in a JIIM environment to include its influence on joint operations.

(4) Comprehend the influence of international organizations and other non-state actors on military operations.

(5) Understand how security cooperation programs and initiatives influence major regions and individual countries.

f. JLA 6 – Joint Force Leadership

(1) Comprehend the skills needed to lead a joint, interagency, intergovernmental, or multi-national task force in accomplishing operational-level missions across the competition continuum, to include traditional and irregular warfare.

(2) Comprehend the ethical dimension of operational leadership and the challenges it may present.

(3) Recognize the skills required of senior enlisted in leading personnel to include the training and development of subordinates, an understanding of standards and Service cultures, and the various stresses that impact the force.

(4) Comprehend the various programs that enable care and sustainment of the joint force, to include warrior and family care.

(5) Comprehend the senior enlisted role in commander's intent.

(6) Comprehend the importance of the ability to anticipate, communicate, and mitigate risks.

(7) Comprehend the senior enlisted role in developing agile and adaptive leaders who think critically.

(8) Recognize the senior enlisted role in promoting sound ethical decisions based on values and standards of the profession of arms.

UNCLASSIFIED

CJCSI 1805.01D
18 December 2025

APPENDIX B TO ENCLOSURE A

ENLISTED PROFESSIONAL MILITARY EDUCATION CONTINUUM

1. Overview. The EPME continuum reflects the dynamic system of enlisted career education and individual training. It identifies areas of emphasis that support defined educational levels and provides guidance for programs, schools, institutions, and academies. It is a comprehensive frame of reference depicting the progressive nature of EPME and EJPME, guiding an enlisted member's individual development over time.

a. The continuum structures the development of Service enlisted personnel by organizing the EPME continuum into five levels of military education: Introductory, Primary, Intermediate, Senior, and Executive. It also defines the focus of each educational level in terms of the major levels of war: tactical, operational, and strategic. It then links educational levels to JLAs and JLOs. Lastly, the EDLAs are depicted as a life-cycle component to reflect their enduring presence and influence throughout a Service member's development.

b. The continuum recognizes both the distinctiveness and interdependence of Service schools and the JLAs that should be emphasized throughout an individual's development. Service schools primarily and appropriately place emphasis on education and training from a Service perspective. This policy provides guidance regarding JLAs and JLOs that should be included in EPME curriculums to prepare future senior enlisted leaders for success in the joint operations environment.

2. Enlisted Professional Military Education and Enlisted Joint Professional Military Education Relationships

a. EPME enhances the leadership and warfighting capability of enlisted personnel essential to their performance in a joint warfare environment and in joint duty assignments. The initial focus of EPME is military occupational specialty training that trains and educates personnel. The EPME system should produce enlisted personnel capable of performing assigned tasks and responsibilities appropriate to their level.

b. EJPME is that portion of EPME that expands a members learning opportunities by embedding a joint context into existing PME, thereby enhancing an individual's ability to operate in a joint environment. EJPME supports a persistent institutional viewpoint across the learning continuum to build knowledge of the joint operating environment and should be introduced

UNCLASSIFIED

UNCLASSIFIED

CJCSI 1805.01D
18 December 2025

early in the military education process and reinforced throughout the enlisted member's career.

3. EJPME Continuum and Flow

a. All enlisted personnel should be exposed to EJPME as they progress through their respective Services' EPME system. This exposure prepares them to succeed in the complex future operating environment by improving their ability to operate effectively as part of a Joint Force. Some senior enlisted personnel may require a more comprehensive joint education based on their potential to lead in higher echelons of a joint environment or to prepare them for an assignment to a joint billet at the Senior Enlisted Leader (SEL)/Command Senior Enlisted Leader (CSEL) level.

b. EJPME includes four educational courses that span an enlisted member's career and apply to all enlisted personnel.

(1) EJPME I. Provides general education for all enlisted members of the Joint Force.

(2) GATEWAY. Reinforces joint perspectives via acculturation, while preparing Senior Noncommissioned Officers (SNCOs) and Chief Petty Officers (CPOs) for leadership opportunities at the operational level.

(3) EJPME II. Addresses educational guidelines for enlisted leaders in grades E-8 to E-9. EJPME II will provide the "pre-work" for the KEYSTONE course (see Annexes A and C to Appendix D to this Enclosure.)

(4) KEYSTONE EJPME. This level addresses educational guidelines for CSELs at the grade of E-9. The KEYSTONE Course prepares CSELs for assignment in a flag-level joint headquarters (HQ) or joint task force (JTF) (see Annex D to Appendix D to this Enclosure).

APPENDIX C TO ENCLOSURE A

ENLISTED JOINT PROFESSIONAL MILITARY EDUCATION STANDARDS

1. Overview. This appendix provides guidance for EJPME common educational standards and a taxonomy of desired levels of learning.
2. Common Educational Standards. The following describes common educational standards considered essential for satisfactory resident and non-resident programs for all EJPME institutions. 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. EJPME curricula should prepare students to operate in a JIIM environment and bring a joint perspective to bear while performing in the conflict continuum (from peace through war, encompassing the tactical, operational, and strategic levels of war) and the competition continuum (cooperation, competition below armed conflict, crisis, and armed conflict).
 - b. Standard 2 – Assess Student Achievement. Each institution should appropriately assess its students' performance. Educational goals and outcomes should be clearly stated and students' performance should be measured against defined institutional standards by associated assessment tools to identify whether desired educational outcomes are being achieved.
 - c. Standard 3 – Assess Program Effectiveness. Institutions should analyze student performance for indicators of program effectiveness. Results of these analyses should be used to refine or develop curricula that continue to meet evolving mission requirements in the context of an ever-changing world. Curricula should be the product of a regular, rigorous, and documented review process.
3. Levels of Learning. Descriptive verbs that constitute a useful hierarchy of possible levels of learning are derived from reference (i). The verbs are used to define the EJPME outcomes in all levels of learning and in the following appendices.

UNCLASSIFIED

CJCSI 1805.01D
18 December 2025

INTENTIONALLY BLANK

A-C-2

UNCLASSIFIED

Appendix C
Enclosure A

UNCLASSIFIED

CJCSI 1805.01D
18 December 2025

APPENDIX D TO ENCLOSURE A

ENLISTED JOINT PROFESSIONAL MILITARY EDUCATION PROGRAMS AND MISSIONS

1. Overview. All EJPME programs established at the release of this instruction are described in the following annexes to this appendix. Each EJPME program provides assignment-oriented educational opportunities for enlisted leaders serving in, designated to serve in, or with potential to serve in joint and combined organizations. Joint Emphasis Areas for Senior and KEYSTONE levels of EJPME are addressed, along with their respective EJPME programs, in separate annexes within this appendix.

2. Scope. CJCS-sponsored EJPME begins at the Senior education level and continues through the KEYSTONE levels. Deliberate education through the following developmental opportunities complements Service PME by supplementing joint leader development at specified junctures and is sustained along the EPME continuum.

- a. EJPME I (distance education), see Annex A.
- b. GATEWAY (resident), see Annex B.
- c. EJPME II (distance education), see Annex C.
- d. KEYSTONE (resident), see Annex D.

3. Delivery Modes. EJPME is delivered in a variety of modes (resident and distance education).

a. EJPME I and EJPME II are two separate distance education, curriculum-based certificate courses with specific rank requirements for enrollment. They are delivered via the web-based Joint Knowledge Online (JKO) platform and are accomplished 100 percent online. JKO develops, delivers, hosts, and supports online joint training and joint education courses that are available to all DoW personnel: enlisted, officer, and civilian. JKO courses are web-based and delivered online via self-study or facilitated collaborative classroom methods—both synchronous and asynchronous. Additionally, JKO courses are a convenient way for GATEWAY, EJPME, and KEYSTONE alumni to refresh education.

b. GATEWAY and KEYSTONE are resident EJPME courses—GATEWAY is delivered at the CCMDs and KEYSTONE is offered at NDU in Washington D.C.

UNCLASSIFIED

CJCSI 1805.01D
18 December 2025

c. Emerging technologies, community best-practices, operational necessity, and learner-centric educational focus must be continuously assessed to inform effective delivery methods for all EJPME.

4. EJPME Joint Learning Areas and Joint Learning Outcomes. See Annexes A, B, C, and D.

UNCLASSIFIED

CJCSI 1805.01D
18 December 2025

ANNEX A TO APPENDIX D TO ENCLOSURE A

ENLISTED JOINT PROFESSIONAL MILITARY EDUCATION I COURSE JOINT LEARNING AREAS AND OUTCOMES

1. Overview. EJPME I provides CJCS-sponsored, assignment-oriented education that prepares enlisted leaders of all Services to serve in joint and combined organizations.

a. EJPME I consists of online instruction. This course is open for self-enrollment to all enlisted personnel.

b. Prospective EJPME students should have already successfully completed their Service's appropriate grade PME before enrolling in the course.

2. Mission. EJPME I educates enlisted Service members to prepare them to serve in JIIM billets through a course involving national strategic overview, joint operations, JIIM capabilities, and joint leadership.

3. Joint Learning Areas and Outcomes

a. JLA 1 – National Strategic Overview

(1) Recognize the process of formulating U.S. national security, strategic guidance, and doctrine.

(2) Recognize the formal processes used within the DoW to integrate strategy, resources, and contingency planning.

(3) Recognize the organization and functions of the primary elements of the national military command structure.

b. JLA 2 – Joint Interagency, Intergovernmental, and Multinational Capabilities

(1) Comprehend the primary roles, missions, history, customs, and courtesies of the U.S. Armed Forces.

(2) Comprehend the makeup of the National Security Council (NSC) and its role in securing interagency coordination of national security policy.

Annex A
Appendix D
Enclosure A

A-D-A-1

UNCLASSIFIED

UNCLASSIFIED

CJCSI 1805.01D
18 December 2025

- (3) Comprehend why the interagency process is important to the military commander and planner.
- (4) Comprehend the formal and informal ways the interagency process works.
- (5) Comprehend the challenges involved in planning multinational operations.
- (6) Comprehend the planning considerations to achieve unity of effort in multinational operations.
- (7) Value a joint perspective and appreciate the increased power available to commanders through JIIM efforts and teamwork.
- (8) Comprehend the role of security cooperation programs and initiatives in multinational capabilities development and operations.
- (9) Comprehend the nature of globally integrated operations and the importance of Information to achieve objectives.

c. JLA 3 – Foundations of Joint Operations

- (1) Comprehend the principles of joint operations, joint military doctrine, and emerging concepts in peace, crisis, war, and post-conflict, to include traditional and irregular warfare.
- (2) Comprehend how factors such as geopolitics, geostrategy, society, religion, region, and culture play in shaping planning and execution of joint force operations across the competition continuum, to include traditional and irregular warfare.

d. JLA 4 – Joint Force Leadership

- (1) Recognize the various programs that enable care and sustainment of the joint force, to include warrior and family care.
- (2) Recognize the various stresses that affect the joint force and mechanisms for mitigating them.
- (3) Recognize the fundamentals of joint force development.

Annex A
Appendix D
Enclosure A

UNCLASSIFIED

CJCSI 1805.01D
18 December 2025

(4) Value personal resilience and its link to force readiness by emphasizing the responsibility of personnel at all levels to build and maintain resilience.

(5) Value jointness and the increased capability available to commanders through the integration of diverse cultures, efforts, and teamwork based upon the Profession of Arms and other shared professional and ethical values.

(6) Explain the approaches related to the ability to anticipate, communicate, and mitigate risks.

(7) Recognize the senior enlisted role in developing agile and adaptive leaders who think critically.

(8) Comprehend how senior enlisted leaders can provide relevant assessments of decisions and directives to commanders and staff regarding the impact of the force.

(9) Recognize the knowledge and skills needed to lead personnel in a JIIM environment in accomplishing operational missions across the competition continuum to include traditional and irregular warfare.

(10) Recognize the ethical dimension of JIIM leadership and the challenges it may present.

(11) Comprehend the ethical and legal ramifications of decisions made by military leaders (e.g., espionage, toxic leaders, sexual harassment and assault).

Annex A
Appendix D
Enclosure A

A-D-A-3

UNCLASSIFIED

UNCLASSIFIED

CJCSI 1805.01D
18 December 2025

INTENTIONALLY BLANK

Annex A
Appendix D
Enclosure A

A-D-A-4

UNCLASSIFIED

UNCLASSIFIED

CJCSI 1805.01D
18 December 2025

ANNEX B TO APPENDIX D TO ENCLOSURE A

GATEWAY COURSE JOINT LEARNING AREAS AND OUTCOMES

1. Overview. Provides resident CJCS-sponsored EJPME for enlisted members in grades E-6–E-8 serving at a CCMD.

a. GATEWAY is a 3-day course.

b. Before attending GATEWAY, students will have successfully completed the EJPME I. Additionally, prospective students will have already completed their Services' appropriate grade EPME before being nominated for the course.

2. Mission. To provide resident EJPME to enlisted leaders assigned to CCMDs. IAW the Vision (reference (c)), the Senior Enlisted Advisor to the Chairman to the Joint Chiefs of Staff (SEAC) and the CSELs expressed the need to provide substantive EJPME earlier in the leadership development continuum of select enlisted members to meet the demands of emerging and future operating environments.

a. GATEWAY reinforces joint perspectives via acculturation, while preparing SNCOs and CPOs for joint leadership opportunities at the operational level.

b. GATEWAY allows SNCOs/CPOs an early-to-need opportunity to employ their tactical and operational leadership experience in a resident joint learning environment.

3. Joint Learning Areas and Outcomes

a. JLA 1 – National Strategic Overview

(1) Know the NSS, NDS, and their relationship to the NMS.

(2) Know the instruments of national power (DIME-FIL) and how their use achieves national goals and objectives.

(3) Know the NMS.

(4) Understand the conflict continuum (from peace through war, encompassing the tactical, operational, and strategic levels of war) and the

Annex B
Appendix D
Enclosure A

A-D-B-1

UNCLASSIFIED

UNCLASSIFIED

CJCSI 1805.01D
18 December 2025

competition continuum (cooperation, competition below armed conflict, crisis, and armed conflict).

(5) Understand the U.S. Government construct and how each branch of the government and their various components affect the DoW's decision- and policy-making processes.

(6) Know the Fourth Estate enterprise (Defense agencies) and how they contribute to the objectives of the NSS, NDS, and NMS

b. JLA 2 – National Military Capabilities and Organizations

(1) Understand the origin of and organization for national security and comprehend how defense organizations fit into the overall structure.

(2) Understand the chain of command and how the President and the SecWar exercise their authority and control of the Armed Forces.

(3) Understand the CCMD structures and comprehend their primary functional and geographic AOR.

(4) Understand the organization, role, and functions of the JCS.

(5) Understand the primary roles, functions, and capabilities of the Services, and their requirements in supporting the CCMDs and sub-unified commands.

(6) Understand the Service member's roles and responsibilities in civil engagements and within the civilian/military structure.

c. JLA 3 – Joint Forces Overview

(1) Know the Services' typical command, organization, and formation structures.

(2) Know where to find applicable core values and core competency references for all Services.

(3) Know the general customs and courtesies of the Services and applicable references.

Annex B
Appendix D
Enclosure A

A-D-B-2

UNCLASSIFIED

UNCLASSIFIED

CJCSI 1805.01D
18 December 2025

(4) Know where to find resources related to the Services' enlisted rank structures, career progression models, and applicable forms, references, and applicable administrative processes.

(5) Understand the Joint Force infrastructure and how enlisted leaders are operationalized to lead teams in the joint environment.

(6) Understand the role of Joint All-Domain Command and Control Concept.

(7) Introduction to joint warfighting applications of machine learning, artificial intelligence, and their capabilities to affect information gathering, decision-making, and combined actions.

d. JLA 4 – Joint Force Leadership

(1) Comprehend the skills needed to lead a joint, interagency, intergovernmental, or multi-national task force in accomplishing operational-level missions across the competition continuum, to include traditional and irregular warfare.

(2) Comprehend the ethical dimension of operational leadership and the challenges that it may present.

(3) Apply the skills required of senior enlisted in leading personnel, to include the training and development of subordinates, an understanding of standards and Service cultures, and the various stresses that impact the force.

(4) Comprehend the various programs that enable care and sustainment of the joint force, to include warrior and family care.

(5) Comprehend the senior enlisted role in commander's intent.

(6) Comprehend the importance of the ability to anticipate, communicate, and mitigate risks.

(7) Comprehend the senior enlisted role in developing agile and adaptive leaders who think critically.

(8) Recognize the senior enlisted role in promoting sound ethical decisions based on values and standards of the profession of arms.

Annex B
Appendix D
Enclosure A

A-D-B-3

UNCLASSIFIED

UNCLASSIFIED

CJCSI 1805.01D
18 December 2025

e. JLA 5 – Foundations of Joint Operations

- (1) Understand fundamentals of both traditional/irregular warfare and great power competition in a joint environment.
- (2) Comprehend how the U.S. military is organized to plan, execute, sustain, and train for JIIM operations.
- (3) Know the JOPES and its linkage to the individual Service contingency and crisis action planning systems.
- (4) Comprehend the joint functions and how they help joint force commanders integrate, synchronize, and direct joint operations.
- (5) Know fundamentals of operations in the information environment.
- (6) Comprehend the military roles in HLD and CS missions.
- (7) Comprehend the principles of Joint operations, Joint military doctrine, and emerging concepts in peace, crisis, war, and post-conflict, to include traditional and irregular warfare.
- (8) Comprehend Joint learning resources (references, doctrine, concepts, etc.).
- (9) Apply leadership in a JIIM environment.
- (10) Know the foundations of unified action.

f. JLA 6 – Regional Knowledge and Operational Culture

- (1) Understand key elements of the dominant culture(s) in each of the world's regions.
- (2) Understand how international organizations and other non-state actors influence the world's major regions.
- (3) Comprehend the importance of regional and cultural awareness in a JIIM environment to include its influence on Joint operations.
- (4) Comprehend the influence of international organizations and other non-state actors on military operations.

Annex B
Appendix D
Enclosure A

A-D-B-4

UNCLASSIFIED

UNCLASSIFIED

CJCSI 1805.01D
18 December 2025

(5) Understand how security cooperation programs and initiatives influence major regions and individual countries.

Annex B
Appendix D
Enclosure A

A-D-B-5

UNCLASSIFIED

UNCLASSIFIED

CJCSI 1805.01D
18 December 2025

INTENTIONALLY BLANK

Annex B
Appendix D
Enclosure A

A-D-B-6

UNCLASSIFIED

UNCLASSIFIED

CJCSI 1805.01D
18 December 2025

ANNEX C TO APPENDIX D TO ENCLOSURE A

ENLISTED JOINT PROFESSIONAL MILITARY EDUCATION II COURSE JOINT LEARNING AREAS AND OUTCOMES

1. Overview. EJPME II provides CJCS-sponsored, assignment-oriented education that prepares senior enlisted leaders (in grades E-8 and E-9) to serve in joint and combined organizations.

a. EJPME II consists of online instruction. This course is open for self-enrollment to E-8s and above.

b. Prospective EJPME II students will have already successfully completed their Service's appropriate grade PME and EJPME I before enrolling in the course.

2. Mission. EJPME II educates senior enlisted Service members to prepare them to serve in senior-level JIIM billets and to lead others in the joint environment through a senior-level advanced course involving national strategic overview, joint operations, JIIM capabilities, and joint leadership. This will serve as the "pre-work" for KEYSTONE.

3. Joint Learning Areas and Outcomes

a. JLA 1 – National Strategic Overview

(1) Comprehend the process of formulating U.S. national security, strategic guidance, and doctrine.

(2) Comprehend the formal processes used within the DoW to integrate strategy, resources, and contingency planning.

(3) Comprehend the organization and functions of the primary elements of the national military command structure.

b. JLA 2 – Joint Interagency, Intergovernmental, and Multinational Capabilities

(1) Comprehend the importance of inter-organizational and multinational coordination.

Annex C
Appendix D
Enclosure A

A-D-C-1

UNCLASSIFIED

UNCLASSIFIED

CJCSI 1805.01D
18 December 2025

(2) Comprehend the insights and best practices of inter-organizational coordination.

(3) Comprehend how leaders organize the JTF and establish command relationships to effectively accomplish the Joint mission.

(4) Comprehend how leaders overcome the challenges of JTF organization, staff integration, and battle rhythm development at operational HQs in a complex environment.

(5) Comprehend the best practices for prioritizing and allocating resources at CCMDs and JTF HQs.

c. JLA 3 – Foundations of Joint Operations

(1) Know the intentions or purpose of joint operations.

(2) Comprehend the fundamentals of joint operations.

(3) Comprehend the joint functions and how they help joint force commanders integrate, synchronize, and direct joint operations.

(4) Comprehend authorities.

(5) Comprehend commander's critical information requirements at the operational level.

(6) Comprehend the joint operational planning process.

(7) Comprehend the importance and best practices on joint force sustainment at the operational level of war and the necessity to maintain prolonged operations through mission accomplishment.

(8) Comprehend the insights and best practices in gaining and sharing information and knowledge at the operational HQs.

(9) Understand the challenges of design and planning as it relates to the commander's decision cycle.

(10) Comprehend the challenges and best practices of joint intelligence operations across all levels of war.

Annex C
Appendix D
Enclosure A

A-D-C-2

UNCLASSIFIED

UNCLASSIFIED

CJCSI 1805.01D
18 December 2025

(11) Comprehend the insights and best practices for the integration of lethal and non-lethal actions, including operational level command considerations.

d. JLA 4 – Joint Force Leadership

(1) Review the various programs that enable care and sustainment of the Joint Force, to include warrior and family care.

(2) Comprehend the various stresses that affect the Joint Force and mechanisms for mitigating them.

(3) Understand the fundamentals of joint force development.

(4) Value personal resilience and its link to force readiness by emphasizing the responsibility of personnel at all levels to build and maintain resilience.

(5) Value jointness and the increased capability available to commanders through the integration of diverse cultures, efforts, and teamwork based upon the Profession of Arms and other shared professional and ethical values.

(6) Explain the approaches related to the ability to anticipate, communicate, and mitigate risks.

(7) Review the senior enlisted role in developing agile and adaptive leaders who think critically.

(8) Comprehend how senior enlisted leaders can provide relevant assessments of decisions and directives to commanders and staff regarding the impact of the force.

(9) Comprehend the knowledge and skills needed to lead personnel in a JIIM task force in accomplishing operational missions across the competition continuum to include traditional and irregular warfare.

(10) Comprehend the ethical dimension of JIIM leadership and the challenges it may present

(11) Explain the ethical and legal ramifications of decisions made by military leaders (e.g., espionage, toxic leaders, sexual harassment and assault).

Annex C
Appendix D
Enclosure A

A-D-C-3

UNCLASSIFIED

UNCLASSIFIED

CJCSI 1805.01D
18 December 2025

(12) Comprehend prioritization and implementation methods of security cooperation programs and initiatives in CCMDs.

Annex C
Appendix D
Enclosure A

A-D-C-4

UNCLASSIFIED

UNCLASSIFIED

CJCSI 1805.01D
18 December 2025

ANNEX D TO APPENDIX D TO ENCLOSURE A

KEYSTONE COURSE JOINT LEARNING AREAS AND OUTCOMES

1. Overview. This course prepares CSELs for assignment in a flag officer joint HQ and complements the general officer/flag officer (GO/FO) CAPSTONE Course. Before attending KEYSTONE, students shall have successfully completed the EJPME II course. The EJPME II distance education course is not a replacement for KEYSTONE attendance. The office of the SEAC may approve KEYSTONE attendance based on appropriate equivalent prerequisite courses. EJPME II equivalency completion will be granted to graduates of the Joint Special Operations Senior Enlisted Academy (EA), the Joint and Combined Warfighting School course, or any other resident, hybrid, or satellite (Officer) JPME courses IAW reference (j).

2. Mission. The KEYSTONE Course will educate CSELs currently serving in or slated to serve in a GO/FO-level Joint or Service HQ that could be assigned as a JTF.

3. Joint Learning Areas and Outcomes

a. JLA 1 – National Military Capabilities and Organization

(1) Comprehend the capabilities and limitations, employment, doctrine, and command structures that contribute to joint operations.

(2) Know the military roles in combating weapons of mass destruction, HLD, and Defense Support to Civil Authorities.

(3) Comprehend the military roles in space, information, and cyber operations.

b. JLA 2 – Joint Doctrine

(1) Know the best practices in the current employment of joint doctrine in joint operations.

(2) Comprehend joint operational art.

(3) Comprehend the Unified Command Plan.

Annex D
Appendix D
Enclosure A

A-D-D-1

UNCLASSIFIED

UNCLASSIFIED

CJCSI 1805.01D
18 December 2025

c. JLA 3 – Joint Interagency, Intergovernmental, and Multinational Capabilities

(1) Comprehend the value of joint perspective and the increased capabilities available to commanders through joint, interagency, and combined efforts.

(2) Comprehend JIIM capabilities and how these are best integrated to attain national security objectives across the competition continuum, to include traditional and irregular warfare.

(3) Comprehend the relationship between the military and cabinet-level departments, Congress, the NSC, DoW agencies, and the public.

(4) Comprehend emerging concepts that impact the joint warfighter.

(5) Value the comprehensive approach to joint operations.

(6) Comprehend how JIIM information, space and cyber operations, command and control, the security environment, and the contributions of all elements of national power are integrated in support of theater strategies.

(7) Apply an analytical framework that incorporates the role that geopolitics, geostrategy, region, society, culture, and religion play in shaping the desired outcomes of policies, strategies, and campaigns.

(8) Comprehend the strategic development of security cooperation programs and initiatives with interagency, joint, CCMD, and partner nation coordination.

d. JLA 4 – Joint Force Leadership

(1) Analyze how senior enlisted leaders can provide relevant assessments of decisions and directives to commanders and staffs regarding the impact on the joint force.

(2) Evaluate the ethical and legal ramifications of national security decisions.

(3) Value jointness and the increased capability available to commanders through the integration of diverse JIIM cultures, efforts, and

Annex D
Appendix D
Enclosure A

A-D-D-2

UNCLASSIFIED

UNCLASSIFIED

CJCSI 1805.01D
18 December 2025

teamwork based upon the Profession of Arms and other shared professional and ethical values.

(4) Apply the senior enlisted role in promoting sound ethical decisions in joint operations.

(5) Analyze and apply the senior enlisted role in joint warfighting principles and concepts.

(6) Analyze and apply the ability to anticipate, communicate, and mitigate risks.

(7) Evaluate the senior enlisted role in developing agile and adaptive leaders who think critically and can apply joint warfighting principles in joint operations.

(8) Evaluate the decision making skills needed to make ethical decisions based on the profession of arms and other shared professional and ethical values.

(9) Value the ability to anticipate and respond to surprise and uncertainty.

Annex D
Appendix D
Enclosure A

A-D-D-3

UNCLASSIFIED

UNCLASSIFIED

CJCSI 1805.01D
18 December 2025

INTENTIONALLY BLANK

Annex D
Appendix D
Enclosure A

A-D-D-4

UNCLASSIFIED

UNCLASSIFIED

CJCSI 1805.01D
18 December 2025

APPENDIX E TO ENCLOSURE A

ENLISTED JOINT PROFESSIONAL MILITARY EDUCATION REVIEW PROCESS

1. Overview. A continual review of EJPME satisfies CJCS oversight requirements and guarantees the effectiveness of the programs (see Figure 2). Three components make up the process:

- a. Feedback mechanisms.
- b. Update mechanisms.
- c. EJPME assessments.

2. Feedback Mechanisms. Feedback on EPME curricula currency, quality, and validity is available from a variety of sources. These sources include the combined actions of the individual schools, joint education conferences, EMERC meetings, Defense Senior Enlisted Leaders Conference (DSELC), and formal feedback systems used by the various PME institutions.

a. Service Training and Education Commands. Each Service should have a well-defined, vigorous curriculum review program that accommodates near- and long-term changes in the EPME environment. Periodic reviews should be used as a basis to make transformational improvements to EPME programs while concurrently considering changes in doctrine and operational concepts such as the *Capstone Concept for Joint Operations*.

b. Enlisted Military Education Review Council. To assist in the execution of this policy, the EMERC is established under the co-chairmanship of the SEAC and Senior Enlisted Advisor (SEA) to DJ-7. The EMERC serves as an advisory body to the DJ-7 on joint education issues and consists of the EMERC principals and a supporting EMERC Working Group (WG).

(1) Purpose. The EMERC addresses issues of interest to the joint education community, promotes cooperations and collaboration among EMERC member institutions, and coordinates joint education initiatives.

(2) EMERC Principals. The EMERC Principals are: the SEAC; SEA to DJ-7; Joint Staff J-7 Chief, Joint Education and Doctrine Division (JEDD); the Command Sergeant Major, U.S. Army Training and Doctrine Command; Director, Navy Senior Enlisted Academy; Command Chief Master Sergeant, Air Education and Training Command or Chief, Air Force Enlisted Developmental

UNCLASSIFIED

CJCSI 1805.01D
18 December 2025

Education; U.S. Space Force Chief, Force Development or Chief, Developmental and Professional Military Education; Sergeant Major, Marine Corps University; Representative, USCG Headquarters Office of Leadership and Professional Development; Representative, National Guard Bureau; Representative, NDU; and Command Senior Enlisted Leader, Joint Special Operations University (JSOU). The EMERC Co-Chairmen, SEAC and JEDD, may invite representatives from CCMDs and other organizations as appropriate.

(a) Principal Attendance. Any deviation to the above EMERC Principals requires coordination and/or approval from their respective Service Senior Enlisted Advisor or equivalent authority (NDU, JSOU, CCMDs).

(b) Required Participants. In addition to the Principals and invited guests, the following representatives are required to attend the EMERC: Joint Staff J-7 Deputy Director Joint Training (DD JT) Joint Knowledge Online; and Senior Enlisted Advisor, Vice Director/J-7/Reserves.

(c) CCMD Representation. As the primary joint warfighting components of the Armed Forces, CCMDs provide essential feedback to the EMERC regarding the scope and efficacy of EJPME. SEAC will ensure appropriate representation is afforded to all CCMDs via respective CSEL coordination.

(d) EMERC Meetings. The SEAC and JEDD will convene an EMERC meeting at least annually. The JEDD, in coordination with the SEAC, will approve and distribute meeting minutes for all EMERC principals and other stakeholders.

c. EMERC WG is comprised of E-9 representatives of the EMERC Principals. A JEDD representative chairs the EMERC WG. The EMERC WG Chair may invite representatives from other commands and organizations as appropriate. The EMERC WG performs the below functions.

(1) Supports the EMERC Principals' meetings, to include developing agendas, preparing papers and briefings, and documenting and disseminating meeting results.

(2) Supports EMERC-supported initiatives, to include the formation of subgroups as may be required.

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

Appendix E
Enclosure A

UNCLASSIFIED

CJCSI 1805.01D
18 December 2025

(4) Meets twice yearly, with one meeting in advance of an EMERC Principals' session. The EMERC WG may meet more often, if required.

3. Update Mechanisms. The EPME update process involves all levels of the EPME system and the gaining communities (i.e., Services, CCMDs, and relevant DoW agencies).

a. Policy Review. The JEDD will initiate a thorough review of CJCS policies as reflected in this instruction every 5 years. The review will involve the Joint Staff, Services, CCMDs, EPME institutions, and other affected agencies.

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

c. Program Reviews. Periodic reviews, discussions, and revisions of joint educational curricula enhance the education and training of all enlisted personnel. The EPME review process articulates the components necessary to ensure that EPME in general and EJPME in particular are current and properly implemented.

(1) Each Service will provide a review of its EPME program in general and its EJPME program in particular during EMERC meetings, or as requested by the council.

(2) At least annually, the EMERC will review the curricula of the CJCS-sponsored EJPME I&II, GATEWAY, and KEYSTONE courses. These reviews ensure meeting the prescribed joint educational requirements and content relevance of the courses. The results of these assessments will be used to update the respective courses as appropriate.

d. Defense Senior Enlisted Leaders Conference. The DSEL is an annual executive-level conference comprised of the SEAC, Service Senior Enlisted Advisors, SEA NGB, and the CSELs of the CCMDs that meet to address enlisted matters impacting the Joint Force. Topics include, but are not limited to, training and education. DSEL provides guidance and shaping initiatives to the EMERC, which influences the force.

4. Policy Reviews. As required by Joint Staff policy (reference (h)), the Joint Staff J-7 will initiate a thorough review of this policy every 5 years or as otherwise deemed appropriate to ensure that high-level guidance to EJPME programs remains current and relevant. This review will involve the Joint Staff, Services, CCMDs, PME institutions, and other affected agencies. This

UNCLASSIFIED

review must ensure that EJPME programs continue to meet the needs of the organizations that employ EJPME graduates.

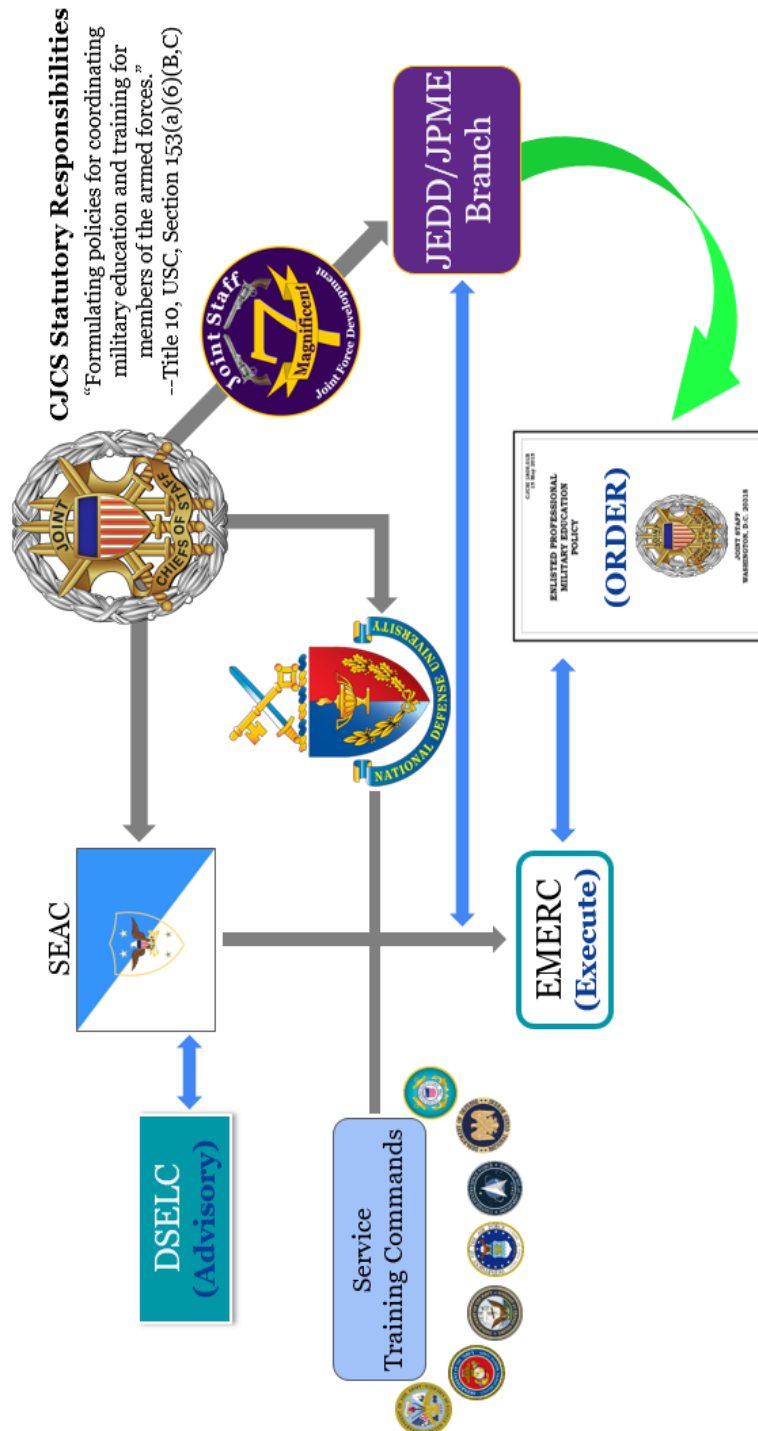


Figure 2. EJPME Enterprise

UNCLASSIFIED

CJCSI 1805.01D
18 December 2025

ENCLOSURE B

RESPONSIBILITIES

1. Overview. Title 10, U.S. Code outlines CJCS authority and responsibilities. Specific duties and responsibilities within the EPME system are pursuant to DoW and Military Department regulations.

2. General. The success of the EPME system is a shared responsibility of the CJCS, with advice from the SEAC and the Service Chiefs, to:

- a. Manage unique PME requirements.
- b. Recognize the importance of a framework to integrate military education and individual training.
- c. Ensure appropriate joint emphasis in the education of all enlisted personnel, regardless of billet.
- d. Ensure proper attention is given to total force requirements relative to PME.
- e. Provide opportunities for joint education for all enlisted leaders assigned to a joint billet.

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

- a. Formulating policies for coordinating the military education of members of the U.S. Armed Forces.
- b. Advising and assisting the SecWar by periodically reviewing how the Services have integrated JPME into their respective PME programs.
- c. Providing primary oversight of the joint educational process, to include approving EJPME outcomes, SAEs, and Joint Force EDLAs.
- d. Serving as the principal military adviser to the SecWar on PME matters.
- e. Periodically providing subject matter experts and highly qualified experts from the various Joint Staff Directorates (J-Dirs) to provide briefings, lectures, and papers to enhance and extend the JPME enterprise.

UNCLASSIFIED

UNCLASSIFIED

CJCSI 1805.01D
18 December 2025

4. Senior Enlisted Advisor to the Chairman. SEAC is responsible for:
 - a. Providing assessments, recommendations, and feedback to the CJCS; Vice Chairman of the Joint Chiefs of Staff; Director, Joint Staff; and Directors of the Joint Staff Directorates on standards, professional development, and other areas that affect the total force.
 - b. Developing and enhancing EJPME.
 - c. Serving as Co-Chairman of the EMERC.
 - d. Serving as principal member to KEYSTONE and GATEWAY annual reviews.
 - e. Overseeing the CJCS-sponsored GATEWAY, KEYSTONE, and EJPME I/II courses in concert with DJ-7, JSOU-EA, and the President, NDU (NDU-P).
5. Joint Staff Director for Joint Force Development, J-7. The DJ-7 will supervise J-7 SEL, JEDD, and DD JT.
6. Joint Staff J-7 Senior Enlisted Leader,. The SEL is responsible for:
 - a. Assisting with policy formulation for coordinating the military education of the U.S. Armed Forces.
 - b. Reviewing and recommending EJPME revisions.
 - c. Coordinating the periodic review of all EJPME curricula for CJCS via the JECC and EMERC.
 - d. Coordinating for the Joint Staff on reports dealing with military education.
 - e. Serving as the Co-Chairman of the EMERC with SEAC.
 - f. Assisting JSOU-EA in consolidating best practices and lessons learned from CCMDs not later than (NLT) 15 August annually.
7. Deputy Director, Joint Training, Joint Staff J-7. The DD JT is responsible for:
 - a. Executing EJPME I and II.

UNCLASSIFIED

UNCLASSIFIED

CJCSI 1805.01D
18 December 2025

- b. Coordinating with J-7 SEL on issues related to EJPME.
 - c. Reviewing and recommending EJPME policy revisions to J-7 SEL.
 - d. Resourcing EJPME in Program Objective Memorandum (POM) submissions.
 - e. Coordinating and serving as Chairman of the JECC.
8. U.S. Special Operations Command/Joint Special Operations University
- a. Maintain and update GATEWAY course curriculum for use by the CCMDs.
 - (1) Update, review, and finalize curriculum NLT 15 September each year.
 - (2) Update course materials and post to the JKO platform for access by 30 September annually.
 - (3) Maintain JKO accessibility for authorized users.
 - b. Collect best practices and lessons learned from CCMDs within 30 days of execution of GATEWAY. Additionally, provide submissions to the Joint Staff J-7 SEL within 30 days of GATEWAY program completion.
 - c. Assess best practices and lessons learned for applicability and incorporate validated practices and lessons learned into the next annual update.
9. President, National Defense University. The NDU-P will:
- a. In coordination with the office of the SEAC, execute the KEYSTONE two iterations per academic year.
 - b. Provide subject matter expertise to update and maintain current EJPME courses.
 - c. Coordinate with DD JT to ensure compatibility between the EJPME courses and the Joint Forces Staff College Joint and Combined Warfighting School's JPME courses.

UNCLASSIFIED

UNCLASSIFIED

CJCSI 1805.01D
18 December 2025

- d. Provide subject matter expertise regarding the development and maintenance of JLAS and JLOs.
- e. Provide appropriate representatives for the EMERC.
- f. Resource KEYSTONE in POM submissions.

UNCLASSIFIED

UNCLASSIFIED

CJCSI 1805.01D
18 December 2025

ENCLOSURE C

REFERENCES

- a. Title 10, U.S. Code, chapter 5, “Joint Chiefs of Staff,” section 153, “Chairman: Functions”
- b. JP 1 Change 1, 12 July 2017, *Doctrine for the Armed Forces of the United States*
- c. Enlisted PME & Talent Management Vision, 25 February 2021, “Developing Enlisted Leaders for Tomorrow’s Wars”
- d. DoDI 1322.PB Series-Volume I, “Military Education Policy”
- e. *National Defense Strategy*
- f. *National Military Strategy*
- g. *Capstone Concept for Joint Operations: Joint Force 2030*
- h. JSM 5701.01F, 20 January 2024, “Formats And Procedures for Development of Chairman of the Joint Chiefs of Staff , Joint Staff, and Joint Staff Directorate Directives”
- i. Bloom, Benjamin, *Taxonomy of Educational Objectives, Handbook 1: Cognitive Domain*, 2d ed, Longman, New York, 1956
- j. CJCSI 1800.01G, 15 April 2024, “Officer Professional Military Education Policy”

UNCLASSIFIED

CJCSI 1805.01D
18 December 2025

SUPPORTING DOCUMENTS

1. Title 10, U.S. Code, chapter 107, “Professional Military Education”
2. CJCSI 1801.01F, 14 October 2022, “National Defense University Policy”
3. CJCSM 1810.01, 1 April 2022, “Outcomes-Based Military Education Procedures for Officer Professional Military Education”
4. CJCSI 3030.01B, 1 July 2025, “Implementing Joint Force Development and Design”
5. SecDef memo, 25 January 2025, “Message to the Force”
6. CM-0081-25, 11 April 2025, “Message to the Joint Force”
7. SEAC 2020 Annual Report, 6 November 2020
8. DoDD 5230.09, 25 January 2019, “Clearance of DoD Information for Public Release”
9. CJCSM 3500.04G, 14 April 2024, “Universal Joint Task Manual”
10. JP 1-02, January 2021, “Department of Defense Dictionary of Military and Associated Terms”
11. JP 3.0, 22 October 2018, *Joint Operations*

UNCLASSIFIED

CJCSI 1805.01D
18 December 2025

GLOSSARY

PART I – ABBREVIATIONS AND ACRONYMS

Items marked with an asterisk () have definitions in PART II*

AFSC	Air Force Specialty Code
AOR	area of responsibility
AY	academic year
CCMD	Combatant Command
CEP	Career Education Program
CJCS	Chairman of the Joint Chiefs of Staff
CLO	course learning outcome
CPO	Chief Petty Officer
CS	civil support
*CSEL	command senior enlisted leader
DD JT	Deputy Director, Joint Training, Joint Staff J-7
DIME-FIL	diplomatic, information, military, economic, financial, intelligence, and law enforcement
DJ-7	Joint Staff Director for Joint Force Development, J-7
DoW	Department of War
*DSELC	Defense Senior Enlisted Leader Conference
*EDLA	Enlisted Desired Leader Attributes
*EJPME	Enlisted Joint Professional Military Education
*EMERC	Enlisted Military Education Review Council
EPME	Enlisted Professional Military Education
EPMEP	Enlisted Professional Military Education Policy
GO/FO	general officer/flag officer
HLD	homeland defense
HQ	headquarters
IAW	in accordance with
J-7	Joint Staff Directorate for Joint Force Development, J-7
J-Dir	Joint Staff Directorate
JCS	Joint Chiefs of Staff
*JECC	Joint Education Curriculum Conference
JEDD	Joint Education and Doctrine Division, Joint Staff, J-7
JCWS	Joint and Combined Warfighting School

UNCLASSIFIED

CJCSI 1805.01D
18 December 2025

JFSC	Joint Forces Staff College
JIIM	Joint Interagency, Intergovernmental, Multinational
JKO	Joint Knowledge Online
JLA	Joint Learning Area
JLO	Joint Learning Outcome
JOPEs	Joint Operations Planning and Execution System
JPME	Joint Professional Military Education (Officer)
JSOFSEA	Joint Special Operations Forces Senior Enlisted Academy
*JSOU	Joint Special Operations University
JSOU-EA	Joint Special Operations University - Enlisted Academy
JTF	joint task force
MOS	Military Occupational Specialty
NDS	National Defense Strategy
NDU	National Defense University
NGB	National Guard Bureau
NIPRNET	Non-classified Internet Protocol Router Network
NMS	National Military Strategy
NSC	National Security Council
NSS	National Security Strategy
OBME	outcomes-based military education (
*PME	professional military education
POM	Program Objective Memorandum
SAE	Special Area of Emphasis
*SEA	senior enlisted advisor
SEAC	Senior Enlisted Advisor to the Chairman of the Joint Chiefs of Staff
SecWar	Secretary of War
SEJPME	Senior Enlisted Joint Professional Military Education
*SEL	senior enlisted leader
SIPRNET	SECRET Internet Protocol Router Network
SNCO	Senior Noncommissioned Officer
SOF	Special Operations Forces
UJTL	Universal Joint Task List
USCG	U.S. Coast Guard
USSOCOM	U.S. Special Operations Command
WG	working group

UNCLASSIFIED

CJCSI 1805.01D
18 December 2025

PART II – DEFINITIONS

ability. Power to perform an act, either innate or as the result of learning and practice.

attribute. A quality or characteristic distinctive feature.

Command Senior Enlisted Leader. Individual in the pay grade of E-9 who is serving as the command senior enlisted advisor in a general officer or flag officer command. Also called CSEL.

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 is 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 or people'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 those objective conditions that may, over time, cause a culture to evolve.

Defense Senior Enlisted Leaders Conference. An executive-level committee comprised of the Service Senior Enlisted Advisors and the Command Senior Enlisted Leaders to the Combatant Commanders. Also called DSELC.

Enlisted Desired Leader Attributes. Chairman of the Joint Chiefs of Staff-approved body of traits and qualities that should be emphasized and modeled across the U.S. Armed Forces with emphasis on the enlisted force. The five Enlisted Desired Leader Attributes are:

(1) Intellect. Both cognitive and emotional intellect—the ability to acquire and apply knowledge and skills. Cognitively, to think critically and thoroughly to make sound judgments and provide candid advice. Emotionally, having keen self-awareness with the ability to connect, empathize, and understand people and cultures.

(2) Credibility. Forged by test and trial of one's skills and validated by actions and reputation. To be a leader that is trusted, believed in, and respected.

UNCLASSIFIED

CJCSI 1805.01D
18 December 2025

(3) Accountability. To have an obligation and willingness to accept responsibility for one's actions. To abide by ethical behavior and actions, and expect the same from all. To be fiscally and physically accountable for resources.

(4) Agility. To be responsive, flexible, resilient, and adaptable to uncertain situations and complex problems. This encompasses both physical and mental agility.

(5) Discipline. To possess an orderly or prescribed conduct or pattern of behavior. To be steadfast in execution of duties, treatment of others, obedience to rules and policy, and to the oath of enlistment. Also called EDLA.

Enlisted Joint Professional Military Education. A Chairman of the Joint Chiefs of Staff-approved body of outcomes, policies, and procedures supporting the educational requirements for enlisted personnel. Also called EJPME.

Enlisted Military Education Review Council. The Enlisted Military Education Review Council (EMERC) serves as an advisory body to the Joint Staff Director for Joint Force Development, J-7 on enlisted joint education issues. This advisory body consists of EMERC Principals and observers. The EMERC addresses issues of interest to the joint education community, promotes cooperation and collaboration among EMERC member institutions, and coordinates joint education initiatives. Also called EMERC.

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 systems). Individual joint training can be conducted by the Office of the Secretary of War, the Joint Staff, Combatant Commands, Services, reserve forces, National Guard, or combat support agencies. (Joint Training Policy)

Joint Enlisted Curriculum Conference. The Joint Enlisted Curriculum Conference (JECC) is an annual event for curriculum developers/designers from both the Service and Joint communities to meet and discuss Enlisted Joint Professional Military Education issues. Its mission is to gain efficiencies in developing new joint curriculum and updating current curriculum by sharing technology and ideas. Joint Staff J-7 Deputy Director for Joint Training /Joint Knowledge Online chairs the meeting, to be held as required, but not less than annually. Updates and initiatives resulting from the JECC are forwarded to the Enlisted Military Education Review Council for information and action. Also called JECC.

UNCLASSIFIED

CJCSI 1805.01D
18 December 2025

Joint Special Operations University. The Joint Special Operations University (JSOU) prepares special operations forces to shape the future strategic environment by providing specialized Joint Professional Military Education and Enlisted Joint Professional Military Education. JSOU offers two distance education courses appropriate for the E-6 to E-7 ranks, which are JSOU Joint Fundamentals and JSOU Enterprise Management. JSOU also offers the JSOU Summit course, which is a blended learning course appropriate for senior enlisted advisors at the general officer/flag officer level. These courses are special operations specific courses and are not to be confused with Senior Enlisted Joint Professional Military Education I and II. Also called JSOU.

joint training. Military training based on joint doctrine or joint tactics, techniques, and procedures (TTP) to prepare individuals, joint commanders, a 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; joint forces and/or joint staffs; and/or individuals preparing to serve on a joint staff or in a joint organization. Joint training is conducted using joint doctrine or TTP. (Joint Training Policy)

professional military education. Professional military education conveys the broad body of knowledge and develops the habits of mind that are essential to the military professional commanders, a joint staff, and the science of war. Also called PME.

senior enlisted advisor. Enlisted members—such as the Senior Enlisted Advisor to the Chairman of the Joint Chiefs of Staff, Service Senior Enlisted Advisors (SEAs), and National Guard Bureau SEA—who serve as advisors to senior leaders in the Department of War.

senior enlisted leader. Enlisted personnel typically in pay grades E-6/-7 through E-9.

UNCLASSIFIED

CJCSI 1805.01D
18 December 2025

INTENTIONALLY BLANK

UNCLASSIFIED

(INTENTIONALLY BLANK)
Inner Back Cover

INTENTIONALLY BLANK
(BACK COVER)