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**CJCSI 1805.01C
1 November 2021**

**ENLISTED PROFESSIONAL
MILITARY EDUCATION
POLICY**



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ENLISTED PROFESSIONAL MILITARY EDUCATION POLICY

References:

See Enclosure C for References

1. Purpose. This Instruction provides policy guidance for the Professional Military Education (PME) of enlisted members in the Armed Forces of the United States, with particular emphasis on Enlisted Joint PME (EJPME). 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 Superseded/Cancellation. CJCSI 1805.01B, 15 May 2015, “Enlisted Professional Military Education Policy,” is hereby superseded.
3. Applicability. This policy is applicable to the Chairman of the Joint Chiefs of Staff (CJCS), the Military Services, the National Guard, and the 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 can 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.”

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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 enlisted force. Appendixes A through E to Enclosure A address specific EPME policies and provide guidance to Service Chiefs on joint emphasis areas consisting of JLAs and JLOs that should be included in Service EPME programs. Enclosure B outlines responsibilities for the management and execution of EPME and EJPME. Enclosure C is a list of 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. Substantial changes were made to the content and structure of this Instruction. A thorough review is required to understand the most current guidance affecting EPME and EJPME across the joint force. Significant changes are as follows:

a. Shifts EJPME to an outcomes-based military education (OBME) approach with emphasis on student achievement of course learning outcomes (CLOs).

b. Incorporates new CJCS-approved Enlisted Desired Leader Attributes (EDLAs) and PME outcomes per reference c and in support of reference g.

c. Adds GATEWAY as a nominative resident EJPME course for E-6/-7 Service members.

d. Adds emphasis on Space and Cyberspace, Globally Integrated Operations in the Information Environment, Warfighting competencies, and Multi-National Engagement capabilities to EPME joint emphasis areas.

e. Requires EJPME programs to use JLAs and high-level guidance contained in this instruction to develop each respective program's unique CLOs.

f. Updates Enlisted Military Education Review Council (EMERC) policy to include principal members, principal deferment approval, and EMERC execution.

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g. Updates Table 1, "Enlisted Military Education Continuum," to reflect recommendations from the 2021 EMERC.

9. Releasability. UNRESTRICTED. This directive is approved for public release; distribution is unlimited on NIPRNet. Department of Defense (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.jcs.mil/library>>. Joint Staff activities may also obtain access via the SIPR directives Electronic Library websites.

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

For the Chairman of the Joint Chiefs of Staff:



GEORGE M. WIKOFF, RADM, USN
Vice Director, Joint Staff

Enclosures

- A - Enlisted Professional Military Education Policy
- B - Responsibilities
- C - References
- GL - Glossary

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ENCLOSURE A

ENLISTED PROFESSIONAL MILITARY EDUCATION POLICY

1. Overview. The Enlisted Professional Military Education Policy (EPMEP) defines JLAs, JLOs, and EDLAs, and responsibilities of EPME and EJPME institutions. It provides the framework for joint enlisted leader development in alignment with CJCS guidance. The EPME and Talent Management Vision, hereto referred 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 PME and EJPME throughout the entire enlisted continuum (E-1 through E-9) for the total force.

3. Enlisted Leader Development. Members of the U.S. Armed Forces receive EPME 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.

a. EPME. Each Service operates an EPME system that reinforces the values, attributes, and attitudes appropriate to their Service, while providing personnel with the knowledge, skills, and abilities commensurate with their grade.

(1) Professional development is the product of a learning continuum that comprises individual training, experience, education, and self-development. The role of PME is to provide the education needed to complement these aspects of development to produce the most professionally competent and effective leader possible.

(2) All enlisted personnel must commit to personal and professional development beyond the formal schooling offered in the military education and training system. Accordingly, Service training and education commands should prepare junior Service personnel to accept this personal responsibility. Enlisted leaders must embrace the greatest responsibility for ensuring continued personal growth and the growth of their subordinates.

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b. EJPME. EJPME is woven throughout Service-provided EPME beginning with initial enlistment (E-1) and extending through the most senior grade (E-9). CJCS-sponsored EJPME programs are described in Appendix D to this Enclosure.

(1) All enlisted Service members receive exposure to EJPME through Service EPME and CJCS-sponsored distance education EJPME as outlined in Appendix D to Enclosure A. However, there are some enlisted leaders who require more exposure to JPME in support of certain joint assignments, senior enlisted nominative slating, and/or by virtue of their potential to serve as command senior enlisted leaders.

(2) The joint operating environment extends throughout the competition continuum and requires whole-of-government interoperability in support of globally integrated operations. This necessitates the continued expansion of JPME to include enlisted personnel.

c. Operating in joint, interagency, inter-governmental, and multinational organizations and staffs requires JLOs be made available to all enlisted personnel throughout the continuum of joint enlisted leader development. Service Chiefs should incorporate JLAs/JLOs into EPME curriculums wherever appropriate.

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 CLOs.

b. PME 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. OBME encourages the use of live, virtual, constructive, and gaming methodologies with wargames and exercises involving multiple sets and repetitions to achieve CLOs.

5. PME Outcomes. With reference to Figure A-1 and the JLAs/JLOs in Appendix A to this Enclosure, EPME curricula shall be designed to achieve the

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learning outcomes below, bearing in mind the main goal is for the enlisted leader to be a sensor, synchronizer, and integrator for the organization.

a. Service PME and 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.

(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 Leader Desired 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, EPME 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.

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.

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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. EPME 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 (See Figure A-D-5. Joint Enlisted Leader Development Model).

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 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 J-7 will initiate a thorough review of this policy every five 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, the 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.

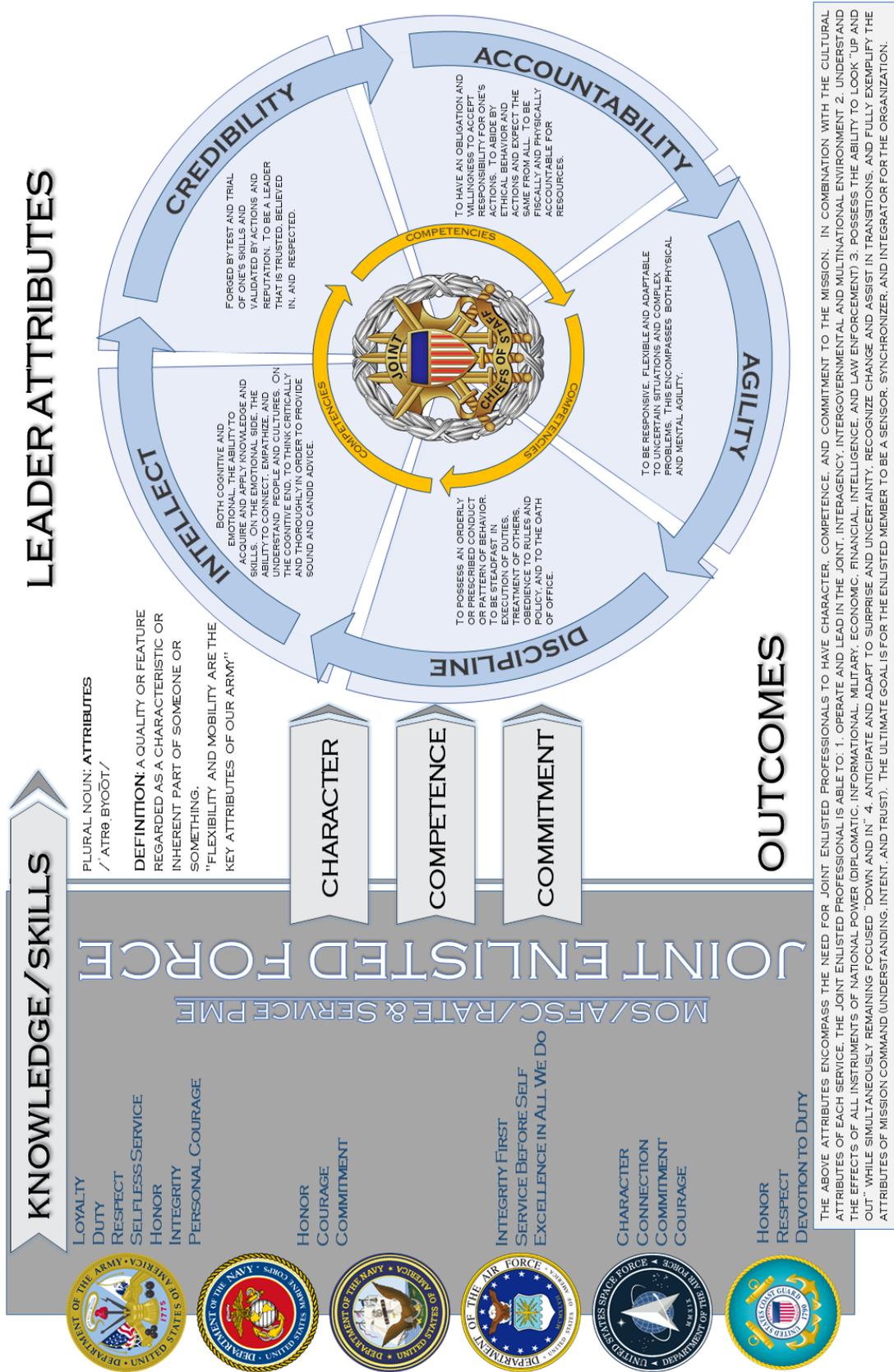


Figure 1. Enlisted Leader Attributes

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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 Defense 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 based on the most recent versions of references e, f, and 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 the program. 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 program 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 JPME and EJPME programs remain current and relevant. EJPME programs should incorporate SAEs to the maximum extent possible. The Joint Staff will

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ensure 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, the Joint Chiefs of Staff, Combatant Commanders, and the Joint Staff regarding curriculum relevancy.

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

(3) SAEs approved within 30 days of the commencing AY will be addressed for two 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.

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

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(4) Know the two distinct chains of command through which the President and the Secretary of Defense (SecDef) 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

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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 area of responsibility.

(3) Comprehend the organization, role, and functions of the Joint Chiefs of Staff.

(4) Comprehend the two distinct chains of command through that the President and SecDef 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.

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(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 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 (diplomatic, informational, military, economic, financial, intelligence, and law enforcement) 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 three states of relations: armed conflict, 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

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

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

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Appendix A
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APPENDIX B TO ENCLOSURE A

ENLISTED PROFESSIONAL MILITARY EDUCATION CONTINUUM

1. Overview. The EPME Continuum (Table 1) 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

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

3. The Enlisted Professional Military Education Continuum

a. EPME Levels. The EPME continuum relates five levels of military education to five significant phases in an enlisted Service member's career. Delineation of pay grades ("one up, one down") associated with the five educational levels is Service dependent. For example, pay grade E-6 may fall into the intermediate level versus the primary level for a specific Service as depicted below. Following are the five phases and the typically associated pay grades:

(1) Introductory. Individual military training and education received at Service initial entry training sites and basic skill development schools, typically in pay grades E-1 through E-3. At the introductory level, education complements individual training. Curricula content is oriented toward providing enlistees with a basic grounding in the U.S. defense establishment and their specific Service.

(2) Primary. Individual military training and education typically received in pay grades E-4 through E-6. Education at this level continues the development of noncommissioned officer and petty officers as they elevate to the senior enlisted ranks (E-6 or E-7 depending on the individual Service). The curricula incorporate tactical to operational level of warfighting, introduces JIIM operations/engagements, and addresses leadership at the mid-sized unit operations.

(3) Intermediate. Individual military training and education typically received in pay grade E-7 (E-6 for U.S. Marine Corps). Primary education focuses on preparing enlisted personnel to assume a leadership role in their assigned Military Occupational Specialty (MOS)/Air Force Specialty Code (AFSC)/Rating. The curricula are Service-oriented and focus on the tactical level of war and small-unit operations, expand on the operational level of warfighting, and begin the introduction to strategic level warfighting.

(4) Senior. Individual military training and education typically received in pay grades E-8 and E-9. Education at this level expands the operational to strategic level of warfighting, introducing JIIM operations/engagements as well as understanding of the competition continuum, and addresses leadership at the unit and organizational levels.

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(5) Executive. Individual military training and education received as a Command Senior Enlisted Leader (CSEL). CSELs are individuals in the pay grade of E-9 who are serving as the command's enlisted leaders in a general or flag-officer-led organization. Education at this level incorporates increased knowledge of JIIM, expounds upon the strategic level of warfighting as well as the complexities of operations below the threshold of armed conflict, and addresses command senior enlisted leadership.

4. Joint PME within the EPME Continuum. Enlisted professional development and progression through the continuum is a Service responsibility. This instruction provides guidance to the Services, enabling them to incorporate relevant EJPME material into their respective EPME systems, as appropriate. The guidance consists of JLAs, JLOs, and CJCS SAEs that are linked to the five EPME levels.

a. The continuum design progressively develops the knowledge, skills, abilities, perspectives, and values essential for enlisted personnel so they may function effectively in JIIM operations and organizations. Appendixes B, C, and D provide common EJPME standards and learning objective verb guidance for institutions so they may incorporate JLAs and JLOs into appropriate EPME programs.

b. EJPME Continuum and Flow. 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/CSEL level.

c. EJPME includes four educational levels that span an enlisted member's career and apply to all enlisted personnel. A brief synopsis of the four EJPME levels follows:

(1) Basic EJPME. The basic EJPME level addresses the progressive educational guidelines that should be completed by pay grade E-6. Appendix B to this Enclosure provides guidance to the Services to integrate JLOs into Service Introductory or Primary EPME programs, including formal schooling, job aids, promotion guides, and Web-based courses as deemed appropriate.

(2) Career EJPME. This level addresses educational guidelines for Senior Enlisted personnel in grades E-6/-7 and above. Appendix B to this

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Enclosure provides guidance to the Services so they may integrate JLOs into Intermediate, Senior, and/or Executive EPME programs, including formal schooling, job aids, promotion guides, and Web-based courses as deemed appropriate.

(3) Senior EJPME. This level addresses educational guidelines for enlisted leaders in grades E-7 to E-9. The SEJPME courses are two stand-alone on-line courses that educate enlisted leaders serving in or slated to serve in joint organizations (See Appendix D, Annex A and C 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 or Joint Task Force (JTF) (See Appendix D, Annex D to this Enclosure).

Grade and Education Level	E1-E3 INTRODUCTORY	E4-E6 PRIMARY	E6-E7 INTERMEDIATE	E8-E9 SENIOR	E9 EXECUTIVE
Educational Institutions Courses & Opportunities	<ul style="list-style-type: none"> • Service Initial Entry Training Basic Development Schools and Courses 	<ul style="list-style-type: none"> • PME Academies, Schools, & Courses 	<ul style="list-style-type: none"> • PME Academies, Schools, & Courses • SEJPME I Course • Joint Fundamentals (JSOU) • GATEWAY 	<ul style="list-style-type: none"> • PME Academies, Schools, Courses, Seminars, Symposiums, & Conferences • JSOU JSOFSEA • SEJPME II Course 	<ul style="list-style-type: none"> • PME Academies, Schools, Courses, Seminars, Symposiums, & Conferences • Summit (JSOU) • NDU KEYSTONE
Emphasized Levels of War	<div style="display: flex; justify-content: space-between;"> DISCIPLINE INTELLECT CREDIBILITY </div>				
Focus of Military Education and Professional Development Programs	<div style="display: flex; justify-content: space-between;"> AGILITY ACCOUNTABILITY </div>				
Joint Emphasis Areas	<p>Basic</p> <ul style="list-style-type: none"> • National Military Capabilities • Joint Forces Overview to include Information, Space/Cyberspace competences • Joint Forces Non-Commissioned and Petty Officer • Introduction to JIIM Operations/Engagements 	<p>Senior</p> <ul style="list-style-type: none"> • National Strategic Overview • JIIM Operations/Engagements • Foundations of Joint Operations, to include Information, Space/Cyberspace competences • Joint Force Leadership 	<p>Keystone</p> <ul style="list-style-type: none"> • National Military Capabilities and Organization • Joint Doctrine • JIIM Capabilities, to include Information, Space & Cyber competences • Joint Force Leadership 	<p>Operational</p> <ul style="list-style-type: none"> • Advanced Leadership & Management Skills in a Joint Environment • Expand Operational Level of Warfighting • Introduction to Interagency & Multinational Operations • Organizational & Command Senior Enlisted Leadership 	<p>Strategic</p> <ul style="list-style-type: none"> • Advanced Leadership & Management Skills in a Joint Environment • Introduction to Strategic Theater • Level of Warfighting • Expand Interagency & Multinational Operations • Command Senior Enlisted Leadership
	<p>Tactical</p> <ul style="list-style-type: none"> • Leadership & Management Skills in Service and MOS/AFSC/RATING • Expand Tactical Warfighting Skills • Small Team/Unit Leadership 	<p>Operational</p> <ul style="list-style-type: none"> • Advanced Leadership & Management Skills in Service and MOS/AFSC/RATING • Advanced Tactical Warfighting Skills • Introduce Operational Level of War • Unit/Organizational Leadership 	<p>Strategic</p> <ul style="list-style-type: none"> • Advanced Leadership & Management Skills in a Joint Environment • Expand Operational Level of Warfighting • Introduction to Interagency & Multinational Operations • Organizational & Command Senior Enlisted Leadership 	<p>Strategic</p> <ul style="list-style-type: none"> • Advanced Leadership & Management Skills in a Joint Environment • Introduction to Strategic Theater • Level of Warfighting • Expand Interagency & Multinational Operations • Command Senior Enlisted Leadership 	

Table 1. EPME Continuum

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APPENDIX C TO ENCLOSURE A

ENLISTED JOINT PROFESSIONAL MILITARY EDUCATION STANDARDS

1. Overview. This appendix provides guidance for EJPME common educational standards and 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 EPME 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, 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.

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APPENDIX D TO ENCLOSURE A

EJPME 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 Appendix D to this Enclosure.

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 (see Figure C-1, Joint Enlisted Leader Development Model).

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

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

a. SEJPME I and SEJPME 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 DoD 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, SEJPME, and KEYSTONE alumni to refresh education.

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

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

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

5. Additional EJPME Programs. Enlisted members may also receive EJPME through Service-sponsored PME exchange programs, joint assignment enroute training (e.g., Joint Forces Staff College – Joint and Combined Warfighting School), and, on rare occasions, senior enlisted leaders may attend EJPME via the Service war colleges on a space-available basis.

a. Sister-Service PME Programs. Annually, the Services allocate slots to accommodate PME exchange for SNCOs/CPOs. Opportunities for SSPME include the following courses. Information for each program is accessible via the Joint Enlisted Development Portal <<https://www.jcs.mil/Doctrine/Joint-Education/Joint-Enlisted-Development-Portal/>>:

- (1) U.S. Army Sergeants Major Academy (E-9).
- (2) U.S. Navy Senior Enlisted Academy (E-8).
- (3) U.S. Marine Corps Advanced School (E-7).
- (4) U.S. Air Force SNCO Academy (E-7).
- (5) U.S. Coast Guard Chief Petty Officer Course (E-7).

b. Joint Forces Staff College/Joint and Combined Warfighting School (Resident, Satellite, and Hybrid). Joint and Combined Warfighting School (JCWS) Resident and Satellite programs are 10-week JPME II programs targeted at officers at the O-4 to O-6 level and senior enlisted in grades E-7 to E-9. JCWS Hybrid is a 40-week program with 3 weeks of resident and 37 weeks of distance education.

(1) Mission. JCWS educates national security professionals to plan and execute JIIM operations. Graduates are critically thinking, operationally minded, skilled joint warfighters who can operationalize national, military, and theater security strategies into design-informed operational plans. Graduates have a primary commitment to JIIM teamwork, attitudes, and perspectives.

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(2) Program Description. Senior enlisted members assigned to, or enroute to, key advisor positions in joint commands and agencies are eligible to attend JCWS. JCWS fosters a mutual understanding and rapport that develops when students from all Services share and challenge the ideas, values, and traditions of their Services and learn to plan jointly to solve national security challenges through the skilled application of diplomatic, economic, military, and informational means. JCWS builds on the foundation established by previous EPME and EJPME. Faculty and student interaction in the fully joint environment of the JFSC fosters acculturation as a key aspect in preparing officers and senior enlisted members to serve knowledgeably and proficiently on a joint staff. The JCWS graduate will be able to lead joint planning efforts, integrate the creativity of operational art with the analytical and logical process of operational design, and be proficient with the Joint Planning Process as the application framework to develop theater strategies and operational plans in a complex global operating environment.

c. USSOCOM/Joint Special Operations University – Enlisted Academy. Similar to the Services in their force provider role, the Joint Special Operations University (JSOU) offers a continuum of educational opportunities for enlisted Special Operations Forces (SOF) with space-available opportunities for E-6 to E-9 from conventional forces. JSOU-Enlisted Academy courses are nominative. Each respective SOF Service Component Major Command CSEL is responsible for oversight of their Component's nominations. Students must be nominated by an E-9 in their Chain of Responsibility. JSOU-EA Career Education Programs (CEPs) include the following four courses:

(1) Joint Fundamentals (E-6) CEP 1. Nominative. An 8-week facilitated distance education course focused on the U.S. Special Operations Command (USSOCOM) Enterprise, Creative Thinking, Ethical Decision Making, and Communication Skills.

(2) Enterprise Management (E-7) CEP 2. Nominative. An 8-week facilitated distance education course which builds on CEP 1 outcomes in addition to focused content on Critical Thinking, Organizational Leadership, Operational Application of Strategic Theory, and Change Management.

(3) Joint Special Operations Forces Senior Enlisted Academy (E-8/9) CEP 3. Nominative. A 6-month distance education/7-week resident course focused on Profession of Arms, Leadership, JIIM, Policy, SOF Professional, Joint SOF Warfighting, Strategic Leadership, and Service Academy Agreements.

(4) Summit (CSEL/SEA) CEP 4. Nominative and SSEPME equivalent. A 24-week distance education, 7-week resident course focused on the SOF

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Professional, JIIM, Policy to Action, Joint Warfighting, and Strategic Leadership.

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

1. Overview. SEJPME I provides CJCS-sponsored, assignment-oriented education that prepares enlisted leaders of all Services (primarily E-6s and E-7s) to serve in joint and combined organizations.
 - a. SEJPME I consists of approximately 40 hours of online instruction. This course is open for self-enrollment to E-5 and above pay-grades.
 - b. Prospective SEJPME students should have already successfully completed their Service's appropriate grade PME/EJPME before enrolling in the course.
2. Mission. SEJPME I educates enlisted service members to prepare them to serve in JIIM billets through a senior-level survey 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 DoD 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.

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- (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, geostrategic, 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.

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(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, etc.).

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GATEWAY COURSE JOINT LEARNING AREAS AND OUTCOMES

1. Overview. Provides resident CJCS-sponsored JPME for enlisted members in grades E-6/-7 serving in, ordered to serve in, or with potential to serve in joint and combined organizations.

a. GATEWAY is a Service nominative two-week EJPME held at the NDU.

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

c. Members currently serving in a joint command have priority for GATEWAY attendance.

d. Students who attend GATEWAY will be nominated by their Service according to the GATEWAY Course Catalog maintained by the Office of the SEAC via J-7 JEDD/JPME Branch.

e. To gain the greatest return on investment, Services should nominate members who clearly epitomize the enlisted leader attributes (see Enclosure A, paragraph 6) and then sequence that talent toward the appropriate joint assignments. It is essential to base enlisted leaders' attendance to resident EJPME on their talent, potential for strategic responsibilities, and return on investment for the DoD.

2. Mission. To provide resident EJPME to selected enlisted leaders of the Services. Per the Vision (reference c), the SEAC and the Service Senior Enlisted Advisors (SSEAs) 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 Senior Noncommissioned Officers (SNCOs) and Chief Petty Officers (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.

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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 (diplomatic, informational, military, economic, financial, intelligence, and law enforcement) 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 competition continuum (cooperation, competition below armed conflict, and armed conflict).

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

(6) Know the 4th 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 SecDef exercise their authority and control of the Armed Forces.

(3) Understand the CCMD structures and comprehend their primary functional and geographic area of responsibility.

(4) Understand the organization, role, and functions of the Joint Chiefs of Staff.

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

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(6) Understand the service member's role 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.

(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 and the Joint Warfighting 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.

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- (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.

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.

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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.

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

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SENIOR ENLISTED JOINT PROFESSIONAL MILITARY EDUCATION (SEJPME) II COURSE JOINT LEARNING AREAS AND OUTCOMES

1. Overview. SEJPME 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. SEJPME II consists of approximately 45 hours of online instruction. This course is open for self-enrollment to E-7s and above.

b. Prospective SEJPME II students should have already successfully completed their Services' appropriate grade PME and SEJPME I before enrolling in the course.

2. Mission. SEJPME 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.

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 DoD 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.

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

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(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 headquarters 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 headquarters.

(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.

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

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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, etc.).

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

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KEYSTONE COURSE JOINT LEARNING AREAS AND OUTCOMES

1. Overview. This course prepares CSELs for assignment in a flag officer joint headquarters and complements the GO/FO CAPSTONE Course. Before attending KEYSTONE, students shall have successfully completed the SEJPME II course. The SEJPME 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. SEJPME II equivalency completion will be granted to graduates of the Joint Special Operations Senior Enlisted Academy, the Joint and Combined Warfighting School course, or any other resident, hybrid, or satellite (Officer) JPME courses per reference j.

2. Mission. The KEYSTONE Course will educate Command Senior Enlisted Leaders (CSELs) currently serving in or slated to serve in a general or flag officer level joint headquarters or Service headquarters that could be assigned as a joint task force.

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.

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

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(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.

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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 A-2, EJPME Enterprise). 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 (DSEL), 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. This advisory body consists of EMERC Principals. The EMERC serves as an advisory body to the Joint Staff, Director for Joint Force Development (DJ-7) on enlisted joint education issues. The EMERC addresses issues of interest to the joint education community, promotes cooperation and collaboration among EMERC member institutions, and coordinates joint education initiatives across all Services.

(1) EMERC Principals. The EMERC Principals are: the Senior Enlisted Advisor to the Chairman (SEAC); 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 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

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Guard Bureau; Representative, NDU; and Command Senior Enlisted Leader, Joint Special Operations University. The EMERC Co-Chairmen, SEAC and JEDD, may invite representatives from CCMDs and other organizations as appropriate.

(2) 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).

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

(4) 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.

(5) 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.

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

a. Policy Review. The JEDD will initiate a thorough review of CJCS policies as reflected in this instruction every five years. The review will involve the Joint Staff, the 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.

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(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 SEJPME, 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. Joint Enlisted Curriculum Conference. The Joint Enlisted Curriculum Conference (JECC) is an annual conference for curriculum developers/designers from both the Service and Joint communities to meet and discuss EJPME topics/issues. Its mission is to gain efficiencies in developing new joint curricula and updating current curricula by sharing best practices. DD JT chairs the JECC meetings. Updates and initiatives resulting from the JECC are forwarded to the EMERC for information and action.

e. Defense Senior Enlisted Leaders Conference. The DSEL is an annual executive level conference comprised of the SEAC, SSEAs, 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.

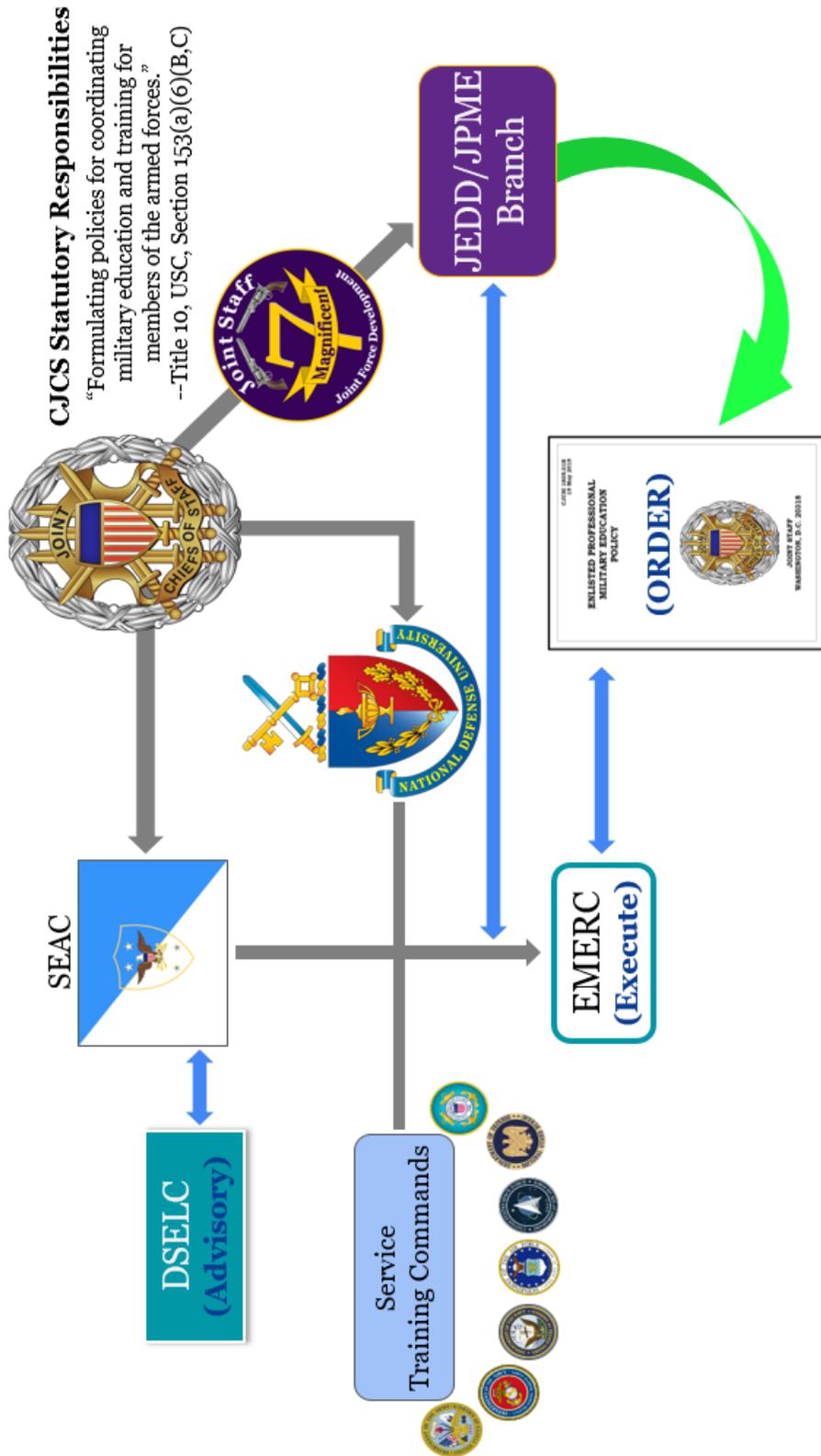


Figure 3. E-JPME Enterprise

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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 DoD 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 SecDef 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 JPME outcomes, SAEs, and Joint Force EDLAs.
- d. Serving as the principal military adviser to the SecDef on PME matters.
- e. Periodically providing subject matter experts and highly-qualified experts from the various directorates to provide briefings, lectures, and papers to enhance and extend the JPME enterprise.

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4. Service Chiefs. Each Service Chief is responsible for managing the content, quality, and conduct of the Service's PME programs at all levels within the guidelines of the military educational framework and, where appropriate, implementing policies contained in this document. Service Chiefs, through Service Training and Education organizations, will ensure their EMERC principals provide updates on Service EPME and EJPME programs to the EMERC.
5. 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 SEJPME I/II courses in concert with DJ-7 and NDU-P.
6. Service Senior Enlisted Advisors. SSEAs advise the Service Chiefs on enlisted matters and have an inherent interest and responsibility in the education and training of enlisted personnel. SSEAs also serve as members of the DSEL, along with CSELs for the CCMDs.
7. Director for Joint Force Development, Joint Staff. The DJ-7 will supervise the JEDD and DD JT.
8. Chief, Joint Education and Doctrine Division, Joint Staff, J-7. The JEDD 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.

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- d. Coordinating for the Joint Staff on reports dealing with military education.
 - e. Serving as the Co-Chairman of the EMERC with SEAC.
 - f. Coordinating with NDU on the execution, funding, and annual review of KEYSTONE and GATEWAY programs.
9. Deputy Director, Joint Training, Joint Staff, J-7. The DD JT is responsible for:
- a. Executing SEJPME I and II.
 - b. Coordinating with JEDD and NDU on issues related to EJPME.
 - c. Reviewing and recommending EJPME policy revisions to JEDD.
 - d. Resourcing SEJPME in Program Objective Memorandum (POM) submissions.
 - e. Coordinating and serving as Chairman of the JECC.
10. U. S. Special Operations Command/Joint Special Operations University. Due to their Service-like responsibilities, USSOCOM/JSOU will provide appropriate representatives for participation in the EMERC.
11. President, National Defense University. The President, NDU, will:
- a. In coordination with the office of the SEAC, execute the KEYSTONE and GATEWAY programs not less than two iterations per academic year.
 - b. Provide subject matter expertise to update and maintain current SEJPME courses.
 - c. Coordinate with DD JT to ensure compatibility between the SEJPME courses and the Joint Forces Staff College Joint and Combined Warfighting School's JPME courses.
 - d. Provide subject matter expertise regarding the development and maintenance of JLAs and JLOs.
 - e. Provide appropriate representatives for the EMERC.

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- f. Resource KEYSTONE in POM submissions.
- g. Coordinate GATEWAY resource requirements through the Office of the SEAC.

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ENCLOSURE C

REFERENCES

- a. Title 10, U.S. Code, chapter 5, “Joint Chiefs of Staff,” section 153, “Chairman: Functions”
- b. JP 1, 25 March 2013, 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 2018
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- g. Capstone Concept for Joint Operations: Joint Force 2030
- h. CJCSI 5701.01 Series, “Policy for the Development of CJCS, Joint Staff, and J-Directorate Directives”
- i. Bloom, Benjamin, Taxonomy of Educational Objectives, Handbook 1: Cognitive Domain, 2d ed, Longman, New York, 1956.
- j. CJCSI 1800.01 Series, “Officer Professional Military Education Policy”

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1. Title 10, U.S.C., chapter 107, “Professional Military Education”
2. CJCSI 1801.01 Series, “National Defense University Education Policy”
3. CJCSM 1810.01 Series, “Manual for Outcomes Based Military Education”
4. CJCSI 3030.01 Series, “Joint Force Development and Design”
5. SecDef memorandum, 4 March 2021, “Message to the Force”
6. CJCS memorandum, 1 October 2019, “Message to the Joint Force”
7. SEAC 2020 Annual Report, 6 November 2020
8. DoD Directive 5230.09, 25 January 2019, “Clearance of DoD Information for Public Release”
9. CJCSM 3500.04 Series, “Universal Joint Task Manual”
10. JP 1-02, January 2021, “Department of Defense Dictionary of Military and Associated Terms”
11. JP 3.0, 17 January 2017, 22 October 2018, “Joint Operations”

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GLOSSARY

PART I-ABBREVIATIONS AND ACRONYMS

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

AFSC	Air Force Specialty Code
CCMD	Combatant Command
CEP	Career Education Program
CJCS	Chairman of the Joint Chiefs of Staff
CLO	Course Learning Outcome
CSEL	command senior enlisted leader*
DD JT	Deputy Director, Joint Training, Joint Staff, J-7
DJ-7	Director for Joint Force Development, Joint Staff J-7
DoD	Department of Defense
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
JECC	Joint Education Curriculum Conference *
JEDD	Chief, Joint Education and Doctrine Division, Joint Staff, J-7
JCWS	Joint Combined Warfighting School
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
J-7	Directorate for Joint Force Development, Joint Staff

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JLA	Joint Learning Area
MOS	Military Occupational Specialty
NDU	National Defense University
NDU-P	National Defense University President
NGB	National Guard Bureau
PME	professional military education*
POM	Program Objective Memorandum
SEA	senior enlisted advisor *
SEAC Staff	Senior Enlisted Advisor to the Chairman of the Joint Chiefs of Staff
SEJPME	Senior Enlisted Joint Professional Military Education
SEL	senior enlisted leader *
SOF	Special Operations Forces
SSEA	Service Senior Enlisted Advisors
UJTL	Universal Joint Task List
USCG	U.S. Coast Guard
USSOCOM	U.S. Special Operations Command

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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.

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

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

cultural knowledge – Understanding the distinctive and deeply rooted beliefs, values, ideology, historic traditions, social forms, and behavioral patterns of a group, organization, or society; understanding key cultural differences and their implications for interacting with people from a culture; and understanding those objective conditions that may, over time, cause a culture to evolve.

Defense Senior Enlisted Leaders Conference (DSELC) – An executive level committee comprised of the SSEAs and the CSELs to the Combatant Commanders.

Enlisted Desired Leader Attributes (EDLA) – CJCS 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 EDLAs are: (1) 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. (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. (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

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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.

Enlisted Joint Professional Military Education (EJPME) – A CJCS-approved body of outcomes, policies, and procedures supporting the educational requirements for enlisted personnel.

Enlisted Military Education Review Council (EMERC) – The 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.

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 Defense, the Joint Staff, CCMDs, Services, reserve forces, National Guard, or combat support agencies. (Joint Training Policy)

Joint Enlisted Curriculum Conference (JECC) – The JECC is an annual event for curriculum developers/designers from both the Service and Joint communities to meet and discuss EJPME 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 /JKO chairs the meeting to be held as required, but not less than annually. Updates and initiatives resulting from the JECC are forwarded to the EMERC for information and action.

Joint Special Operations University (JSOU) – The JSOU prepares Special Operations Forces to shape the future strategic environment by providing specialized JPME and EJPME. 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 that is a blended learning course appropriate for SEAs at the GO/FO level. These courses are Special Operations specific courses and are not to be confused with SEJPME I and II.

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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 (PME) – PME 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.

senior enlisted advisor – Enlisted such as the SEAC, Service SEAs, and NGB SEA, who serve as advisors to senior leaders in the Department of Defense.

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

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