CJCSI 1800.01G
15 April 2024

OFFICER PROFESSIONAL MILITARY EDUCATION POLICY

JOINT STAFF
WASHINGTON, D.C. 20318

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CHAIRMAN OF THE JOINT CHIEFS OF STAFF INSTRUCTION

J-7 CJCSI 1800.01G
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OFFICER PROFESSIONAL MILITARY EDUCATION POLICY

References:
See Enclosure C

1. Purpose. This instruction provides policy guidance for the Professional Military Education (PME) of officers in the Armed Forces of the United States, with particular emphasis on Joint PME (JPME). It assigns responsibilities, establishes Joint Learning Areas (JLAs), and provides instructions regarding oversight and execution of officer JPME. The Chairman of the Joint Chiefs of Staff (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."

2. Superseded/Cancellation. CJCSI 1800.01F, 15 May 2020, is hereby superseded.

3. Applicability. This policy is applicable to the Joint Staff, Service Chiefs, Combatant Commanders (CCDRs), President of the National Defense University (NDU), the President of the National Intelligence University (NIU), and their staffs and components, and to PME programs that are accredited as JPME by statute and listed in this policy.

4. Vision. The PME vision for 21st century joint leader development is a fully aligned PME/Talent Management system that develops leaders who are skilled in the art of war and the practical and ethical application of lethal military power. The intent is the development of strategically minded Joint warfighters who think critically and can creatively apply military power to inform national strategy, conduct globally integrated operations, and fight under conditions of disruptive change.

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

6. Policy. In accordance with applicable Federal law (reference (b)) and Department of Defense (DoD) policy (reference (c)), it is CJCS policy that officer PME programs will:

a. Maintain a rigorous joint learning environment designed to promote a theoretical and practical in-depth understanding of jointness and evolving areas of interest.

b. Incorporate high-level DoD policy guidance to maintain a current and relevant curriculum that provides graduates with knowledge, skills, and abilities required to perform successfully across the competition continuum comprising armed conflict, competition below armed conflict, and cooperation in both traditional and irregular warfare (IW) contexts (references (d) and (e)).

(1) DoD policy (reference (f)) establishes that "IW strategically is as important as traditional warfare, and that DoD must be equally as capable in both." References (f), (g), and (h) provide DoD guidance needed to assist JPME programs in IW curriculum development.

(2) References (i) and (j) provide policy guidance to improve the common understanding of the implications of weapons of mass destruction (WMD) across the Joint Force through PME. This includes nuclear capabilities and concepts as well as prevailing in a chemical, biological, radiological, nuclear environment. References (i) and (j) provide PME institutions with assistance needed for curriculum development relating to WMD matters.

c. Develop and adopt an outcomes-based military education (OBME) approach in the development, delivery, and assessment of curriculum.

d. Build on officer development learning outcomes achieved sequentially across a career from pre-commissioning through general officer/flag officer (GO/FO), elevating cognitive achievement at every level.

e. Align program assessments and officer academic evaluation reports with Service and Combatant Command (CCMD) requirements for officer development.

f. Ensure that a highly qualified faculty is maintained, and student academic excellence is demanded and rewarded.

7. Responsibilities. Enclosure B describes responsibilities for program governance and execution in accordance with the policies promulgated in this policy.

8. Summary of Changes. This revision supersedes CJCSI 1800.01F and denotes updates to Joint educational policies.

a. Adds a joint learning continuum for GO/FOs.

b. Adds descriptions and qualifications for education courses provided for GO/FOs.

c. Directs the prioritization and emphasis of JPME as the development of Joint warfighters at the operational and strategic levels.

d. Changes titles of required program evaluation reports.

e. Updates officer learning continuum chart.

f. Removes terminated programs and methods.

g. Updates references.

h. Specifies threat doctrine and ways of war, disruptive technology, war's enduring nature and changing character, and the Joint Warfighting Concept (JWC) are in all JPME programs.

i. Removes the term 'full spectrum of conflict.'

j. Updates mission statements and descriptions of select JPME programs.

k. Updates accredited JPME programs.

l. Aligns this CJCSI with companion CJCSM.

m. Adds U.S. Space Force JPME programs.

9. Releasability. UNRESTRICTED. This directive is approved for public release; distribution is unlimited on the Non-classified Internet Protocol Router Network (NIPRNET). DoD components (to include CCMDs), 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 (JS) activities may also obtain access via the SECRET Internet Protocol Router Network (SIPRNET) directives Electronic Library web sites.

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

For the Chairman of the Joint Chiefs of Staff:

Michael L Downs

MICHAEL L. DOWNS, Maj Gen, USAF
Vice Director, Joint Staff

Enclosures
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B – Responsibilities
C – References

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ENCLOSURE A

JOINT PROFESSIONAL MILITARY EDUCATION POLICY

1. Overview. This enclosure provides CJCS policy for JPME as described in law and policy. It establishes officer PME objectives and JLAs for joint officer education and the Officer PME continuum and articulates officer Desired Leader Attributes (DLAs). The policy further requires an OBME methodology and provides guidance on JLAs, outcomes, and all facets of JPME, including students, faculty, delivery modes, and the educational requirements for Joint Officer Management (JOM). The policy also establishes a JPME review and evaluation process.

2. Statutory Requirements. JPME is a subset of PME and reflects a concentration on Joint matters, frequently offered in tandem with the delivery of Service-focused PME. JPME is defined in Federal law (reference (b)) as "…consisting of the rigorous and thorough instruction of officers in an environment designed to promote a theoretical and practical in-depth understanding of Joint matters and specifically, of the subject matter covered." Specific subject matter for all JPME and additional matters for JPME II programs are included in Federal law.

a. All JPME Programs

(1) National military strategy.

(2) Joint planning at all levels of war.

(3) Joint doctrine.

(4) Joint command and control.

(5) Joint force and Joint requirements development.

(6) Operational contract support.

b. JPME-II Programs. Six items above in 2.a., plus:

(1) National security strategy.

(2) Theater strategy and campaigning.

(3) Joint planning processes and systems.

(4) Joint, interagency, and multinational capabilities and the integration of those capabilities.

3. Prioritization and Emphasis

a. As military professionals charged with the defense of the nation, joint leaders must be experts in the conduct of warfare. Therefore, the top priority and utmost responsibility of leaders of JPME institutions and programs, whether Service or Joint, is the development of joint warfighting leaders at the operational and strategic levels. Leaders of JPME institutions will build joint warfighting expertise while following internal guidance, mission, and roles.

b. Leaders of JPME institutions will emphasize active performance-oriented experiential learning methodologies such as role-based wargaming and interactive joint planning exercises based on joint doctrine in their curriculum. Additionally, leaders of JPME institutions and programs will use classified instruction and content as appropriate within limitations. Learning will include threat doctrine and ways of war, disruptive technology, war's enduring nature and changing character, and the JWC. Prioritizing joint warfighting education in each program's core curriculum and developing joint warfighting leaders is mandatory for JPME accreditation.

c. JPME provides the knowledge, skills, and abilities needed to enhance officer performance in joint duties consistent with policy and legislative requirements for JOM, to include various levels of joint qualification and eligibility for GO/FO selection. CJCS-accredited Service and Joint PME institutions provide specified PME programs and function as a federated system with the collective aim of developing Joint warfighters.

4. PME Outcomes. PME and JPME programs must provide graduates the knowledge and skills to prepare them for service as joint warfighting leaders, senior staff officers, and strategists who:

a. Discern the military dimensions of a challenge affecting national interest, frame the issue at the policy level, and recommend viable military options within the overarching frameworks of globally integrated operations.

b. Anticipate and lead rapid adaptation and innovation during a dynamic period of acceleration in the rate of change in warfare under the conditions of competition and disruptive technology.

c. Conduct joint warfighting, at the operational to strategic levels, as all-domain, globally integrated warfare, including the ability to integrate allied and partner contributions.

d. Are strategically minded warfighters who can execute and adapt military strategy through campaigns and operations to attain national strategic goals.

e. Demonstrate critical and creative thinking skills, emotional intelligence, and effective written, verbal, and visual communications skills to support the development and implementation of military strategies and complex operations.

5. Desired Leader Attributes. PME contributes substantially to the achievement of CJCS-approved officer DLAs across the education and professional continuums.

a. The officer DLAs are knowledge and skill to:

(1) Understand the security environment and contributions of all instruments of national power.

(2) Respond to surprise and uncertainty.

(3) Recognize change and lead transitions.

(4) Operate on intent through trust, empowerment, and understanding (Mission Command).

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

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

b. DLAs are not achievable through education alone nor during a single learning event or academic year but represent guideposts for long-term leader development.

c. JPME programs will use CJCS-approved DLAs as high-level guidance for joint leader development.

6. PME Continuum. The PME system is a progressive educational continuum guiding an officer's individual development over time. The continuum structures the development of Service and joint officers by organizing PME into

educational levels and linking those levels so that all build on the experience, self-development, and learning mastered previously. An illustrative officer PME continuum is shown at Figure 1.

a. PME Levels. The continuum structures officer development into five formal military educational levels: pre-commissioning, primary, intermediate, senior, and GO/FO. In addition to these formal levels are multiple learning opportunities that are made available by the Services during an officer's career.

(1) Pre-commissioning. Military education programs producing commissioned officers with a basic awareness of military Services upon graduation.

(2) Primary. Entry level education received at grades O-1 through O-3 focused on specialized skills and tactical knowledge in Service-specific constructs with an introduction to joint matters.

(3) Intermediate. Mid-career education received at grade O-4 that prepares officers to conduct operations and campaigns in Service-specific and Joint constructs.

(4) Senior. Education programs received at grades O-5 or O-6 that prepare officers to develop and implement military strategies with an emphasis on Joint operations and some attention to Service-specific contributions.

(5) General/Flag Officer. Education received at grade O-7 and above with emphasis on executive leadership in joint, interagency, intergovernmental, and multinational (JIIM) environments.

b. Levels of War. The continuum portrays the focus of each educational level in relation to the tactical, operational, and strategic levels of war as outlined in joint doctrine, particularly Joint Publication (JP) 1, Volumes 1 and 2, JP 2-0, JP 3-0, JP 4-0, JP 5-0, and JP 6-0. It recognizes that PME and JPME curricula educate across all levels of war.

7. Outcomes Based Military Education Adaptation. Consistent with Office of the Secretary of Defense (OSD) military education policy (reference (c)), JPME programs will adopt an OBME methodology to focus curriculum development on CJCS-approved JLAs and to provide evidence of graduates' ability to frame, diagnose, and resolve problems in practice. In addition, OBME is intended to inform talent-management decisions through the identification of graduates with demonstrated high potential to perform successfully at higher levels of responsibility and authority.

a. OBME Guidance. OBME guidance is top-down and captured in several JLAs contained in Appendix A and based on Federal law and the most recent versions of the following key documents: The *National Defense Strategy* (reference (k)), *National Military Strategy* (reference (l)), *Capstone Concept for Joint Operations* (reference (m)), and the JWC. PME institutions at all levels of the PME Continuum will use JLAs as the broad categories of Joint knowledge to inform their curricula and meet the requirements for joint officer education.

b. OBME Execution. JPME programs will use the following guidelines, along with best practices in OBME, to develop Program Learning Outcomes (PLOs) that will describe what JPME graduates are to know and be able to do at the conclusion of the program. The following guidelines apply to the development of PLOs:

(1) JPME programs will use the JLAs described in Appendix A to this Enclosure to develop PLOs that reflect their unique mission requirements.

(2) JPME programs will develop PLOs that reinforce mission requirements while achieving the CJCS intent for JPME.

(3) All JLAs will be addressed within the construction of a program's PLOs.

(4) Each JPME program will develop an assessment plan to show how each PLO will be assessed. To the greatest extent possible, OBME assessments will approximate conditions under which the graduate would be expected to achieve the same outcomes in the operational environment (hereafter referred to as authentic assessments).

(5) JPME programs will initiate formal adoption of OBME by submitting PLOs to the Joint Staff Directorate for Joint Force Development, J-7 for review prior to the development of formal assessment plans.

(6) JPME programs will notify Joint Staff J-7 of all changes to PLOs.

c. Special Areas of Emphasis. For this instruction, Special Areas of Emphasis (SAEs) will be promulgated by the CJCS to ensure that JPME programs remain current and relevant. SAEs are mandatory for JPME programs, and the Joint Staff will ensure program compliance with SAE requirements via the Common Educational Standards reports and Process for the Accreditation of Joint Education (PAJE) reviews. The following guidelines apply to SAEs:

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

(2) SAEs may be nominated from across DoD and will be shaped for CJCS approval in a process organized by the Joint Staff J-7. As part of the nomination process, it is the proponent's responsibility to develop and recommend learning outcomes for each SAE by JPME phase, and to develop and recommend lesson guides and supporting educational packages (both for resident and non-resident education).

(3) Current and proposed SAEs will be reviewed regularly by the Joint Staff J-7 and representatives from JPME colleges/schools.

(4) Before a new SAE list is submitted for approval to CJCS, it will be presented to the Military Education Coordination Council (MECC).

(5) JPME programs will address SAEs for three academic years (AYs) following publication.

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

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

8. JPME Reviews and Evaluations. JPME programs will be accredited under the CJCS-approved PAJE administered by the Joint Staff J-7.

a. Accreditation. The PAJE under OBME will focus on two areas: compliance with statutory and policy requirements and effectiveness in achieving PLOs. PAJE standards for compliance are described in Appendix C of this Enclosure. Annex A to Appendix B to this Enclosure describes the list of JPME programs accredited at the publishing date of this instruction. JPME effectiveness will be evaluated on the performance of JPME graduates in operational assignments.

b. Program Evaluations. The Joint Staff J-7 will compile OBME reports received for JPME programs and prepare an annual summary report to advise OSD on the progress made in achieving program outcomes. The report will be based on the following data sources:

(1) Common Educational Standards Report. This report is submitted annually on 1 November for all JPME programs. It consists of one academic

cohort's (typically one AY) data with respect to compliance. JPME programs will notify the Joint Staff J-7 in this report of any substantive change that could affect accreditation or any changes in PLOs and assessment plans.

(2) Program Learning Outcomes Report. The PLO report summarizes results and lessons learned from the direct and indirect assessments laid out in the OBME assessment plan. Biennially, JPME programs will submit a PLO report to the Joint Staff J-7 that provides data regarding student achievement of PLOs. The report will also include information about how assessment results are used for continuous improvement of the program and the student learning experience.

(3) Stakeholder Feedback. The Joint Staff J-7 will assemble periodically a team of assessment experts from across the Services, OSD, and the education community to interview JPME graduates and stakeholders. The following guidelines will apply to stakeholder engagement and feedback.

(a) The Joint Staff J-7 will commission studies and stakeholder surveys as required to advise the CJCS and Secretary of Defense (SecDef) on the effectiveness of program outcomes to meet stakeholder requirements.

(b) As an element of their assessment plan, each JPME program will periodically survey stakeholders and graduates to assess the performance of their JPME graduates and identify gaps in program outcomes.

(c) The Joint Staff J-7 will periodically survey select senior officers and, as appropriate, their civilian counterparts on whether JPME graduates are performing effectively at the appropriate level and with requisite knowledge to perform in joint duty assignments.

9. JPME Students. The following section provides policy guidance regarding JPME students.

a. Intent. To gain the greatest return on investment, Services should assign the best talent to the most appropriate JPME program and then sequence that talent toward the appropriate (given the program of study) assignments. It is essential to base officer attendance to JPME program attendance on his/her talent, potential for strategic responsibilities, and return on investment for DoD. In addition, it is essential that officers with the highest potential for promotion to warfighting GO/FO who will lead the Joint Force attend a 10-month war college resident program. Services and PME resident programs should consider tools such as entrance examinations, applications,

or screening criteria to assess students' abilities to contribute to and succeed in a peer seminar-based joint learning environment.

b. Military JPME Students (Resident Programs). The Military Services will:

(1) Identify and assign to JPME programs the highest quality officers at the appropriate rank as identified in the JPME continuum.

(2) Assign officers to the appropriate JPME program as part of a coherent design intended to leverage previous developmental and operational experience to ensure officers are fully prepared to succeed in their future career tracks.

(3) When selecting students to attend the JPME programs, prioritize sending students who represent the core warfighting capabilities of the providing Service.

(4) Ensure Service intermediate-level education (ILE) (O-4s and equivalent) programs have a proportional U.S. military officer student body mix from each non-host Military Department.

(5) For Service ILE, senior-level educational (SLE), and NIU JPME seminars, maintain the JPME seminar-student mix of at least one U.S. military officer from each of the three Military Departments.

(6) Ensure Service SLE (O-5/6 and equivalent) programs have a U.S. military officer mix of no more than 60 percent of the total student body representing host Military Department (officer) students, with the remaining non-host Military Departments proportionately represented (reference (b)). The total student body consists of attending U.S. military officer, civilian, and international officer students.

(7) For NDU JPME seminars, ensure U.S. military student mix is one third for each Military Department.

c. Civilian Students. DoD policy (reference (c)) provides guidance for the participation of civilian students in PME programs.

(1) JPME programs will solicit nominations of civilian students at the appropriate career level. Programs will assess the appropriateness of the number and qualifications of civilian students vis-a-vis the relevant Joint, Service, and interagency needs and program mission.

(2) Upon receipt of civilian student nomination packages, JPME programs will ensure all applying students have appropriate academic and professional backgrounds required for graduate-level military education.

(3) JPME programs will liaise directly with Federal agencies on civilian enrollment and/or exchange programs to meet the intent of this instruction.

d. International Students. DoD policy (references (c) and (o)) provides guidance for the participation of international students in PME programs.

(1) PME institutions programs will promote participation of international military students (IMS) in JPME programs.

(2) JPME programs will integrate allies and key U.S. and international partners in a learning environment where professionalism, trust, and cognitive interoperability are valued.

(3) All PME programs will ensure that IMS participation is consistent with relevant security considerations and appropriate directives and guidance, to include the "CJCS International Professional Military Education Strategy" (reference (o)). In addition, all PME programs will employ emerging DoD guidelines (reference (p)) to ensure that IMS vetting procedures for screening foreign students and granting access to our bases are closely aligned with procedures applied to U.S. personnel.

10. JPME Faculty. The recruitment, selection, development, and management of a highly qualified civilian and military faculty must be a top priority for institutional leaders.

a. Intent. The selection, development, and management of PME faculty—and military faculty in particular—is at the core of successful programs. Accordingly, JPME programs will ensure that military and civilian faculty members are highly qualified instructors and are current in the fields they are teaching. As such, Services should implement the full array of talent management programs to incentivize faculty assignments that are competitive, career enhancing, and professionally rewarding while meeting JPME requirements for diversity of skills and Service culture across the military faculty. Military officers bring to the JPME faculty an invaluable operational currency and expertise. A significant portion of each program/Military Education Institution faculty will be military officers.

b. Faculty Mix. For the purposes of this instruction, faculty are military and civilian personnel assigned to a JPME institution or program who, as

determined by the institution/program, teach, prepare, or design JPME curricula, conduct research relevant to JPME, or directly supervise those who do. Services and NDU will ensure an appropriate faculty mix for ILE and SLE programs.

(1) Service ILE resident programs. Total host Service military faculty should have the diversity of skills and backgrounds to ensure a rigorous joint learning experience and a mix of not less than 5 percent military faculty from each non-host Military Department.

(2) Service SLE resident programs. Total host Service military faculty should have the diversity of skills and backgrounds to ensure a rigorous joint learning experience and comprise no more than 60 percent of the total military faculty. The military faculty from the two Military Departments not affiliated with the host Service will be proportionately represented.

(3) NDU and NIU programs. Military faculty representation is proportional among the three Military Departments.

(4) Where a single faculty is indistinguishably responsible for both intermediate and senior JPME curriculum in resident programs, total host Service military faculty will be no more than 60 percent of the total military faculty whose primary duty is student instruction of JPME. The two Military Departments not affiliated with the host Service will be proportionately represented.

(5) Services should assign highly qualified officers with recent joint experience who meet the following JPME minimum requirements:

(a) Intermediate-Level Education. Seventy-five percent of the military faculty should be graduates of a resident ILE or resident SLE JPME program or be designated as Joint Qualified Officers (JQOs).

(b) Joint and Combined Warfighting School. All military faculty will be graduates of a JPME II program and possess a master's degree or higher from a regionally accredited educational institution (or equivalent).

(c) Senior-Level Education. Seventy-five percent of the military faculty should be graduates of a JPME-II program or resident SLE and possess a master's degree or higher from a regionally accredited educational institution (or equivalent).

c. Civilian Faculty. Civilian academics and interagency representatives play invaluable roles in JPME. The academic rigor and whole-of-government

insight they provide is vital to the intellectual development of the joint officer corps. Regarding civilian faculty:

(1) The Services, NDU, and NIU will determine the appropriate number of civilians on their respective college faculties.

(2) Civilian faculty members should have relevant, strong academic records and/or extensive relevant professional experience.

d. Single Faculty. In PME institutions where a single faculty is indistinguishably responsible for both ILE and SLE curriculum, 75 percent of the military faculty should be graduates of a JPME II program or resident SLE.

11. CJCS Chairs. CJCS Chairs provide a critical, direct link between the Joint Staff and JPME teaching faculty to ensure that jointness is maintained across JPME curricula. The following guidelines apply to CJCS Chairs.

a. CJCS chairs will be military faculty of appropriate rank, assigned to the college they represent, a designated JQO, have recent joint operational experience, and be capable of contributing insight into joint matters to the faculty and student body.

b. Each NDU JPME college will establish a CJCS Chair.

c. CJCS Chairs are optional, yet strongly encouraged, in Service-delivered JPME programs.

d. The CJCS Chairs come from authorized military faculty positions.

e. Nomination process. CJCS Chairs will be nominated by the heads of the specific JPME programs to the Joint Staff Director for Joint Force Development, J-7 (DJ-7), who will prepare the nomination for CJCS decision.

f. Upon approval, CJCS Chairs will be entitled “CJCS Professor of Military Studies.”

12. Student-to-Faculty Ratios. Student-to-faculty-ratios (STFR) serve as a proxy measure of education quality in relation to student throughput. The focus is on faculty whose full-time role is to have direct academic interactions with students and/or their JPME program as it supports OBME. Therefore, only faculty whose duties primarily concern teaching, preparing, or designing PME curricula, or directly supervising those who do, will be counted as faculty

for computing student-to-faculty ratios. All JPME programs will use the following STFR guidelines:

a. Intermediate-Level Education. Resident programs will adhere to a STFR of 4.0:1.

b. Joint and Combined Warfighting School. Resident program will adhere to a STFR of 4.0:1.

c. Senior-Level Education. Resident programs will adhere to a STFR of 3.5:1.

d. Single faculty. In JPME institutions where a single faculty is indistinguishably responsible for both ILE and SLE JPME curricula, there must be sufficient faculty to meet both the ILE and SLE student-to-faculty ratios.

e. CAPSTONE and non-resident JPME programs. STFRs do not apply.

13. Delivery Modes. JPME may be delivered in a variety of modes (resident, distance education (DE), satellite, and hybrid).

a. 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.

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

14. Educational Requirements for Joint Officer Management. Statutory educational requirements for JOM are described in Federal law (reference (q)). JOM policy (references (q) and (r)) stipulates the following requirements.

a. Joint Qualified Officers. An officer who has successfully completed JPME I and II programs and has been awarded joint credit for serving in a designated joint billet may be awarded Joint Qualification Level III and formally designated a JQO.

b. Direct Entry Waivers. U.S. military officers should complete JPME I as a pre-requisite for admission into a JPME II program. Attendance at JPME II

prior to completion of JPME Phase I requires approval of a Direct Entry Waiver (DEW) by the CJCS (see references (q) and (r) for DEW approval requirements). An officer applying to receive a DEW will have knowledge of joint matters and other aspects of the Phase I curriculum that, to the satisfaction of the CJCS, qualifies the officer to meet the minimum requirements for entry into Phase II instruction without first completing Phase I instruction.

c. Outplacement of NDU Graduates. In accordance with reference (b), the following outplacement requirements apply to JPME II graduates of the NDU programs:

(1) Joint Qualified Officers. Upon graduation, each designated officer on the Active Duty List (ADL) who is a JQO will be immediately assigned to a Joint duty assignment. To the extent practicable, this also applies to Reserve Component (RC) graduates not on the ADL.

(2) Other Officers. More than half of ADL non-JQO graduates of an NDU JPME II program are assigned to a Standard Joint Duty Assignment (JDA) immediately following graduation. Up to half of the officers subject to this requirement may be assigned to a Standard-JDA as their second (rather than first) assignment following graduation. To the extent practicable, this policy also applies to RC graduates not on the ADL.

(3) Joint Advanced Warfighting School Outplacement and Assignment. The Services will ensure that Joint Duty Assignment List (JDAL) positions aligned by CCMD, Joint Staff, or the Joint Enabling Capabilities Command (JECC) as presented in the annual NDU Student Size and Composition Plan are always filled by a Joint Advanced Warfighting School (JAWS) graduate or acceptable substitute. Substitutes must be endorsed by the gaining CCMD, Joint Staff, or JECC. The Director, Joint Staff (DJS) is the approval authority for waivers to this policy.

15. Military Education Coordination Council. To assist in the execution of this policy, the MECC is established under the chairmanship of the DJ-7. The MECC serves as an advisory body to the DJ-7 on joint education issues and consists of the MECC principals and a supporting MECC Working Group (WG).

a. Purpose. The purpose of the MECC is to address key educational issues of interest to the joint education community, promote cooperation and collaboration amongst the MECC member institutions, and coordinate joint education initiatives.

b. MECC Principals. The MECC principals are the DJ-7, the Deputy Assistant Secretary of Defense for Force Education and Training, and the presidents, commandants, chancellors, commanders, and directors of the Joint and Service universities and colleges accredited for JPME delivery (see Annex A to Appendix B to this Enclosure for accredited JPME programs). The DJ-7, as Chairman of the MECC, may invite representatives from other commands and organizations as appropriate.

c. MECC Meetings. The MECC will convene at least once annually.

d. MECC WG. The MECC WG is comprised of the Provost and Dean-level/O-6 representatives of the MECC Principals. The Chief, J-7 Joint Education and Doctrine (JEDD) chairs the MECC WG. The MECC WG Chair may invite representatives from other commands and organizations as appropriate. The MECC WG performs the below functions.

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

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

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

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

16. Policy Reviews. As required by Joint Staff policy (reference (s)), 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 JPME 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 JPME programs continue to meet the needs of the organizations that employ JPME graduates.

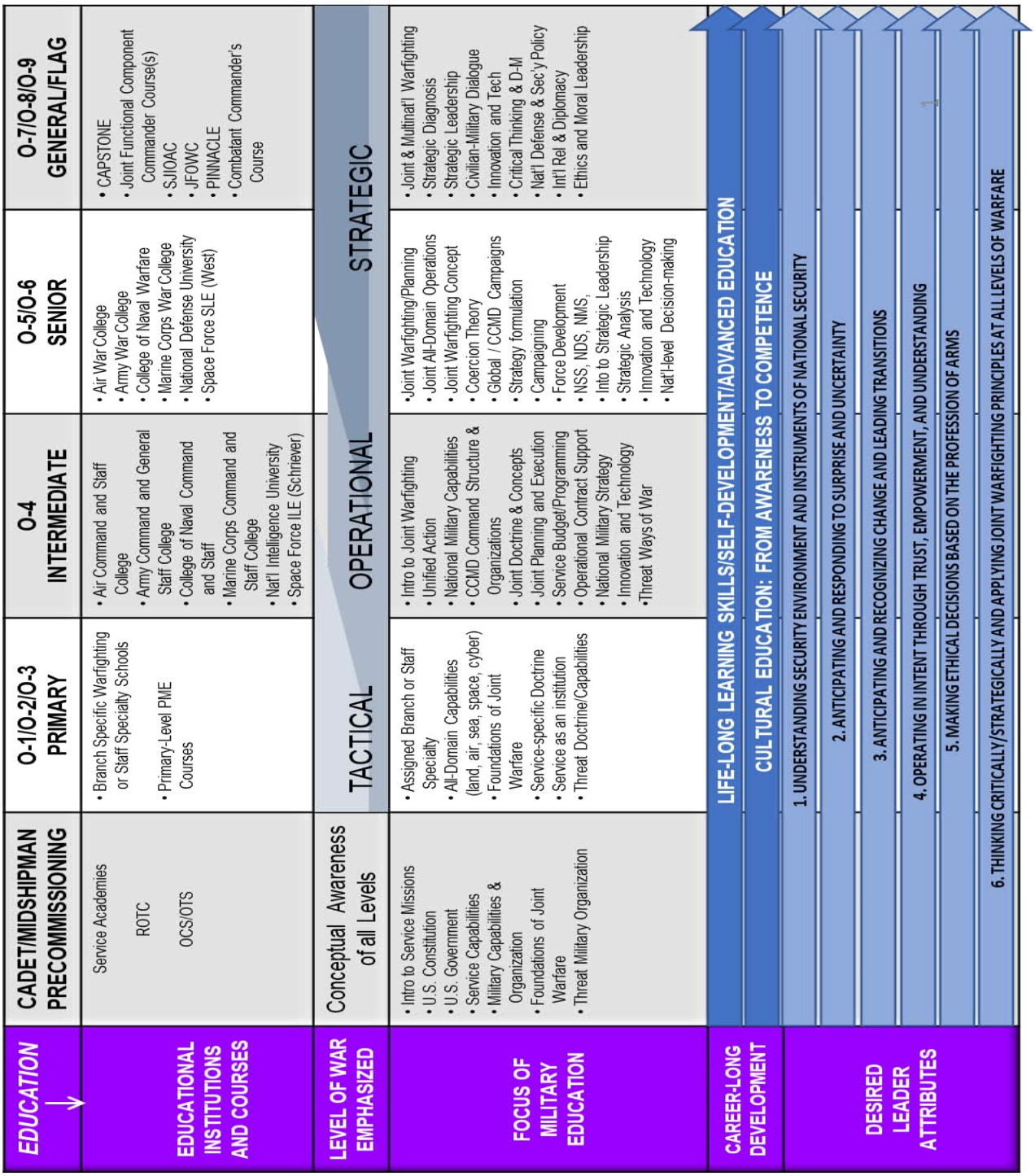

Figure 1. Officer Professional Military Education Continuum (Illustrative)

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APPENDIX A TO ENCLOSURE A

OUTCOMES-BASED MILITARY EDUCATION POLICY GUIDELINES

1. Introduction. This annex describes JLAs and guidance PME institutions require to develop JPME PLOs.

2. Guidance. JLAs represent CJCS-approved knowledge areas required to develop warfighting expertise over a continuum of PME development. JLAs are based on high-level guidance and provide JPME programs with a building-block approach for designing, developing, and delivering education necessary to become a JQO.

3. Joint Learning Areas. JPME programs will use the JLA descriptions below as CJCS direction regarding the joint knowledge to be mastered over a continuum of learning. Pre-commissioning and primary institutions should use JLA descriptions as CJCS recommendations for instilling joint education early in officer development. Requirements for outcomes development and attainment at pre-commissioning and primary levels are determined by Service Chiefs in coordination with the CJCS.

a. JLA 1 – Strategic Thinking and Communication. Joint officers demonstrate advanced cognitive and communications skills employing critical, creative, and systematic thought. They evaluate alternative perspectives and demonstrate the ability to distinguish reliable from unreliable information to form reasoned decisions. They persuasively communicate on behalf of their organizations with a wide range of domestic and foreign audiences. Via their communication, they synthesize all elements of their strategic thinking concisely, coherently, and comprehensively in a manner appropriate for the intended audience and environment.

b. JLA 2 – The Profession of Arms. Joint officers are first and foremost members of the profession of arms, sworn to support and defend the Constitution, with specialized knowledge in the art and science of war. They demonstrate joint-mindedness and possess a common understanding of the values of their chosen profession demonstrated through the exercise of sound moral judgement and the embodiment and enforcement of professional ethics, norms, and laws. They apply the principles of life-long learning and demonstrate effective joint leadership and followership.

c. JLA 3 – The Continuum of Competition, Conflict, and War. Joint officers are experts in the theory, principles, concepts, and history specific to sources of national power, and the art and science of warfighting. They apply their

knowledge of the nature, character, and conduct of war and conflict, and the instruments of national power, to determine the military dimensions of challenges to U.S. national interests, evaluating the best use of the military instrument to achieve national security objectives.

d. JLA 4 – The Security Environment. Joint officers effectively and continuously assess the security implications of the current and future operational environment. Using appropriate inter-disciplinary analytical frameworks, they evaluate historical, cultural, political, military, economic, innovative, technological, and other competitive forces to identify and evaluate potential threats, opportunities, and risks.

e. JLA 5 – Strategy and Joint Planning. Joint officers apply a knowledge of law, policy, doctrine, concepts, processes, and systems to design, assess, and revise or sustain risk- and resource-informed strategies and globally integrated, all-domain joint plans. They demonstrate broad understanding of joint, interagency, intergovernmental, and multinational capabilities and policies to inform planning. They envision requisite future capabilities and develop strategies and plans to acquire them. They use strategy and planning as primary tools to develop viable, creative options for policy makers. In so doing, they position the United States to achieve national objectives.

f. JLA 6 – Globally Integrated Operations. Joint officers creatively apply U.S., allied, and partner military power to conduct globally integrated, all-domain operations and campaigns. They exercise intellectual agility, demonstrate initiative, and rapidly adapt to disruptive change across all domains of competition, conflict, and war. They do so consistent with law, ethics, and the shared values of the profession of arms in furtherance of U.S. national objectives.

APPENDIX B TO ENCLOSURE A

JPME PROGRAMS AND MISSIONS

1. General. All JPME programs accredited at the release of this instruction are described in this Appendix along with missions and program descriptions. The missions and program descriptions provided in this appendix should be used by talent managers across the DoD and interagency to inform decisions regarding which student is assigned to which college or program.

2. JPME Phase I Programs/Intermediate Level Education. ILE prepares field grade officers of all Services (primarily O-4s and O-4 selects), international officers, and U.S. civilians to assume positions of higher responsibility within the military and other government agencies. JPME programs at the ILE level will develop JPME I outcomes that prepare graduates to perform effectively in staff positions and support their senior leaders.

a. Air Command and Staff College

(1) Mission. Educate and develop air-minded joint leaders.

(2) Program Description. The Air Command and Staff College (ACSC) is the Air Force's intermediate PME institution. ACSC teaches the skills necessary to conduct air, space, and cyberspace operations in support of joint warfighting and multi-domain campaigns. ACSC also strives to mold tomorrow's leaders and squadron commanders to anticipate, adapt, and respond to complex operational environments by inspiring lifelong learning and leadership excellence in the profession of arms. ACSC provides three intermediate-level JPME programs.

(a) Master of Military Operational Art and Science—Resident. The Master of Military Operational Art and Science—Resident (MMOAS-R) is the Air Force's in-residence intermediate PME degree program. The MMOAS-R prepares field grade officers of all Services (primarily O-4s and O-4 selects), international officers, and U.S. civilians to assume positions of higher responsibility within the military and other government agencies.

(b) Master of Military Operational Art and Science—Online. The Master of Military Operational Art and Science—Online is the Air Force's online intermediate PME degree program. The Online Master's Program is designed to produce more effective officers serving in operational-level command or staff positions. The program fosters the development of higher-order thinking by

challenging students to think critically about applying airpower in a joint context at the operational level of war.

(c) Distance Learning PME. The Distance Learning PME 8.0 is the Air Force's online intermediate PME non-degree program. The Distance Learning 6.0 Program is designed to produce more effective field grade officers serving in operational-level command or staff positions. The program emphasizes applying airpower in a joint context and the operational art of war. Students explore national security issues, strategy and war theory, airpower history and theory, Expeditionary Air Force employment concepts, and the capabilities and limitations that the U.S. Air Force and its sister Services contribute to joint force commanders.

b. Army Command and General Staff College

(1) Mission. Educate, train, and develop leaders for Unified Land Operations in a JIIM operational environment; and advance the art and science of the profession of arms in support of Army operational requirements. The mission of the Command and General Staff School (the intermediate-level program of the Command and General Staff College (CGSC)) is to educate and train field grade level leaders to be agile, innovative, and adaptive leaders who think critically, communicate effectively, can build teams, and lead organizations under mission command to conduct land operations in Unified Action while in complex and uncertain environments.

(2) Program Description. The Command and General Staff Officers Course (CGSOC)—developed and delivered by CGSC—consists of both resident and non-resident options. CGSOC learning objectives align with JPME requirements under reference (w).

(a) The ten-month resident course consists of the Common Core and the Advanced Operations Course, as well as an elective program.

(b) The non-resident option consists of only the CC and a branch-specific or functional area-specific credentialing course.

(c) The CGSOC CC assists junior majors and senior captains' move from a tactical-level focus to an operational-level perspective. It provides graduates with the skills, knowledge, and attributes to adapt and dominate in Unified Land Operations in a range of operational environments. In addition to strategy, operations and tactics, logistics, and force management, CC areas of study include history, politics, leadership, and the human dimension.

c. Marine Corps Command and Staff College

(1) Mission. Provide graduate-level education and training in order to develop critical thinkers, innovative problem solvers, and ethical leaders. Marine Corps Command and Staff College (MCCSC) graduates will serve as commanders and staff officers with Marine Air Ground Task Forces (MAGTF), Service, and JIIM organizations confronting complex and uncertain security environments.

(2) Program Description. MCCSC provides PME to Marine Corps field grade officers, joint and multinational field grade officers, and interagency professionals based on a curriculum accredited by the PAJE and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). MCCSC students have the opportunity to earn a regionally accredited Master of Military Studies degree.

(a) MCCSC in-residence program seeks to open the minds of its learners to foster creative problem solving based on critical thinking, ethical ideals, and thorough analyses. Graduates are knowledgeable in the art and science of warfare, specifically historical and contemporary warfare theories, international security studies, operational art and design, small wars, and amphibious operations.

(b) The Command and Staff College DE Program provides operational-level PME to Marine Corps field grade officers, limited duty officers, chief warrant officers, and joint and multinational field grade officers. Every graduate is expected to more effectively plan and operate within the MAGTF to meet the needs of the Marine Corps and CCDRs.

d. College of Naval Command and Staff

(1) Mission. To educate leaders in order to develop graduates with expert seapower-informed judgment focused on the ethical creation and execution of joint military operations in an evolving, competitive, all domain environment.

(2) Program Description. The College of Naval Command and Staff (CNC&S) provides current, rigorous, and relevant intermediate JPME supporting the CJCS Officer PME Policy and the Navy's PME Continuum. This program meets the standards required in law and policy and is accessible to the maximum number of qualified U.S. and international officers and civilian employees of the U.S. Government. The education fosters an active and growing community of future leaders who have trust and confidence in each

other and are operationally and strategically minded critical thinkers proficient in joint matters. Graduates are skilled Naval and Joint warfighters prepared to meet the operational and strategic challenges of today and tomorrow.

(a) The CNC&S is a ten-month intermediate-level resident PME program that meets the statutory requirements for JPME I and is designed to produce broadly educated leaders who possess an operational and strategic perspective. Students apply disciplined, strategic-minded, critical thinking to challenges in multi-Service, multi-agency, and multinational environments. Graduates are able to act as operational planners and joint warfighters who are effective maritime spokespersons. As a graduate program, the curriculum emphasizes critical thinking and reasoning skills rather than the absorption of facts. There is time provided for students to read and think on the subject matter. The majority of the curriculum is delivered in seminars based on the Socratic Method and experiential learning where students are expected to actively participate in the sharing of ideas.

(b) College of Distance Education. The U.S. Naval War College's (USNWC's) College of Distance Education (CDE) educates and develops leaders unable to participate in a traditional residential program. CDE delivers intermediate-level JPME through a variety of delivery methodologies, all of which meet the statutory requirements for JPME I and are designed to produce broadly educated leaders who possess an operational and strategic perspective. Students apply disciplined, strategic-minded, critical thinking to challenges in multi-Service, multi-agency, and multinational environments. Graduates are able to act as operational planners and joint warfighters who are effective maritime spokespersons. As a graduate-level program, the curriculum emphasizes critical thinking and reasoning skills.

e. National Intelligence University

(1) Mission. Advance the intelligence profession through a holistic, integrative, contextual approach to education that promotes dynamic teaching, engaged learning, original research, academic outreach, analytical problem solving, rigorous research methods, collaborative processes, and lifelong learning.

(2) Description. NIU is a Federal degree-granting institution authorized by Congress to offer accredited graduate and undergraduate degrees and graduate certificates. While pursuing their graduate degree, select qualified students may also participate in the JPME Studies Program and receive JPME I credit upon graduation.

(3) JPME I Program Mission. NIU provides intermediate-level military and civilian intelligence professionals a strategic and operationally focused joint and interagency intelligence education at the classified and unclassified level that instills critical thinking and shared values in support of national decisionmakers and joint warfighters in an uncertain national security environment.

f. Schriever Space Scholars

(1) Mission. Educate and prepare joint warfighters to operate in the space domain and to lead the future space enterprise.

(2) Program Description. The Schriever Space Scholars program is the nation's first ten-month, space-centric ILE curriculum dedicated to developing space strategists and advocates. Sponsored by the U.S. Space Force, the Schriever Space Scholars, affiliated with Johns Hopkins University's School of Advanced International Studies (SAIS) in Washington, DC, offers a distinctive PME focusing on the space enterprise: military, civil, and commercial. The program builds on traditional PME curriculum including an emphasis on classical war theories, leadership development, international security, and the operational level of war. It supplements this core with spacepower-specific content, such as space history, theory, strategy, law, and policy, and explores the operational implications of space as a joint warfighting domain. The unique partnership with a civilian university allows students enrolled in the Schriever program to broaden their education experience by taking SAIS electives. Additionally, the Schriever Space Scholar students have the opportunity to travel on operationally focused government, academic, and industry interaction, and attend a variety of cultural, educational, and experiential events in the NCR, while earning JPME I certification as well as a Master of International Public Policy degree from Johns Hopkins SAIS.

3. JPME Phase II Programs/Senior-Level Education. JPME programs at SLE institutions will develop program learning outcomes that prepare officers of all Services (primarily O-5s and O-6s), international officers, and U.S. civilians to assume positions of higher responsibility at the strategic level.

a. Joint Forces Staff College/Joint and Combined Warfighting School (Resident, Satellite, and Hybrid). The Joint Forces Staff College (JFSC) 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 who have not attended SLE. JCWS Hybrid is a 40-week program with 3 weeks resident and 37 weeks of DE.

(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.

(2) Program Description. JCWS offers JPME Phase II to officers to prepare them for joint qualification, to meet Service talent management requirements, and to ensure joint commands and agencies are staffed with officers prepared to execute the mission of these commands. Senior enlisted members assigned to, or enroute to, key advisor positions in joint commands and agencies also are eligible to attend JCWS. JCWS instructs students on the integrated strategic deployment, employment, sustainment, and redeployment of joint forces. The school accomplishes this through simulations, exercises, and case studies in a joint seminar environment. 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. The Phase II program at JCWS builds on the foundation established by the institutions teaching JPME Phase I. Faculty and student interaction in the fully joint environment of the JFSC fosters acculturation as a key aspect in preparing these 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.

b. Joint Forces Staff College/Joint Advanced Warfighting School

(1) Mission. JAWS produces joint operational artists fully prepared to serve as senior planners, joint leaders, and advisors at OSD, the Joint Staff, or a four-star CCMD/Sub-Unified Command. The graduates are historically informed, strategically minded, skilled joint warfighters. They are critical and creative thinkers who expertly translate strategic decisions to operational and tactical actions through design-informed operational planning.

(2) Program Description. JAWS provides the CCMDs/Sub-Unified Commands with planners who are expert in joint planning, capable of critical analysis in the application of all aspects of national power across the full range of military operations, and capable of synergistically combining existing and emerging capabilities in time, space, and purpose to accomplish a range of

operational or strategic objectives. It is the only institution that has at its core purpose to produce officers who are masters at planning the employment of joint forces at the operational level of war. JAWS graduates gain both the intellectual and practical skills that make them confident practitioners of joint warfare at the operational-strategic nexus. They are capable of building and leading effective joint, interagency/inter-organizational, intergovernmental, and multinational teams. They possess the ability, in either a command or staff position, to design, direct, coordinate, and execute military plans across the operational continuum in a joint and interagency environment in a multinational setting. The JAWS mission demands a rigorous curriculum. Three core Fields of Study—Foundations in Theory and History, Strategy, and Operational Art and Campaign Planning—provide the developmental framework. JAWS synthesis provides the students the opportunity to discover the linkages among the other courses. The modules and courses are carefully woven together with key thematic questions to demonstrate the relationships between the subjects and improve student learning. Student individual research, analysis, and writing comes together in the Research Seminar and thesis as well as other research and writing requirements.

c. Air War College

(1) Mission. Educate senior military and civilian teammates to serve as critical and strategic thinkers able to serve as national security senior leaders.

(2) Program Description. Air War College (AWC) provides one Senior JPME degree program: the Master of Strategic Studies (MSS)—Resident. The MSS helps transform leaders into strategic leaders through a rigorous educational experience that challenges students with the intellectual tools they can draw upon in future assignments to provide senior leadership and sound advice on national security issues. The AWC produces senior, air-minded, historically informed joint leaders able to develop, effectively communicate, and apply innovative solutions to the challenges of a complex and dynamic international security environment by leveraging force or the threat of force, along with other instruments of power, to achieve national security objectives.

d. College of Naval Warfare

(1) Mission. To educate leaders in order to develop graduates who can make ethically informed decisions on applying national power to maritime, joint, interagency, and multinational strategies in an evolving, competitive, all domain security environment.

(2) Program Description. The College of Naval Warfare (is a ten-month senior-level resident PME program designed to produce broadly educated strategic leaders who possess a strategic perspective underpinned by strategic analytical frameworks. Students apply disciplined, strategic-minded, critical thinking to challenges in multi-service, multi-agency, and multinational environments. Graduates are able to act as strategic planners and joint warfighters who are effective maritime spokespersons. As a graduate program, the curriculum emphasizes critical thinking and reasoning skills rather than the absorption of facts. There is time provided for students to read and think on the subject matter. The majority of the curriculum is delivered in seminar based on the Socratic Method and experiential learning where students are expected to actively participate in the sharing of ideas.

e. Marine Corps War College

(1) Mission. Educates selected military and civilian professionals to develop critical and creative thinkers, military strategists, joint warfighters, and strategic leaders who are prepared to meet the challenges of a complex and dynamic security environment.

(2) Program Description. The Marine Corps War College (MCWAR) is the Marine Corps' SLE institution. The educational environment at MCWAR combines academic rigor with intellectual freedom, employing a variety of adult active learning methods to achieve academic excellence and to hone critical and creative thinking, military strategy, joint warfare, and leadership skills. The MCWAR student body is divided into two seminars with representatives from each Military Service, selected government agencies, and international officers. This mix of students provides the basis for a dynamic learning environment in a variety of interactive educational forums, to include Socratic seminars, case studies, exercises and practical applications, written assignments, and oral presentations. Facilitated by its proximity to the National Capitol Region (NCR), MCWAR exposes its students to experts from government, academia, and industry. As an integral element of the Corps' PME framework, the MCWAR's curriculum and academic programs are designed to satisfy all JPME Phase II and SACSCOC requirements.

f. CGSC School of Advanced Military Studies/Advanced Strategic Leader Studies Program

(1) Mission Statement. Educate members of our Armed Forces, allies, and the interagency at the graduate level to become agile and adaptive leaders who are critical and creative thinkers who produce viable options to solve operational and strategic problems.

(2) Program Description. The Advanced Strategic Leader Studies Program (ASLSP) is a ten-month resident course developed and delivered by the School of Advanced Military Studies. As the senior-level program of CGSC, the purpose of ASLSP is to educate future senior leaders of the Armed Forces, allies, and the interagency for high-level policy, command, and staff responsibilities. The ASLSP curriculum provides a comprehensive, multifaceted focus at the theater-strategic level across the spectrum of joint and land force operations during peace, crisis, and war. The joint learning areas required for JPME II accreditation are an essential component for the design of the senior-level curriculum. ASLSP learning objectives align with the JPME requirements under reference (w). The ASLSP curriculum consists of seven courses: Strategy; Regional Studies; Joint Warfighting; 21st Century Conflict; Strategic Leadership; and Research and Writing. All ASLSP graduates earn a Master of Art in Strategic Studies, which requires students to pass an assessment including a course assessment essay, research monograph, and an oral comprehensive examination.

g. U.S. Army War College

(1) Mission. The U.S. Army War College (USAWC) enhances national and global security by developing ideas and educating U.S. and international leaders to serve and lead at the strategic-enterprise level.

(2) Program Description. The USAWC conducts three joint educational programs:

(a) The resident education program is a 10-month in-residence JPME II Senior Service College that educates approximately 384 students every year.

(b) The DE program is a two-year hybrid JPME I Senior Service College program that enrolls approximately 482 students every summer.

(c) The Joint Studies Program (JSP) is a two-year hybrid JPME II program; the size of the JSP varies depending on the number of sister-Service students enrolled in the DE program.

(d) All three programs are Military Education Level I for the Army. Graduates receive a master's degree in strategic studies. All three programs share the same program learning outcomes, shaped in part by guidance provided by the Officer Professional Joint Military Education Policy.

h. National War College

(1) Mission. Educate joint, interagency, and international leaders and warfighters by conducting a senior-level course of study in national security strategy, preparing graduates to function at the highest levels of strategic leadership in a complex, competitive, and rapidly evolving strategic environment.

(2) Program Description. The National War College's (NWC's) fundamental aim is to graduate joint, interagency, and multinational strategists with the ability to critically analyze security challenges in a complex, competitive, volatile, and rapidly evolving strategic environment and to develop and orchestrate viable national strategies to overcome those challenges. To achieve this aim, NWC develops strategists' ability to pragmatically evaluate the utility of the instruments of power for achievement of long-term national strategic objectives. NWC specifically focuses on the interrelationship between the military instrument and the other instruments of power and the integrated application of the instruments in war and statecraft. NWC graduates are prepared to function at the highest levels of strategic leadership, designing, critiquing, advising on, and leading national security strategy.

i. College of Information and Cyberspace

(1) Mission. Educate joint warfighters, national security leaders, and the cyber workforce on the cyber domain and information environment to lead, advise, and advance national and global security. The College of Information and Cyberspace (CIC) degree program offers a Master of Science in Strategic Information and Cyberspace Studies. CIC also offers graduate-level certificates to support the education of the DoD Cyberspace Workforce in accordance with references (u) and (v).

(2) Program Description. The NDU CIC offers a wide spectrum of educational activities, services, and programs to prepare information leaders to play critical roles in national security in the Information Age. Qualified graduates are awarded JPME II credit and a Master of Science in Strategic Information and Cyberspace Studies. Graduates of the program will be national security leaders and advisors who lead, develop, and apply the policies, strategies, and doctrine to successfully leverage information and cyberspace operations within the broader national security framework. A fundamental strength of the program is its joint, interagency, and multinational approach to studying the information environment and cyberspace. The students and faculty are drawn from across the U.S. armed forces, from U.S. civilian departments and agencies concerned with national

security policy, and from key allies and international partners. Whether in pursuit of the master of science degree, an NDU CIC certificate, or a graduate-level course for professional development, CIC students bring diverse perspectives to contribute to a rich and dynamic learning environment. They are motivated to learn and share knowledge, experience, and best practices. CIC graduates are encouraged to become better leaders and decision-makers and to master the tools of lifelong learning.

j. Dwight D. Eisenhower School for National Security and Resource Strategy

(1) Mission. Educate joint warfighters and other national security leaders for strategic leadership and success in analyzing national security strategy and in evaluating, marshaling, and managing resources to execute that strategy. The Eisenhower School (ES) program offers a Master of Science in National Resource Strategy.

(2) Program Description. The ES provides a senior-level JPME course of study in national security resource strategy to prepare selected military officers, federal officials, private sector employees, and international officers for high-level policy, command, and staff responsibilities. The academic program of study prepares graduates for strategic leadership roles in the integrated development and resource execution of national security and national defense strategies. The curriculum includes courses in national security strategy, economics, military strategy, defense acquisition and resourcing, mobilization, the global industrial base, and strategic leadership. The curriculum also includes a one-of-a-kind study of industry that requires the development of a strategic perspective on the U.S. and global industrial base and its role in supporting the resource requirements of national security.

k. College of International Security Affairs

(1) Mission. To educate joint warfighters, civilian national security leaders, and partner nation counterparts in critical thinking to inform national strategy and globally integrated operations, under conditions of disruptive change, to prevail across the continuum of competition and war, with a special emphasis on IW. The College of International Security Affairs (CISA) offers a Master of Arts in Strategic Security Studies via its Regional Defense Fellowship Program and Joint Special Operations Master of Arts Program. It also offers graduate certificates in the Homeland Defense Fellowship and the RC National Security Course.

(2) Program Description. CISA's JPME II Regional Defense Fellowship Program curriculum explores IW in relation to all instruments of national power and in multiple contexts, including strategic competition, counterterrorism, and joint warfighting. RDFP prepares future leaders of the U.S. armed forces and civilian agencies, and our international partners, for senior leadership responsibilities by conducting a strategic-level course of national security studies. In addition to rigorous classroom instruction, wargaming, practical exercises, and field studies, students develop a portfolio of authentic products such as an IW strategy, analytic research paper, policy memo, and an executive level presentation. Students also take part in practitioner engagements with senior leaders in Washington, D.C., and CCMDs.

l. West Space Scholars

(1) Mission. Educate senior-level joint warfighting, interagency, and international professionals to serve as strategic leaders who are cognizant of the application of spacepower.

(2) Program Description. The West Space Scholars Senior Level Education program is the nation's first ten-month, space-centric senior curriculum dedicated to developing space strategists, advocates, and practitioners. Sponsored by the U.S. Space Force, the West Space Scholars, affiliated with Johns Hopkins SAIS in Washington, DC, offers a distinctive PME focusing on the space enterprise—military, civil, and commercial. The program builds on traditional PME curriculum including an emphasis on classical war theories, leadership development, international security, grand strategy, and the strategic aspects of joint warfighting along the entire competition continuum. It supplements this core with spacepower-specific content, such as space history, theory, strategy, law, and policy, and explores the strategic implications of space as a joint warfighting domain. The unique partnership with a civilian university allows students enrolled in the West program to broaden their education experience by taking SAIS electives. Additionally, the West Space Scholars have the opportunity for government, academic, and industry interaction, and attend a variety of cultural, educational, and experiential events in the NCR, while earning JPME II certification as well as a Master of International Public Policy degree from Johns Hopkins SAIS. Graduates of this program will be prepared to face a perpetually dynamic and complex 21st century security environment while enabling the entire joint community to fully apply spacepower to mitigate threats in that environment and win along all parts of the competition continuum.

4. CAPSTONE/Flag and General Officer Education. The NDU CAPSTONE course is the third phase of JPME (reference (q)) that ensures that newly selected GO/FOs understand the fundamentals of joint doctrine and Joint Operational Art; how to integrate the elements of national power to accomplish national security and national military strategies; and how joint, interagency, and multinational operations support national strategic goals and objectives. Additionally, the NDU CAPSTONE course director will emphasize learning threat doctrine and ways of war, emerging disruptive technology, the changing character of warfare, and the JWC. Finally, the NDU CAPSTONE course will use classified instruction and content to the greatest degree possible.

a. Mission. Introduce and reinforce GO/FO comprehension of joint matters, national/military security strategy, and the future of joint warfighting.

b. Program Description. Education at the GO/FO level is inherently joint and unified in nature. Its focus is on the highest levels of strategy, integrating the elements of national power to achieve national security objectives. CAPSTONE participants are referred to as “Fellows” because of the unique nature of the course and the special expertise and qualifications of those officers attending. The five-week course is offered four times each year to satisfy the statutory requirement of the DoD Reorganization Act of 1986 that all newly selected GO/FOs attend the CAPSTONE course. The course differs from Senior Service schools in two major ways—other than the obvious rank of its participants, class size, and course duration. First, it seeks to provide personal interaction with CCDRs, other senior U.S. commanders, U.S. government leaders, and international officials. Second, the program seeks to couple retired four-star GO/FOs with each class as Senior Fellows to provide advice and guidance.

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ANNEX A TO APPENDIX B TO ENCLOSURE A

CJCS ACCREDITED JOINT EDUCATION PROGRAMS

Program	**Initial Accreditation Date**	**JPME Phase(s)**
National War College	1 June 1989	Single-Phase[1]
Eisenhower School formerly Industrial College of the Armed Forces	1 June 1989	Single-Phase[1]
Joint Forces Staff College	1 June 1989	II
Joint Advanced Warfighting School	25 April 2008	Single-Phase[1]
Joint and Combined Warfighting School	25 October 1994	II
Army War College	28 September 2007[3]	II
Army War College (Non-resident)	16 February 1999	I
Army War College Joint Studies Program	20 July 2018[2]	II
Command and General Staff College Officer Course (Resident)	1 June 1989	I
Command and General Staff College Officer Course (Non-resident)	3 July 1991	I
Advanced Strategic Leadership Studies Program	April 2016	II
College of Naval Warfare	1 June 1989 18 May 2007[3]	I and II
College of Naval Command and Staff (Resident)	1 June 1989	I
College of Distance Education formerly College of Continuing Education (Navy)	29 March 1991	I
Air War College	1 June 1989 16 November 2006[3]	I and II
Air Command and Staff College (Resident)	1 June 1989	I
Air Command and Staff College (Non-resident)	2 November 1990	I
Marine Corps War College	18 December 1992 14 September 2006[3]	I and II
Marine Corps Command and Staff College (Resident)	1 June 1989	I

Marine Corps College of Continuing Education (Non-resident)	28 January 1994	I
National Intelligence University-JPME Cohort	26 October 2012	I
College of International Security Affairs	25 June 2014	II[4]
College of Information and Cyberspace	20 July 2018	II
NDU CAPSTONE	May 2015	III

Notes

[1] Single-Phase JPME authority rescinded upon completion of AY 2012. Effective with AY 2013, course is only JPME-II.

[2] Officers graduating in AY 2017/2018/2019 and after granted JPME II credit.

[3] Program ceased awarding JPME-I credit once certified/accredited to award JPME-II credit.

[4] AY 2014/2015 cohort graduates of the pilot program and all subsequent AYs are authorized to receive JPME-II credit.

APPENDIX C TO ENCLOSURE A

COMMON EDUCATION STANDARDS

1. Introduction. PAJE standards for JPME certification are preserved under OBME. PAJE standards are based on historic best practices and describe conditions that contribute to excellence in learning. Once accredited, JPME programs will be reaffirmed using a combination of PAJE standards (input metrics) and outcomes assessment reports (output metrics). For OBME, the inputs set the conditions for learning achievement; the outputs provide the evidence of learning achievement.

2. Standard 1 – Joint Acculturation. JPME resident programs will maintain a mix of students and faculty to foster a joint learning experience, meet joint educational requirements described in this instruction, encourage critical analyses of current and emerging national strategies from a joint perspective, and foster a commitment to joint and interagency cooperation. Non-resident programs will seek to maintain a mix of students and faculty that fosters a joint perspective and representative of a joint learning experience.

3. Standard 2 – The Academic Experience. JPME programs must be academically rigorous and intellectually challenging, requiring students to engage with faculty and other students to ascertain and analyze diverse perspectives. Instructional methods should be appropriate to the subject matter and desired levels of learning and should employ active student learning strategies where feasible.

4. Standard 3 – Student Achievement. JPME programs should measure student knowledge and understanding through the use of course and program assessments. Course and program outcomes should clearly state what performance students are expected to demonstrate by the end of a course and program. Direct assessment of student learning is essential and foundational to the success of OBME. Indirect assessments may be used to supplement direct assessment results. Indirect assessments may be useful to evaluate attainment of learning outcomes such as when the outcome is in the affective domain and to provide program leaders with enhanced understanding of the program's effectiveness in fostering student performance.

5. Standard 4 – Program Review. JPME curricula should reflect a regular, rigorous, and documented review process that leverages evidence, directly involves the faculty, and reflects the program's mission. The PAJE review should be a check on the integrity of the review process. In addition, JPME stakeholders should be queried periodically to validate the quality, relevancy,

and currency of JPME curricula and ensure emerging topics are considered for inclusion in JPME curriculum updates.

6. Standard 5 – Faculty Selection, Development, and Performance Assessment Program. Given the nature of JPME, recruiting and training of faculty is often continuous. Effective JPME programs recruit and hire the best possible faculty available (military and civilian), train them to be successful in the JPME environment, and provide opportunities for internal and external development. Recruiting and maintaining a high-quality faculty with proper academic credentials, teaching abilities and skills, and experience in joint and professional matters must remain a constant focus. Faculty should have clearly defined performance criteria.

7. Standard 6 – Infrastructure and Financial Capabilities. Each JPME program must have facilities and infrastructure sufficient to support its mission. This requires a reliable information technology network, access to a library capable of supporting the breadth of topics and research requirements of the program and learning resources necessary to support and maintain an active-learning, seminar-based educational environment. Furthermore, each JPME institution must ensure its programs are sufficiently resourced in terms of finance, personnel, and technology to support the program's ability to achieve and assess its outcomes.

APPENDIX D TO ENCLOSURE A

JOINT LEARNING CONTINUUM FOR GENERAL AND FLAG OFFICERS

1. Overview. Courses described in this appendix provide substantial contributions to the Joint Learning Continuum of the GO/FO community. These courses build on the foundational knowledge provided by the Congressionally mandated CAPSTONE course and progress through the two-star warfighting courses and PINNACLE then culminate with a CCDR orientation.

2. Mission. Joint courses within the GO/FO continuum link the phased approach of JPME with functional domains. These courses contribute significantly to the understanding of joint matters while anticipating the future operational environment and the future of joint warfighting. Learning outcomes include comprehension of threat doctrine and ways of war; familiarization with the JWC; understanding the functions of Joint Task Force command and missions; understanding the impacts of the changing character of war; and the effects of disruptive technology. The continuum beyond CAPSTONE is comprised of the following course offerings.

a. Combined/Joint Force Functional Component Commander Courses

(1) Overview. Combined/Joint Functional Component Commander courses are warfighting developmental courses sponsored by the Service Chiefs and endorsed by the CJCS. The Combined/Joint Force Land Component Commander Course is hosted and administered by the USAWC at Carlisle Barracks. The Combined/Joint Force Air Component Commander Course is hosted and administered by the Air University at Maxwell Air Force Base. The Combined/Joint Force Maritime Component Commander Course is administered by the USNWC and hosted at various installations around the globe. Instruction for these courses comes from senior civilian and military representatives, CCDRs, and retired, combat-experienced, officers. Attendees study warfighting, military doctrine, and the application of unified, joint, and combined combat forces. Each course is approximately one week in length and is offered a minimum of twice per year. Each class, representing all military Services and select international officers, is limited to approximately 18 attendees to enable a seminar learning experience.

(2) Mission. Prepare one, two-, and three-star officers of all Services for theater-level combat leadership. Courses are tailored to provide future component commanders with a broad perspective of the operational and strategic levels of war.

(3) Attendees. All attendees should be at least an O-7 (O-7 selects may attend on a case-by-case basis). Attendees should complete the CAPSTONE course prior to attending a component commander course. The courses are high tempo, proceed incrementally, and rely on close interaction between attendees. Absence from any part of a component courses is highly discouraged and needs to be approved by the individual Service selection office.

b. Senior Joint Information Operations Applications Course

(1) Overview. Senior Joint Information Operations Applications Course (SJIOAC) is a warfighting developmental senior education course. The JS J-39 is the Joint Information Operations Proponent and the principal authority to ensure SJIOAC is consistent with Joint Information Operations (IO) strategy, policy, and doctrine. The Joint Information Operations Warfare Center supports the JS J-39 in its responsibilities though subject matter expertise and course development. The course is hosted and administered by the Air University at Maxwell Air Force Base. Instruction in the course comes from senior national-level civilian and military representatives, senior active-duty military experts in IO, and retired, combat-experienced, officers. Each class is approximately one week in length and is offered at least semi-annually. Each class is composed of GO/FOs or civilian equivalents representing all Armed Services and OSD. Classes are limited to approximately 18 members to facilitate a seminar learning experience.

(2) Mission. Prepare selected GO/FOs and senior executive civilians to develop planning and execution skills in IO as a core military competency. This course enables the joint force to apply informational power across the competition continuum by deliberately leveraging the inherent informational aspects of investments, operations, and activities. It also enables the planning and execution of operations in the information environment.

(3) Attendees. All attendees should be at least an O-7 or civilian equivalent (O-7 selects may attend on a case-by-case basis) and are selected by the respective Service senior leadership or GO/FO management offices. The course is high tempo, proceeds incrementally, and relies on close interaction between attendees. Any absence from the course is highly discouraged and must be approved by the individual Service selection office.

c. Combined/Joint Force Special Operations Component Commander Course

(1) Overview. Combined/Joint Force Special Operations Component Commander (C/JFSOCC) course is senior professional continuing education on

warfighting. U.S. Special Operations Command is the course sponsor and the President, Joint Special Operations University executes the course. Instruction for the course comes from senior national-level civilian and military representatives, CCDRs, and retired, combat-experienced, officers. Attendees study warfighting; military doctrine; the application of unified, joint, and combined combat forces; and interagency synchronization. The course convenes once annually for one week. Each class is comprised of GO/FOs or civilian equivalents representing all U.S. military Services, U.S. senior interagency representatives, and appropriate international military personnel. Attendance will not exceed 28 students to facilitate a seminar learning experience.

(2) Mission. Prepare one-, two-, and three-star officers of all Services and senior interagency personnel for theater-level combat leadership roles. Provide future component commanders with a broad perspective of the operational and strategic levels of war.

(3) Attendees. All attendees should be at least O-7 (O-7 selects may attend on a case-by-case basis) or equivalent civilian status. Attendees should complete the CAPSTONE course prior to attending this course. The course is high tempo, proceeds incrementally, and relies on close interaction between all attendees. Absences from any part of this component course are highly discouraged.

d. Joint Flag Officer Warfighting Course

(1) Overview. Joint Flag Officer Warfighting Course (JFOWC) is a senior developmental education course on warfighting sponsored by the CJCS. The course is hosted and administered by the Air University at Maxwell Air Force Base. Instruction for the course comes from senior national-level civilian and military representatives, CCDRs, and retired, combat-experienced, officers. Attendees study warfighting; synchronization of interagency operations; military doctrine; and the application of unified, joint, and combined combat forces. JFOWC is a one-week course offered semi-annually. Each class is limited to 18 GO/FOs representing all military Services.

(2) Mission. Prepare two-star officers of all Armed Services for theater-level combat leadership responsibilities. JFOWC will provide potential theater CCDRs, Service component commanders, and Joint Task Force commanders with a broad perspective of the strategic and operational levels of war.

(3) Attendees. One- and two-star officers of all Services designated for future theater-level combat leadership responsibilities. The respective Service senior leadership or GO/FO management offices select attendees.

e. Cyberspace Operations Executive Course

(1) Overview. Cyberspace Operations Executive Course (COEC) is a joint warfighting senior developmental course focused on strategic decision making and cyber policy. COEC is offered once annually for three- and four-star officers and equivalent civilian officials, and once annually for one- and two-star officers and equivalent civilian officials of all Services. COEC is hosted and administered by Air University at Maxwell Air Force Base. Instruction for the course comes from national-level civilian, industry, and academic subject matter experts with expertise consistent with the seniority and decision authority of the attendees. Content includes defining the cyberspace problem; legal implications; academic perspectives; operational and strategic-level solution sets/options; cyberspace integration; and foreign policy implications.

(2) Mission. Prepare GO/FO and senior civilian leaders from all Services to understand the complexity of cyberspace policy and national strategy including Joint, combined, interagency, Congressional, academic, and private industry perspectives.

(3) Attendees. COEC (Senior): three- and four-star officers and equivalent civilians from all Services; COEC (Junior): one- and two-star officers and civilian equivalents from all Services. The respective Service senior leadership or GO/FO management offices select attendees.

f. PINNACLE

(1) Overview. The PINNACLE course helps prepare prospective joint/combined force commanders to lead joint/combined forces, building upon the progression of knowledge imparted first by CAPSTONE, the C/JFSOCCs, or the JFOWC. The course is interactive and seminar-based, guided by retired four-star and equivalent interagency senior fellows, reinforced by video teleconferences with commanders in the field and highly qualified guest speakers.

(2) Mission. Convey to the prospective joint/combined force commander an understanding of national policy and objectives with attendant international implications and the ability to translate those objectives/policies into integrated campaign plans. The overarching goal is to set conditions for future success in the joint, combined, interagency, international, and

multinational arenas by using superior knowledge of operational art to underpin the instinct and intuition of the prospective commanders.

(3) Attendees. Service nominate PINNACLE attendees based on the PINNACLE Tier List as approved by the (DJS).

g. Combatant Commander Orientation Course

(1) Overview. The SecDef-directed Combatant Commander Orientation Course is a two-day course executed in the Pentagon for newly confirmed CCDRs. The JS J-7 tailors each course to meet each CCDR's specific requirements and interests to establish a foundation for strategic alignment and future success.

(2) Mission. Enhance each CCDR's skill in the art of command and strategic reflection to lead change in a complex and evolving security environment to prevail in competition and crisis, and win America's wars. The specific objectives of the course are:

(a) Understand the SecDef's intent for success in their area of responsibility in accordance with the task outlined in the Unified Campaign Plan.

(b) Establish relationships with strategic partners within OSD and the JS.

(c) Reinforce understanding of key OSD and JS processes.

(d) Understand resources available for support.

(e) Develop their CCMD vision and framework.

(3) Attendees. The President of the United States nominates, and the Senate confirms, candidates for CCDR. Nominees are subsequently scheduled, and the orientation is tailored to specific requests or recommendations.

h. Disruptive Technology Course

(1) Overview. The DJ-7–facilitated Disruptive Technology Course is a five-day course executed in the NCR for one- and two-star GO/FOs and equivalent senior civilian executives. The JS J-7 tailors each course to address rapidly changing disruptive technology environment.

(2) Mission. Develop GO/FO and senior civilian executive understanding of critical technology areas (CTAs), and how disruptive technologies are shaping the future character of war. The specific objectives of the course are:

a. Comprehend the current progress of highlighted CTAs development and the potential gaps in capability between the United States and its pacing adversaries.

b. Grasp the ideal path forward in the development of identified CTAs and resources needed to close/increase the gap between rivals.

c. Appreciate the changes that CTAs bring to the character of war and shape the joint force to compete in future competitions.

d. Create critical thinking pathways that enable leaders to ingrain the CTAs in their operational planning process.

(3) Attendees. The Services nominate one- and two-star officers and civilian equivalents to the JS J-7 to confirm a spot in the Disruptive Technology Course. Nominees are subsequently scheduled, and the orientation is tailored to specific CTAs.

ENCLOSURE B

RESPONSIBILITIES

1. Introduction. The following roles and responsibilities are required to ensure effective governance and execution of this policy.

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

a. Serving as the principal military adviser to the SecDef on PME matters.

b. Formulating policies for coordinating the military education of members of the Armed Forces.

c. Advising and assisting the SecDef by periodically reviewing and recommending revisions to the curriculum of JPME institutions to enhance the education of officers in joint matters.

d. Advising and assisting the SecDef through the designation and certification of all elements of JPME.

e. Providing primary oversight of JPME, to include approving PME outcomes, SAEs, and DLAs.

f. Approving CJCS Chairs.

g. Periodically providing Joint Staff subject matter expert support from the various Joint Staff Directorates to provide briefings, lectures, and papers to enhance and extend the JPME enterprise.

h. Approving the International PME Strategy

3. Service Chiefs. Each Service Chief is responsible for:

a. Managing the content, quality, and conduct of the Service's PME programs at all levels within the guidelines of the military educational framework and implementing guidance contained in this policy.

b. Aligning PME and talent management systems to ensure the right students are identified and assigned to the right school at the right time.

c. Ensuring officers receive effective JPME at appropriate times during all levels of officer development.

d. Ensuring that JPME outcomes are achieved at all five levels of officer development.

e. Providing students to JPME resident programs as follows:

(1) Ensuring sufficient students are provided to maintain a core JPME seminar-student mix containing at least one U.S. military officer from each of the non-host Military Departments.

(2) Ensuring that officers from the non-host Military Departments for Service Senior-Level Colleges (SLCs) will be proportionally represented.

(3) Providing sufficient students for the JPME programs and colleges at NDU to maintain a U.S. military student body mix of approximate one-third by Military Department.

(4) Ensuring that Service Intermediate-Level Colleges and SLCs maintain a balanced seminar mix of operational and functional expertise from non-host Military Departments.

(5) Providing faculty to JPME programs in accordance with the mix requirements for ILE and SLE programs contained in this instruction.

(6) Ensuring that Service programs achieve the PME outcomes.

(7) Determining appropriate mix of AD, RC, international officer, and civilian participation in JPME programs.

(8) Providing the CJCS with reports (on a request for information basis) on the effectiveness of the Service in achieving JPME outcomes at each level of officer development.

4. Office of the Director, Joint Staff. The Special Assistant for GO/FO Matters will monitor the attendance of newly promoted GO/FOs at the CAPSTONE course to ensure that attendance occurs within two years of promotion (or that a waiver is obtained from OSD).

5. Director for Joint Force Development, J-7. The DJ-7 will:

a. Chair the MECC.

b. Oversee the PAJE.

c. Review stakeholder feedback received from JPME surveys and advise the MECC appropriately.

d. Advise the CJCS on the effectiveness of JPME schools in achieving program outcomes.

e. Approve the JPME I equivalency list.

6. Chief, Joint Staff J-7, Joint Education and Doctrine Division. The Chief, J-7/JEDD will:

a. Maintain, and periodically review and update, the CJCS Officer PME policy.

b. Maintain a CJCS manual (reference (v)) to provide JPME programs with processes and procedures for use by organizations responsible for execution and governance of policies contained in this instruction.

c. Produce the SAE list for CJCS approval.

d. Develop the JPME I equivalency list.

e. Administer the PAJE.

f. Chair the MECC WG.

g. Establish an assessment advisory committee that will advise the DJ-7 and MECC on best practices in outcomes-based education assessments.

h. Compile OBME reports for JPME programs and prepare an annual summary report in accordance with reference b and this instruction.

i. Represent J-7 on the J-5–led International PME Advisory Board.

j. Assist J-5 with the CJCS' International PME strategy.

k. Coordinate the annual review of JAWS assignments.

l. Collect, collate, and analyze data relevant to the delivery of JPME, preparing associated reports as required.

m. Prepare for CJCS decision on CJCS Chair nominations.

7. Director for Manpower and Personnel, J-1. The Director, J-1 will:

a. Monitor compliance with title 10, U.S. Code, Chapter 107 and Chapter 38 requirements for joint duty assignments after completion of JPME.

b. Coordinate requests for JPME Phase II DEWs with J-7.

8. Director for Strategy, Plans, and Policy, J-5. The Director, J-5 will:

a. Maintain, and periodically review and refresh, the CJCS' International PME Strategy (in coordination with J-7).

b. Approve the annual CJCS PME Countries of Emphasis memorandum.

c. Co-chair, with OSD, the International PME Advisory Board.

d. Respond, on behalf of the CJCS, to invitations for U.S. officers to attend foreign-based PME.

e. Annually validate to J-7 the proper distribution of JDAL billets requiring JAWS graduates.

f. Assist, as required, in J-7–led efforts regarding the survey of JPME graduates.

9. Combatant Commanders. CCDRs will:

a. Participate in the periodic J-7–led assessments of JPME graduates.

b. Respond to JPME Schools Graduate Survey requests.

c. Respond to requests from NDU and the Services regarding the currency and relevancy of JPME and PME curricula.

ENCLOSURE C

REFERENCES

a. Title 10, U.S. Code, section 153 paragraph 6.c.

b. Title 10, U.S. Code, chapter 107, Professional Military Education

c. DoDI 1322.35, Volume I, 26 April 2022, "Military Education: Program Management and Administration"

d. Joint Publication 1, Volume 1, 27 August 2023, *Joint Warfighting*

e. Joint Doctrine Note 1-22, 2 February 2023, "Joint Force in Strategic Competition"

f. DoDD 3000.07, 28 August 2014, as amended, "Irregular Warfare (IW)".

g. DoDI 3000.11, 3 May 2016, "Management of DoD Irregular Warfare and Security Force Assistance Capabilities"

h. CJCSI 3210.06A, 29 November 2022, "Irregular Warfare"

i. *DoD Strategy for Countering Weapons of Mass Destruction*, 2023

j. *Nuclear Posture Review*, 2022

k. *National Defense Strategy* 2022

l. *National Military Strategy* 2022

m. *Capstone Concept for Joint Operations 2030*, 19 June 2019

n. CJCS Professional Military Education Countries of Emphasis for current Academic Year

o. CJCSI 1807.01, 1 March 2021, "International Professional Military Education Strategy"

p. Title 10, U.S. Code, section 663

q. DoDI 1300.19, Change 1 Effective 18 May 2023, "DoD Joint Officer Management Program"

r. CJCSI 1330.05B, 6 July 2020, "Joint Officer Management Procedures"

s. CJCSI 5701.01D, 14 December 2023, "Policy for the Development of CJCS, Joint Staff, and J-Directorate Directives"

t. *DoD Cyber Strategy*, 2023

u. DoDD 8140.01, 5 October 2020, "Cyberspace Workforce Management"

v. CJCSM 1810.01, 1 April 2022, "Outcomes-Based Military Education Procedures for Officer professional Military Education"

w. Title 10, U.S. Code, section 2151

GLOSSARY

PART I – ABBREVIATIONS AND ACRONYMS

ACSC	Air Command and Staff College
ADL	Active Duty List
ASLSP	Advanced Strategic Leadership Studies Program
AWC	Air War College
AY	academic year
C/JFSOCC	Combined/Joint Force Special Operations Component Commander
CCDR	Combatant Commander
CCMD	Combatant Command
CDE	College of Distance Education
CGSC	Command and General Staff College
CGSOC	Command and General Staff Officers Course
CIC	College of Information and Cyberspace
CISA	College of International Security Affairs
CJCS	Chairman of the Joint Chiefs of Staff
CNC&S	College of Naval Command and Staff
COEC	Cyberspace Operations Executive Course
DE	distance education
DEW	Direct Entry Waiver
DJS	Director, Joint Staff
DLA	Desired Leader Attributes
DoD	Department of Defense
ES	The Dwight D. Eisenhower School for National Security and Resource Strategy
GO/FO	general officer/flag officer
ILE	Intermediate-Level Education
IMS	international military student
IW	Irregular Warfare
J-1	Directorate for Manpower and Personnel, Joint Staff
J-5	Directorate for Strategy, Plans, and Policy
J-7	Directorate for Joint Force Development, Joint Staff
JAWS	Joint Advanced Warfighting School
JCWS	Joint and Combined Warfighting School
JDA	Joint Duty Assignment

JDAL	Joint Duty Assignment List
JECC	Joint Enabling Capabilities Command
JEDD	Joint Education and Doctrine Division
JFOWC	Joint Flag Officer Warfighting Course
JFSC	Joint Forces Staff College
JLA	Joint Learning Area
JIIM	joint, interagency, intergovernmental, and multinational
JOM	Joint Officer Management
JPME	joint professional military education
JQO	Joint Qualified Officer (Level-III)
JS	Joint Staff
JSP	Joint Studies Program
MAGTF	Marine Air Ground Task Forces
MMOAS-R	Master of Military Operational Art and Science—Resident
MCCSC	Marine Corps Command and Staff College
MCWAR	Marine Corps War College
MECC	Military Education Coordination Council
MECC WG	Military Education Coordination Council Working Group
MSS	Master of Strategic Studies
NDU	National Defense University
NIU	National Intelligence University
NWC	National War College
OBME	Outcomes-Based Military Education
OSD	Office of the Secretary of Defense
PAJE	Process for Accreditation of Joint Education
PLO	Program Learning Outcomes
PME	Professional Military Education
RC	Reserve Component
SACSCOC	Southern Association of Colleges and Schools Commission on Colleges
SAE	Special Area of Emphasis
SJIOAC	Senior Joint Information Operations Applications Course
SecDef	Secretary of Defense
SLC	Senior-Level College
SLE	Senior-Level Education
STFR	student-to-faculty ratio

USAWC	U.S. Army War College
USNWC	U.S. Naval War College

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GLOSSARY

PART II – DEFINITIONS

acculturation — A change in behaviors and thinking that is the culmination of continuous contact among groups of individuals of different cultures resulting in changes in original cultural patterns.

attributes — Abilities, traits, behaviors that result in others "attributing" certain characteristics to a subject. Evaluation of an attribute is complicated as it requires that assessments are targeted at the "attributor." Accordingly, cognitive development of attributes requires the deconstruction or translation of attributes into education outcomes that can be taught and demonstrated.

assessment — The systematic collection, review, and use of information to improve student learning and development.

direct assessment — Measures of learning that are based on student performance or demonstrations of the learning itself. It gathers and analyzes data from student behavior tied directly to learning outcomes and provides demonstrable evidence that students achieved the learning outcomes. Direct assessment of learning can occur within a course, and across courses or a program. Examples include portfolios, presentations, tests/exams, projects, wargames/simulations, and written assignments. Direct assessments may be used for formative or summative assessment purposes.

Direct-Entry Waiver — A waiver, requested by a Service and approved by the Chairman of the Joint Chiefs of Staff, that permits an officer who is neither a graduate from an accredited joint professional military education (JPME) Phase I course of instruction, nor a recognized Phase I-equivalent program, to attend JPME Phase II prior to completion of Phase I. The waiver only concerns the sequencing of the JPME phases and does not alter the requirement for completion of both JPME Phases I and II to meet the full education prerequisite for Joint Qualified Officer III designation.

Distance Education Coordination Committee — The Distance Education Coordination Committee is an ongoing forum established under the Military Education Coordinating Council Working Group to promote best practices, exchange shareware, and provide and exchange information regarding technical and non-technical issues in distance education (DE) to encourage collaboration, joint enterprise, and leverage of membership successes. Membership consists of the deans and directors of all DE programs at the intermediate- and senior-level professional military education (PME)

institutions with DE programs, encompassing continuing education and non-resident PME programs at the various Service and joint education institutions.

faculty – Personnel (military or civilian) whose duties primarily concern teaching, preparing, or designing professional military education curricula, or directly supervising those who do.

indirect assessment — Measures that solicit perceptions and reflections or utilize secondary evidence to make inferences about student learning. It collects and analyzes perceptions of mastery of learning outcomes and may be self-reported or reported by others. Examples include students' self-assessments, course evaluations, alumni surveys, satisfaction surveys, and grades.

institutional assessment — An assessment of institutional effectiveness that includes evidence of student learning plus all assessment of non-instructional components of the institution that either directly or indirectly contribute to student success. Can utilize formative or summative, and direct or indirect assessment measures.

institutional effectiveness — Systematic and ongoing process of planning, making informed decisions, and allocating resources by collecting, assessing, and acting on data relative to how well the institution is achieving its mission and learning outcomes.

Joint Acculturation — The process of understanding and appreciating the separate Service cultures resulting in joint attitudes and perspectives, common beliefs, and trust that occurs when diverse groups come into continuous direct contact.

Joint Learning Areas — Broad categories of joint knowledge approved by the Chairman of the Joint Chiefs of Staff based on high-level Department of Defense guidance from authoritative sources such as the *National Defense Strategy* and *National Military Strategy* to summarize the learning areas to be covered across a continuum of professional military education. Joint officer education.

joint matters — Joint matters are defined in title 10, U.S. Code, Chapter 38, section 668 as matters related to the achievement of unified action by integrated military forces in operations conducted across domains such as land, sea, air, space, or in the information environment, including matters relating to national military strategy; strategic planning and contingency planning; command and control of operations under unified command;

national security planning with other departments and agencies of the United States; and combined operations with military forces of allied nations. "Multiple military forces" refers to forces that involve participants from the Armed Forces and one or more of the other departments and agencies of the United States; military forces or agencies of other countries; and non-governmental persons and entities.

joint professional military education — Joint professional military education (JPME) consists of the rigorous and thorough instruction and examination of officers of the armed forces in an environment designed to promote a theoretical and practical in-depth understanding of joint matters and, specifically, of the subject matter covered. As a subset of professional military education under title 10, U.S. Code, Chapter 107, JPME satisfies the educational requirements for joint qualified officer development.

Joint Qualified Officer – An officer designated by the Secretary of Defense, with the advice and assistance of the Chairman of the Joint Chiefs of Staff, who is educated and trained in joint matters and has completed the Level 3 requirements for Joint Qualified Officer (JQO) designation. An officer must be in the grade of O-4 or above to be designated a JQO.

military education — Encompasses all professional military education, to include joint professional military education and the entire set of education-based professional development opportunities offered by DoD Military Education Institutions. Military education (ME) can be offered in schoolhouses, online or through distance or blended-learning, and across the entire span of Service members'/Department of Defense (DoD) civilians' careers. It also includes specialized educational programs, research and doctrinal studies, and DoD-sponsored fellowships and graduate-level educational opportunities at civilian institutions. For officers, ME begins in pre-commissioning education. ME ends at an officer's separation from the military. Its purpose is to equip attendees with knowledge, skills, and/or experience to succeed in the performance of DoD missions and may result in professional certifications supporting their professional performance and/or advancement.

Military Education Coordination Council — An advisory body to the Director, Joint Staff on joint education issues, consisting of the Military Education Coordination Council (MECC) Principals and a supporting MECC Working Group. The purpose of the MECC is to address joint scholarship and key educational issues of interest to the joint education community, promote cooperation and collaboration among the MECC member institutions, and coordinate joint education initiatives.

Military Education Coordination Council Principals – The Military Education Coordination Council Principals are the Joint Staff Director for Joint Force Development, J-7; the Deputy Assistant Secretary of Defense for Force Education and Training; and the presidents, directors, commanders, and commandants of the joint professional military education (JPME) colleges, Service universities, Intermediate-Level Colleges and Senior-Level Colleges; and the heads of any other JPME-accredited institutions.

Military Education Coordination Council Working Group – A working group comprised of representatives (O-6s and dean-level civilian counterparts) of the Military Education Coordination Council Principals. The Chief, J-7/Joint Education and Doctrine Division chairs the working group. Its primary function is coordination of MECC agenda items.

Outcomes-based Military Education – The term Outcome-based Military Education is defined verbatim from the American Association of School Administrators' definition of outcomes-based education: "Outcome-Based Education means clearly focusing and organizing everything in an educational system around what is essential for all students to be able to do successfully at the end of their learning experiences. This means starting with a clear picture of what is important for students to be able to do, then organizing curriculum, instruction, and assessment to make sure this learning ultimately happens. The keys to having an outcome-based system are: 1) Developing a clear set of learning outcomes around which all of the system's components can be focused. 2) Establishing the conditions and opportunities within the system that enable and encourage all students to achieve those essential outcomes."

program – The joint professional military education (JPME)-certified or -accredited entity (reference Appendix B) that is responsible for JPME instruction and receives a Process for Accreditation of Joint Education review.

Program Learning Outcomes – Identify and describe the specific desired knowledge, skills, and dispositions graduates will demonstrate at the conclusion of the program.

Skilled Joint Warfighters – Senior officers who can develop and execute national military strategies that effectively employ the Armed Forces in concert with other instruments of national power to achieve the goals of national security strategy and policy in the air, land, maritime, and space physical domains and the information environment (which includes cyberspace).

Special Areas of Emphasis – Provide the Chairman of the Joint Chiefs of Staff with a means for ensuring the currency and relevancy of the joint professional

military education (JPME) curricula and provide an independent view of what those curricula may address based on each program's unique mission. Special Areas of Emphasis are mandatory for JPME programs.

stakeholders – Stakeholders are defined as senior leaders from organizations across the Joint Force responsible for providing joint professional military education (JPME) graduates with opportunities to gain experience in joint matters to further their development as critically thinking and strategic-minded joint leaders. In the context of Outcomes-Based Military Education, stakeholders from the Combatant Commands, Joint Staff, and Office of the Secretary of Defense are expected to provide periodic feedback to JPME institutions to improve the effectiveness of JPME based on performance assessments of JPME graduates.

strategic thinkers – Theoretical and/or applied strategists who demonstrate problem-solving and mental abilities to develop ideas and a feasible action toward a worthwhile goal and implement the plans required to bring these ideas to fruition.

Student Learning Outcomes – A measurable statement of what students should know and be able to do as a result of their course work and educational experiences at an institution or in a program of study. Student learning outcomes are operational statements describing the specific observable student behaviors that provide evidence of the acquisition of desired knowledge, skills, abilities, capacities, attitudes, or dispositions.

substantive change – Changes at the program and institutional level that could cause significant changes in the accreditation and quality delivery of joint professional military education programs. Changes could encompass inadequate student and faculty mixes, plans to reduce eliminate or reduce emphasis on mandatory topics, reductions in levels of learning that could affect rigor; new mission statement and resultant changes in program outcomes and assessment plans; infrastructure and information technology shortfalls.

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