



CHAIRMAN OF THE JOINT CHIEFS OF STAFF INSTRUCTION

J-7
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CJCSI 1800.01C
22 December 2005
Current as of 07 August 2007

OFFICER PROFESSIONAL MILITARY EDUCATION POLICY (OPMEP)

References: See Enclosure G

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

2. Cancellation. CJCSI 1800.01B, 30 August 2004, "Officer Professional Military Education Policy," is canceled.

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

4. Chairman's Vision

a. PME--both Service and Joint--is the critical element in officer development and is the foundation of a joint learning continuum that ensures our Armed Forces are intrinsically learning organizations. The PME vision understands that young officers join their particular Service, receive training, and education in a joint context, gain experience, pursue self development, and over the breadth of their careers, become the senior leaders of the joint force. Performance and potential are the alchemy of this growth, but nothing ensures that they are properly prepared leaders more than the care given to the content of their training, education, experience, and self-development opportunities. My PME vision entails ensuring that officers are properly prepared for their leadership roles at every level of activity and employment, and through this, ensure that the US Armed forces remain capable of defeating today's threat and tomorrow's.

b. Today, the United States enjoys an overwhelming qualitative advantage not only in our fielded capabilities, but in our cognitive approach to our duties; sustaining and increasing this advantage will require a transformation achieved by combining technology, intellect, and cultural changes across the joint community. PME needs to continue to build an officer that understands the strategic implications of tactical actions and the consequences that strategic actions have on the tactical environment. Service delivery of PME, taught in a joint context, instills basic Service core competencies; JPME instills joint core competencies. JPME should position an officer to recognize and operate in tactical, operational, and strategic levels of national security.

c. The legislative changes dictated in the Ronald W. Reagan National Defense Authorization Act of 2005 have expanded the opportunities to receive JPME and established a link between joint officer development and JPME). The future joint force requires knowledgeable, empowered, innovative, and decisive leaders capable of succeeding in fluid and perhaps chaotic operating environments with more comprehensive knowledge of interagency and multinational cultures and capabilities. This policy document is at the heart of building those officers.

d. As always, the men and women of our Armed Forces are the nation's most important strategic resource. Only a force of dedicated, highly educated, and well-trained men and women capable of leveraging new ideas will succeed in the complex and fast-paced environment of future military operations. Moreover, this force must exhibit honor integrity, competence, physical and moral courage, dedication to ideals, respect for human dignity, the highest standards of personal and institutional conduct, teamwork, and selfless service. Thus, it is imperative to maintain sustained emphasis on ethical conduct and the highest ideals of duty, honor, and integrity at all PME and JPME institutions.

5. Responsibilities

a. The Chairman, as defined by law, is responsible for the following tasks related to military education: (1) Formulating policies for coordinating the military education and training of members of the Armed Forces (subparagraph (a)(5)(C), reference a); (2) Advising and assisting the Secretary of Defense (SecDef) by periodically reviewing and revising the curriculum of each school of NDU (and of any other JPME school) to enhance the education and training of officers in joint matters (section 2152, paragraph (b), reference b); and (3) Advising and assisting the SecDef through the designation and certification of all elements of a JPME (Phase I, II and CAPSTONE (section 2154, paragraph (a), reference b).

b. This instruction outlines the policies and procedures necessary to fulfill CJCS PME responsibilities. Enclosures B through D address specific PME policies outline the PME review process and assign responsibilities for policy implementation. Enclosure E outlines standards, learning areas and objectives that define the JPME program and Enclosure F addresses JPME oversight processes. Enclosure G is a list of references pertaining to this instruction.

6. Summary of Changes. This revision updates CJCSI 1800.01B. It further:

a. Updates the Chairman's vision.

b. Adds Chairman's responsibility to advise and assist the SecDef through the designation and certification of all elements of a joint professional military education -- consistent with the 2005 National Defense Authorization Act (NDAA).

c. Delineates which schools and colleges have authority to teach JPME Phase II and allows for completion of JSO educational requirements by graduating from a JPME Phase II accredited Senior Level College (SLC).

d. Modifies Joint Learning Areas (JLA) and Joint Learning Objectives (JLO) to be consistent with 2005 NDAA language as it relates to mandated subject areas for JPME Phase I and II.

e. Standardizes terminology for "single-phase JPME" vice use of the term "full-JPME." Provides a definition for single-phase JPME in the glossary.

f. Adds accreditation dates and levels for AJPME and JAWS.

g. Mandates class mix at each Service Senior Level College (SLC) shall have no more than 60 percent host Military Department students.

h. Clarifies computations of Class and Seminar mix through inclusion of US military officers, international officers and civilian enrollments in the student body.

i. Mandates total non-host Service SLC military permanent faculty shall be no less than 40 percent of the total military faculty.

j. Defines non-host Military Department faculty as those whose primary duty is student instruction of JPME.

k. Changes Service SLC faculty mix requirements from a mandated 10 percent to a proportional division among each non-host Military Department.

- i. Clarifies approaches used to provide non-resident JPME and provides appropriate definitions in the glossary.
- j. Adds the Distance Learning Coordination Committee and General and Flag Officer Coordination Committee as subgroups of the Military Education Coordination Council Working Group.
- k. Modifies Service Chief responsibilities relative to non-host Service SLC student and faculty mixes.
- l. Replaces the descriptive verbs in the illustrative level of Appendix A to Enclosure E, Learning Objective Verbs, for “Value”.
- m. Includes JLOs that address combating weapons of mass destruction/effects (WMD/E). Provides a definition in the glossary.
- n. Incorporates a JLO that addresses cultural awareness for Primary, ILC, SLC, NWC, ICAF, JCWS, JAWS, and AJPME.
- o. Adds an appendix for Phase II JPME at in-residence Service SLCs. Annotates appropriate JLAs and JLOs.
- p. Adds a JLA and supporting JLOs for information operations under the JAWS.
- q. Adds an appendix for Functional Component Commanders’ Courses and establishes appropriate JLAs and JLOs.
- r. Modifies JLAs and JLOs under JFOWC consistent with CAPSTONE, PINNACLE and the Functional Component Commanders’ Courses.
- s. Updates the 6-year Process for Accreditation of Joint Education (PAJE) schedule.
- t. Updates the references, glossary and definitions.
- u. Establishes CAPSTONE as part of the three-phased approach to JPME.
- v. Establishes Supreme Allied Commander Transformation (SACT) as authority to issue invitations for allied participation in the PINNACLE JOM.

7. Releasability. This instruction is approved for public release; distribution is unlimited. DOD components (to include the combatant commands), other federal agencies, and the public may obtain copies of this instruction through the Internet from the CJCS Directives Home Page--

http://www.dtic.mil/cjcs_directives. Copies are also available through the Government Printing Office on the Joint Electronic Library CD-ROM.

8. Effective Date. This instruction is effective for planning and programming upon receipt. Colleges and schools have 1 year to meet new guidelines.

9. Revisions. Submit recommended changes to this policy to the Joint Staff, J-7, Joint Education Branch, 7000 Joint Staff, Pentagon, Washington, D.C. 20318-7000.

10. Information Requirements. Reports required by this policy are exempt from normal reporting procedures in accordance with reference e.

For the Chairman of the Joint Chiefs of Staff:



WALTER L. SHARP
Lieutenant General, USA
Director, Joint Staff

Enclosures:

- A -- Officer Professional Military Education Policy
 - Appendix A -- Officer Professional Military Educational Continuum
 - Annex A -- Officer Professional Military Education Continuum (Figure A-A-A-1)
 - Appendix B -- Joint Officer Management Educational Requirements
 - Appendix C -- CJCS Accredited Joint Education Programs
- B -- Policies for Intermediate- and Senior-Level Colleges
- C -- PME Review Process
- D -- Responsibilities
- E -- Joint Professional Military Education
 - Appendix A -- Learning Objective Verbs
 - Appendix B -- Precommissioning and Primary Joint Professional Military Education
 - Annex A -- Triennial Report on Precommissioning and Primary JPME
 - Appendix C -- Service-Intermediate Level College (ILC) Joint Learning Areas and Objectives
 - Appendix D -- Service-Senior Level Colleges (SLC) Joint Learning Areas and Objectives (JPME PHASE I)
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- Appendix K --- CAPSTONE Joint Learning Areas and Objectives
- Appendix L – Combined/Joint Functional Component Commander Courses Joint Learning Areas and Objectives
- Appendix M -- Joint Flag Officer Warfighting Course (JFOWC) Joint Learning Areas and Objectives
- Appendix N -- PINNACLE Course Joint Learning Areas and Objectives
- F -- Process for Accreditation of Joint Education (PAJE)
 - Appendix A -- PAJE Schedule
 - Appendix B -- PAJE Charter
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- G -- References
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 - Part I -- Abbreviations and Acronyms
 - Part II -- Definitions

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ENCLOSURE A

OFFICER PROFESSIONAL MILITARY EDUCATION POLICY

1. Overview. The Officer Professional Military Education Policy (OPMEP) defines CJCS objectives and policies regarding the educational institutions that comprise the officer PME and JPME systems. The OPMEP also identifies the fundamental responsibilities of the major military educational participants in achieving those objectives.

a. The Services and NDU provide officer PME and JPME to members of the US Armed Forces, international officers, eligible federal government civilians, and other approved students.

(1) Services operate officer PME systems to develop officers with expertise and knowledge appropriate to their grade, branch, and occupational specialty. Incorporated throughout Service-specific PME, officers receive JPME from precommissioning through G/FO level.

(2) NDU institutions enhance the education of selected officers and civilians in national security strategy, resource management, information resources management, information operations and joint and multinational campaign planning, and warfighting.

b. All officers should make a continuing, strong personal commitment to their professional development beyond the formal schooling offered in the military educational system. Officers share responsibility for ensuring continued growth of themselves and others.

2. Scope. This instruction addresses PME and JPME from precommissioning to G/FO levels.

3. Intent

a. Professional development is the product of a learning continuum that comprises training, experience, education, and self-improvement. PME provides the education needed to complement training, experience, and self-improvement to produce the most professionally competent individual possible.

b. In its broadest conception, education conveys general bodies of knowledge and develops habits of mind applicable to a broad spectrum of endeavors. At its highest levels and in its purest form, education fosters breadth of view, diverse perspectives and critical analysis, abstract

reasoning, comfort with ambiguity and uncertainty, and innovative thinking, particularly with respect to complex, non-linear problems. This contrasts with training, which focuses on the instruction of personnel to enhance their capacity to perform specific functions and tasks.

c. Training and education are not mutually exclusive. Virtually all military schools and professional development programs include elements of both education and training in their academic programs. Achieving success across the joint learning continuum relies on close coordination of training and education to develop synergies as personnel develop individually over time, acquiring, and performing progressively higher skills and responsibilities as their careers advance.

d. Opportunities for substantial professional education are relatively rare – particularly for the extended in-residence education that produces a synergy of learning that only come from daily, face-to-face interaction with fellow students and faculty. Consequently, the PME institutions should strive to provide as pure and high quality education as feasible.

4. Training Transformation (T2)

a. On 1 March 2002, the Department of Defense issued a *Strategic Plan for Transforming DOD Training* to provide dynamic, capabilities-based training in support of national security across the full spectrum of Service, joint, interagency, intergovernmental, and multinational operations. Key objectives of T2 include preparing individuals to: think intuitively joint; improvise and adapt to emerging crises; and achieve unity of effort from diversity of means to meet the joint operational requirements of the combatant commanders. T2 regards joint education as fundamental to creating a culture that supports transformation, founded on leaders who are innately joint, and comfortable with change. T2 requires joint education to prepare leaders both to conduct operations as a coherently joint force and to think their way through uncertainty.

b. T2 efforts have implications for military education. The CJCS, as advised by the Director, Joint Staff, the Deputy Director of the Joint Staff for Military Education (DDJS-ME), and the Military Education Coordination Council (MECC, see Enclosure D), retains responsibility for formulating policies for coordinating the military education and training of members of the Armed Forces; the Services retain responsibility for managing the quality and content of their Services' PME programs at all levels within the guidelines of the military educational continuum and where appropriate, implementing policies contained in this document. T2 efforts and military education will remain coordinated and consistent. T2 decisions, initiatives or programs affecting military education will

become operative when they have been reviewed and approved by the affected Services and the CJCS.

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APPENDIX A TO ENCLOSURE A

OFFICER PROFESSIONAL MILITARY EDUCATIONAL CONTINUUM

1. Overview. The Officer PME Continuum (see Annex A to this Appendix) reflects the dynamic system of officer career education. It identifies areas of emphasis at each educational level and provides joint curriculum guidance for PME institutions. It is a comprehensive frame of reference depicting the progressive nature of PME and JPME, guiding an officer's individual development over time.

a. The continuum structures the development of Service and joint officers by organizing the PME continuum into five military educational levels: precommissioning, primary, intermediate, senior, and G/FO. It defines the focus of each educational level in terms of the major levels of war (tactical, operational, and strategic) and links the educational levels so each builds upon the knowledge and values gained in previous levels.

b. The continuum also recognizes both the distinctiveness and interdependence of joint and Service schools in officer education. Service schools, in keeping with their role of developing Service specialists, place emphasis on education primarily from a Service perspective in accordance with joint learning areas and objectives. Joint schools emphasize joint education from a joint perspective.

2. PME Relationships

a. PME conveys the broad body of knowledge and develops the habits of mind essential to the military professional's expertise in the art and science of war. The PME system should produce:

(1) Officers educated in the profession of arms who possess an intuitive approach to joint warfighting built upon individual Service competencies. Its aim is to produce graduates prepared to operate at appropriate levels of war in a joint environment and capable of generating quality tactical, operational, and strategic thought from a joint perspective.

(2) Critical thinkers who view military affairs in the broadest context and are capable of identifying and evaluating likely changes and associated responses affecting the employment of US military forces.

(3) 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.

b. JPME is that portion of PME that supports fulfillment of the educational requirements for joint officer management. Joint education prepares leaders to both conduct operations as a coherently joint force and to think their way through uncertainty.

3. The PME Continuum

a. PME Levels. The continuum relates five military educational levels to five significant phases in an officer's career.

(1) Precommissioning. Military education received at institutions and through programs producing commissioned officers upon graduation.

(2) Primary. Education typically received at grades O-1 through O-3.

(3) Intermediate. Education typically received at grade O-4.

(4) Senior. Education typically received at grades O-5 or O-6.

(5) General/Flag Officer. Education received as a G/FO.

b. Levels of War. The continuum portrays the focus of each educational level in relation to the tactical, operational, and strategic levels of war as outlined in CJCS Manual 3500.04C, "Universal Joint Task List (UJTL)." It recognizes that PME and JPME curricula educate across levels of war.

c. Precommissioning Education

(1) Institutions and Courses

(a) Military Service Academies.

(b) Reserve Officer Training Corps (ROTC) units.

(c) Federal and State Officer Candidate Schools (OCS) and Officer Training Schools (OTS).

(2) Focus. Precommissioning education focuses on preparing officer candidates to become commissioned officers within the Military Department that administers the precommissioning program. The curricula are oriented toward providing candidates with a basic grounding in the US defense establishment and their chosen Military Service, as well as a foundation in

leadership, management, ethics, and other subjects necessary to prepare them to serve as commissioned officers.

d. Primary Education

(1) Institutions and Courses

(a) Branch, warfare or staff specialty schools.

(b) Primary PME courses.

(2) Focus. Primary education focuses on preparing junior officers to serve in their assigned branch or warfare or staff specialty. The curricula are predominantly Service oriented, primarily addressing the tactical level of war. Service schools that have programs centered on pay grade O-3 officers will foster an understanding of joint warfighting necessary for success at this level. Joint learning areas are embedded in Service PME instruction.

e. Intermediate Education

(1) Institutions and Courses

(a) Service Intermediate PME Institutions.

1. Air Command and Staff College (ACSC).

2. Army Command and General Staff College (ACGSC).

3. College of Naval Command and Staff (CNCS) at the Naval War College.

4. Marine Corps Command and Staff College (MCCSC).

5. Service-recognized equivalent fellowships, advanced military schools, and international military colleges.

(b) Joint Intermediate JPME Institutions.

1. Joint and Combined Warfighting School (JCWS) at the Joint Forces Staff College (JFSC).

2. Joint Advanced Warfighting School (JAWS) at the JFSC.

(2) Focus. Intermediate education focuses on warfighting within the context of operational art. Students expand their understanding of joint force

deployment and employment at the operational and tactical levels of war. They gain a better understanding of joint and Service perspectives. Inherent in this level is development of an officer's analytic capabilities and creative thought processes. In addition to continuing development of their joint warfighting expertise, they are introduced to theater strategy and plans, national military strategy, and national security strategy and policy.

f. Senior Education

(1) Institutions and Courses

(a) Service Senior PME Institutions.

1. Air War College (AWC).
2. Army War College (USAWC).
3. College of Naval Warfare (CNW) at the Naval War College.
4. Marine Corps War College (MCWAR).
5. Service-recognized equivalent fellowships, advanced military schools and international military colleges.

(b) Joint Senior JPME Institutions.

1. National War College (NWC).
2. Industrial College of the Armed Forces (ICAF).
3. Joint and Combined Warfighting School (JCWS) at JFSC.
4. Joint Advanced Warfighting School (JAWS) at JFSC.

(2) Focus. To prepare students for positions of strategic leadership, senior education focuses on strategy, theater campaign planning, the art and science of developing, integrating and applying the instruments of national power (diplomatic, informational, military and economic) during peace and war. Studies at these colleges should emphasize analysis, foster critical examination, encourage creativity and provide a progressively broader educational experience.

g. Education for Reserve Component (RC) Officers. While RC officers participate in all of the previous PME and JPME levels, opportunities are limited for their attendance at JPME II. Accordingly, JFSC established the RC

JPME program. This program contains a course similar in content, but not identical to, the in-residence JFSC course for active component officers (O-4 to O-6). Phase I JPME is a prerequisite for this course per DODI 1215.20.

(1) Institution and Course. Advanced JPME (AJPME) Course at JFSC.

(2) Focus. Educates RC officers in joint operational-level planning and warfighting in order to instill a commitment to joint, interagency, and multinational teamwork, attitudes and perspectives.

h. G/FO education.

(1) Institutions and Courses.

(a) Joint G/FO PME programs.

1. CAPSTONE course at NDU.

2. Functional Component Commander Courses. Existing or potential functional component commander's courses, which are delivered by the Services, are valuable venues that serve both the educational and training needs of G/FOs. Services conducting these courses are encouraged to regularly review their curricula with the USJFCOM/J-7 to ensure currency and synergy with USJFCOM Joint Task Force (JTF) training efforts.

3. Joint Flag Officer's Warfighting Course (JFOWC) at Air University.

4. PINNACLE course at NDU.

(2) Focus. Courses within the G/FO level of the JPME continuum prepare senior officers of the US Armed Forces for high-level joint, interagency and multinational responsibilities. Courses may address grand strategy, national security strategy, national military strategy, theater strategy and the conduct of campaigns and military operations in a joint, interagency and multinational environment to achieve US national interests and objectives. G/FO JPME is tiered to ensure the progressive and continuous development of executive level officers.

4. JPME Within the PME Continuum. Officer professional development and progression through the PME continuum is a Service responsibility. Embedded within the PME system, however, is a program of JPME overseen by the Joint Staff and designed to fulfill the educational requirements for joint officer management as mandated by the Goldwater-Nichols Act (GNA) of 1986. This JPME program comprises curriculum components in all five levels of the JPME

continuum designed to develop progressively the knowledge, analytical skills, perspectives and values essential for US officers to function effectively in joint, interagency and multinational operations.

a. JPME Continuum and Flow. JPME includes five levels:

(1) Preparatory JPME taught during precommissioning and primary schools.

(2) JPME Phase I taught at Service intermediate-level colleges (ILC) and Service senior-level colleges (SLC) in-residence (for programs that have not been accredited for JPME II) or as a Distance Education (DE) or Distance Learning (DL) option.

(3) JPME Phase II taught at the Joint Forces Staff College and Service SLCs.

(4) The separate single-phase JPME programs at the National War College (NWC), Industrial College of the Armed Forces (ICAF) and Joint Advanced Warfighting School (JAWS).

(5) G/FO courses.

b. All officers should complete precommissioning, primary and intermediate JPME. Officers striving for joint qualification shall complete JPME Phase I at ILC or the Service SLC; Phase II at either the resident SLCs (once accredited); JCWS; or the single-phase JPME programs at ICAF, NWC or JAWS. Officers selected for promotion to G/FO must attend and complete CAPSTONE within approximately 2 years after confirmation of selection to O-7 unless such attendance is waived per DODI 1300.20 (enclosure 8, paragraph E8.6). Finally, select G/FOs participate in JFOWC, the Functional Component Commander Courses and PINNACLE.

c. JPME Emphasis in PME:

(1) Precommissioning. In addition to an introduction to their respective Service, students should have knowledge of the basic US defense structure, roles and missions of other Military Services, the combatant command structure and the nature of American military power and joint warfare. (Appendix B to Enclosure E identifies joint learning areas and objectives for precommissioning-level programs.)

(2) Primary (O-1 to O-3). JPME prepares officers for service in Joint Task Forces (JTF) where a thorough introductory grounding in joint warfighting is required. The programs at this level address the fundamentals of joint

warfare, JTF organization and the combatant command structure, the characteristics of a joint campaign, how national and joint systems support tactical-level operations and the capabilities of the relevant systems of the other Services. (Appendix B to Enclosure E identifies joint learning areas and objectives for primary-level programs.)

(3) Intermediate (O-4)

(a) JPME Phase I (Service Colleges). Service ILCs teach joint operations from the standpoint of Service forces in a joint force supported by Service component commands. (Appendix C to Enclosure E identifies joint learning areas and objectives for Service intermediate programs.)

(b) JPME Phase II. The Joint and Combined Warfighting School at JFSC examines joint operations from the standpoint of the CJCS, the JCS, a combatant commander and a JTF commander. It further develops joint attitudes and perspectives, exposes officers to and increases their understanding of Service cultures while concentrating on joint staff operations. (Appendix H to Enclosure E identifies joint learning areas and objectives for JPME Phase II.)

(c) JAWS. Provides a separate, single-phase JPME curricula reflecting the distinct educational focus and joint character of its mission. Designed for a small group of selected Service-proficient officers (O-4 to O-6) enroute to planning related positions on the Joint Staff and in the combatant commands. The school's mission is to produce graduates that can create campaign-quality concepts, employ military power in concert with the other instruments of national power, accelerate transformation, succeed as joint force operational/strategic planners and commanders and be creative, conceptual, adaptive and innovative. The Services may recognize JAWS as an intermediate-level or senior-level PME equivalent. JAWS meets policies applicable to intermediate- and senior-level programs. (Appendix I to Enclosure E identifies joint learning areas and objectives for JAWS).

(4) Senior (O-5 to O-6)

(a) JPME Phase I and II (Service Colleges). Service SLCs provide JPME Phase I and in-resident JPME Phase II education. Service SLCs address theater- and national-level strategies and processes. Curricula focus on how the unified commanders, Joint Staff and DOD use the instruments of national power to develop and carry out national military strategy, develop joint operational expertise and perspectives and hone joint warfighting skills. (Appendix D and E to Enclosure E identify joint learning areas and objectives for Service senior-level programs.)

(b) JPME Phase II. JCWS at JFSC provides JPME Phase II for graduates of JPME Phase I programs to further develop joint attitudes and perspectives, joint operational expertise and hone joint warfighting skills. (Appendix H to Enclosure E identifies joint learning objectives for JPME Phase II.)

(c) JAWS. JAWS provides a separate single-phase JPME curricula reflecting the distinct educational focus and joint character of its mission. JAWS is designed for a small group of selected Service-proficient officers (O-4 to O-6) enroute to planning related positions on the Joint Staff and in the combatant commands. The school's mission is to produce graduates that can create campaign-quality concepts, employ military power in concert with the other instruments of national power, accelerate transformation, succeed as joint force operational/strategic planners and commanders and be creative, conceptual, adaptive and innovative. The Services may recognize JAWS as an intermediate-level or senior-level PME equivalent. JAWS meets policies applicable to intermediate- and senior-level programs (in a manner similar to other NDU colleges). (Appendix I to Enclosure E identifies joint learning objectives for JAWS).

(d) NWC. NWC provides a separate, single-phase JPME curricula reflecting the distinct educational focus and joint character of its mission. NWC's JPME curriculum focuses on national security strategy -- the art and science of developing, applying and coordinating the instruments of national power (diplomatic, informational, military and economic,) to achieve objectives contributing to national security. (Appendix F to Enclosure E identifies joint learning areas and objectives for NWC.)

(e) ICAF. ICAF provides separate, single-phase JPME curricula reflecting the distinct educational focus and joint character of its mission. The ICAF JPME curriculum focuses on the resource component of national power, national resources and its integration into development and execution of national security strategy. (Appendix G to Enclosure E identifies joint learning areas and objectives for ICAF.)

(f) Advanced Joint Professional Military Education (AJPME). AJPME builds on the foundation established by the institutions teaching JPME Phase I. The course expands knowledge through hands-on learning and emphasizes national security systems, command structures, military capabilities, campaign planning and the integration of national resources. (Appendix J to Enclosure E identifies joint learning areas and objectives for AJPME).

(5) G/FO. G/FO JPME prepares senior officers of the US Armed Forces for high-level joint, interagency and multinational responsibilities. Courses

may address grand strategy, national security strategy, national military strategy, theater strategy and the conduct of operational campaign in a joint, interagency and multinational environment to achieve US national objectives. (Appendices K-N to Enclosure E identify joint learning areas and objectives for G/FO JPME.)

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ANNEX A TO APPENDIX A TO ENCLOSURE A

CJCSI 1800.01C
22 December 2005

GRADE	CADET/MISHIPMAN	O-1/O-2/O-3	O-4	O-5/O-6	O-7/O-8/O-9	
EDUCATION LEVEL	PRECOMMISSIONING	PRIMARY	INTERMEDIATE	SENIOR	GENERAL/FLAG	
EDUCATIONAL INSTITUTIONS AND COURSES	Service Academies ROTC OCS/OTS	<ul style="list-style-type: none"> Branch, Warfare or Staff Specialty Schools Primary-Level PME Courses 	<ul style="list-style-type: none"> Air Command and Staff College Army Command and General Staff School College of Naval Command and Staff Marine Corps Command and Staff College JFSC, Joint and Combined Warfighting School JFSC, Joint Advanced Warfighting School¹ 	<ul style="list-style-type: none"> Air War College Army War College College of Naval Warfare Marine Corps War College Industrial College of the Armed Forces¹ National War College¹ JFSC, Joint and Combined Warfighting School JFSC, Joint Advanced Warfighting School¹ 	<ul style="list-style-type: none"> CAPSTONE Joint Functional Component Commander Courses Joint Flag Officer Warfighting Course PINNACLE 	
LEVELS OF WAR EMPHASIZED	Conceptual Awareness of all Levels					
FOCUS OF MILITARY EDUCATION	Introduction to Services Missions	<ul style="list-style-type: none"> Assigned Branch, Warfare or Staff Specialty 	<ul style="list-style-type: none"> Warfighting within the context of Operational Art Intro to theater strategy and plans, national military strategy and national security strategy Develop analytical capabilities and creative thought 	<ul style="list-style-type: none"> Service Schools: strategic leadership, national military strategy and theater strategy NWC: national security strategy ICAF: national security strategy with emphasis on the resource components 	<ul style="list-style-type: none"> Joint matters and national security Interagency process Multinational operations 	
JOINT EMPHASIS	<u>Joint Introduction</u> <ul style="list-style-type: none"> National Military Capabilities and Organization Foundation of Joint Warfare 	<u>Joint Awareness</u> <ul style="list-style-type: none"> Joint Warfare Fundamentals Joint Campaigning 	<u>JPME Phase I</u> <ul style="list-style-type: none"> National military strategy National military capabilities command structure and strategic guidance Joint doctrine and concepts Joint and multinational forces at the operational level of war Joint planning and execution processes Information operations, C2 and battlespace awareness Joint force and joint requirements development 	<u>JPME Phase I</u> <ul style="list-style-type: none"> National security strategy National planning systems and processes National and theater military strategy, campaigning and organization Joint doctrine, force and requirements development Information operations, C2 and battlespace awareness Joint strategic leader development 	<u>JPME Phase II</u> <ul style="list-style-type: none"> National security strategy National military strategy and organization Joint warfare, theater strategy and campaigning National and joint planning systems and processes Integration of Joint, IA and multinational capabilities Information ops, C2 and battlespace awareness Joint force and joint requirements development Joint strategic leader development 	<u>CAPSTONE</u> <ul style="list-style-type: none"> National security strategy Joint operational art <u>Joint Functional Component Commander Courses & JFOWC</u> National security strategy National planning systems and organization National military strategy & organization Theater strategy, campaigning and military operations in Joint, interagency, and multinational environment Information operations Strategic leader development <u>PINNACLE</u> <ul style="list-style-type: none"> Joint/Combined force development Building & commanding the joint combined force The JFC and the IA, NCA, NMS and the Congress
			<u>AJPME and JPME Phase II</u> <ul style="list-style-type: none"> National strategic security systems and guidance and command structures Theater strategy and campaigning Integration of Joint interagency (IA) and multinational capabilities Information operations Joint planning systems 			

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¹ICAF, NWC, and JAWS offer single-phase JPME

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Annex A
Appendix A
Enclosure A

APPENDIX B TO ENCLOSURE A

JOINT OFFICER MANAGEMENT EDUCATIONAL REQUIREMENTS

1. General

a. This appendix provides guidance for the Military Services concerning statutory educational requirements based¹ on title 10, USC, chapter 107. Additional guidance concerning joint officer management can be found in DODI 1300-20, "DOD Joint Officer Management Program Procedures" (reference e) and DODI 1215.20, "Reserve Component (RC) Joint Officer Management Program" (reference d).

b. Within the DOD Joint Officer Management Program, a selected officer with the educational and joint duty prerequisites may be designated as "joint specialty officer (JSO)" or "JSO nominee," an administrative classification that identifies an officer as having education and/or experience in joint matters.

c. The Reserve Component (RC) Joint Officer Management Program addresses management of RC officers on the Reserve Active Status List (RASL).

2. Educational Requirements for Joint Specialty Officers. To satisfy the educational prerequisites for JSO/JSO nominee designation, officers must receive credit for completing a CJCS-certified or accredited program of JPME. In exceptional cases, CJCS may grant JPME credit to officers who have not completed the full course of study. AJPME as a JPME analog does not satisfy the educational prerequisites for JSO/JSO nominee designation. Paths for satisfying the educational requirements for JSO/JSO nominee designation can be accomplished in several ways:

a. An officer completes JPME Phase I at a Service ILC or SLC. This is followed by completion of JPME Phase II at JCWS or an accredited Service SLC. Other than officers possessing a critical occupational specialty, officers must attend JPME II prior to completion of the joint assignment to qualify for JSO designation. The SecDef can waive this requirement for a limited number of officers designated as JSOs in a fiscal year. The following additional conditions apply:

¹ Formerly found under title 10, USC, chapter 38, section 663.

(1) Attendance at JPME Phase II prior to completion of JPME Phase I requires approval of a Direct Entry Waiver by the CJCS. Such waiver requests must be submitted in writing by the officer's Service to the Joint Staff/J-1 a minimum of 60 days prior to the start of the JCWS class to which the Service desires to send the officer.

(2) Waivers are to be held to a minimum, with approval granted on a case-by-case basis for compelling reasons. Waiver requests require justification and must demonstrate critical career timing precluding the officer from attending JPME Phase I prior to Phase II. Requests must address the officer's qualifications, JSO potential and plans for subsequent assignment to a JDA. Waiver approval must be received prior to attendance at JCWS. Waiver approval is for the sequencing of JPME phases only and does not remove the JSO educational requirement to complete JPME Phase I.

(3) Officers granted direct-entry waivers will be scheduled to attend the 5-day Joint Transition Course conducted by the JFSC immediately prior to beginning their Phase II course.

b. An officer completes an intermediate- or senior-level international military education program for which JPME Phase I equivalent credit has been approved by the CJCS. (This method for receiving JPME Phase I credit is subject to the provisions of paragraph 4 of this appendix.) This is followed by completion of JPME Phase II at JCWS or in-resident attendance at an accredited Service SLC.

c. An officer completes NWC, ICAF or JAWS when accredited.

3. Educational Requirements for Joint Duty Assignments Reserve (JDA-R). To the extent practical, Reserve officers on the DOD RASL will complete the appropriate level of educational requirements before assignment to a JDA-R billet. Positions will be validated and documented to identify positions that require no JPME, those that require JPME Phase I and those that require AJPME. Officers in critical JDA-R billets will complete AJPME before assignment, where practicable. Additional guidance concerning Reserve officer joint officer management can be found in DODI 1215.20.

4. Equivalent JPME Phase I Credit. The CJCS authorizes the Service Chiefs to award JPME Phase I credit to officers who successfully complete a resident international military college, subject to the provisions cited below.

a. The resident international military college is on the CJCS approved JPME Phase I Equivalency list.

b. Individuals selected for these programs meet the same rigorous selection criteria as other ILC and SLC PME attendees.

c. The Service grants PME credit for completion of the international military college programs.

5. CJCS Accredited JPME Programs. The Chairman accredits JPME programs at all ILCs and SLCs under the provisions of the PAJE (Enclosure F). The initial certification dates for all currently accredited JPME courses of instruction are provided at Appendix C to Enclosure A.

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APPENDIX C TO ENCLOSURE A

CJCS ACCREDITED JOINT EDUCATION PROGRAMS

1. General. This appendix identifies the initial CJCS-certification dates for all intermediate- and senior-level JPME programs that have been accredited. All programs have retained their accreditation status unless otherwise indicated.

2. CJCS Initial JPME Certification Data

<u>Program</u>	<u>Initial Certification Date</u>	<u>JPME Phase(s)</u>
National War College (NWC)	1 June 1989	Single-Phase
Industrial College of the Armed Forces (ICAF)	1 June 1989	Single-Phase
Joint Advanced Warfighting School (JAWS)		Single-Phase
School of Information Warfare and Strategy (SIWS)	10 May 1995 ¹	I and II
Joint Forces Staff College (JFSC) (Intermediate Level College)	1 June 1989 ²	I and II
Joint and Combined Staff Officer School (JCSOS) (JFSC ³)	1 July 1990 ⁴	II
Joint and Combined Warfighting School (JCWS) (JFSC ³)	25 October 1994	II
US Army War College (USAWC)	1 June 1989 ⁵	I
USAWC (Non-resident)	16 February 1999	I
Army Command and General Staff College (ACGSC) (Resident)	1 June 1989 ⁵ <i>(Phase I credit for AY1990)</i>	I
ACGSC (Non-resident)	3 July 1991 <i>(1st graduates produced in 1992)</i>	I
College of Naval Warfare (CNW)	1 June 1989 ⁵	I
College of Naval Command and Staff (CNCS) (Resident)	1 June 1989 ⁵	I
College of Continuing	29 March 1991	I

Education/ College of Distance Education (Navy Intermediate Level College Non-resident) ⁷		
Naval Postgraduate School (NPS)	11 December 1995 ⁶	I
Air War College (AWC)	1 June 1989 ⁵	I
Air Command and Staff College (ACSC) (Resident)	1 June 1989 ⁵	I
ACSC (Non-resident)	2 November 1990	I
Marine Corps War College (MCWAR)	18 December 1992	I
Marine Corps Command and Staff College (MCCSC) (Resident)	1 June 1989 ⁵	I
Marine Corps College of Continuing Education (MCCCE) (Non-resident)	28 January 1994	I
Advanced Joint Professional Military Education (AJPME)	17 December 2004	N/A ⁸
Joint Advanced Warfighting School (JAWS)		Single-Phase

ENCLOSURE B

POLICIES FOR INTERMEDIATE- AND SENIOR-LEVEL COLLEGES

1. General. This enclosure outlines policies applicable to intermediate and senior PME programs.
2. International Officer Participation. The Services and NDU may maintain international officer programs that best meet their respective colleges' missions. International officer participation will be consistent with relevant security considerations and appropriate directives.
3. Civilian Participation. The Services and NDU may include civilian students in their programs. Civilian students should have appropriate academic and professional backgrounds. Participation by both DOD and non-DOD civilian students is desired, with focus of non-DOD students on perspectives of the interagency.
4. Curricula. PME institutions will base their curricula on their parent Service's needs or, in the case of the NDU colleges, on their CJCS assigned missions. JPME I and II will not be delivered as a stand-alone course, they must be delivered in conjunction with Service PME. Each college will fulfill the appropriate joint learning objectives and generally have a curriculum that includes:
 - a. Mission-specific courses appropriate to the Service or college.
 - b. JPME conducted within the context of the college or school mission. (Enclosure E identifies the joint learning areas and objectives for intermediate and senior PME colleges and schools.)
 - c. Elective courses that enhance each student's professional and educational opportunities.
5. Resident Programs
 - a. Class and Seminar Mix
 - (1) Class mix at each Service ILC and Service SLC will contain a balanced mix of operational and functional expertise from the two non-host Military Departments. Service SLCs shall have no more than 60 percent host Military Department student representation across their student bodies. This percentage is computed by including US military

officers, international officers and civilian enrollments in the student body.

(2) Seminar mix at Service ILCs and Service SLCs must include at least one officer from each of the two non-host Military Departments.

(3) NWC, ICAF and JAWS must have approximately equal representation from each of the three Military Departments in their military student bodies.

(4) JFSC military student quotas in JCWS will be allocated in accordance with the distribution of billets by Service on the Joint Duty Assignment List (JDAL). AJPME quotas will have approximately equal representation from each of the three Military Departments.

(5) For all intermediate- and senior-level schools, Navy, Marine Corps and Coast Guard officers will count toward Sea Service Student requirements.

b. Faculty. Faculty members will be of the highest caliber, combining the requisite functional or operational expertise with teaching ability and appropriate academic credentials.

(1) Military Faculty. Active duty military officers bring to a faculty invaluable operational currency and expertise; therefore, a sufficient portion of each college/school's faculty shall be active duty military officers. Military faculty are those uniformed personnel who prepare, design or teach PME curricula or conduct research related to PME. Navy, Marine Corps and Coast Guard officers count toward Sea Service military faculty requirements.

(a) Faculty Mix. Personnel performing strictly administrative functions may not be counted in faculty ratios and mixes.

1. Service SLCs. Total non-host Military Department faculty shall be no less than 40 percent of the total military faculty whose primary duty is student instruction of JPME. The mix of the faculty members should be proportionally divided among each non-host Military Department.

2. Service ILCs. The mix of military faculty members whose primary duty is student instruction of JPME should be a minimum of 5 percent from each non-host Military Department.

3. NDU. At NWC, ICAF and JFSC, the mix of

military faculty members will be approximately one-third from each Military Department.

(b) Qualifications

1. Service SLCs. 75 percent of the military faculty should be graduates of a senior-level PME program or be JSOs.

2. Service ILCs. 75 percent of the military faculty should be graduates of an intermediate- or senior-level PME program or be JSOs.

3. JFSC. All military faculty at JFSC should be graduates of an intermediate- or senior-level PME program or have comparable joint experience.

(2) Civilian Faculty. The Services and NDU determine the appropriate number of civilians on their respective college faculties. Civilian faculty members should have strong academic records.

(3) Faculty Chairs

(a) Each NDU JPME College will establish a CJCS Professor of Military Studies Chair. CJCS chairs will be military faculty of appropriate rank who have completed JPME (or are JSOs), have recent joint operational experience and are capable of contributing insight into joint matters to the faculty and student body. The CJCS approves nominees for these chairs, which will be filled from authorized military faculty positions. CJCS chairs act as a direct liaison with the Office of the CJCS and the Joint Staff.

(b) Each NDU JPME College is encouraged to establish similar Service Chiefs chairs' for each of the Services.

(c) Each Service College is encouraged, within its own resources, to establish CJCS chairs as described above, as well as similar Service Chiefs' chairs for each non-host Service.

(4) Student-to-Faculty Ratios

(a) Reasonable student-to-faculty ratios are essential to quality instruction. The following ratios are standards for the PME level indicated:

1. ILC/JCWS -- 4:1.

2. SLC/JAWS - 3.5:1.

(b) These ratios are computed by dividing the total number of students by the total faculty using the following guidelines:

1. Faculty. Personnel (military and civilian) who -- as determined by the college or school -- teach, prepare or design PME curriculum, or conduct research related to PME, count in computation of this ratio. Personnel performing strictly administrative functions may not be counted as faculty for computing student-to-faculty ratios.

2. Students. All (US and international) military officers and civilians assigned to the institution as students for the purpose of completing a prescribed course of instruction count as students in the computation of student-to-faculty ratios. Non-host Military Departments must provide ILC and SLC students who reflect a representative mix of operational and functional expertise from that Department.

c. Learning Methodology. PME institutions will primarily use a mix of active learning methods such as research, writing, reading, oral presentations, seminar discussions, case studies, wargaming, simulations and distributive learning. Passive learning methods (without student interaction) may also be used to enhance the overall educational experience. Small group learning should be the principal resident education methodology.

6. Non-Resident Education Programs

a. Non-resident programs offer the opportunity to provide PME and JPME to a larger population than can be supported in resident facilities. These programs must be of sufficient substance and academic rigor -- measured against challenging, realistic standards -- that they clearly achieve the objectives of this instruction. Such educational standards must accommodate the differences in the non-resident environments, non-resident methodologies and needs of non-resident students.

b. Non-resident education is the delivery of a structured curriculum to a student available at a different time or place than the teaching institution's resident program. It is a deliberate and planned learning experience that incorporates both teaching by the sponsoring institution as well as learning efforts by the student. Non-resident education provides instruction in places or times that are convenient and accessible for learners rather than teachers or teaching institutions. To accomplish this, the educational institution uses special course design, instructional techniques, methods of communication and contact with students and organizational and administrative arrangements to create a quality

learning experience. There are three approaches used to provide non-resident JPME via an appropriate, structured curriculum.

(1) Satellite seminars or classes. The satellite approach typically uses adjunct faculty to replicate the in-residence learning experience at a location away from the JPME institution. The instructional format is essentially the same as that provided to in-residence students.

(2) Distance/Distributed Learning (DL). In a DL format there is a separation of either time or distance between the instructor and the learner or learners. JPME via DL can be designed to serve individual learners or distributed virtual seminars of learners. It typically employs combinations of print or electronic media, combined with appropriate technologies such as Video Tele-Education (VTE) and web-based applications. The web-based formats may also be combinations of either asynchronous (self-paced / at different times) or synchronous (real-time interaction) delivery strategies.

(3) Blended learning. A blended approach combines DL with some form of in-residence program. The in-residence phase or phases are typically at the JPME institution, but can be conducted at satellite facilities.

c. JPME Learning Objectives. Non-resident programs must meet the JPME learning objectives assigned to their respective resident institutions. Non-resident curricula and related educational products and materials should derive from and closely parallel the Program of Instruction (POI)/curriculum of their respective resident institutions. The differences between the two types of programs are primarily in the specific delivery methodology and techniques employed to achieve the PME and JPME learning objectives.

d. Class and Seminar Mix. With the exception of AJPME, non-resident programs need not maintain the mix of students by Service in their overall student bodies and seminars required of resident programs. ILC and SLC non-resident programs should, when delivered in a group environment, seek diversity in student populations by providing enrollment opportunities to non-host Services, Reserve Components, DOD and non-DOD civilians, as appropriate.

e. Faculty

(1) Qualifications. Non-resident program faculty will meet the same qualification criteria as faculty in their respective resident institutions.

(2) Faculty Mix. With the exception of AJPME, non-resident programs do not require the same faculty mix as resident programs and specific percentages do not apply. Service ILCs and SLCs must show that non-host Service faculty members are an integral part of the development and implementation of their non-resident curriculum.

f. Student-Faculty Ratios

(1) In non-resident education programs, the number of faculty members is determined by the course design and the demands of students -- what the methodology requires and how much access students need to faculty to successfully master the subject matter. Service ILCs, SLCs and JFSC must show proper faculty staffing for the methodology being used and that all students have reasonable access to faculty subject matter expertise and counseling.

(2) In determining appropriate non-resident faculty staffing levels, institutions should consider all faculty actively participating in the development and implementation of the program.

g. Learning Methodology

(1) Service ILCs and SLCs may choose methodologies and techniques appropriate to their Service, subject content and student populations.

(2) Non-resident programs must demonstrate they provide their students with an understanding of other Services' perspectives in building a joint perspective. Service ILCs, SLCs and JFSC must show they have a valid non-resident methodology for developing joint perspective and must demonstrate through evaluation of student performance and outcomes assessment that students are acquiring the desired joint perspective.

ENCLOSURE C

PME REVIEW PROCESS

1. Overview. An ongoing review of PME satisfies CJCS statutory requirements and guarantees the effectiveness of professional military education. The process is made up of three components:
 - a. Feedback mechanisms.
 - b. Update mechanisms.
 - c. JPME assessments.
2. Feedback Mechanisms. Feedback on PME curricula currency, quality and validity is available from a variety of sources. These sources include the combined actions of the individual colleges, joint education conferences, Military Education Coordination Council (MECC) meetings and formal feedback systems used by the various PME institutions.
 - a. Individual Schools. Each PME institution should have a well-defined, vigorous curriculum review program that accommodates near- and long-term changes in the PME environment.
 - b. Joint Education Conferences. The Joint Staff or an educational institution periodically hosts joint educational conferences on topics of interest to the joint warfighting community and supporting educational institutions.
 - c. Military Education Coordination Council (MECC). The MECC serves as an advisory body to the Director, Joint Staff, on joint education issues, and consists of the MECC Principals and a supporting MECC Working Group. The purpose of the MECC is to address key educational issues of interest to the joint education community, promote cooperation and collaboration among the MECC member institutions and coordinate joint education initiatives.
 - (1) MECC Principals. The MECC principals are: the Deputy Director, Joint Staff for Military Education (DDJS-ME); the presidents, commandants and directors of the joint and Service universities and colleges; and the heads of any other JPME-certified or accredited institutions; and the USJFCOM/J-7. The MECC Chairman may invite representatives from other commands and organizations as appropriate.

(2) MECC Working Group. A MECC Working Group is comprised of dean's-level/O-6 representatives of the MECC principals. The Chief, Joint Staff/J-7 Joint Education Branch, chairs the Working Group. Service Chiefs and combatant commanders are invited to send participants to all MECC Working Group meetings to provide feedback to improve the educational process. The MECC Working Group chair may invite other participants as appropriate. The Working Group performs the following functions:

(a) Supports the MECC principals' meetings, to include developing the agenda, preparing papers and briefings and documenting and disseminating meeting results.

(b) Supports MECC-approved initiatives, to include the formulation of subgroups as may be required to implement approved initiatives. Subgroups include:

1. Distance Learning Coordination Committee (DLCC).² The DLCC acts as the primary advising body to the MECC WG on distance learning issues to include: design and methodologies; technology and software; curriculum development; accreditation; education policy; general program administration and management; and other topics as appropriate

2. General and Flag Officer Coordination Committee (GFOCC).³ The GFOCC acts as the primary advising body to the MECC WG on general and flag officer issues. GFOCC was created to: integrate the individual efforts regarding the education of G/FOs; discuss common areas of interest, establish a community of interest or G/FO education network and to chart a vision for the future.

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

(3) MECC Meetings. The Director, Joint Staff, will convene a meeting of the MECC principals at least once annually. The MECC Working Group will meet at least twice annually, normally prior to any MECC principals meeting and on other occasions the Working Group deems necessary. The J-7 will publish meeting minutes for all MECC principal and Working Group meetings and make distribution to MECC members and other concerned parties.

² DLCC concept approved by MECC 5 April 2001.

³ JS/J-7 initiative to standup GFOCC subgroup as a result of G/FO JPME Crosswalk Conference, 4-5 May 2005.

(4) MECC Initiatives. The MECC principals may approve and implement initiatives that are within the authority of its members. Actions requiring the concurrence of OSD, the combatant commands, Defense agencies, the Joint Staff, and/or the Services will be formally coordinated with the Services and/or combatant commanders prior to forwarding to the Director, Joint Staff. The lead Joint Staff element for coordinating such actions is the J-7, Joint Education Branch.

3. Update Mechanisms. The PME update process involves all levels of the PME system and the using communities (i.e., Services, combatant commands and DOD agencies).

a. Policy Review. The DDJS-ME will initiate a thorough review of the Chairman's PME policies as reflected in this instruction every 5 years. That review will involve the Joint Staff, the Services, combatant commands, PME institutions, and other affected agencies.

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

c. Joint Faculty Education Conference (JFEC). The Joint Staff/J-7 Joint Education Branch, with support from USJFCOM/J-7, will host an annual JFEC to present emerging concepts and other material relevant to maintaining curricula currency to the faculties of the PME and JPME colleges and schools. This group will also conduct an initial assessment of submitted Special Areas of Emphasis (SAEs).

d. SAEs. Highlight the concerns of OSD, the Services, combatant commands, Defense agencies, and the Joint Staff regarding coverage of specific joint subject matter in the PME colleges. They help ensure the currency and relevance of the colleges' JPME curricula and provide an independent view of what those curricula should address.

(1) A list of up to 10 SAEs is formulated annually through the Joint Staff/J-7 Joint Education Branch and approved by the Director, Joint Staff, as follows: The branch invites OSD, the Services, combatant commands, Defense agencies, and the Joint Staff to submit proposed SAEs with justification for review. Initial review takes place at the annual JFEC, out of which comes an initial assessment to the Fall MECC Working Group. Based on the MECC Working Group's review, the Joint Staff/J-7 forwards the new SAE list for DJS approval via the MECC. The approved SAE list is distributed to the joint and Service colleges and schools annually during January.

(2) Proposed SAEs should not duplicate subject areas already covered by existing joint learning areas and objectives (Enclosure E, Appendices B-L), nor should they address subjects better handled via training programs -- those designed to deliver discrete, well-defined knowledge and skill sets essential to performance of specific tasks/jobs.

(3) Colleges and schools will evaluate each SAE and, where they deem feasible and appropriate, incorporate them in their curricula; however, inclusion is not required.

4. JPME Assessments. Periodic assessments of JPME are conducted for all levels of military education. Precommissioning and primary JPME is assessed through the triennial reporting requirement (paragraph 3, Annex A to Appendix B to Enclosure E). Assessments of JPME at all Service and joint ILCs and SLCs are conducted using the formal Process for Accreditation of Joint Education (PAJE). The PAJE prescribes procedural guidelines for program assessment of institutions seeking JPME accreditation. For G/FO JPME, assessment consists of an annual review of curricula of the CAPSTONE, JFOWC and PINNACLE courses. Each of these assessment measures is a tool for ensuring that the prescribed joint educational requirements at each level are met. The results of these assessments are also used to update educational policy as appropriate.

5. Conclusion. As prescribed in title 10, USC, section 153, the SecDef, with the advice and assistance of the CJCS, periodically reviews and revises the curricula of joint educational programs to enhance the education and training of officers in joint matters. Capitalizing on existing activities, the aforementioned review process broadly identifies the components necessary to ensure that PME in general, and JPME in particular, are current and properly executed.

ENCLOSURE D

RESPONSIBILITIES

1. Overview. This enclosure outlines responsibilities within the Armed Forces for compliance with prescribed military educational policies. The GNA, as amended, prescribes the authority and responsibilities of the CJCS. Specific duties and responsibilities within the PME system are pursuant to GNA, DOD and Military Department regulations.

2. General. The success of the PME system is a shared responsibility. The Joint Chiefs of Staff (JCS), combatant commanders, directors of Defense agencies, commanders, administrators and educators must impress upon their officers the importance of PME objectives. Officers must be concerned with both individual professional development and improved national security posture. The success of PME relies on this group to:

- a. Manage unique PME requirements.
- b. Recognize the importance of a framework to integrate military education.
- c. Establish procedures ensuring officers with potential for increased responsibility to attend resident PME schools.
- d. Assign officers who are expert in Service matters and educated or experienced in joint matters to JDAs.
- e. Identify officers with the capacity for strategic thought and then develop this ability.
- f. Ensure appropriate joint emphasis in the education of all officers, regardless of billet.
- g. Provide the resources and learning environment conducive to the study of the use of military power.
- h. Ensure that proper attention is given to total force requirements relative to PME.

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

- a. Formulating policies for coordinating the military education and training of members of the Armed Forces.⁴
- b. Advising and assisting the SecDef by periodically reviewing and revising the curriculum of each school of NDU (and of any other joint professional military education school) to enhance the education and training of officers in joint matters.⁵
- c. Advising and assisting the SecDef through the designation and certification of all elements of a joint professional military education.⁶
- d. Providing primary oversight of the joint educational process.
- e. Serving as the principal military adviser to the SecDef on PME matters.
- f. Approving the charter and mission of NDU and its component institutions.
- g. Recommending to the SecDef a nominee for President, NDU.
- h. Approving the President, NDU's nomination for the NWC, ICAF and JFSC commandants.
- i. Approving the CJCS chairs for NWC, ICAF, JFSC and the Service colleges.
- j. Advising and assisting the SecDef in distributing a uniform cost accounting system for use by the Secretaries of the Military Departments in preparing budget requests for the operation of PME schools.
- k. Periodically reporting trends from PAJE ILC and SLC curriculum reviews and other matters relating to PME to the SecDef.
- l. Periodically providing Joint Staff action officers from the various directorates, as available and on request from a school, as subject matter experts, to provide briefings, lectures and papers to enhance and extend the PME process.

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

⁴ Title 10, USC, section 153

⁵ Title 10, USC, section 2152

⁶ Title 10, USC, section 2154

a. Managing the content, quality and conduct of the Service's PME programs at all levels within the guidelines of the military educational framework and, where appropriate, implement policies contained in this document.

b. Providing military faculty and students as follows:

(1) Students

(a) For each non-host Service ILC, provide an adequate number of students to ensure each seminar contains at least one officer from your Military Department.

(b) For Service SLCs, the non-host military departments will be proportionally represented.

(c) For NWC, ICAF, JAWS and JFSC, provide sufficient students so that each Military Department provides approximately one third of the US military student body.

(d) For each non-host Service and Joint ILC and SLC, provide students in a balanced mix of operational and functional expertise.

(e) For attendance at PINNACLE:

1. Provide a list of G/FO nominees to the Director, Joint Staff (Special Assistant for G/FO Matters), not later than 60 days prior to class start date.

2. Provide orders for approved officers to attend PINNACLE approximately 2 weeks prior to course start date.

3. Provide security clearance data and individual biographies of PINNACLE attendees to NDU and USJFCOM 3 weeks prior to course start date.

(2) Faculty

(a) For each non-host Service ILC, provide from your Military Department a minimum of 5 percent of the military faculty whose primary duty is student instruction of JPME.

(b) For each host Service SLC, no more than 60 percent of the US military faculty will be US military officers from the host military

department, with the remaining Military Departments proportionally represented.

(c) For NWC, ICAF, and JFSC, provide from your Military Department approximately one third of the US military faculty.

c. Providing facility support for its own educational programs and for NDU programs as follows:

(1) Army -- NDU main campus, Fort Lesley J. McNair, Washington, D.C.

(2) Navy -- JFSC, Norfolk, Virginia.

d. Ensuring that Service JPME programs meet Phase I and Phase II criteria and objectives.

e. Determining appropriate active duty, international officer, Reserve Component and civilian participation in your respective Service College.

f. Approving Service Chief Chairs for NWC, ICAF, and JFSC.

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

h. Providing reports to the CJCS on the joint educational programs at the precommissioning and primary JPME. Reports using the format in Annex A to Appendix B to Enclosure E were due 1 October 2003 and triennially thereafter.

5. Director, Joint Staff (DJS). The Director will:

a. Supervise the Deputy Director, Joint Staff, for Military Education (DDJS-ME).

b. Serve as Chairman, MECC.

c. Serve as Chairman, PAJE team.

d. Approve PINNACLE attendees.

e. Supervise the budgeting and execution of an assistance effort to make Joint Staff subject matter experts available to the schools to enhance and extend PME in areas of policy and practice too new to be covered in current curriculum.

6. Office of the Director, Joint Staff (ODJS). The Special Assistant for G/FO Matters will:

- a. Monitor the attendance of newly promoted G/FOs at the CAPSTONE course.
- b. Coordinate G/FO attendance at JFOWC and PINNACLE.
- c. Coordinate with the Services to identify PINNACLE attendees and obtain DJS approval.
- d. Provide PINNACLE attendee roster to NDU and USJFCOM, 7 weeks prior to the start of the PINNACLE course.

7. Director for Manpower and Personnel, Joint Staff (DJ-1). The DJ-1 will:

- a. Collect data on joint school attendees and graduates and reports on graduate use.
- b. Coordinate US officer attendance at senior-level international military colleges.
- c. Monitor compliance with Title 10, USC, chapter 107, Joint Duty assignments after completion of joint professional military education.
- d. Coordinate requests for JPME Phase II Direct Entry Waivers.

8. Director for Operational Plans and Joint Force Development, Joint Staff (DJ-7). In conjunction with the Director, Joint Staff, the DJ-7 supervises the DDJS-ME, and ensures integration of PME with joint training, exercises and doctrine. Serves as the Joint Staff point of contact for PINNACLE matters.

9. Deputy Director, Joint Staff, for Military Education (DDJS-ME). The DDJS-ME is also the Vice Director for Operational Plans and Joint Force Development (VDJ-7). The DDJS-ME works directly for the Director, Joint Staff, and is responsible for the following:

- a. Assisting with policy formulation for coordinating the military education of the Armed Forces.
- b. Acting as the office of primary responsibility for the resolution of issues relating to the educational prerequisites for joint officer management.

- c. Periodically reviewing and recommending JPME revisions.
- d. Administering the PAJE.
- e. Coordinating, approving and reallocating NDU PME student body size and composition with NDU and the Services.
- f. Coordinating the periodic review of all JPME curriculums for the CJCS.
- g. Coordinating for the Joint Staff on reports dealing with military education.

10. Joint Training Directorate and Joint Warfighting Center (USJFCOM/J-7). USJFCOM will:

- a. Participate in the MECC and MECC Working Groups.
- b. Support the PAJE process within the guidelines of this instruction.
- c. Advise the MECC on education and training transformation initiatives.
- d. Assist Joint Staff/J-7 Joint Education Branch in the conduct of the annual JFEC.
- e. Assist in G/FO training and education:
 - (1) Execute the CAPSTONE Joint Operations Module (JOM):
 - (a) Conduct allocated portion of course; POM accordingly.
 - (b) Conduct, in coordination with NDU, an annual curricula review of the CAPSTONE course NLT 30 December each year.
 - (2) Provide support to the execution of PINNACLE.
 - (a) Conduct allocated portion of course (days 1-4); host Norfolk/Suffolk portion and POM accordingly.
 - (b) Conduct, in coordination with NDU, an annual curricula review of the PINNACLE course NLT 30 December each year.
 - (c) Coordinate with Supreme Allied Command Transformation (SACT) as authority to issue invitations for allied participation in the PINNACLE JOM.

(3) Provide support to the execution of JFOWC and the Functional Component Commander Courses.

11. President NDU tasks and responsibilities are as per CJCSI 1801.01.

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ENCLOSURE E

JOINT PROFESSIONAL MILITARY EDUCATION

1. General. This enclosure provides common educational standards, taxonomy of desired levels of learning achievement and joint learning objectives for the five levels of PME.
2. Common Educational Standards. The following describes educational standards common to all PME institutions that the CJCS considers essential for satisfactory resident and non-resident programs. Each standard is described primarily in qualitative terms, since no particular organizational pattern or application strategy applies in all settings.
 - a. Standard 1 -- Develop Joint Awareness, Perspective, and Attitudes. JPME curricula should prepare graduates to operate in a joint, interagency and multinational environment and bring a joint perspective to bear in their tactical, operational, strategic and critical thinking as well as professional actions. Institutions' missions, goals, objectives, educational activities and the mix of students and faculty should reflect joint educational requirements, encourage critical analyses of current and emerging national strategies from a joint perspective and foster a commitment to joint and interagency cooperation. The institutions' leadership, faculty, and students should manifest an appropriate commitment to jointness.
 - b. Standard 2 -- Employ Predominately Active and Highly Effective Instructional Methods. Instructional methods should be appropriate to the subject matter and desired level of learning and should employ active student learning whenever feasible. The goals of the educational offerings are rigorous and challenging, requiring students to engage in critical thinking and active interchange with faculty and students.
 - c. Standard 3 -- Assess Student Achievement. Each institution should aggressively assess its students' performance. Educational goals and objectives should be clearly stated and students' performance should be measured against defined institutional standards by appropriate assessment tools to identify whether desired educational outcomes are being achieved.
 - d. Standard 4 -- Assess Program Effectiveness. Institutions should conduct surveys of students, graduates, their supervisors⁷ and the joint

⁷ Supervisor surveys are optional for non-resident programs.

leadership to determine curricula and educational effectiveness of their academic programs. Additionally, institutions should analyze student performance for indicators of program effectiveness. Results of these analyses should be used to refine or develop curricula that continue to meet evolving mission requirements in the context of an ever-changing world. Curricula should be the product of a regular, rigorous and documented review process.

e. Standard 5 -- Conduct Quality Faculty Recruitment. Selection, Assignment and Performance Assessment Program. Faculty should have the academic credentials, teaching skills and experience in joint and professional matters needed to teach in the institution. Faculty roles and responsibilities should be clearly documented. Institutions should hold faculty accountable to clearly defined and measurable performance criteria and standards.

f. Standard 6 -- Conduct Faculty Development Programs For Improving Instructional Skills and Increasing Subject Matter Mastery. Each institution should have a faculty development program to refine teaching skills, improve instructional methods, maintain currency in subject areas and encourage further professional development. Policy and resources must support the faculty development program.

g. Standard 7 -- Provide Institutional Resources to Support the Educational Process. Each institution must have a library or learning resource center, informational resources, financial resources and physical resources that meet the needs of all users and supports the mission and programs of the institution.

3. Levels of Learning Achievement. See Appendix A to Enclosure E.

APPENDIX A TO ENCLOSURE E

LEARNING OBJECTIVE VERBS

Levels of Learning Achievement. Below is a list of descriptive verbs that constitute a useful hierarchy of possible levels of learning. The verbs, listed in increasing levels of achievement, are used to define the JPME objectives in the following appendixes of Enclosure E.

Level	Illustrative Level	Definitions
Knowledge	Arrange, define, describe, identify, know, label, list, match, memorize, name, order, outline, recognize, relate, recall, repeat, reproduce, select, state	Remembering previously learned information
Comprehension	Classify, comprehend, convert, define, discuss, distinguish, estimate, explain, express, extend, generalize, give example(s), identify, indicate, infer, locate, paraphrase, predict, recognize, rewrite, report, restate, review, select, summarize, translate	Grasping the meaning of information
Value	Accepts, adopts, approves, completes, chooses, commits, demonstrates, describes, desires, differentiates, displays, endorses, exhibits, explains, expresses, follows, forms, initiates, invites, joins, justifies, prefers, proposes, reads, reports, sanctions, selects, shares, studies, value, works	Internalization and the consistent display of a behavior. The levels of valuing consist of acceptance of a value, preference for a value and commitment (conviction)

Application	Apply, change, choose, compute, demonstrate, discover, dramatize, employ, illustrate, interpret, manipulate, modify, operate, practice, predict, prepare, produce, relate, schedule, show, sketch, solve, use, write	Applying knowledge to actual situations
Analysis	Analyze, appraise, breakdown, calculate, categorize, classify, compare, contrast, criticize, derive, diagram, differentiate, discriminate, distinguish, examine, experiment, identify, illustrate, infer, interpret, model, outline, point out, question, related, select, separate, subdivide, test	Breaking down objects or ideas into simpler parts and seeing how the parts relate and are organized
Synthesis	Arrange, assemble, categorize, collect, combine, comply, compose, construct, create, design, develop, devise, explain, formulate, generate, plan, prepare, propose, rearrange, reconstruct, relate, reorganize, revise, rewrite, set up, summarize, synthesize, tell, write	Rearranging component ideas into a new whole
Evaluation	Appraise, argue, assess, attach, choose, compare, conclude, contrast, defend, describe, discriminate, estimate, evaluate, explain, judge, justify, interpret, relate, predict, rate, select, summarize, support, value	Making judgments based on internal evidence or external criteria

APPENDIX B TO ENCLOSURE E

PRECOMMISSIONING AND PRIMARY JOINT PROFESSIONAL MILITARY
EDUCATION

1. Precommissioning

a. Institutions and Programs

- (1) Military Service Academies.
- (2) ROTC units.
- (3) OCS and OTS.

b. Joint Emphasis. In addition to an introduction to their respective Service, students should have knowledge of the basic US defense structure, roles and missions of other Military Services, the combatant command structure and the nature of American military power and joint warfare.

c. Learning Area 1 -- National Military Capabilities and Organization

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

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

(3) Know the chain of command from the President and the SecDef to the individual Service headquarters and to the unified commands.

(4) Know the primary missions and responsibilities of the combatant commands.

(5) Know the Military Services' primary roles, missions and organizations.

d. Learning Area 2 -- Foundation of Joint Warfare

(1) Describe the nature of American Military Power (Chapter 1, Joint Pub 1 -- reference 1).

- (2) Identify the values in Joint Warfare (Chapter 2, Joint Pub 1).
- (3) Understand fundamentals of information operations.
- (4) Know how to access joint learning resources.

2. Primary

a. Institutions and Courses

- (1) Branch, warfare and staff specialty schools.
- (2) Primary PME courses.

b. Joint Emphasis. Prepares officers for service in Joint Task Forces (JTF) where a thorough introduction in joint warfighting is required. The programs at this level address the fundamentals of joint warfare, JTF organization and the combatant command structure, the characteristics of a joint campaign, how national and joint systems support tactical-level operations and the capabilities of the relevant systems of the other Services.

c. Learning Area 1 -- Joint Warfare Fundamentals

- (1) Know fundamentals of joint warfare (Chapter 3, Joint Pub 1).
- (2) Know each combatant command's mission, organization and responsibilities.
- (3) Comprehend joint aspects of Stability Operations.
- (4) Comprehend, within the context of the prevailing national military strategic focus, how national and joint systems are integrated to support Service tactical planning and operations (for tactical battlespace being taught at school).
- (5) Know the capabilities of other Services' weapon systems pertinent to the Service host-school systems and the synergistic effect gained from effective use of their joint capabilities.
- (6) Comprehend the effects that can be achieved with information operations and the implications for tactical operations.

(7) Know how to access joint learning resources.

d. Learning Area 2 -- Joint Campaigning

(1) Know who can form a JTF and how and when a JTF is formed.

(2) Know the fundamentals of a JTF organization.

(3) Comprehend the characteristics of a joint campaign and the relationships of supporting capabilities (Chapter 4, Joint Pub 1).

(4) Recognize the roles that factors such as geopolitics, culture and religion play in shaping planning and execution of joint force operations.

3. Reporting. Service Chiefs will provide the CJCS with reports on the joint educational programs at the precommissioning and primary levels of JPME. Reports using the format in Annex A to Appendix B to Enclosure E were due 1 October 2003 and triennially thereafter.

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ANNEX A TO APPENDIX B TO ENCLOSURE E

TRIENNIAL REPORT ON PRECOMMISSIONING AND PRIMARY JPME

1. PME Level. (Precommissioning or Primary).
2. Program. (Academy, ROTC, OCS/OTS, all Precommissioning and Primary PME Institutions).
3. Narrative Assessment. Provide an overall assessment of how well the joint learning objectives (JLO) in Appendix B to Enclosure E, are being addressed at the PME level identified in paragraph 1 above.
4. Education Methodology. Provide a brief explanation of the education methodology used in teaching this JLO (e.g., platform instruction, interactive educational technology, research, writing, oral presentations, case studies, seminar discussions, distributive learning and small-group instruction).
5. Validation/Feedback Mechanisms. Describe internal and external validation/feedback efforts. Provide an overview of the feedback findings to date, if any. Is feedback sought from graduates/supervisors on joint knowledge after graduation? How often is this validation conducted, and how is it evaluated and incorporated into subsequent courses?
6. Areas for Improvement. In the normal course of joint curriculum review and the assessment of student performance, the institution may identify areas for improvement in the joint curriculum. Please identify those findings as well as the proposed corrective action(s) using the format below. If no areas for improvement have been identified, so indicate.
 - a. JLO. (Per Appendix B to Enclosure E.)
 - b. Finding. (Briefly state the noted shortcoming or area for improvement.)
 - c. Suggestion. (Describe the proposed action to address the finding.)
7. Recommendations. Identify any recommended changes in JPME policy or procedures, with supporting rationale. If there are no recommendations, so indicate.

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Annex A
Appendix B
Enclosure E

APPENDIX C TO ENCLOSURE E

SERVICE INTERMEDIATE-LEVEL COLLEGE (ILC) JOINT LEARNING
AREAS AND OBJECTIVES

1. Overview. The Service ILCs' curricula focus is warfighting within the context of operational art.
2. Mission. The Service ILCs' joint mission is to expand student understanding, from a Service component perspective, of joint force employment at the operational and tactical levels of war.
3. Learning Area 1 -- National Military Capabilities, Command Structure and Strategic Guidance
 - a. Comprehend the capabilities and limitations of US military forces to conduct the full range of military operations against the capabilities of 21st century adversaries.
 - b. Comprehend the organizational framework within which joint forces are created, employed and sustained.
 - c. Comprehend the purpose, roles, functions and relationships of the President and the SecDef, National Security Council (NSC), CJCS, JCS, combatant commanders, joint force commanders (JFCs), Service component commanders and combat support organizations.
 - d. Comprehend how joint force command relationships and directive authority for logistics support joint warfighting capabilities.
 - e. Comprehend how the US military is organized to plan, execute, sustain and train for joint, interagency and multinational operations.
 - f. Comprehend the strategic guidance contained in the national security strategy, national military strategy and national military strategy for the global war on terrorism.
4. Learning Area 2 -- Joint Doctrine and Concepts
 - a. Comprehend current joint doctrine.
 - b. Comprehend the factors and emerging concepts influencing joint doctrine.

c. Apply solutions to operational problems using current joint doctrine.

d. Comprehend the interrelationship between Service doctrine and joint doctrine.

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

a. Comprehend the considerations for employing joint and multinational forces at the operational level of war.

b. Comprehend how theory and principles of war pertain to the operational level of war.

c. Analyze a plan for employment of joint forces at the operational level of war.

d. Comprehend the relationships among national objectives, military objectives and conflict termination, as illustrated by previous wars, campaigns and operations.

e. Comprehend the relationships among the strategic, operational and tactical levels of war.

f. Comprehend the relationships between all elements of national power (diplomatic, informational, military and economic) and the importance of interagency and multinational coordination in these elements, including homeland security and defense.

6. Learning Area 4. Joint Planning and Execution Processes

a. Comprehend the relationship among national objectives and means available through the framework provided by joint planning processes.

b. Comprehend the effect of time, coordination, policy changes and political development on the planning process.

c. Comprehend how the defense planning systems affect joint operational planning and force planning.

d. Comprehend how national, joint and Service intelligence organizations support JFCs and their Service component commanders.

e. Comprehend the fundamentals of campaign planning.

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

7. Learning Area 5 -- Information Operations, Command and Control (C2) and Battlespace Awareness

a. Comprehend how information operations are integrated in support of national and military strategies.

b. Comprehend how information operations are incorporated into both deliberate and crisis-action planning processes at the operational and JTF levels.

c. Know how C2 and battlespace awareness apply at the operational level of war and how they support operations conducted by a networked force.

d. Comprehend how increased reliance on information technology throughout the range of military operations creates opportunities and vulnerabilities.

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APPENDIX D TO ENCLOSURE E

SERVICE SENIOR-LEVEL COLLEGES (SLC) JOINT LEARNING AREAS
AND OBJECTIVES (JPME PHASE I)

1. Overview. Service SLCs focus on national military strategy as derived from national security strategy and policy, and its impact on strategic leadership, force readiness, theater strategy and campaigning.

2. Mission. Although each Service SLC mission is unique, a fundamental objective of each is to prepare future military and civilian leaders for high-level policy, command and staff responsibilities by educating them in the diplomatic, informational, military and economic dimensions of the strategic security environment and the effect of those dimensions on strategy formulation, implementation and campaigning. SLC subject matter is inherently joint; JPME at this level focuses on the development of joint attitudes and perspectives.

3. Learning Area 1 -- National Security Strategy

a. Analyze the strategic art; i.e., developing, applying and coordinating the instruments of national power to secure national security objectives.

b. Comprehend how national policy is turned into executable military strategies.

c. Analyze how the constituent elements of government and American society exert influence on the national strategy process.

4. Learning Area 2 -- National Planning Systems and Processes

a. Evaluate the DOD systems and processes by which national ends, ways and means are reconciled, integrated and applied.

b. Analyze how time, coordination, policy, politics, doctrine and national power affect the planning process.

c. Analyze and apply the principal joint strategy development and operational planning processes.

d. Analyze the role of joint doctrine with respect to unified command.

e. Analyze how the interagency's structure and processes influence the planning for and application of the military instrument of national power.

5. Learning Area 3 -- National Military Strategy and Organization

a. Comprehend the art and science of developing, deploying, employing and sustaining the military resources of the Nation, in concert with other instruments of national power, to attain national security objectives.

b. Evaluate the national military strategy, especially with respect to the changing nature of warfare.

c. Analyze the roles, relationships, and functions of the President, SecDef, CJCS, JCS, combatant commanders, Secretaries of the Military Departments and the Service Chiefs.

d. Evaluate how the capabilities and limitations of the US force structure affect the development of joint military strategy.

e. Apply an analytical framework that incorporates the role that factors such as geopolitics, geostrategy, society, culture and religion play in shaping the desired outcomes of policies, strategies and campaigns in the joint, interagency, and multinational arena.

6. Learning Area 4 -- Theater Strategy and Campaigning

a. Analyze how joint, unified and multinational campaigns and operations support national objectives and relate to the national strategic, theater strategic and operational levels of war.

b. Synthesize the role and perspective of the combatant commander and staff in developing various theater policies, strategies and plans.

c. Analyze joint operational art and emerging joint operational concepts.

d. Appraise processes for coordinating US military plans and actions effectively with forces from other countries and with interagency and non-governmental organizations to include homeland security and defense.

7. Learning Area 5 -- Information Operations, C2 and Battlespace Awareness

- a. Analyze how information operations are integrated to support the national military and national security strategies and the interagency process.
- b. Analyze how information operations apply at the operational and strategic levels of war and how they support the operations of a networked force.
- c. Analyze the integration of information operations, C2 and battlespace awareness to theater campaign development.
- d. Analyze the principles, capabilities and limitations of information operations across the range of military operations and plans – to include pre- and post-conflict operations.
- e. Analyze the use of information operations to achieve desired effects across the spectrum of national security threats.

8. Learning Area 6 -- Joint Strategic Leader Development

- a. Synthesize techniques for leading in a joint, interagency and multinational environment.
- b. Synthesize leadership skills necessary to sustain innovative, agile and ethical organizations in a joint, interagency and multinational environment.

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APPENDIX E TO ENCLOSURE E

SERVICE SENIOR-LEVEL COLLEGES (SLC) JOINT LEARNING AREAS
AND OBJECTIVES (JPME PHASE II)

1. Overview. Service SLCs focus on national military strategy as derived from national security strategy and policy, and its impact on strategic leadership, force readiness, theater strategy and campaigning, and joint warfighting.
2. Mission. Although each Service SLC mission is unique, a fundamental objective of each is to prepare future military and civilian leaders for high-level policy, command and staff responsibilities requiring joint and Service operational expertise and warfighting skills by educating them in the diplomatic, informational, military and economic dimensions of the strategic security environment and the effect of those dimensions on strategy formulation, implementation and campaigning. SLC subject matter is inherently joint; JPME at this level focuses on the immersion of students in a joint, interagency, and multinational environment and completes educational requirements for JSO nomination.
3. Learning Area 1 -- National Security Strategy
 - a. Apply key strategic concepts, logic and analytical frameworks to the formulation and evaluation of strategy.
 - b. Evaluate historical and/or contemporary applications of national security strategy to include the current US national security strategy and military strategy.
 - c. Apply appropriate strategic security policies, strategies, and guidance used in developing plans across the range of military operations to support national objectives.
 - d. Analyze the integration of all instruments of national power in achieving strategic objectives, with a focus on the employment of the military instrument of national power both as a supported instrument and as a supporting instrument of national power.
4. Learning Area 2 -- National Military Strategy and Organization.

a. Comprehend the art and science of developing, deploying, employing and sustaining the military resources of the Nation, in conjunction with other instruments of national power, to attain national security objectives.

b. Evaluate the national military strategy, especially with respect the changing nature of warfare.

c. Analyze the roles, relationships, and functions of the President, SecDef, CJCS, Joint Staff, Combatant Commanders, Secretaries of the Military Departments and the Service Chiefs.

d. Evaluate how the capabilities and limitations of the US force structure affect the development of joint military strategy.

5. Learning Area 3 - Joint Warfare, Theater Strategy and Campaigning.

a. Evaluate the principles of joint warfare, joint military doctrine and emerging concepts to joint, unified, interagency and multinational operations, in peace and war.

b. Evaluate how joint, unified, and multinational campaigns and operations support national objectives and relate to the national strategic, national military strategic, theater strategic and operational levels in war.

c. Synthesize how national military and joint theater strategies meet national strategic goals across the range of military operations.

d. Synthesize the role and perspective of the combatant commander and staff in developing various theater policies, strategies, and plans to include WMD/E.

e. Apply an analytical framework that incorporates the role that factors such as geopolitics, geostrategy, society, culture and religion play in shaping the desired outcomes of policies, strategies and campaigns in the joint, interagency, and multinational arena.

6. Learning Area 4 – National and Joint Planning Systems and Processes

a. Evaluate the DOD systems and processes by which national ends, ways and means are reconciled, integrated and applied.

b. Analyze how time, coordination, policy, politics, doctrine and national power affect the planning process.

- c. Analyze and apply the principal joint strategy development and operational planning processes.
- d. Analyze the role of joint doctrine with respect to unified command.
- e. Analyze how the interagency structures and processes influence the planning for and application of the military instrument of national power.

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

- a. Synthesize the capabilities and limitations of all Services (own Service, other Services -- to include Special Operations Forces (SOF)) in achieving the appropriate strategic objectives in joint, interagency, and multinational operations.
- b. Analyze the capabilities and limitations of multinational forces in achieving the appropriate strategic objectives in coalition operations.
- c. Analyze the capabilities and limitations of the interagency processes in achieving the appropriate strategic objectives in joint plans.
- d. Analyze the integration of joint, interagency, and multinational capabilities across the range of military operations and plans - both in preparation and execution phases - and evaluate its success in achieving the desired effects.
- e. Comprehend the attributes of the future joint force and how this force will organize, plan, prepare and conduct operations.
- f. Value a thoroughly joint perspective and appreciate the increased power available to commanders through joint, combined, interagency efforts and teamwork.

8. Learning Area 6-- Information Operations, C2 and Battlespace Awareness.

- a. Analyze how information operations are integrated to support the national military and national security strategies and the interagency process.

- b. Analyze how information operations apply at the operational and strategic levels of war and how they support the operations of a networked force.
- c. Analyze the integration of information operations, C2 and battlespace awareness to theater campaign development.
- d. Analyze the principles, capabilities and limitations of information operations across the range of military operations and plans – to include pre- and post-conflict operations.
- e. Analyze the use of information operations to achieve desired effects across the spectrum of national security threats.

9. Learning Area 7 -- Joint Strategic Leader Development.

- a. Synthesize techniques for leading in a joint, interagency and multinational environment.
- b. Synthesize leadership skills necessary to sustain innovative, agile and ethical organizations in a joint, interagency and multinational environment.

APPENDIX F TO ENCLOSURE E

NATIONAL WAR COLLEGE (NWC) JOINT LEARNING AREAS AND
OBJECTIVES

1. Mission. The NWC mission is to educate future leaders of the Armed Forces, Department of State and other civilian agencies for high-level policy, command and staff responsibilities by conducting a senior-level course of study in national security strategy.
2. Focus. The NWC curriculum focuses on national security strategy. It provides graduate education in that subject to senior military and civilian leaders with an emphasis on both the joint military and interagency dimensions of national security strategy. The NWC program concentrates on developing the habits of mind, conceptual foundations and critical faculties graduates will need at their highest level of strategic responsibility. Its goal is to produce national security practitioners who can develop and implement national security strategy holistically by orchestrating all the instruments of national power in a coherent plan to achieve national objectives in peace, crisis and war. NWC provides a distinct, single-phase JPME program tailored to its particular mission and focus that fully satisfies educational requirements for joint officer management.
3. Learning Area 1 -- National Security Strategy
 - a. Analyze key concepts in national security strategy, their logical interrelationships, and analytical frameworks incorporating them.
 - b. Apply key strategic concepts, logic and analytical frameworks to the formulation and evaluation of strategy.
 - c. Evaluate historical and/or contemporary applications of national security strategy to include the current US national security strategy.
 - d. Develop effective national security strategies for specific security challenges to include combating WMD/E, homeland security and defense and prepare national-level implementing guidance.
4. Learning Area 2 -- Geo-Strategic Context

- a. Comprehend the major social, cultural, political, economic, military, technological and historical issues in selected states and regions.
- b. Comprehend the roles and influence of international organizations and other non-state actors.
- c. Evaluate key military, non-military and transnational challenges to US national security.
- d. Conduct strategic assessments of selected international regions, states or issues from both US and selected “other actor” perspectives.
- e. Apply an analytical framework that incorporates the role that factors such as geopolitics, geostrategy, society, culture and religion play in shaping the desired outcomes of policies, strategies and campaigns in the joint, interagency, and multinational arena.

5. Learning Area 3 -- Instruments of National Power

- a. Comprehend the fundamental characteristics, capabilities and limitations of diplomatic, informational, military and economic instruments of national power.
- b. Investigate concepts and approaches for the employment of diplomatic, informational, military and economic instruments in support of national security strategy.
- c. Evaluate selected examples of the strategic employment of the various instruments of power either singly or in combination.

6. Learning Area 4 -- National Security Policy Process

- a. Comprehend the philosophical, historical and constitutional foundations of the national security establishment and process.
- b. Comprehend how domestic factors influence US national security strategy and policy.
- c. Comprehend the origins and evolving role, responsibilities, organization and *modus operandi* of the interagency process for US national security strategy and policy.

d. Examine how US national security strategies and policies are formulated and implemented and how that process is changing over time.

e. Examine how US resource limitations and prioritization shape national security strategies and policies.

7. Learning Area 5 -- National Military Strategy

a. Analyze the nature of war and its evolving character and conduct – past, present and future.

b. Apply classical and contemporary theories of war to current and future strategic challenges.

c. Comprehend the key considerations and emerging concepts that shape the development of national military strategy.

d. Evaluate the current national military strategy, as well as other examples of US and foreign military strategies.

e. Comprehend the culture, organization, responsibilities and capabilities of the Military Services and the process by which operational forces are employed by combatant commanders.

f. Comprehend the DOD process for strategic planning and assessment for both long-term and immediate security challenges.

g. Develop an effective national military strategy for a specific security challenge and conduct strategic implementation planning.

8. Learning Area 6 -- Joint Strategic Leader Development

a. Synthesize techniques for leading in a joint, interagency and multinational environment.

b. Synthesize leadership skills necessary to sustain innovative, agile and ethical organizations in a joint, interagency and multinational environment

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APPENDIX G TO ENCLOSURE E

INDUSTRIAL COLLEGE OF THE ARMED FORCES (ICAF) JOINT
LEARNING AREAS AND OBJECTIVES

1. Overview. ICAF studies national security strategy, with emphasis on the resource components.

2. Mission

a. The ICAF mission is to prepare selected military and civilians for strategic leadership and success in developing our national security strategy and in evaluating, marshalling and managing resources in the execution of that strategy.

b. ICAF contributes to the Nation's security and well being by nurturing strategic thinking and developing those critical analytical skills necessary for formulating and implementing national security decisions. The core program aims to develop senior leaders capable of critical analysis regarding national security issues and their resource component – an enhanced ability to assess a situation; ask the right questions; identify requisite reactions and consequences; and develop effective strategic solutions. The program immerses ICAF students in a joint, interagency and international environment for 10 months and qualifies its graduates for JSO nomination.

3. Learning Area 1-- National Security Strategy

a. Evaluate how enduring philosophical and historical American principles contribute to US strategic thinking. Analyze and evaluate the foundations and operation of democratic government, the US Constitution and the design of the national security establishment.

b. Evaluate the nature of the ever-changing domestic and international security environments and their implications for the formulation and implementation of future national security strategy.

c. Evaluate national security organization and strategy and the instruments of national policy to achieve US objectives in peace and war to include WMD/E and terrorism by applying historical lessons learned.

d. Evaluate alternative means for achieving national security objectives. Formulate national security strategies, with emphasis on the

mobilization of national will and resources to protect and promote national interests in peace and war to include homeland defense and security.

e. Conduct strategic assessments of selected international regions, states or issues and develop security policy options that integrate the elements of national power and the instruments of national policy in support of the national security strategy.

f. Evaluate the capabilities and vulnerabilities of US industry and infrastructure in a global market to support national security strategy.

g. Evaluate the impact of defense materiel acquisition policies on the US economy and the industrial base and the generation and adaptation of the military instrument of power.

h. Evaluate the national security technological environment as an enabler for current and future competitive advantage.

4. Learning Area 2 -- National Planning Systems and Processes

a. Evaluate the national security decision-making system and the policy formulation process and evaluate how effective they are in establishing and supporting US national security objectives.

b. Evaluate the responsibilities and relationships of the interagency and the joint community and evaluate their implementing policies and processes for planning, organizing, coordinating and executing national security strategies.

c. Evaluate the national economy and the national budget process.

d. Comprehend how resource limitations and prioritization shape national security strategies and policies.

e. Evaluate technological means, methods and processes that can lead to rapid adaptation, change and innovation in organizations to achieve competitive advantage.

5. Learning Area 3 -- National Military Strategy and Organization

a. Synthesize national military strategies, with emphasis on mobilization and logistic requirements, across the range of military operations.

- b. Evaluate the force structure requirements and resultant capabilities and limitations of US military forces and the associated risks that affect the development of national military strategy.
- c. Apply the concepts of the strategic decision-making and defense planning processes, with emphasis on military resource requirements, in support of US national military strategy in peace and war.
- d. Evaluate the advantages derived from joint action in planning, budgeting, organizing and executing national military strategies.
- e. Evaluate the principles of joint warfare, joint military doctrine and emerging concepts to joint, interagency and multinational operations, with emphasis on the resource component in peace and war.
- f. Evaluate the resource needs, both national and international, for national defense and the processes for converting resources into US military capabilities.

6. Learning Area 4 -- Theater Strategy and Campaigning

- a. Evaluate how joint and multinational campaigns and operations support national objectives and relate to the national strategic, theater strategic and operational levels in war.
- b. Analyze the role of information operations in national security strategy and national military strategy.
- c. Synthesize joint theater strategies to meet national strategic goals, with emphasis on logistic requirements across the range of military operations.
- d. Apply an understanding of the combatant commander's perspective of the resources required to support campaign plans, to include mobilization, deployment and sustainment.
- e. Evaluate the organization, responsibilities and capabilities of military forces available to the JFCs.
- f. Apply an analytical framework that incorporates the role that factors such as geopolitics, geostrategy, society, culture and religion play in shaping the desired outcomes of policies, strategies and campaigns in the joint, interagency, and multinational arena.

7. Learning Area 5 -- Joint Strategic Leader Development

- a. Synthesize techniques for leading in a joint, interagency and multinational environment.
- b. Synthesize leadership skills necessary to sustain innovative, agile and ethical organizations in a joint, interagency and multinational environment.

APPENDIX H TO ENCLOSURE E

JOINT AND COMBINED WARFIGHTING SCHOOL (JCWS) JOINT PROFESSIONAL MILITARY EDUCATION PHASE II JOINT LEARNING AREAS AND OBJECTIVES

1. Overview

a. JCWS at JFSC offers JPME Phase II for officers expected to be selected for the joint specialty. The Joint Transition Course offers a brief overview for officers entering JPME Phase II on direct entry waivers or having earned JPME Phase I equivalent credit upon graduation from an international military college.

b. Upon arrival, JPME Phase II students should be knowledgeable of the roles and functions of their respective Service. The students should have a working knowledge of employment and sustainment requirements, including capabilities and limitations, for warfighting within their own Service. The students should also have completed a knowledge level of education in joint organizations, the Joint Strategic Planning System and the Joint Operation Planning and Execution System.

2. Mission

a. The mission of JFSC is to: educate military officers and other national security leaders in joint, multinational and interagency operational-level planning and warfighting; and to instill a primary commitment to joint, multinational and interagency teamwork, attitudes and perspectives.

b. JCWS instructs students on the integrated strategic deployment, employment, sustainment, conflict termination and redeployment of joint forces. The school accomplishes this through 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 solve joint military problems together.

c. The goal of the Phase II program at JCWS is to build on the foundation established by the institutions teaching JPME Phase I. In addition, the faculty and student interaction in the fully joint

environment of the JFSC campus cements professional joint attitudes and perspectives essential to future successful military operations.

3. Learning Area 1 -- National Strategic Security Systems and Guidance, and Command Structures

a. Apply appropriate strategic security policies and guidance used in developing joint operational plans across the range of military operations to support national objectives.

b. Analyze the integration of all instruments of national power in achieving strategic objectives. Focus on the proper employment of the military instrument of national power at the joint force level both as a supported instrument and as a supporting instrument of national power.

4. Learning Area 2 -- Joint, Interagency and Multinational Capabilities

a. Synthesize the capabilities and limitations of all Services (own Service, other Services -- to include SOF) in achieving the appropriate strategic objectives in joint operations.

b. Analyze the capabilities and limitations of multinational forces in achieving the appropriate strategic objectives in coalition operations.

c. Analyze the capabilities and limitations of the interagency processes in achieving the appropriate strategic objectives in joint operational plans.

d. Comprehend the attributes of the future joint force and how this force will organize, plan, prepare and conduct operations

e. Value a thoroughly joint perspective and appreciate the increased power available to commanders through joint, combined, interagency efforts and teamwork.

5. Learning Area 3 -- Information Operations

a. Analyze the principles, capabilities and limitations of information operations across the range of military operations and-- to include pre- and post-conflict operations.

b. Analyze the use of information operations to achieve desired effects across the spectrum of national security threats.

6. Learning Area 4 -- Joint Planning

- a. Synthesize examples of campaign/theater planning and operations. Focus on the use of planning concepts, techniques and procedures as well as integration of battlespace support systems.
- b. Analyze complex contingency operations for use of appropriate planning principles.
- c. Apply current technology, modeling, simulation and wargaming to accomplish the synchronization, employment, support and transportation planning of the joint force.
- d. Analyze the appropriate mix of battlespace support systems and functions to develop joint operational plans.
- e. Apply an analytical framework that incorporates the role that factors such as geopolitics, geostrategy, society, culture and religion play in shaping the desired outcomes of policies, strategies and campaigns in the joint, interagency, and multinational arena.

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APPENDIX I TO ENCLOSURE E

JOINT ADVANCED WARFIGHTING SCHOOL (JAWS) JOINT LEARNING AREAS AND OBJECTIVES

1. Overview. JAWS at JFSC focuses on the military art and science of planning, preparing and executing campaign plans for joint, interagency and multinational participants across the full range of military operations. JAWS emphasizes joint military operations at the operational and strategic level of war and crises resolution employing all instruments of national power.

2. Mission

a. The mission of JFSC is to: educate military officers and other national security leaders in joint, interagency and multinational operational-level planning and warfighting; and to instill a primary commitment to joint, multinational and interagency teamwork, attitudes and perspectives.

b. JAWS produces graduates who can create campaign-quality concepts, plan for the employment of all elements of national power, accelerate transformation, succeed as joint force operational/strategic planners and be creative, conceptual, adaptive and innovative. JAWS is envisioned to populate the Joint Staff and combatant commands with expertise in the joint planning processes and capable of critical analysis in the application of all aspects of national power across the full range of military operations. Students must be capable of synergistically combining existing and emerging capabilities in time, space and purpose to accomplish operational or strategic objectives.

c. JAWS is designed for a small group of selected Service-proficient officers (O-4 to O-6) enroute to planning-related positions on the Joint Staff and in the combatant commands. Three interrelated fields of study distinguish the 10-month curriculum: Foundations in the History and Theory of War, Strategic Foundations and Operational Art and Campaigning. The school instills decision-making and complex problem-solving experience at the strategic and operational level of war with emphasis on adaptive planning processes and techniques. JAWS strives to produce “world class warfighters” by conducting graduate-level education and preparing campaign planners to operate in a chaotic environment by teaching them “how” to think.

d. JAWS conducts single-phase education in a manner similar to other NDU Colleges and provides necessary, rigorous joint education for officers expected to be selected for the joint specialty.

e. Services may recognize JAWS as an intermediate- or senior-level PME equivalent. JAWS meets policies applicable to intermediate- and senior-level programs.

3. Learning Area 1 -- National Security Strategy, Systems, Processes and Capabilities

a. Analyze the strategic art to include developing, applying and coordinating the political, military, economic, social, infrastructure and informational (PMESII) elements of national power.

b. Analyze how the constituent elements of government and American society exert influence on the national strategy process in the joint operational environment.

c. Analyze the ends-ways-means interrelationships for achieving national security objectives.

4. Learning Area 2 -- Defense Strategy, Military Strategy and the Joint Operations Concepts

a. Analyze the nature of war and its evolving character and conduct – past, present and future.

b. Analyze the art and science of developing, deploying, employing and sustaining the military resources of the Nation, in concert with other instruments of national power, to attain national security objectives in a changing security environment.

c. Evaluate the organization, responsibilities and capabilities of the Military Services (and related organizations) and the process by which operational forces and capabilities are integrated by combatant commanders.

5. Learning Area 3 -- Theater Strategy and Campaigning with Joint, Interagency and Multinational Assets

a. Analyze joint operational art, emerging joint operational concepts and how full spectrum dominance is attained to achieve desired end-state at the least cost in lives and national treasure.

b. Comprehend Service, joint, interagency and multinational capabilities and how these capabilities can be best integrated to attain national security objectives.

c. Apply an analytical framework that incorporates the role that factors such as geopolitics, geostrategy, society, culture and religion play in shaping the desired outcomes of policies, strategies and campaigns in the joint, interagency, and multinational arena.

6. Learning Area 4 -- Joint Planning and Execution Processes (Pre-Conflict Through Post-Conflict)

a. Apply contemporary and emerging planning concepts, techniques and procedures (joint operations concepts, homeland security, the effects based approach to operations, collaborative information environment, etc.) and wargaming, modeling, and simulation for integrating battlespace support systems into campaign/theater planning operations.

b. Comprehend collaborative systems and processes employed to operationalize strategic guidance with the systematic, on-demand creation and revision of executable plans with up-to-date options in real time.

7. Learning Area 5 -- Characteristics and Conduct of the Future Joint Force

a. Comprehend the attributes and emerging concepts of the future joint force and how this force will organize, plan, prepare and conduct operations.

b. Analyze and evaluate techniques for leading strategic change and building consensus among key constituencies, including Service, interagency and multinational partners, given the changing nature of conflict and national security.

8. Learning Area 6 -- Information Operations

a. Analyze the principles, capabilities and limitations of information operations across the range of military operations and plans — to include pre- and post-conflict operations.

b. Analyze the use of information operations to achieve desired effects across the spectrum of national security threats.

9. Learning Area 7 -- Joint Strategic Leader Development

- a. Synthesize techniques for leading in a joint, interagency and multinational environment.

- b. Synthesize leadership skills necessary to sustain innovative, agile and ethical organizations in a joint, interagency and multinational environment.

APPENDIX J TO ENCLOSURE E

ADVANCED JOINT PROFESSIONAL MILITARY EDUCATION (AJPME)
JOINT LEARNING AREAS AND OBJECTIVES

1. Overview. Advanced Joint Professional Military Education (AJPME) at JFSC is a Reserve Component (RC) course similar in content, but not identical to, the in-residence JFSC Phase II course. AJPME students shall be JPME Phase I graduates.

2. Mission. The mission of JFSC is: to educate military officers and other national security leaders in joint, multinational and interagency operational-level planning and warfighting; and to instill a primary commitment to joint, multinational and interagency teamwork, attitudes and perspectives.

a. AJPME educates RC officers and builds upon the foundation established in JPME Phase I. It prepares RC officers (O-4 to O-6) for joint duty assignments.

b. AJPME fulfills the requirement for RC JPME directed in DODI 1215.20, "Reserve Component Joint Officer Management Program" (reference d).

3. Learning Area 1 -- National Strategic Security Systems and Guidance and Command Structures

a. Apply appropriate strategic security policies and guidance used in developing joint operational plans across the range of military operations to support national objectives.

b. Analyze the integration of all instruments of national power in achieving strategic objectives. Focus on the proper employment of the military instrument of national power at the joint force level both as a supported instrument and as a supporting instrument of national power.

4. Learning Area 2 -- Joint, Interagency and Multinational Capabilities

a. Synthesize the capabilities and limitations of all Services (own Service, other Services -- to include SOF) in achieving the appropriate strategic objectives in joint operations.

- b. Analyze the capabilities and limitations of multinational forces in achieving the appropriate strategic objectives in coalition operations.
- c. Analyze the capabilities and limitations of the interagency processes in achieving the appropriate strategic objectives in joint operational plans.
- d. Comprehend the attributes of the future joint force and how this force will organize, plan, prepare and conduct operations.
- e. Value a thoroughly joint perspective and appreciate the increased power available to commanders through joint, multinational, interagency efforts and teamwork.

5. Learning Area 3 -- Information Operations

- a. Analyze the principles, capabilities and limitations of information operations across the range of military operations and plans —to include both pre- and post-conflict operations.
- b. Analyze the use of information operations to achieve desired effects across the spectrum of national security threats.

6. Learning Area 4 -- Joint Planning

- a. Synthesize examples of campaign/theater planning and operations. Focus on the use of planning concepts, techniques and procedures as well as integration of battlespace support systems.
- b. Analyze complex contingency operations for use of appropriate planning principles.
- c. Apply current technology, modeling, simulation and wargaming to accomplish the synchronization, employment, support and transportation planning of the joint force.
- d. Analyze the appropriate mix of battlespace support systems and functions to develop joint operational plans.
- e. Apply an analytical framework that incorporates the role that factors such as geopolitics, geostrategy, society, culture and religion play in shaping the desired outcomes of policies, strategies and campaigns in the joint, interagency, and multinational arena.

APPENDIX K TO ENCLOSURE E

CAPSTONE JOINT LEARNING AREAS AND OBJECTIVES

1. Overview. The CAPSTONE curriculum helps prepare newly selected G/FOs for high-level joint, interagency and multinational responsibilities. Because of its focus on joint matters and national security, as well as its completely joint student bodies and faculty, the program is thoroughly and inherently joint. The course is conducted through classroom seminars, case studies, decision exercises, local area and overseas studies and combatant command visits.

2. Mission. Ensure newly selected G/FOs understand: (1) the fundamentals of joint doctrine and the Joint Operational Art; (2) how to integrate the elements of national power in order to accomplish national security and national military strategies; and (3) how joint, interagency and multinational operations support national strategic goals and objectives.

3. Learning Area 1 -- National Security Strategy

a. Analyze the national security policy process, to include the integration of the instruments of national power in support of the national security and national military strategies.

b. Comprehend the impact of defense acquisition programs and policies and their implications for enhancing our joint military capabilities.

c. Analyze the relationships between the military and cabinet-level departments, Congress, NSC, DOD agencies and the public.

4. Learning Area 2 -- Joint Operational Art

a. Apply joint doctrine and emerging concepts.

b. Apply joint operational art.

c. Evaluate the processes and systems used to synchronize the effect from the application of Joint, Service, interagency, and multinational capabilities and how these capabilities can be best integrated to attain national security objectives.

d. Analyze how Joint, Service, and multinational command and control, information operations, public affairs, and battlespace awareness are integrated to support achieving national security objectives in a Joint Operational Area (JOA).

APPENDIX L TO ENCLOSURE E

COMBINED/JOINT FORCE FUNCTIONAL COMPONENT COMMANDER
COURSES JOINT LEARNING AREAS AND OBJECTIVES

1. Overview. Combined/Joint Force Air Component Commander (C/JFACC), Combined/Joint Force Land Component Commander (C/JFLCC) and Combined/Joint Force Maritime Component Commander (C/JFMCC) are senior warfighting professional continuing education. These courses are owned and controlled by the Service Chiefs. The Service Chiefs delegate course development and execution to their Service executive agents: the Commandant, Army War College; President, Naval War College; President, Marine Corps University; and the Commander, Air University. Instruction for the course comes from senior national-level civilians and military representatives, flag officers serving as combatant commanders and retired, battle-tested officers. Attendees study warfighting, military doctrine and application of unified, joint and combined combat forces so they will be better prepared to face future crises as functional component commanders. Each course is approximately 1 week in length and is offered at least semi-annually. To facilitate a seminar learning experience, each class is limited to about 18 flag officers representing all Military Services.
2. Mission. The mission of the component commander courses are to prepare one, two and three-star officers of all four Services for theater-level combat leadership. They are tailored to provide future functional component commanders with a broad perspective of the operational and strategic levels of war.
3. Attendees. All attendees should be at least a one star flag officer (one star selects may attend on a case by case basis). Since these courses build on knowledge from NDU's CAPSTONE course, attendees should complete this congressionally mandated course prior to attending a component commander course. These courses are extremely high tempo, proceed incrementally and rely on the close interaction between attendees. Therefore, absences from any part of component courses are highly discouraged and need to be approved by the individual Service selection office.
4. Learning Area 1 -- National Security Strategy

a. Analyze the relationship between political and military objectives and how the relationship may enhance or inhibit the combatant commander in reaching his theater military objectives.

5. Learning Area 2 -- National Planning Systems and Processes

a. Comprehend joint and Service doctrine applicable to the planning and execution of operations in support of theater-level plans and operations.

b. Comprehend how time, coordination, policy, politics, doctrine and national power affect the planning process.

c. Apply the principal joint strategy development and operational planning processes.

6. Learning Area 3 -- National Military Strategy and Organization

a. Comprehend the combatant commander's perspective and the role of subordinate commanders developing, deploying, employing and sustaining military forces.

b. Comprehend the roles and functions of the component commander to include relationships with and perspectives of the Combatant Commander, Combined/Joint Force Commanders (C/JFC), and component commanders (both functional and Service).

7. Learning Area 4 -- Theater Strategy and Campaigning

a. Comprehend the role of the unified commander in developing theater plans, policies and strategy.

b. Comprehend the theater-level strategy development and the development of military objectives, end states and a joint concept of operations.

c. Apply a theater component strategy that supports the C/JFC campaign plan.

d. Comprehend the role of joint doctrine as they apply to operations planning, mobilization, deployment, employment, assessment, sustainment and redeployment.

e. Assess issues related to component functioning (i.e., air defense, airspace coordination, theater missile defense, fire support coordination, targeting, rules of engagement, joint fires, etc.).

f. Understand the key components, systems, and processes used to plan, direct, coordinate, control and assess combined/joint air, land, maritime and space effects-based operations.

8. Learning Area 5 -- Information Operations

a. Comprehend how theater commanders, component commanders or JTF commanders access information operations resources and develop responsive information operations plans.

b. Comprehend historical or on-going information operations.

c. Comprehend the requirements necessary to collect, collate and disseminate intelligence information.

d. Comprehend the importance of strategic communication in a multinational environment and the impact it has in shaping the information environment.

9. Learning Area 6 -- The Role of Technology in 21st Century Warfare

a. Comprehend the role of joint experimentation, joint exercises, research and development and emerging organizational concepts with respect to transforming the US military.

b. Comprehend the nature of warfare in the information age, to include advanced planning and analysis capabilities.

9. Learning Area 7 -- Strategic Leader Development

a. Synthesize the unique challenges of operational command at the three-star level.

b. Analyze the complexities associated with leadership in a coalition environment at the task force, component and combatant commander levels.

c. Understand the complexities associated with leadership in an interagency environment at the task force, component and combatant commander levels.

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APPENDIX M TO ENCLOSURE E

JOINT FLAG OFFICER WARFIGHTING COURSE (JFOWC) JOINT
LEARNING AREAS AND OBJECTIVES

1. Overview. JFOWC is an intermediate G/FO-level professional continuing education course in DOD, owned and controlled by the Service Chiefs. The Service Chiefs delegate course development and execution to their Service executive agents: the Commandant, Army War College; President, Naval War College; President, Marine Corps University; and the Commander, Air University. Instruction for the course comes from senior national-level civilians and military representatives, flag officers serving as combatant commanders and retired, battle-tested officers. Attendees study warfighting, synchronization of interagency operations, military doctrine and the application of unified, joint and combined combat forces so they will be better prepared to face future crises. JFOWC is a 2-week course offered semi-annually. Each class is limited to 18 flag officers representing all Military Services.

2. Mission. The JFOWC mission is to prepare two-star officers of all four Services for theater-level combat leadership responsibilities. It is tailored to provide potential theater combatant commanders, Service component and JTF commanders with a broad perspective of the strategic and operational levels of war.

3. Learning Area 1 -- National Security Strategy

a. Comprehend the role of Congress in military affairs and how Congress views the military.

b. Comprehend the role of military leaders in developing national political objectives.

c. Comprehend the four elements of national power: diplomatic, informational, military and economic and how the elements are used during crisis situations.

d. Analyze the relationship between the strategic and military endstates and how they differ and influence stability operations and re-deployment.

4. Learning Area 2 -- National Planning Systems and Processes

- a. Comprehend the role of joint doctrine with respect to unified command as it applies to operations planning, mobilization, deployment, employment and sustainment and redeployment.
- b. Analyze how time, coordination, policy, politics, doctrine and national power affect the planning process.
- c. Apply the principal joint strategy development and operational planning processes.

5. Learning Area 3 -- National Defense Strategy

- a. Comprehend how the military operationalize the national defense strategy to address strategic challenges by setting priorities among competing capabilities.
- b. Comprehend how the military dissuades potential adversaries from adopting threatening capabilities, methods and ambitions, particularly by sustaining and developing our own key military advantages.

6. Learning Area 4 -- National Military Strategy and Organization

- a. Comprehend the combatant commander's perspective and the role of subordinate commanders developing, deploying, employing and sustaining military forces.
- b. Analyze the roles, relationships and functions of the President, SecDef, CJCS, JCS, combatant commanders, Secretaries of the Military Departments and the Service Chiefs as related to the national military strategy.

7. Learning Area 5 -- Theater Strategy and Campaigning

- a. Examine the role of the unified commander in developing theater plans, policies and strategy.
- b. Examine the complexities of interagency coordination and support in campaign planning and execution of military operations.
- c. Examine the potential challenges and opportunities that may accrue from the combatant commander's regional focus and an ambassador's country focus.

d. Comprehend a multinational campaign plan for a geographic combatant commander in support of national and coalition objectives.

8. Learning Area 6 -- The Role of Strategic Communication in the 21st Century Warfare

a. Describe how theater commanders, component commanders or JTF commanders access information operations resources and develop responsive information operations plans.

b. Comprehend the impact of national agencies that support the theater commander's requirements for information operations on national security issues.

c. Evaluate how the joint operational planning and execution system is integrated into both theater and operational information operations campaign planning and execution to support theater and national strategic sustainment and warfighting efforts.

d. Comprehend the importance of strategic communication in a multinational environment and the impact it has in shaping the information environment.

e. Evaluate how public diplomacy and public affairs are integrated in theater and operational information operations planning and execution to support theater and national strategic sustainment and warfighting efforts.

9. Learning Area 7 -- Strategic Leader Development

a. Comprehend the unique challenges of command at the three- and four-star levels.

b. Comprehend leadership challenges in a coalition environment.

c. Comprehend the leadership challenges in working with and understanding the cultures of other members of the interagency.

APPENDIX N TO ENCLOSURE E

PINNACLE COURSE JOINT LEARNING AREAS AND OBJECTIVES

1. Overview. The PINNACLE curriculum helps prepare prospective joint/combined force commanders to lead joint and combined forces, building upon the progression of knowledge imparted first by CAPSTONE, the Combined/Joint Force Functional Component Commander Courses or the Joint Flag Officer Warfighting Course. The course is conducted through classroom interactive seminars guided by retired three- and four-star and equivalent interagency senior mentors, reinforced by video teleconferences with commanders in the field and high-level guest speakers.
2. Mission. Convey to the prospective joint/combined force commander an understanding of national policy and objectives with attendant international implications and the ability to operationalize those objectives/policy into integrated campaign plans. The overarching goal is to set conditions for future success in the joint, combined and interagency arenas by using advanced knowledge of operational art to underpin the instinct and intuition of the prospective commanders.
3. Learning Area 1 -- *The Joint/Combined Force Environment*
 - a. Analyze the changed nature of operations for a joint/combined force commander, vis-à-vis a Service or functional component commander, identifying fundamental differences in the way a joint/combined force commander must think about the environment as its nature and complexity changes.
 - b. Synthesize operational-level lessons learned from the full spectrum of recent major operations in order to evaluate them with regard to potential future operations.
 - c. Evaluate the transformational concepts, including effects-based approach to operations, C2 enhancements and special operations forces integration, which will be employed in future operations.
 - d. Synthesize methods to more effectively apply the diplomatic, informational, military and economic (DIME) instruments of national power to influence a potential adversary's Political, Military, Economic, Social, Infrastructure and Information (PMESII) elements.

4. Learning Area 2 -- Building the Joint/ Combined Force

a. Apply the impact of an effects-based approach across the spectrum of joint/combined force operations.

b. Evaluate specific enablers such as effects-based planning, information/knowledge management, and battle rhythm flexibility that support the commander's decision cycle.

c. Apply transformational concepts to traditional planning, forming, and manning options to develop alternative planning and forming options.

5. Learning Area 3 -- Commanding the Joint/ Combined Force

a. Synthesize processes to further the understanding of, identify the challenges associated with, and effectively blend the art (synergy) and science (synchronization) of commanding joint/combined forces.

b. Apply an understanding of and appreciation for translating national objectives and policies into objectives and effects, clearly articulating the integrated tactical actions to achieve those objectives.

c. Analyze the impact of strategic communication and information operations on unity of effort and the achievement of national objectives.

d. Evaluate emerging technologies, which mitigate the challenges of the "death of time and distance" with regard to battlespace.

e. Evaluate various issues related to deployment, employment and sustainment of forces from the perspective of the joint/combined force commander.

f. Evaluate C2 challenges facing the joint/combined force commander, including the personalities of external principals (DOD, interagency, and international), transitions, and Commander's Critical Information Requirements.

g. Analyze seams a joint/combined force commander may face, which could include interfaces with key Service, interagency, multinational and functional combatant commander representatives.

h. Evaluate key national authority and rules of engagement issues, which could impact the joint/combined force, including national policies and prerogatives, information sharing and titles.

6. Learning Area 4 -- The Joint Force Commander and the Interagency, National Command Authority, National Military Strategy and Congress

a. Synthesize the view of key Joint Staff members to understand the strategic view of the National Military Strategy and the required integration of the joint force commander in the interagency process with its competing interests and diverse viewpoints; both against the backdrop of current operational issues.

b. Synthesize the view of key Department of State (DOS) officials and the role of the joint force commander in all phases of operations, specifically focusing on key DOS missions, interagency planning and the multitude of non-governmental organizations involved in execution of the national objectives and policies.

c. Evaluate the overarching view of the intelligence services and interface with the national intelligence community leadership to understand support for fielded forces from a strategic perspective.

d. Evaluate the role and perspective of Congress in regards to national security issues to include funding and the will of the American people as articulated by their representatives.

e. Evaluate DOD's view of the unified commander, the joint force commander and their responsibilities to and interface with the National Command Authority.

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ENCLOSURE F

PROCESS FOR ACCREDITATION OF JOINT EDUCATION (PAJE)

1. Overview. This enclosure details the charter, guidelines, preparation and conduct of the PAJE. The provisions of this enclosure apply to certification, accreditation and reaffirmation reviews. Appendix A provides the PAJE schedule, Appendix B describes the PAJE charter, and Appendix C provides guidelines for institutional self-studies required for PAJE reviews.

2. Purpose. The PAJE serves three purposes: oversight, assessment and improvement. Through the PAJE, the CJCS complies with statutory responsibilities for oversight of the officer joint educational system. The PAJE also serves as a method for improving college/schools' execution of JPME through periodic self-study and self-assessment. PAJE team assessment assures quality and assists in improvement. The PAJE is not intended to be a detailed checklist inspection of colleges/schools' programs but an opportunity for a balanced team of peers and experts to assure the Chairman that each college/school properly executes JPME and to offer the college/school the benefit of the team's findings and recommendations.

3. Background. The PAJE process is generally guided by accepted civilian accreditation standards and practices tailored to the needs of JPME. Colleges/schools teaching JPME differ from civilian universities in at least two significant ways:

a. Underlying Theme of the Subject Matter. JPME addresses the diplomatic, informational, military and economic dimensions of national security, with special emphasis on planning and conducting activities throughout the range of military operations.

b. Learning Environment. Colleges/schools conducting JPME bring together a faculty and student body of professional military officers and civilian government officials who have significant experience in the major disciplines taught at the colleges. Also, these colleges/schools have access to and use classified information and wargaming facilities not available to civilian universities.

4. The Process. The PAJE is a peer review process and is best accomplished by individuals with an in-depth understanding of JPME subject matter and the educational environment for ILE and SLE. Consequently, representatives (military and civilian) of the Services, Joint

Staff, and NDU directly involved with JPME are selected to conduct the PAJE. Despite the PAJE team's unique composition, its concept and practice are common to all academic accreditation systems -- to strengthen and sustain professional education.

5. PAJE Sequence. The sequence of PAJE reviews starts with certification, followed by accreditation, and then subsequent reaffirmation of the program's accreditation status. All PAJE reviews are conducted using the guidelines of the PAJE.

a. Certification. Certification is the initial PAJE review and is intended for three situations: (1) programs that have never been awarded any type of PAJE accreditation status; (2) programs that were formerly certified or accredited but have had that status expire; or (3) programs that are currently certified or accredited but have undergone substantive change as defined below.

b. Accreditation. Accreditation is the second level of PAJE review and is conducted within 2-years following an institution's certification for JPME. Accreditation is granted for 6-years when programs are judged satisfactory overall and have no significant weaknesses.

c. Reaffirmation. Reaffirmation of accreditation occurs every 6-years from the date of initial accreditation. Reaffirmation also is granted for 6-years when programs are judged satisfactory overall and have no significant weaknesses.

d. Conditional Accreditation/Reaffirmation. Either initial accreditation or reaffirmation can be granted on a conditional basis. Conditional accreditation or reaffirmation is granted for 1-3 years with various accompanying requirements for follow-on reports and/or follow-up visits to demonstrate correction of program weaknesses that precluded accreditation/reaffirmation. Normally, no program will be granted conditional accreditation/reaffirmation consecutively.

e. Any program that fails to achieve accreditation, reaffirmation or conditional accreditation/reaffirmation is no longer a JPME provider.

6. Program Changes

a. Substantive Change. The Chairman, in accordance with Paragraph 5 above, must certify again in its entirety a college or school that implements a substantive change that significantly affects the nature of the institution, its mission and objectives, its PME and/or JPME programs. Substantive change may include, but is not limited to:

- (1) Adding major PME/JPME courses or programs that depart significantly in either content or method of delivery from those offered when the college or school was most recently evaluated.
- (2) Decreasing substantially the length, hours of study, or content of a major PME/JPME course or program required for successful completion of the full course of study.
- (3) Changing the geographical setting for a resident course, to include moving to a new location, establishing a branch campus or establishing an off-campus mode of operation.
- (4) Departing significantly from the stated mission, objectives or PME/JPME programs operative at the time of the most recent evaluation.
- (5) Changing a PAJE-validated method of delivery (e.g., engaging another organization (as by contract) to provide direct instructional services).
- (6) Merging with another institution.

b. **Limited Change.** A limited change to some aspect of an institution's overall program is one of sufficient extent to warrant seeking approval from the Director, Joint Staff, but not so extensive that it warrants CJCS certification of the entire program. The Director may approve a limited change based simply on the written explanation of the change or may require a validation assessment.

(1) **Validation.** Validation is an interim assessment of an aspect of a college or school's program that has undergone a limited change of sufficient extent to warrant on-site evaluation but not so extensive as to warrant certification. The aim of a validation assessment is to determine whether the change falls within the scope and meets the requirements of the institution's current accreditation status or whether certification is required.

(2) In preparing for a validation assessment, the Director may require the college or school to prepare a limited self-study or a self-study addendum. The on-site visit may be conducted by a member of Joint Staff/J-7 JEB or by a small team of PAJE evaluators.

c. **Advance Notification.** Responsibility rests with the college or school to notify in advance the Chairman (via the chain of command) of its intent to implement a limited or substantive change and to request approval, validation or certification as appropriate. Notification should include a thorough explanation of the change's nature, extent and

ramifications for the institution's PME/JPME programs. The greater the envisioned change, the further in advance notification should occur, with 12 months being the minimum notification for an envisioned substantive change. The Director, Joint Staff, may also initiate a change approval, validation or certification should he believe a college or school is implementing a limited or substantive change.

7. Scheduling of PAJE Reviews

a. Certification requests for new programs are submitted to the Chairman through the respective Service headquarters or NDU. Certification requests for formerly certified/accredited programs or substantially altered certified/accredited programs are submitted through respective channels to the DDJS-ME.

b. Requests for accreditation or reaffirmation are submitted to the DDJS-ME at least 6 months before expiration of the institution's accreditation status. Service and NDU colleges will forward their requests through their respective headquarters. Each request should indicate the specific program(s) for review and primary and alternate dates for PAJE team visits.

APPENDIX A TO ENCLOSURE F

PAJE SCHEDULE

Projected PAJE schedule:

PAJE Sequence

FY 06

Joint Forces Staff College/Joint Advanced Warfighting School	Certification
Marine Corps War College (JPME II)	Certification
Army Command and General Staff College (Non-resident Program)	Certification
National War College	Accreditation

FY 07

Joint Forces Staff College/Advanced JPME ⁸	Accreditation
Industrial College of the Armed Forces	Accreditation
Marine Corps Command and Staff College (Resident)	Reaffirmation
College of Naval Warfare – Naval War College (JPME II)	Certification
Air War College (JPME II)	Certification
Army War College (Resident) (JPME II)	Certification

FY 08

Joint and Combined Warfighting School	Reaffirmation
Joint Forces Staff College/Joint Advanced Warfighting School	Accreditation
Marine Corps War College	Accreditation
Air Command and Staff College (Resident/Non-resident)	Reaffirmation
Army Command and General Staff School (Resident/Non-resident Course Locations)	Accreditation

FY 09

Marine Corps Command and Staff College of

⁸ As there is not yet an entity as an RC JSO, there is no requirement for a discrete RC path to satisfy the educational prerequisites to be a JSO. However, JFSC's AJPME course will undergo a "PAJE-like" process to ensure its content receives oversight, assessment and improvement.

Continuing Education
Army War College (Non-resident) (JPME I)
College of Naval Command and Staff
(Resident/Non-resident)
College of Naval Warfare – Naval War College
Air War College
Army War College (Resident)

Reaffirmation
Reaffirmation

Reaffirmation
Accreditation
Accreditation
Accreditation

APPENDIX B TO ENCLOSURE F

PAJE CHARTER

1. The PAJE team performs certification, accreditation and reaffirmation functions for the CJCS for ILE and SLE colleges/schools that teach JPME.

2. In keeping with the philosophy of a peer review, team members must be well versed in JPME learning objectives, criteria and standards. Whenever possible, the team will be composed of representatives from the same educational level (intermediate or senior) as the college/school being assessed. Members of the executive committee and working group must receive PAJE training, sponsored by the Joint Staff/J-7 JEB prior to participating in a certification or accreditation review. OSD, each Service and NDU will nominate individuals to receive PAJE training and will maintain a cadre of qualified personnel to participate in PAJE accreditation or certification reviews.

3. The Joint Staff/J-7 JEB will form a team for each PAJE review by soliciting team member nominations from OSD, the Services, USJFCOM and NDU as required. Membership will be tailored to provide the appropriate balance of expertise in JPME learning areas, objectives, criteria and standards. The standard PAJE Team composition is depicted below. The Director, Joint Staff, or DDJS-ME may alter team composition as required.

a. Chairman. Director, Joint Staff.

b. Executive Committee

(1) The DDJS-ME, who also serves as Vice Chairman of the PAJE team.

(2) One prominent DOD civilian educator (preferably with military background) with a doctoral degree, experience and knowledge in civilian accreditation processes and principles.

c. Working Group

(1) Chief. One officer in the grade of O-6 from the Joint Staff/J-7 JEB.

(2) Service College and NDU Representatives. One officer or civilian (a staff or faculty member, preferably possessing a doctoral degree) from each Service college and NDU. For SLE accreditation, representatives should be in the grade of O-6 or their civilian equivalent, except when exceptional circumstances warrant nomination of qualified O-5 officers or their civilian equivalents. Qualified officers in the grade of O-5 or civilian equivalents may regularly be nominated for accreditation visits to ILEs. Representatives will be individuals directly involved in JPME at a Service or joint PME college. NDU may, at its discretion, send a representative from each of its colleges at the level of the one being assessed. None of the representatives may be from the college being assessed.

(3) OSD Representative. One civilian with educational experience, preferably in the grade of GM-15, preferably with a doctoral degree.

(4) For accreditation of non-resident programs, one officer O-5 or above or civilian equivalent with documented distance education curriculum development expertise. This individual may not be from the college being assessed.

(5) Executive Assistant. One officer from Joint Staff/J-7 JEB.

(6) Joint Doctrine Adviser. One subject matter expert from the Doctrine and Education Group, Joint Warfighting Center, USJFCOM.

(7) Librarian. One librarian, preferably in the grade of GS-13 (or equivalent rank) or above, from one of the Intermediate-Level or Senior-Level PME Institution libraries.

d. Advisory Support. The PAJE team will be augmented as required by one or more individuals from the following categories.

(1) Institution Representative. One officer in the grade of O-6 or civilian equivalent from the institution whose program is being evaluated. Participation is limited to providing technical support and the individual will not participate in deliberations regarding the institution's accreditation.

(2) Independent Technical Input. A separate and independent evaluation may be obtained by a contract with a prominent nongovernmental civilian educator or member of academia possessing a doctoral degree.

(3) Functional Experts. At the discretion of the PAJE team chairman, functional experts from within the Department of Defense may be invited to travel with and provide expertise during PAJE visits.

4. The PAJE Team normally conducts an up to 5-day on-site visit to the college/school undergoing the PAJE review (select members of the team may visit off-site elements of the college/school for non-resident certification/accreditation). A team from J-7 will also visit the college/school approximately 1 month before the full PAJE team to review the college/school's preparations and readiness for the PAJE review. This pre-visit provides the college/school the opportunity to review its program briefings, visit agenda and support plan for the PAJE visit with team representatives prior to the actual visit.

5. Following the PAJE review, the PAJE team chairman recommends to the CJCS the appropriate status of the JPME curriculum at a college/school based upon the results of the team's review. The Chairman is the approval authority for certification, accreditation, reaffirmation and conditional accreditation/reaffirmation or decertification, as required. The PAJE report will be forwarded to the Chief of the Service or President, NDU, for appropriate action.

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APPENDIX C TO ENCLOSURE F

INSTITUTIONAL SELF-STUDY

1. Introduction. This appendix identifies key issues for inclusion in an accreditation self-study. These issues provide insight into the quality of an educational program. The statements are neither exhaustive nor applicable in all cases. This method highlights key areas of concern in most academic programs and provides a common framework for a self-study. The self-study report conveys the results of the college/school's self-assessment, both strengths and weaknesses. It succinctly describes, appraises and projects the planned improvements derived from the self-assessment process.

2. Submission. A self-study report is forwarded from the JPME provider seeking certification, accreditation or reaffirmation directly to the DDJS-ME not later than 45 days prior to the PAJE team visit.

3. Self-Study Format

a. Institutional Purpose. Provide information in the following format concerning the institution's purpose, to include the mission statement and other guidance such as vision and goals.

b. Organization

(1) Describe how the college/school is organized, to include an organizational diagram and how JPME fits into the organizational structure.

(2) Identify any committees or other bodies involved with development, review and quality control of JPME, or the preparation and conduct of the institutional self-assessment undertaken for the PAJE review.

(3) Identify planned organizational changes that may affect JPME and explain their planned implementation.

(4) Identify noteworthy strengths or limitations concerning the institution's organizational structure and JPME management practices.

c. Academic Programs and Curriculums

(1) Academic Programs. Briefly identify and describe the institution's major academic program(s).

(2) The JPME Curriculum

(a) Describe how JPME fits into the institution's academic program(s).

(b) Identify all courses that comprise the JPME curriculum. Also provide a list of guest speakers, the subject area of their presentations and how their presentations support JPME learning areas and objectives.

(c) Provide a matrix that cross walks each JPME learning area and/or learning objective in the OPMEP to the course and lesson in the curriculum where it is addressed. (The requisite learning areas and/or learning objectives are identified in the appropriate appendix to Enclosure E of the OPMEP.)

(d) Identify any major changes planned for current course(s) and explain their effect on JPME.

(3) Curriculum Development. Describe the process used to develop and revise the JPME curriculum, to include the major participants and their roles. In particular, identify how internal and external feedback is used in revising the curriculum. Also identify the process used to ensure changes in joint doctrine and joint warfighting are incorporated into JPME.

(4) Identify noteworthy strengths or limitations concerning the institution's academic programs and curriculums.

d. Academic Evaluation and Quality Control.

(1) Explain how the college/school assesses students' success in attaining JPME objectives (see appropriate appendix to Enclosure E, OPMEP).

(2) Describe internal and external measures of assessment. Include grading procedures for students and curriculum evaluation methods for college/school effectiveness.

(3) Explain the procedures used for curriculum development for instructional standardization among seminars.

(4) List the remedial programs or assistance provided for students experiencing difficulty completing course work satisfactorily.

(5) Describe how program curriculum deficiencies are identified and required instructional or curriculum modifications are coordinated.

(6) Provide a copy of all instruments used to conduct follow-up surveys of students, graduates, their supervisors and the joint leadership to determine curricula and educational effectiveness of their academic programs. Identify any established procedure ensuring data obtained is used to modify the curriculum in relation to graduates' performance in the field.

(7) Describe how the institution has acted on assessment findings in an effort to improve its effectiveness.

Identify noteworthy strengths or limitations concerning the institution's academic evaluation and quality control systems.

e. Student Body

(1) Describe the student body composition, to include affiliations by Service, department or organization; specialty code or branch (for military students); grade; average time in Service; and level of civilian and military schooling.

(2) Identify the percentage of DOD and non-DOD civilian students within the student population.

(3) Describe the criteria and rationale used for achieving student mixes within seminars.

(4) Provide a breakdown of all seminars, to include student names, grade, Service, department or organizational affiliation, country and specialty code.

(5) Identify noteworthy strengths or limitations concerning the student body.

f. Faculty

(1) Identify JPME faculty qualifications and determine if they have appropriate credentials and experience. Identify all faculty members with any involvement with JPME, to include their function (e.g., teach, curriculum development and course director); Service, department or

organizational affiliation (if appropriate); grade; area of expertise; academic degree level; military education level; and relevant joint and Service operational experience.

(2) Describe the military faculty mix by Military Department. Include a list of all faculty designated as teaching faculty and what courses they teach.

(3) Identify the student-to-faculty ratio for the college/school and explain how these figures were computed. Include a list of all faculty used to compute this ratio.

(4) Describe orientation, training and updating procedures established for faculty and staff members involved in JPME development and instruction.

(5) Describe faculty development programs available for improving instructional skills and increasing subject matter mastery in JPME (as identified in the appropriate appendix to Enclosure E, OPMEP).

(6) Identify noteworthy strengths or limitations concerning the institution's faculty selection, qualifications, retention or development.

g. Instructional Climate

(1) Explain how the institution ensures academic freedom, faculty and student inquiry, open exploration of ideas, lively academic debate and examination of appropriate curriculum issues.

(2) List active and passive learning methods used by the institution and the percentage of time students are involved in each.

(3) Describe how the institution approaches the JPME standard of joint awareness and joint perspectives. Explain what activities are used and describe how progress in this area is assessed.

(4) Identify student counseling and academic advisory services available to the students.

h. Academic Support

(1) Library and Learning Resources Center

(a) Describe library or learning resource operations. Include a list of library or learning resources available to students and

faculty and provide examples of types of materials directly supporting JPME curriculum requirements. Comment on availability and access to joint publications, Joint Electronic Library and other resources that support JPME.

(b) Identify noteworthy strengths or limitations in the library and its services, including: the staffing, the availability of electronic information resources, the information technology physically available, the print and non-print collections, the physical environs, the financial support's adequacy and the services provided to on-campus and off-campus students and faculty. This assessment should include results from formal and informal library surveys as well as the library administrators and staff.

(2) Physical Resources

(a) Describe the adequacy of the institution's physical facilities for the number of students, course offerings, faculty members and other academic requirements.

(b) Describe the accessibility of technology and course material development resources.

(c) Identify noteworthy strengths or limitations in physical facilities.

(3) Financial Resources

(a) Identify sources of financial support to the institution. Describe the adequacy of these resources to support JPME curriculum development and course execution.

(b) Identify resource shortfalls affecting academic programs and explain how they affect the JPME curriculum.

(c) Describe any projected changes in resource allocation affecting the JPME curriculum.

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ENCLOSURE G

REFERENCES

- a. Title 10, USC, section 153
- b. Title 10, USC, chapter 107
- c. DOD Directive 5230.9, 9 April 1996, "Clearance of DOD Information for Public Release"
- d. DOD Instruction 1215.20, 12 September 2002, "Reserve Component (RC) Joint Officer Management Program"
- e. DOD Instruction 1300.20, 20 December 1996, "DOD Joint Officer Management Program Procedures"
- f. DOD Manual 8910.01M, June 1998, "DOD Procedures for Management of Information Requirements"
- g. 2004 National Military Strategy of the United States of America. *A Strategy for Today; A Vision for Tomorrow.*
- h. CJCSI 1801.01, (updated through the Joint Electronic Library), "National Defense University Education Policy", 1 July 2002
- i. CJCSM 3500.04D, (updated through the Joint Electronic Library), "Universal Joint Task List (UJTL)", 1 August 2005
- j. Joint Pub 1, "Joint Warfare of the Armed Forces of the United States", 10 January 1995
- k. Joint Pub 1-02, (updated through the Joint Electronic Library), "DOD Dictionary of Military and Associated Terms", 31 August 2005
- l. Joint Pub 3.0, (updated through the Joint Electronic Library), "Doctrine for Joint Operations"
- m. Training Transformation Planning Guidance, March 2002.
- n. Bloom, B. S. *Taxonomy of Educational Objectives*, 1956
- o. CJCS, Capstone Concept for Joint Operations (CCJO), August 2005

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GLOSSARY

PART I--ACRONYMS

ACGSS	Army Command and General Staff School
ACSC	Air Command and Staff College
AJPME	Advanced Joint Professional Military Education
AWC	Air War College
AY	Academic year
CJCS	Chairman of the Joint Chiefs of Staff
CNCS	College of Naval Command and Staff
CNW	College of Naval Warfare
DE	distance education
DDJS-ME	Deputy Director, Joint Staff, for Military Education
DJS	Director of the Joint Staff
DLCC	Distance Learning Coordination Committee
DOD	Department of Defense
GNA	Goldwater-Nichols DOD Reorganization Act of 1986
G/FO	general/flag officer
GFOCC	General and Flag Officer Coordination Committee
ICAF	Industrial College of the Armed Forces
ILC	Intermediate-level College
ILE	intermediate-level education
J-1	Directorate for Manpower and Personnel, Joint Staff
JAWS	Joint Advanced Warfighting School
JCIWS	Joint Command, Control, and Information Warfighting School
JCS	Joint Chiefs of Staff
JCSOS	Joint and Combined Staff Officer School
JCWS	Joint and Combined Warfighting School
JDA	joint duty assignment
JDAL	Joint Duty Assignment List
JEB	Joint Education Branch (JS J-7)
JFC	joint forces commander
JFEC	Joint Faculty Education Conference
JFOWC	Joint Flag Officer Warfighting Course
JFSC	Joint Forces Staff College
JLA	Joint Learning Area
JLO	Joint Learning Objective

JOPES	Joint Operation Planning and Execution System
JOM	Joint Officer Management
JPME	Joint professional military education
JS	Joint Staff
JS J-7	Directorate for Operational Plans and Joint Force Development, Joint Staff
JSPS	Joint Strategic Planning System
JSO	joint specialty officer
JTF	joint task force
LA	learning areas
LO	learning objectives
MCCCE	Marine Corps College of Continuing Education
MCCSC	Marine Corps Command and Staff College
MCWAR	Marine Corps War College
MECC	Military Education Coordination Council
NDU	National Defense University
NPS	Naval Postgraduate School
NSC	National Security Council
NWC	National War College
OCS	officer candidate school
OPMEP	Officer Professional Military Education Policy
OSD	Office of the Secretary of Defense
OTS	officer training school
PAJE	Process for Accreditation of Joint Education
PME	professional military education
POI	Program of Instruction
POM	program objective memorandum
RC JPME	Reserve Component Joint Professional Military Education
ROTC	Reserve Officer Training Corps
SAE	special area of emphasis
SIWS	School of Information Warfare and Strategy
SLC	Senior-Level College
SLE	senior-level education
UJTL	Universal Joint Task List
USAWC	US Army War College
VDJ-7	Vice Director for Operational Plans and Joint Force Development

WMD Weapons of Mass Destruction
WMD/E Weapons of Mass Destruction/Effects

PART II--DEFINITIONS

academic freedom - Freedom to pursue and teach relevant knowledge and to discuss it freely as a citizen without interference, as from school or public officials.

accreditation - The granting of approval to an institution of learning by the CJCS after the school has satisfied the requirements specified in the Process of Accreditation for Joint Education (PAJE). Accreditation is the second level of PAJE review and is conducted within 2-years following an institution's certification for JPME. Accreditation is granted for 6-years when programs are judged satisfactory overall and have no significant weaknesses.

CAPSTONE - CAPSTONE is a mandated 6-week course for newly selected G/FOs. The course objective is to make these individuals more effective in planning and employing US forces in joint and combined operations. The CAPSTONE curriculum examines major issues affecting national security decision-making, military strategy, joint and combined doctrine, interoperability and key-allied nation issues.

certification - Certification is the assessment of a college or school as to whether it meets JPME requirements. Certification provisionally accredits a program for 2 years or until a full accreditation occurs. Certification is used in three situations: (1) programs that have never been awarded any type of PAJE accreditation status; (2) programs that were formerly certified or accredited but have had that status expire; or (3) programs that are currently certified or accredited but have undergone substantive change.

conditional accreditation/reaffirmation - Initial accreditation or reaffirmation can be granted on a conditional basis. Conditional accreditation or reaffirmation is granted for 1- to 3-years with various accompanying requirements for follow-on reports and/or follow-up visits to demonstrate correction of program weaknesses that precluded accreditation/reaffirmation. Normally, no program will be granted conditional accreditation/reaffirmation consecutively.

culture - The distinctive and deeply rooted beliefs, values, ideology, historic traditions, social forms, and behavioral patterns of a group,

organization, or society that evolves, is learned, and transmitted to succeeding generations.

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

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 a certified or accredited JPME Phase I course of instruction nor a recognized Phase I-equivalent program, to attend JPME Phase II prior to completion of Phase I. The waiver only concerns the sequencing of the JPME phases and does not alter the requirement for completion of both JPME phases to meet the full education prerequisite for JSO/JSO nominee designation. (*DODI 1300.20*)

distance education - learning situation in which the instructor and/or students are separated by time, location, or both. Education or training courses are delivered to remote locations via synchronous or asynchronous means of instruction, including written correspondence, text, graphics, audio- and videotape, CD-ROM, distributed online learning, audio- and videoconferencing and fax. Distance education does not preclude the use of the traditional classroom. The definition of “distance education” is usually meant to describe something, which is broader than and entails the definition of e-learning.

Distance Learning Coordination Committee (DLCC) - primary advisory body to the MECC WG on DL issues. The DLCC is an ongoing forum to promote best practices, exchange shareware, and provide and exchange information regarding technical and non-technical issues in Distance Learning in order to encourage collaboration, joint enterprise, and leverage of membership successes. Membership consists of the Deans and Directors of all Distance Education programs at the intermediate- and senior-level PME institutions with distance learning programs, encompassing continuing education and non-resident PME programs at the various Service and Joint education institutions. Assignment or appointment in the positions confirms membership. Other military education institutions, not members of the MECC, may apply for associate membership and participate in DLCC activities. The DLCC briefs the MECC on issues of concern as appropriate.

distributed - refers to the capability for institutions to use common standards (OSD Advanced Distributed Learning initiative, e.g. Shareable

Content Object Reference Model (SCORM)) and network technologies in order to provide learning anywhere and anytime.

education - Education conveys general bodies of knowledge and develops habits of mind applicable to a broad spectrum of endeavors.

e-learning - Broad definition of the field of using technology to deliver education and training programs. It is typically used to describe media such as DVD, CD-ROM, Internet, Intranet, or wireless learning.

faculty - Personnel (military or civilian) who teach, conduct research or prepare or design curricula.

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

individual joint training - Training that prepares individuals to perform duties in joint organizations (e.g., specific staff positions or functions) or to operate uniquely joint systems (e.g., joint intelligence support system). Individual joint training can be conducted by OSD, the Joint Staff, combatant commands, Services, Reserve Forces, National Guard or combat support agencies. (*Joint Training Policy*)

intermediate-level education (ILE) - A formal, intermediate-level Service college; includes institutions commonly referred to as intermediate Service colleges, intermediate-level schools, intermediate Service schools or military education level-4 producers.

Joint Advanced Warfighting School (JAWS) - Course designed to produce graduates that can create campaign-quality concepts, employ all elements of national power, accelerate transformation, succeed as joint force operational/strategic planners and commanders and be creative, conceptual, adaptive and innovative. JAWS is envisioned to populate the Joint Staff and combatant commands with officers expert in the joint planning processes and capable of critical analysis in the application of all aspects of national power across the full range of military operations.

Joint Flag Officers Warfighting Course (JFOWC) - JFOWC prepares two-star officers of all four services for theater-level combat leadership responsibilities. It is tailored to provide future theater combatant commanders, Service component and JTF commanders with a broad perspective of the strategic and operational levels of war.

Joint Professional Military Education (JPME) - A CJCS-approved body of objectives, outcomes, policies, procedures and standards supporting the educational requirements for joint officer management.

JPME phases - A three-phase joint education program taught at Service intermediate- or senior-level colleges, Joint Forces Staff College and NDU for the CAPSTONE course that meets the educational requirements for joint officer management.

a. JPME Phase I - A first phase of JPME is incorporated into the curricula of intermediate- and senior-level Service colleges and other appropriate educational programs, which meet JPME criteria and are accredited by the CJCS. By law, the subject matter to be covered shall include at least the following: 1) national military strategy; 2) Joint planning at all levels of war; 3) Joint doctrine; 4) Joint command and control and 5) Joint force and joint requirements development.

b. JPME Phase II - A follow-on second phase of JPME for selected graduates of Service schools and other appropriate education programs that complements and enhances Phase I instruction. This phase is taught at JFSC JCWS to both intermediate- and senior-level students, at Service senior-level colleges to senior-level students and completes their educational requirement for joint officer management. In addition to the subjects specified in JPME Phase I above, by law, the curriculum for Phase II JPME shall include the following: 1) National security strategy; 2) Theater strategy and campaigning; 3) Joint planning processes and systems and 4) Joint, interagency and multinational capabilities and the integration of those capabilities.

c. CAPSTONE - by law, the third phase of JPME.

joint training - Military training based on joint doctrine or JTTP to prepare individuals, joint commanders, joint staff and joint forces to respond to strategic and operational requirements deemed necessary by combatant commanders to execute their assigned missions. Joint training involves forces of two or more Military Departments interacting with a combatant commander or subordinate joint force commander; involves joint forces and/or joint staffs; and or individuals preparing to serve on a joint staff or in a joint organization and is conducted using joint doctrine or TTP. (*Joint Training Policy*)

Military Education Coordination Council (MECC) - An advisory body to the Director, Joint Staff, on joint education issues, consisting of the 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 MECC Principals are the: DDJS-ME; the Presidents, Directors and Commandants of the JPME colleges, Service universities, ILCs, and SLCs; USJFCOM/J-7 and the heads of any other JPME certified or accredited institutions.

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

non-resident education - The delivery of a structured curriculum to a student available at a different time or place than the teaching institution's resident program. There are three approaches used to provide non-resident JPME via an appropriate, structured curriculum: satellite seminars or classes, distance/distributed learning and blended learning.

PINNACLE - Course designed to prepare senior G/FOs for senior political-military positions and command of joint and coalition forces at the highest level. It is designed to sensitize them to the environment in which they are about to enter as well as foster understanding of national and international objectives, policies and guidance.

Process for Accreditation of Joint Education (PAJE) - A CJCS-approved process for oversight, assessment and improvement of the JPME programs at intermediate and senior colleges.

professional military education (PME) - PME conveys the broad body of knowledge and develops the habits of mind essential to the military professional's expertise in the art and science of war.

range of military operations (ROMO) - A doctrinal term (Joint Pub 3-0), and a conceptual term used in joint concepts (such as the Capstone Concept for Joint Operations—CCJO), it consists of broad categories – and types of operations --Military Engagement/Security Cooperation & Deterrence, Crisis Response contingencies, and Major Operations & Campaigns (both adversary-focused and humanitarian/non-adversary ops). See Joint Pub 3-0 or CCJO for examples of the activities and specific operations that may be included under this definition.

reaffirmation - A follow-on accreditation review of an institution to determine whether it continues to meet PAJE standards. Reaffirmation of accreditation occurs every 6 years from the date of initial accreditation. Reaffirmation also is granted for up to 6 years when programs are judged satisfactory overall and have no significant weaknesses.

senior-level education (SLE) - A formal, senior-level Service or NDU college; includes institutions commonly referred to as top-level schools, senior Service colleges, senior Service schools or military education level-1 producers.

Shareable Content Object Reference Model (SCORM) – a collection of specifications that defines a web-based learning “Content Aggregation Model,” “Run-time Environment” and “Sequencing and Navigation” for reusable content objects. At its simplest, it is a model that references a set of interrelated technical specifications and guidelines designed to meet the DOD’s high-level requirements for e-learning content.

single-phase JPME – curricula reflecting the distinct educational focus and joint character of NWC, ICAF and JAWS missions.

weapons of mass destruction/effects. WMD/E relates to a broad range of adversary capabilities that pose potentially devastating impacts. WMD/E includes chemical, biological, radiological, nuclear and enhanced high explosive weapons as well as other, more asymmetrical “weapons”. They may rely more on disruptive impact than destructive kinetic effects. For example, cyber attacks on US commercial information systems or attacks against transportation networks may have a greater economic or psychological effect than a relatively small release of a lethal agent. They also include threats in cyberspace aimed at networks and data critical to US information-enabled systems. Such threats require a comprehensive concept of deterrence encompassing traditional adversaries, terrorist networks and rogue states able to employ a range of offensive capabilities.

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