CHAIRMAN OF THE JOINT CHIEFS OF STAFF NOTICE

J-7
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CJCSI 1805.01A CH 1
20 September 2011

CHANGE TO CJCSI 1805.01A

1. Holders of CJCSI 1805.01A, 1 October 2010, "Enlisted Professional Military Education Policy," are requested to make the following page substitutions:

Remove Pages	Add Pages
i through vi, A-1 and A-2, A-A-3 through and A-A-6, C-1 through C-4, D-1 through D-4, E-B-1 and E-B-2, E-C-1 through E-C-4, E-D-A-1 and E-D-A-2, E-D-B-1 and E-D-B-2, GL-1 through GL-6	i through vi, A-1 and A-2, A-A-3 through and A-A-6, C-1 through C-4, D-1 through D-4, E-B-1 and E-B-2, E-C-1 through E-C-4, E-D-A-1 and E-D-A-2, E-D-B-1 and E-D-B-2, GL-1 through GL-6

2. Summary of the changes is as follows:

a. Assigns Deputy Director for Strategy and Policy (DDJ-7 S&P) as the Deputy Director, Joint Staff for Military Education (DDJS-ME).

b. Re-assigns USJFCOM/J-7 duties and responsibilities to Joint Staff, J-7 Directorate or National Defense University.

3. When the prescribed action has been taken, this transmittal should be filed behind the basic document.

4. This notice is approved for public release; distribution is unlimited. DOD components and the public may obtain copies of this notice through the Internet from the CJCS Directives at http://www.dtic.mil/cjcs_directives.

For the Chairman of the Joint Chiefs of Staff:

WILLIAM E. GORTNEY
VADM, USN
Director, Joint Staff

CHAIRMAN OF THE JOINT CHIEFS OF STAFF INSTRUCTION

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

CJCSI 1805.01A
1 October 2010

ENLISTED PROFESSIONAL MILITARY EDUCATION POLICY

References: Enclosure F

1. Purpose. This instruction circulates the policies, procedures, objectives, and responsibilities for enlisted professional military education (EPME) and enlisted joint professional military education (EJPME).

2. Cancellation. CJCSI 1805.01, 28 October 2005, "Enlisted Professional Military Education Policy," is cancelled.

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

4. Policy

a. Protecting our Nation, preventing future conflicts, and prevailing against adversaries require that the U.S. Armed Forces sustain and extend their qualitative advantage against a very diverse set of threats and adversary capabilities. Maintaining our qualitative advantage begins with improving education programs across the Services.

b. Our overarching goal is to educate and train the right person for the right task at the right time. We can no longer wait until an individual is placed into a leadership position before receiving the proper education and training. This is especially true today; these critical and dangerous times require noncommissioned officers from all Services to work in the joint environment more often than they have before. It is imperative we expand "jointness" to all appropriate levels in our Armed Forces to ensure we retain the qualitative advantage that makes us the most powerful and successful military force in the world today.

5. Definitions. See Glossary.

6. Responsibilities

a. Per reference a, the Chairman is responsible for formulating policies for coordinating the military education and training of members of the Armed Forces.

b. Enclosure A outlines the policies and procedures necessary to fulfill Chairman Joint Chiefs of Staff (CJCS) Professional Military Education (PME) vision and responsibilities for the enlisted force. Enclosures B through D address specific EPME policies and provide guidance to Service Chiefs on joint emphasis areas that consist of joint learning areas (JLAs) and joint learning objectives (JLOs) that should be included in Service EPME programs. Enclosure E outlines JLAs and JLOs that define the EJPME program. Enclosure F is a list of references pertaining to this instruction.

7. Summary of Changes. This revision:

a. Adds a U.S. Coast Guard (USCG) representative to the Enlisted Military Education Review Council (EMERC) and a USCG representative to the EMERC working group at Enclosure C page 1.

b. Adds the Senior Enlisted Leader from Joint Special Operations University (JSOU) to the EMERC and a JSOU representative to the EMERC working group at Enclosure C page 1.

c. Adds the Joint Enlisted Curriculum Committee (JECC) as an update mechanism to keep JLAs and JLOs current with Service specific capabilities/concepts and serve as a more efficient/effective means of sharing information at Enclosure C page 3.

d. Revises the JLAs and JLOs for the Senior Enlisted Joint Professional Military Education (SEJPME) Distance Education Course at Enclosure E, Appendix D, Annex A.

e. Adds the interagency and non-government agency processes as a JLA 5 for SEJPME Distance Education Course at Enclosure E, Appendix D, Annex A.

f. Adds a focus on Joint Force Leadership primarily at SEJPME and KEYSTONE level.

g. Adds a focus on irregular warfare throughout EJPME.

h. Adds the joint doctrine system as a JLO under the foundations of joint operations JLA 3 for SEJPME Distance Education Course at Enclosure E Appendix D, Annex A.

i. Disestablishes the Senior Enlisted Steering Committee and establishes J-7/Joint Education Branch interaction with the Defense Senior Enlisted Leadership Conference (DSELC).

j. Removes the requirement for a Triennial Report.

8. Releasability. This instruction is approved for public release; distribution is unlimited. DOD components (to include the combatant commands (COCOMs)), 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.

9. Effective Date. This instruction is effective for planning and programming upon receipt.

For the Chairman of the Joint Chiefs of Staff:

WILLIAM E. GORTNEY
VADM, USN
Director, Joint Staff

Enclosure(s):

A -- Enlisted Professional Military Education Policy
B -- Policies for Enlisted Joint Professional Military Education Programs
C -- EPME Review Process
D -- Responsibilities
E -- Enlisted Joint Professional Military Education
F -- References
GL -- Glossary

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ENCLOSURE A

ENLISTED PROFESSIONAL MILITARY EDUCATION POLICY

1. Overview. The Enlisted Professional Military Education Policy (EPMEP) defines CJCS objectives and policies regarding the educational and training institutions that comprise the EPME and EJPME programs. The EPMEP provides guidance to military education and training institutions regarding JLAs and JLOs that should be included into EPME curricula in order to achieve the goal of expanding "jointness" to all appropriate levels of the U.S. Armed Forces.

a. The Services and NDU provide EPME to members of the U.S. Armed Forces. Relevant learning objectives have been developed to support JPME for enlisted personnel.

(1) Each Service operates its EPME system to develop personnel with knowledge, skills, abilities, and attitudes appropriate to their grade. EJPME is veined throughout Service-provided EPME beginning with initial enlistment (E-1) and extending through the most senior grade (E-9).

(2) The expansion of the joint operating environment to all levels of war and interoperability within theater security cooperation initiatives necessitates the expansion of JPME to enlisted personnel. While not mandated by law (as is the case for officers), this policy is a recognition that operating in joint, interagency, intergovernmental and multinational (JIIM) warfighting organizations and staffs requires JLOs be made available to all enlisted personnel. Service Chiefs should incorporate joint focus areas into Service curriculums wherever appropriate.

b. All enlisted personnel should make a continuing, strong personal commitment to their professional development beyond the formal schooling offered in our military educational and training system. Accordingly, Service training and education commands should prepare junior Service personnel to accept this responsibility. Senior enlisted (SE) personnel (E-6/7 – E-9) should embrace the greatest responsibility for ensuring continued growth of themselves and others.

2. Scope. This instruction addresses PME and JPME throughout the entire enlisted continuum (E-1 through E-9) for the total force.

NOTE: The following Service dependent grades are inferred when references to SEs and their education continuums are made:

USA, USN, USCG: E-7 - E-9
USMC, USAF: E-6 – E-9

3. Intent

a. Professional development is the product of a learning continuum that comprises individual training, experience, education, and self-development. The role of PME is to provide the education needed to complement individual training, operational experience, and self-improvement to produce the most technically proficient, professionally competent, and self-confident individual possible. Within our enlisted ranks, the focus of learning opportunities centers on individual training (how to do). As enlisted personnel grow in experience and assume greater responsibilities, individual training is enhanced with professional education (how to think) opportunities.

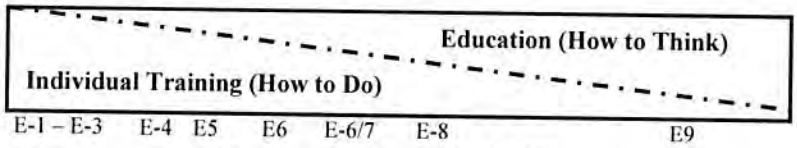

Figure 1. Service PME.

b. In its broadest conception, education conveys general bodies of knowledge and develops habits of mind applicable to a broad spectrum of endeavors. As viewed through the prism of "Learning Domains," education is largely defined through the cognitive domain and fosters breadth of view, diverse perspectives, critical analysis, abstract reasoning, comfort with ambiguity and uncertainty, and innovative thinking, particularly with respect to complex, non-linear problems. This contrasts with training that focuses largely through the psychomotor domain on the instruction of personnel to enhance their capacity to perform specific functions and tasks. Learning that is associated with describing attitudes toward the understanding of Joint Matters is focused through the affective domain. A description of the taxonomy that defines the levels of learning achievement is presented in Appendix A to Enclosure E.

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 learning continuum relies on close coordination and integration of training and education to develop synergies as personnel develop over time, acquiring and performing progressively more complex and demanding skills and responsibilities as they advance in their careers.

4. Conclusion.

a. We invest today in education to prepare for the conflicts of tomorrow.

b. Making sure we are teaching the right things for today's environment and looking ahead to who – or what – comes next represents the most significant challenge to our education efforts across the board; and EJPME is a key enabler for success.

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APPENDIX A TO ENCLOSURE A

ENLISTED PROFESSIONAL MILITARY EDUCATION CONTINUUM

1. Overview. The EPME Continuum (see Annex A to this Appendix) reflects the dynamic system of enlisted career education and individual training. It identifies areas of emphasis that support defined educational levels and provides JLOs guidance for military schools and enlisted leadership academies. It is a comprehensive frame of reference depicting the progressive nature of EPME and EJPME, guiding an enlisted member's individual development over time.

a. The continuum structures the development of Service enlisted personnel by organizing the EPME continuum into five levels of military education: introductory, primary, intermediate, senior, and executive. It also defines the focus of each educational level in terms of the major levels of war: tactical, operational, and strategic. Lastly, it links educational levels to JLAs and complementary JLOs.

b. The continuum recognizes both the distinctiveness and interdependence of Service schools and JLAs that should be emphasized during an individual's education and training experiences. Service schools, in keeping with their role of developing Service specialists, primarily and appropriately place emphasis on education and training from a Service perspective. The EPMEP provides guidance regarding JLAs and JLOs that should be included in EPME curriculums to prepare future senior enlisted leaders (SELs) for success in the joint operations environment.

2. EPME and EJPME Relationships

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

b. EJPME is that portion of EPME that expands a member's learning opportunities by embedding a joint context into existing PME, thereby enhancing an individual's ability to operate in a joint environment. EJPME is a recognition that knowledge of the joint operating environment should occur early in the military education process and be reinforced throughout the enlisted learning continuum.

3. The EPME Continuum

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

(1) Introductory. Individual military training and education received at Service initial entry training sites and basic skill development schools, typically in pay grades E-1 through E-3.

(2) Primary. Individual military training and education typically received in pay grades E-4 through E-6.

(3) Intermediate. Individual military training and education typically received in pay grade E-7 (E-6 for U.S. Marine Corps/Air Force).

(4) Senior. Individual military training and education typically received in pay grades E-8 and E-9.

(5) Executive. Individual military training and education received as a command SEL (CSEL). CSELs are individuals in the pay grade of E-9 who are serving as the SEL in a general or flag officer (G/FO)-led organization.

b. Levels of War. The continuum also portrays the focus of each educational level in relation to the tactical, operational, and strategic levels of war as outlined in reference b. It recognizes that EPME and EJPME curricula educate across all levels of war and interoperability within theater security cooperation initiatives.

c. Introductory Education

(1) Institutions and Courses

(a) Service initial entry and military occupational specialty (MOS) training sites.

(b) Service basic development schools and courses.

(2) Focus. At the introductory level, education compliments individual training. Curricula content is oriented toward providing enlistees with a basic grounding in the U.S. defense establishment and their specific Service.

e. Primary Education

(1) Institutions and Courses

(a) Service MOS, warfare specialty schools and courses.

(b) PME leadership schools and courses.

(2) Focus. Primary education focuses on preparing junior and mid-grade enlisted personnel to assume a leadership role in their assigned MOS. The curricula are Service-oriented and focus on the tactical level of war and small-unit operations.

f. Intermediate Education

(1) Institutions and Courses

(a) Service MOS, warfare specialty schools and courses.

(b) Service intermediate level PME leadership academies and schools.

(2) Focus. Education at this level continues the development of leaders as they elevate to the senior enlisted ranks (E-6 or E-7 depending on the individual Service). The curricula remain Service-oriented and focus on the tactical level of war and mid-sized unit operations and may introduce aspects of the operational level of war.

g. Senior Education

(1) Institutions and Courses

(a) Service MOS, warfare specialty schools and courses.

(b) Service senior level PME leadership academies and schools.

(2) Focus. Education at this level incorporates the operational level of warfighting, introducing interagency and multinational operations, and addresses leadership at the unit and organizational levels.

h. Executive Education

(1) Instructional Opportunities. Courses, seminars, symposiums, and conferences.

(2) Focus. Education at this level incorporates increased knowledge of JIIM, introduces the strategic level of warfighting, and addresses command SE leadership.

4. EJPME Within the EPME Continuum. Enlisted professional development and progression through the continuum is a Service responsibility. This instruction provides guidance to the Services, enabling them to incorporate relevant EJPME topics into their respective EPME system. The guidance consists of joint focus areas, JLAs, and JLOs that are linked to the five EPME levels. The continuum is designed to progressively develop the knowledge, skills, perspectives, and values essential for enlisted personnel so they may function effectively in joint, interagency, and multinational operations and organizations. Enclosure E and Appendix A to Enclosure E provide common EJPME standards and learning objective verb guidance for institutions so they may incorporate JLAs and JLOs into appropriate EPME programs.

a. EJPME Continuum and Flow. All enlisted personnel should be exposed to EJPME as they progress through their respective Services' EPME system. This exposure is designed to prepare them to succeed in the complex future operating environment by improving their ability to operate effectively as part of the future joint force. Correspondingly, some enlisted personnel require more comprehensive joint education to prepare them for an assignment to a joint billet at the SE/CSEL level.

b. EJPME includes two educational levels that span an enlisted member's career and apply to all enlisted personnel. A third educational level applies to SEs and above who are assigned to joint billets. A brief synopsis of the three EJPME levels follows:

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

(2) Career EJPME. This level addresses educational guidelines for SE personnel in grades E-6/7 and above. Appendix C to Enclosure E provides guidance to the Services so they may integrate JLOs into Intermediate, Senior, and/or Executive EPME programs, including formal schooling, job aids, promotion guides, and Web-based courses as deemed appropriate.

(3) Senior EJPME. This level includes two CJCS-sponsored assignment-oriented educational opportunities beginning at the E-6/7 level:

(a) SEJPME Course. A stand-alone Web-based course that educates SEs serving in or slated to serve in joint organizations (See Enclosure E, Appendix D, Annex A).

(b) KEYSTONE Course. Prepares CSELs for service in a flag level joint headquarters or Joint Task Force (See Enclosure E, Appendix D, Annex B).

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ANNEX A TO APPENDIX A TO ENCLOSURE A

ENLISTED PROFESSIONAL MILITARY EDUCATION CONTINUUM

ENLISTED MILITARY EDUCATION CONTINUUM					
GRADES	**E-1 TO E-3**	**E-4 TO E-6**	**E-6/7**	**E-8 TO E-9**	**E-9**
EDUCATION LEVEL	**INTRODUCTORY**	**PRIMARY**	**INTERMEDIATE**	**SENIOR**	**EXECUTIVE**
EDUCATIONAL INSTITUTIONS COURSE AND OPPORTUNITIES	-- Service Initial Entry Training -- Basic Development Schools and Courses -- Basic EJPME	-- PME Academies, Schools and Courses -- Basic EJPME	-- PME Academies, Schools and Courses -- Senior EJPME Course -- Career EJPME	-- PME Academies, Schools, Courses, Seminars, Symposiums, and Conferences -- Senior EJPME Course -- Career EJPME	-- Courses, Seminars, Symposiums, and Conferences -- CSEL KEYSTONE
LEVELS OF WAR EMPHASIZED	**TACTICAL** →		**OPERATIONAL** →	**STRATEGIC** →	
FOCUS OF MILITARY EDUCATION AND PROFESSIONAL DEVELOPMENT PROGRAMS	- Followership and Fundamentals of Leadership -- Establish Tactical Warfighting Skills -- Service-Specific Competencies	-- Leadership and Management Skills in Service and MOS -- Expand Tactical Warfighting Skills -- Small Team/Unit Leadership	-- Advanced Leadership and Management Skills in Service and MOS -- Advance Tactical Warfighting Skills -- Introduce Operational Level of War -- Unit/Organizational Leadership	-- Advanced Leadership and Management Skills in Joint Environment -- Expand Operational Level of Warfighting -- Introduction to Interagency and Multinational Operations -- Organizational & Command SEL	-- Advanced Leadership and Management Skills in Joint Environment -- Expand Interagency and Multinational Operations -- Introduction to Strategic Theater Level of Warfighting -- CSEL
JOINT EMPHASIS AREAS	**Basic EJPME** -- National Military Capabilities -- Armed Forces Overview -- Intro to Interagency & Multi-National Operations		**Senior EJPME** **Senior EJPME Course** -- National Strategic Overview -- National Military Capabilities and Organization -- Armed Forces Overview -- Joint, Interagency, Intergovernmental, and Multinational Capabilities -- Foundations of Joint Operations -- Joint Force Leadership **CSEL KEYSTONE Course** -- Joint Force Leadership -- National Military Capabilities and Organization -- Joint Doctrine -- Joint, Interagency, Intergovernmental, and Multinational Capabilities **Career EJPME** -- National Military Capabilities and Organization -- Armed Forces Overview -- Foundations of Joint Operations -- National Strategic Overview -- Intro to Interagency & Multi-National Operations		

Table 1. Enlisted Military Education Continuum

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ENCLOSURE B

POLICIES FOR ENLISTED PROFESSIONAL MILITARY EDUCATION PROGRAMS

1. General. This enclosure outlines policies applicable to EPME programs.

2. Curricula. Basic and career EJPME curricula are not envisioned as stand-alone courses. The Services should embed the appropriate JLOs and/or JLAs in EPME programs including formal schooling, job aids, promotion guides, and Web-based courses as deemed appropriate. EPME curriculum should include:

a. Mission-specific courses appropriate to the Service.

b. EJPME conducted within the context of the Service school mission. Enclosure E identifies the JLAs and JLOs for basic and career EJPME emphasis areas.

3. Delivery Methods. Services use a mix of resident and non-resident instruction and other tools to educate and train enlisted personnel. The Services may choose methodologies and techniques appropriate to their Service, subject content, and student populations.

4. Incorporating EJPME in EPME Programs. Service schools should meet the EJPME learning objectives IAW this policy. Curricula and related educational products and materials should support learning objectives. The specific methodology and techniques employed to achieve the EJPME learning objectives are left to the discretion of the individual Service.

5. Instructor Exchange Programs. Services are encouraged to seek opportunities that allow instructor exchanges. Ultimately, opportunities such as these will broaden instructor competence in EJPME topics, as well as inculcate a greater sense of jointness.

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ENCLOSURE C

EJPME REVIEW PROCESS

1. Overview. A continual ongoing review of EJPME satisfies CJCS oversight requirements and guarantees the effectiveness of the programs. The process is made up of three components:

a. Feedback Mechanisms

b. Update Mechanisms

c. EJPME Assessments

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

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

b. Enlisted Military Education Review Council. The EMERC serves as an advisory body to the Deputy Director, Joint Staff, for Military Education (DDJS-ME) on enlisted joint education issues. This advisory body consists of EMERC Principals and a supporting EMERC working group. The EMERC addresses issues of interest to the joint education community, promotes cooperation and collaboration among EMERC member institutions, and coordinates joint education initiatives.

(1) EMERC Principals. The EMERC Principals are the DDJS-ME; CJCS SEL (when assigned); the Command Sergeant Major, U.S. Army Training and Doctrine Command; Force Master Chief, Naval Education and Training Command; Command Chief Master Sergeant, Air Education and Training Command; Sergeant Major, Marine Corps University; Representative, USCG Headquarters Office of Leadership and Professional Development; Representative, National Defense University; and Senior Enlisted Leader, JSOU. The EMERC Chairman may invite representatives from combatant commands (CCMDs) and other organizations as appropriate.

(2) EMERC Working Group. The EMERC working group is comprised of representatives of the EMERC Principals. The working group is chaired by the Chief, Joint Education Branch, Joint Staff/J-7. Services and combatant commanders are also invited to send participants to all EMERC working group meetings to provide feedback to improve the educational process. The EMERC working group Chair may invite other participants as appropriate. The working group performs the following functions:

(a) Support the EMERC Principals' meetings, to include developing the agenda, preparing papers and briefings, and documenting and disseminating meeting results.

(b) Support EMERC-approved initiatives, to include the formulation of subgroups as may be required to implement approved initiatives.

(c) Promote collaboration and cooperation among the Services by serving as a forum to address items of mutual interest.

(3) EMERC Meetings. The DDJS-ME will convene an EMERC meeting at least annually. The EMERC working group will meet at least annually, and on other occasions as may be deemed necessary by the working group. The J-7 will publish meeting minutes for all EMERC Principal and working group meetings and make distribution to EMERC members and other concerned parties.

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

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

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

c. Program Reviews

(1) Each Service will provide a review of its EPME program in general and its EJPME program in particular during EMERC and EMERC working group meetings, or as requested by DDJS-ME.

(2) The EMERC working group will review the curricula of the CJCS-sponsored SEJPME and KEYSTONE courses. These reviews will ensure the prescribed joint educational requirements for the courses are being met and remain relevant. The results of these assessments will be used to update the respective courses as appropriate.

d. Joint Enlisted Curriculum Conference (JECC). The JECC is an annual event for curriculum developers/designers from both the Service and Joint communities to meet and discuss EJPME issues. Its mission is to gain efficiencies in developing new joint curriculum and updating current curriculum by sharing technology and ideas. Joint Forces Staff College chairs the meeting to be held as required, but not less than annually. Updates and initiatives resulting from the JECC are forwarded to the EMERC and EMERC working group for information and action.

e. Defense Senior Enlisted Leaders Conference (DSELC). An executive level committee comprised of the Senior Enlisted Advisor to the CJCS (when assigned), Service Senior Enlisted Leaders (SSELs) and the CSELs to the combatant commanders that meet to discuss items of interest and the impact on the enlisted community.

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

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ENCLOSURE D

RESPONSIBILITIES

1. Overview. This enclosure outlines responsibilities within the U.S. Armed Forces for compliance with prescribed military education policies. Title 10 USC prescribes CJCS authority and responsibilities. Specific duties and responsibilities within the EPME system are pursuant to DOD and Military Department regulations.

2. General. The success of the EPME system is a shared responsibility of the CJCS and the Service Chiefs to:

a. Manage unique PME requirements.

b. Recognize the importance of a framework to integrate military education and individual training.

c. Ensure appropriate joint emphasis in the education of all enlisted personnel, regardless of billet.

d. Ensure proper attention is given to total force requirements relative to PME.

e. Provide opportunities for joint education for all SEs assigned to a joint billet.

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

a. Formulates policies for coordinating the military education of members of the U.S. Armed Forces.

b. Advises and assists the Secretary of Defense by periodically reviewing how the Services have integrated JPME into their respective PME programs.

c. Provides primary oversight of the joint educational process.

d. Serves as the principal military adviser to the Secretary of Defense on PME matters.

e. On request, periodically and as available, providing Joint Staff action officers from the various directorates as subject matter experts to provide

schools with briefings, lectures, and papers to enhance and extend the PME process.

4. Service Chiefs. Each Service Chief is responsible for managing the content, quality, and conduct of the Service's PME programs at all levels within the guidelines of the military educational framework and, where appropriate, implementing policies contained in this document. Service Chiefs, through Service Training and Education organizations, will ensure their EMERC and EMERC working group principals provide updates on Service EPME and EJPME programs to the EMERC and EMERC working group.

5. Service Senior Enlisted Leaders (SSELs). SSELs advise the Service Chiefs on enlisted matters and have an inherent interest in the education and training of enlisted personnel. SSELs also serve as members of the DSELC, along with SELs for the Combatant Commanders.

6. Director for Joint Force Development, Joint Staff/DJ-7. The DJ-7 will supervise the DDJS-ME.

7. Deputy Director, Joint Staff for Military Education. The DDJ-7 for Strategy and Policy serves as the DDJS-ME. The DDJS-ME is responsible for the following:

a. Assists with formulating policy for military education of the U.S. Armed Forces.

b. Periodically reviews and recommends EJPME revisions.

c. Coordinates the periodic review of all EJPME curricula for the Chairman.

d. Coordinates for the Joint Staff on reports dealing with military education.

e. Serves as the Chair of the EMERC.

f. Coordinates with NDU on the execution, funding, and annual review of KEYSTONE program.

8. U. S. Special Operations Command (USSOCOM)/Joint Special Operations University (JSOU). USSOCOM/JSOU will provide appropriate representatives for participation in the EMERC and EMERC working group.

9. President, National Defense University (NDU). The President, NDU, will:

a. Execute the KEYSTONE program not less than two iterations per academic year.

b. Provide subject matter expertise to update and maintain the SEJPME Course.

c. Provide subject matter expertise regarding the development and maintenance of JLAs and JLOs.

d. Provide appropriate representatives for the EMERC and EMERC working group.

e. Resource KEYSTONE and Senior EJPME courses in POM submissions.

f. Conduct periodic curricula review of EJPME for the CJCS.

10. Chief, Joint Education Branch (Joint Staff J-7). The Chief , Joint Education Branch will:

a. Assist DJS-ME in executing his responsibilities for EJPME.

b. Provide EJPME updates as requested to the Services, including the DSELC.

c. Chair the EMERC working group.

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ENCLOSURE E

ENLISTED JOINT PROFESSIONAL MILITARY EDUCATION

1. General. This enclosure provides common educational standards, taxonomy of desired levels of learning achievement, and JLOs for the three levels of EJPME.

2. Common Educational Standards. The following describes common educational standards for all EPME institutions the Chairman 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. EJPME curricula should prepare students to operate in a joint, interagency, and multinational environment and bring a joint perspective to bear while performing in tactical, operational, and strategic environments.

b. Standard 2 -- 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.

c. Standard 3 -- Assess Program Effectiveness. Institutions should analyze student performance for indicators of program effectiveness. Results of these analyses should be used to refine or develop curricula that continue to meet evolving mission requirements in the context of an ever-changing world. Curricula should be the product of a regular, rigorous, and documented review process.

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

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APPENDIX A TO ENCLOSURE E

LEARNING OBJECTIVE VERBS

1. Levels of Learning Achievement. Below is a list of descriptive verbs that constitute a useful hierarchy of possible levels of learning. The verbs are used to define the JPME objectives in the following appendices.

(Mental skills - *Knowledge*)

Level	**Illustrative Level**	**Definitions**
Knowledge	Arrange, define, describe, identify, know, label, list, match, memorize, name, order, outline, recognize, relate, recall, repeat, reproduce, select, state	Remembering previously learned information
Comprehension	Classify, comprehend, convert, define, discuss, distinguish, estimate, explain, express, extend, generalize, give example(s), identify, indicate, infer, locate, paraphrase, predict, recognize, rewrite, report, restate, review, select, summarize, translate	Grasping the meaning of information
Application	Apply, change, choose, compute, demonstrate, discover, dramatize, employ, illustrate, interpret, manipulate, modify, operate, practice, predict, prepare, produce, relate, schedule, show, sketch, solve, use, write	Applying knowledge to actual situations
Analysis	Analyze, appraise, break down, calculate, categorize, classify, compare, contrast, criticize, derive, diagram, differentiate, discriminate, distinguish, examine, experiment, identify, illustrate, infer, interpret, model, outline, point out, question, relate, 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,	Rearranging component ideas into a new whole

Level	Illustrative Level	Definitions
	relate, reorganize, revise, rewrite, set up, summarize, synthesize, tell, write	
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

Table 2. Cognitive Domain

(Growth in feelings or emotional areas - *Attitude)*

Level	Illustrative Level	Definitions
Receiving	Ask, choose, describe, follow, give, hold, identify, locate, name, point to, select, sit, erect, reply, use	Awareness, willingness to hear, selected attention
Responding	Answer, assist, aids, comply, conform, discuss, greet, help, label, perform, practice, present, read, recite, report, select, tell, write	Active participation on the part of the learners. Attends and reacts to a particular phenomenon. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation).

Level	Illustrative Level	Definitions
Valuing	Complete, demonstrate, differentiate, explain, follow, form, initiate, invite, join, justify, propose, read, report, select, share, study, work	The worth or value a person attaches to a particular object, phenomenon, or behavior. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalization of a set of specified values, while clues to these values are expressed in the learner's overt behavior and are often identifiable
Organization	Adhere, alter, arrange, combine, compare, complete, defend, explain, formulate, generalize, identify, integrate, modify, order, organize, prepare, relate, synthesize	Organizes values into priorities by contrasting different values, resolving conflicts between them, and creating a unique value system. The emphasis is on comparing, relating, and synthesizing values
Internalizing	Act, discriminate, display, influence, listen, modify, perform, practice, propose, qualify, question, revise, serve, solve, verify	Has a value system that controls their behavior. The behavior is pervasive, consistent, predictable, and most importantly, characteristic of the learner. Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional)

Table 3. Affective Domain

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APPENDIX B TO ENCLOSURE E

BASIC EJPME LEARNING AREAS AND OBJECTIVES

1. Overview. The basic EJPME level addresses the progressive educational guidelines that should be completed by pay grade E-6.

2. Focus. Provides introduction to enlisted member's respective Service; develops knowledge of the basic U.S. defense structure, roles, and functions of other Services and the CCMD structure; and familiarizes the enlisted person with the world's major regions, and the cultures found in those regions.

3. Learning Areas and Objectives

a. LA 1 -- National Military Capabilities and Organization

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

(2) Know the Combatant Commanders and their primary functional and geographic area of responsibility.

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

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

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

(6) Know the military roles in homeland defense (HLD) and civil support (CS) missions.

b. LA 2 -- Armed Forces Overview

(1) Know uniform and rank insignias from all Services.

(2) Know the general customs and courtesies of the Services.

(3) Know the core values of the Services.

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APPENDIX C TO ENCLOSURE E

CAREER EJPME LEARNING AREAS AND OBJECTIVES

1. Overview. Career EJPME supports the leadership development for all SEs, typically in grades E-6/7 through E-9.

2. Focus. This emphasis area builds upon the knowledge provided in basic EJPME; adds JLAs that introduce joint operations; and provides a more comprehensive national strategic overview.

3. Learning Areas and Objectives

a. LA 1 -- National Military Capabilities and Organization

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

(2) Know the CCDRs and comprehend their primary functional and geographic area of responsibility.

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

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

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

b. LA 2 -- Armed Forces Overview

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

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

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

c. LA 3 -- Foundations of Joint Operations

(1) Know fundamentals of both traditional and irregular warfare in a joint environment.

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

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

(4) Know fundamentals of information operations.

(5) Comprehend the military roles in HLD and CS missions.

(6) Comprehend the principles of joint operations, joint military doctrine, and emerging concepts in peace, crisis, war, and post-conflict to include traditional and irregular warfare.

(7) Comprehend joint learning resources (references, doctrine, concepts, etc).

(8) Apply leadership in a JIIM environment.

d. LA 4 -- National Security Overview

(1) Know the National Security Strategy and its relationship to the National Military Strategy.

(2) Know the instruments of national power (diplomatic, informational, military, and economic) and how they are used to achieve national goals and objectives.

(3) Know the National Military Strategy.

(4) Know the relationships among the strategic, operational, and tactical levels of war.

e. LA 5 -- Regional Knowledge and Operational Culture

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

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

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

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

f. LA 6 – Operational Leadership

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

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

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

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

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APPENDIX D TO ENCLOSURE E

SENIOR EJPME LEARNING AREAS AND OBJECTIVES

1. Overview. Senior EJPME provides CJCS-sponsored assignment-oriented educational opportunities for SEs and CSELs serving in, or slated to serve in, joint and combined organizations.

2. Focus. See Annexes A and B.

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ANNEX A TO APPENDIX D TO ENCLOSURE E

SENIOR EJPME (SEJPME) COURSE LEARNING AREAS AND OBJECTIVES

1. Overview. Provides CJCS-sponsored, assignment-oriented educational opportunities for SEs serving in, or slated to serve in, joint and combined organizations.

a. The course is offered by the NDU Joint Forces Staff College. SEJPME requires approximately 40 hours of online instruction to earn a completion certificate.

b. Although not a prerequisite, SEJPME students should have already successfully completed their Services' appropriate grade PME/EJPME before enrolling in the course.

2. Focus. To prepare SEs assigned to joint organizations to successfully support activities and lead members of multiple Services.

3. Learning Areas and Objectives

a. LA 1 -- National Strategic Overview

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

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

b. LA 2 -- National Military Capabilities and Organization. Comprehend the organization and functions of the primary elements of the national military command structure.

c. LA 3 -- Armed Forces Overview. Comprehend the primary roles, missions, history, and customs and courtesies of the U.S. Armed Forces.

d. LA 4 -- JIIM Capabilities

(1) Comprehend the makeup of the NSC and its role in securing interagency coordination of national security policy.

(2) Comprehend why the interagency process is important to the military commander and planner.

(3) Comprehend the formal and informal ways the interagency process works.

(4) Comprehend the challenges involved in planning multinational operations.

(5) Comprehend the planning considerations to achieve unity of effort in multinational operations.

e. LA 5 -- Foundations of Joint Operations

(1) Comprehend the principles of joint operations, joint military doctrine, and emerging concepts in peace, crisis, war, and post-conflict to include traditional and irregular warfare.

(2) Comprehend the roles that factors such as geopolitics, geostrategic, society, religion, region, and culture play in shaping planning and execution of joint force operations across the range of military operations, to include traditional and irregular warfare.

(3) Comprehend the contingency and crisis action planning processes used in the JOPES.

(4) Value a joint perspective and appreciate the increased power available to commanders through JIIM efforts and teamwork.

f. LA 6 – Joint Force Leadership

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

(2) Comprehend the various stresses that affect the joint force and mechanisms for mitigating them.

ANNEX B TO APPENDIX D TO ENCLOSURE E

CSEL KEYSTONE COURSE JOINT LEARNING AREAS AND OBJECTIVES

1. Overview. This nominative course prepares CSELs for service in a flag officer joint headquarters and complements the G/FO CAPSTONE Course.

a. Although not a prerequisite, KEYSTONE students should have already successfully completed the SEJEPME course before attending this course.

b. Students who attend KEYSTONE should be ordered to or serving as a CSEL at a joint command.

2. Focus. The focus of this course is to enable CSELs to think intuitively joint while serving as the CSEL in a G/FO joint organization.

3. Learning Areas and Objectives

a. LA 1 -- National Military Capabilities and Organization

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

(2) Know the military roles in combating weapons of mass destruction, HLD, and CS missions.

(3) Apply the military role in information and cyber operations.

b. LA 2 -- Joint Doctrine

(1) Know the interrelationship between Service doctrine and joint doctrine.

(2) Comprehend the process of developing joint doctrine.

(3) Comprehend the Unified Command Plan.

c. LA 3 -- Service, Joint, Interagency, and Multinational Capabilities

(1) Comprehend the joint perspective and the increased power available to commanders through joint and combined efforts and teamwork.

(2) Comprehend Service and JIIM capabilities and how these capabilities are best integrated to attain national security objectives across the range of military operations to include traditional and irregular warfare.

(3) Comprehend the relationship between the military and cabinet level departments, Congress, the National Security Council, DOD agencies, and the public.

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

(5) Comprehend joint operational art.

(6) Comprehend how Service and JIIM information and cyber operations, command and control, and awareness of the operational environment are integrated in support of theater strategies.

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

(8) Value a joint perspective and appreciate the increased power available to commanders through joint, interagency, intergovernmental, and multinational efforts and teamwork.

d. LA 4 -- Joint Force Leadership

(1) Synthesize the various programs that enable care and sustainment of the joint force to include warrior and family care.

(2) Evaluate the various stresses that affect the joint force and mechanisms for mitigating them.

(3) Analyze how SELs can provide relevant assessments of decisions and directives to commanders and staffs regarding the impact on the joint force.

(4) Evaluate the ethical and legal ramifications of historic or contemporary national security decisions.

ENCLOSURE F

REFERENCES

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GLOSSARY

PART I -- ABBREVIATIONS AND ACRONYMS

CCDR	combatant commander
CCMD	combatant command
CJCS	Chairman of the Joint Chiefs of Staff
COCOM	combatant command (command authority)
CS	civil support
CSEL	command senior enlisted leader
DDJS-ME	Director, Joint Force Development, Joint Staff
DOD	Department of Defense
EJPME	Enlisted Joint Professional Military Education
EMERC	Enlisted Military Education Review Council
EPME	Enlisted Professional Military Education
EPMEP	Enlisted Professional Military Education Policy
G/FO	general/flag officer
HLD	homeland defense
IAW	in accordance with
JECC	Joint Education Curriculum Conference
JFSC	Joint Forces Staff College
JIIM	Joint Interagency, Intergovernmental, Multinational
JLA	Joint Learning Area
JLO	Joint Learning Objective
JOPES	Joint Operations Planning and Execution System
JPME	Joint Professional Military Education
JSOU	Joint Special Operations University
J-7	Directorate for Joint Force Development, Joint Staff
LA	learning area
MOS	military occupational specialty
NDU	National Defense University

PME	professional military education
SE	senior enlisted
SEJPME	Senior Enlisted Joint Professional Military Education
SEL	senior enlisted leader
SSEL	service senior enlisted leaders
UJTL	Universal Joint Task List
USCG	United States Coast Guard
USJFCOM	United States Joint Forces Command

PART II -- DEFINITIONS

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

attribute -- A quality or characteristic distinctive feature.

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

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

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

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

Defense Senior Enlisted Leaders Conference (DSELC) -- An executive level committee comprised of the SSELs and the CSELs to the combatant commanders.

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

Enlisted Military Education Review Council (EMERC) -- An advisory body to the Deputy Director, Joint Staff, for Military Education on enlisted joint education issues, consisting of the EMERC Principals, a supporting EMERC working group, and the Joint Forces Staff College program manager for the senior enlisted leader joint professional military education course. The purpose of the EMERC is to address key educational issues of interest to the enlisted joint education community, promote cooperation and collaboration among the EMERC member institutions, and coordinate enlisted joint education initiatives.

Enlisted Military Education Review Council (EMERC) Principals -- The EMERC Principals are: Deputy Director, Joint Staff, for Military Education; the Command Sergeant Major, U.S. Army Training and Doctrine Command; Force Master Chief, Naval Education and Training Command; Command Chief Master Sergeant, Air Education and Training Command; Sergeant Major, Marine Corps University; a Master Chief Petty Officer of the Coast Guard representative; Representative, National Defense University; Senior Enlisted Leader, and JSOU.JSOU.

Enlisted Military Education Review Council (EMERC) working group -- A working group comprised of representatives of the EMERC Principals. The working group is chaired by the Chief, Joint Education Branch, J-7. Their primary function is coordination of EMERC agenda items.

individual joint training -- Training that prepares individuals to perform duties in joint organizations (e.g., specific staff positions or functions) or to operate uniquely joint systems (e.g., joint intelligence support systems). Individual joint training can be conducted by the Office of the Secretary of Defense, the Joint Staff, CCMDs, Services, reserve forces, National Guard, or combat support agencies. (Joint Training Policy)

Joint Enlisted Curriculum Conference (JECC) -- The JECC is an annual event for curriculum developers/designers from both the Service and Joint communities to meet and discuss EJPME issues. Its mission is to gain efficiencies in developing new joint curriculum and updating current curriculum by sharing technology and ideas. Joint Forces Staff College chairs the meeting to be held as required, but not less than annually. Updates and initiatives resulting from the JECC are forwarded to the EMERC and EMERC working group for information and action.

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

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

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

validation -- An assessment of a Service's enlisted joint professional military education program. The aim of a validation assessment is to determine whether the Service is implementing an acceptable program IAW the requirements outlined in policy guidance.

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