

**CJCSI 1805.01B
15 May 2015**

**ENLISTED PROFESSIONAL
MILITARY EDUCATION
POLICY**



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

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CHAIRMAN OF THE JOINT CHIEFS OF STAFF INSTRUCTION

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CJCSI 1805.01B
15 May 2015

ENLISTED PROFESSIONAL MILITARY EDUCATION POLICY

Reference(s):

See Enclosure F for References

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. Superseded/Cancellation. CJCSI 1805.01A with Change 1, 20 September 2011, "Enlisted Professional Military Education Policy," is hereby superseded.
3. Applicability. This instruction applies to the Joint Staff, the National Defense University (NDU), the Military Services, and the National Guard. Distribution to other agencies is for information only.
4. Policy. Learning and leadership are at the core of our profession. Military service must continue to be our nation's preeminent leadership experience. The enduring purpose of Enlisted Professional Military Education (EPME) is to develop leaders by conveying a broad body of professional knowledge and developing the habits of mind essential to our profession. Leader development therefore should become the predominant theme of the Enlisted Joint Professional Military Education (EJPME) experience.
5. Definitions. See Glossary.
6. Responsibilities
 - a. Per reference a, the Chairman of the Joint Chiefs of Staff is responsible for formulating policies to coordinate the military education and training for 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 and C 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. Enclosures D and E outline JLAs and JLOs that define the EJPME program. Enclosure F is a list of references pertaining to this instruction.

7. Summary of Changes

a. Incorporates Enlisted Desired Leader Attributes (EDLAs) to promote the Profession of Arms in support of the CJCS vision for Joint Force 2020.

b. Amends Table 1, “Enlisted Military Education Continuum,” to reflect recommendations from the 2013 CJCS Review of Joint Education.

c. Removes Enlisted Military Education Review Council (EMERC) Working Group (WG).

d. Removes Deputy Director, Joint Staff, for Military Education (DDJS-ME) and assigns responsibilities to J7 Deputy Director, Joint Education and Doctrine (DD JED).

e. Adds Deputy Director Joint Training (DD JT) as Director for Joint Force Development, Joint Staff J-7 (DJ7) OPR for EJPME course development and maintenance.

f. Integrates JLAs, JLOs with enlisted desired leader attributes (DLAs) across the continuum of learning spanning Basic, Career, Senior, and Keystone education.

g. Incorporates provisions for changes to Senior Enlisted JPME I and II (SEJPME I and II) Course learning areas and objectives.

h. Adds Joint Special Operations University (JSOU) to glossary.

8. Releasability. UNRESTRICTED. This directive is approved for public release; distribution is unlimited on NIPRNET. DOD Components (to include the Combatant Commands), other Federal agencies, and the public, may obtain copies of this directive through the Internet from the CJCS Directives Electronic Library at: [http://www.dtic.mil/cjcs_directives/]. JS activities may also obtain access via the SIPR Directives Electronic Library Websites.

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

For the Chairman of the Joint Chiefs of Staff:



JACQUELINE D. VAN OVOST, Maj Gen, USAF
Vice Director, Joint Staff

Enclosures

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

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ENCLOSURE A

ENLISTED PROFESSIONAL MILITARY EDUCATION POLICY (EPMEP)

1. Overview. The Enlisted Professional Military Education Policy (EPMEP) defines CJCS objectives, enlisted desired leader attributes (EDLAs), and responsibilities of the education and training institutions that comprise EPME and EJPME programs. In accordance with the CJCS vision for advancing the Profession of Arms and for building Joint Force 2020, the goal of the EPMEP is to provide the educational framework for enlisted leader development centered on the CJCS-approved JLAs, JLOs, and EDLAs. The Decade of War (DOW) lessons learned inform the EDLAs and serve as guideposts to develop agile and adaptive leaders with the requisite values, strategic vision, and critical thinking skills to keep pace with the changing security environment. As guideposts, the EDLAs inform EPME curriculum development across EPME programs to achieve the goal of expanding “jointness” to all appropriate levels of the U.S. Armed Forces.

a. While subject to change as the security environment and missions evolve, the CJCS-approved EDLAs are:

(1) The ability to operate on commander’s intent and enable mission command at all levels.

(2) The ability to make sound ethical decisions based on the values and standards of the profession of arms.

(3) The ability to utilize available resources to enhance the discipline, readiness, resiliency, and health of the total force.

(4) The ability to anticipate, communicate, and mitigate risks.

(5) The ability to operate in joint, interagency, intergovernmental, and multinational environments.

(6) The ability to think critically and develop agile and adaptive leaders. The alignment of EDLAs to JLAs and JLOs has significant implications as we move forward in meeting the intent of institutionalizing the essential knowledge, skills, attributes, and behaviors that define our profession.

b. Members of the U.S. Armed Forces receive EPME through the collective efforts of the Services and the National Defense University (NDU).

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(1) Each Service operates an EPME system that provides personnel with the knowledge, skills, abilities, attributes, and attitudes appropriate to their grade. EJPME is woven throughout Service-provided EPME beginning with initial enlistment (E1) and extending through the most senior grade (E9).

(2) The joint operating environment extends to all levels of war and allows interoperability within theater security cooperation initiatives. This new reality necessitates the expansion of JPME to include enlisted personnel. While not mandated by law (as is the case for officers), this policy is a codifying 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.

c. All enlisted personnel should make a continuing, strong, and personal commitment to their professional development beyond the formal schooling offered in our military education and training system. Accordingly, Service training and education commands should prepare junior Service personnel to accept this responsibility. Enlisted leaders (E6/7 – E9) should embrace the greatest responsibility for ensuring continued personal growth and the growth of their subordinates.

2. Scope. This instruction addresses PME and JPME throughout the entire enlisted continuum (E1 through E9) for the total force.

NOTE: The following Service-dependent grades are inferred when references to senior enlisted (SE) and their education continuums are made:

USA, USN, USCG, USAF: E7 through E9

USMC: E6 through E9

3. Intent. We invest today in education to prepare for the conflicts of tomorrow. Making sure we are teaching correctly for today's environment and looking ahead to whom or to what comes next represents the most significant challenge to our education efforts across the board with EJPME as a key enabler for success.

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 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.

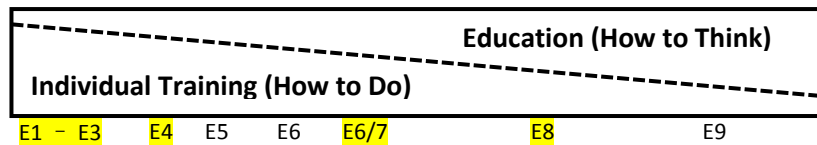


Figure 1. Service PME

b. In its broadest vision, 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.

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APPENDIX TO ENCLOSURE A

ENLISTED PROFESSIONAL MILITARY EDUCATION (EPME) 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 for success in the joint operations environment.

2. Enlisted Professional Military Education (EPME) and Enlisted Joint Professional Military Education (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 members learning opportunities by embedding a joint context into existing PME, thereby enhancing an individual's ability to operate in a joint environment. EJPME supports a persistent institutional viewpoint that the learning continuum to build knowledge of the joint operating environment should be introduced early

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

3. The Enlisted Professional Military Education (EPME) Continuum

a. EPME Levels. The EPME continuum relates five levels of military education to five significant phases in an enlisted Service member's career. Delineation of pay grades ("one up, one down") associated with the five educational levels is Service dependent. For example, pay grade E6 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 E1 through E3.

(2) Primary. Individual military training and education typically received in pay grades E4 through E6.

(3) Intermediate. Individual military training and education typically received in pay grade E7 (E6 for U.S. Marine Corps).

(4) Senior. Individual military training and education typically received in pay grades E8 and E9.

(5) Executive. Individual military training and education received as a Command Senior Enlisted Leader (CSEL). CSEs are individuals in the pay grade of E9 who are serving as the command's enlisted leaders in a general or flag officer 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/Air Force Specialty Code (MOS/AFSC)/Rating training sites.

(b) Service basic development schools and courses.

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

d. Primary Education

(1) Institutions and Courses

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

(b) PME leadership schools and courses.

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

e. Intermediate Education

(1) Institutions and Courses

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

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

(2) Focus. Education at this level continues the development of noncommissioned officer and petty officers as they elevate to the senior enlisted ranks (E6 or E7 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.

f. Senior Education

(1) Institutions and Courses

(a) Service MOS/AFSC/Rating, 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.

g. 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 senior enlisted leadership.

4. Enlisted Joint Professional Military Education (EJPME) Within the Enlisted Professional Military Education (EPME) Continuum. Enlisted professional development and progression through the continuum is a Service responsibility. This instruction provides guidance to the Services, enabling them to incorporate relevant EJPME material into their respective EPME system. The guidance consists of joint focus areas, JLAs, and JLOs that are linked to the five EPME levels. The continuum design progressively develops 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 prepares them to succeed in the complex future operating environment by improving their ability to operate effectively as part of a Joint Force. Some senior enlisted personnel may require a more comprehensive joint education to prepare them for an assignment to a joint billet at the Senior Enlisted Leader/CSEL level.

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

(1) Basic EJPME. The basic EJPME level addresses the progressive educational guidelines that should be completed by pay grade E6. 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 E6/7 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 addresses educational guidelines for enlisted leaders in grades E7 to E9. The SEJPME courses are two stand-alone on-line courses that educate enlisted leaders serving in or slated to serve in joint organizations (See Enclosure E, Appendix D, Annex A and B).

(4) Keystone EJPME. This level addresses educational guidelines for CSELs at the grade of E9. The Keystone Course prepares CSELs for assignment in a flag level joint headquarters or Joint Task Force (See Enclosure E, Appendix D, Annex B).

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ANNEX TO APPENDIX TO ENCLOSURE A

ENLISTED PROFESSIONAL MILITARY EDUCATION (EPME) CONTINUUM

Grade	E1-E3	E4-E6	E6-E7	E8-E9	E9
EDUCATION LEVEL	INTRODUCTORY	PRIMARY	INTERMEDIATE	SENIOR	EXECUTIVE
Educational Institutions Courses & Opportunities	<ul style="list-style-type: none"> Service Initial Entry Training Basic Development Schools and Courses 	<ul style="list-style-type: none"> PME Academies, Schools, & Courses 	<ul style="list-style-type: none"> PME Academies, Schools, & Courses SEJPME I Course 	<ul style="list-style-type: none"> PME Academies, Schools, Courses, Seminars, Symposiums, & Conferences JSOU JSOFSEA SEJPME II Course 	<ul style="list-style-type: none"> PME Academies, Schools, Courses, Seminars, Symposiums, & Conferences NDU KEYSTONE
Emphasized Levels of War	TACTICAL		OPERATIONAL		STRATEGIC
Focus of Military Education and Professional Development Programs	<ul style="list-style-type: none"> Followership & Fundamentals of Leadership Establish Tactical Warfighter Skills Service-specific Competencies 	<ul style="list-style-type: none"> Leadership & Management Skills in Service and MOS/AFSC/RATING Expand Tactical Warfighting Skills Small Team/Unit Leadership 	<ul style="list-style-type: none"> Advanced Leadership & Management Skills in Service and MOS/AFSC/RATING Advanced Tactical Warfighting Skills Introduce Operational Level of War Unit / Organizational Leadership 	<ul style="list-style-type: none"> Advanced Leadership & Management Skills in a Joint Environment Expand Operational Level of Warfighting Introduction to Interagency & Multinational Operations Organizational & Command Senior Enlisted Leadership 	<ul style="list-style-type: none"> Advanced Leadership & Management Skills in a Joint Environment Introduction to Strategic Theater Level of Warfighting Expand Interagency & Multinational Operations Command Senior Enlisted Leadership
Career Long Development (EDLAs)	<ul style="list-style-type: none"> Operate on commander's intent and enable mission command at all levels Make sound ethical decisions based on the values and standards of the profession of arms Utilize available resources to enhance the discipline, readiness, resiliency, and health of the total force Anticipate, communicate, and mitigate risks Operate in joint, interagency, intergovernmental, and multinational environments Think critically and develop agile and adaptive leaders 				
Joint Emphasis Areas	Basic <ul style="list-style-type: none"> National Military Capabilities Joint Forces Overview Joint Forces Non-Commissioned and Petty Officer Introduction to JIIM 		Senior <ul style="list-style-type: none"> National Strategic Overview JIIM Foundations of Joint Operations Joint Force Leadership 		KEYSTONE <ul style="list-style-type: none"> National Military Capabilities and Organization Joint Doctrine JIIM Capabilities Joint Force Leadership
			Career <ul style="list-style-type: none"> National Strategic Overview National Military Capabilities and Organization Foundations of Joint Operations Joint Forces Overview Regional Knowledge and Operational Culture Joint Force Leadership 		

Table 1. Enlisted Military Education Continuum

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ENCLOSURE B

POLICIES FOR ENLISTED PROFESSIONAL MILITARY EDUCATION (EPME)
PROGRAMS

1. General. This enclosure outlines policies applicable to EPME programs.
2. Curricula. Basic and career EPME curricula are not envisioned as stand-alone courses. The Services should embed the appropriate JLAs and JLOs 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 EPME 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 Joint Learning in Enlisted Professional Military Education (EPME) Programs. Service schools are instructed to meet the joint 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 joint 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 material, as well as inculcate a greater appreciation of the joint force.

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ENCLOSURE C

ENLISTED JOINT PROFESSIONAL MILITARY EDUCATION (EJPME) REVIEW PROCESS

1. Overview. A continual ongoing review of EJPME satisfies CJCS oversight requirements and guarantees the effectiveness of the programs. Three components make up the process:

- a. Feedback Mechanisms
- b. Update Mechanisms
- c. EJPME Assessments

2. Feedback Mechanisms. Feedback on EPME curricula currency, quality, and validity is available from a variety of sources. These sources include the combined actions of the individual schools, joint education conferences, 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. This advisory body consists of EMERC Principals. The EMERC serves as an advisory body to the Joint Staff, Director for Joint Force Development (DJ7) on enlisted joint education issues. The EMERC addresses issues of interest to the joint education community, promotes cooperation and collaboration among EMERC member institutions, and coordinates joint education initiatives.

(1) EMERC Principals. The EMERC Principals are: the Joint Staff, J-7 Deputy Director, Joint Education and Doctrine (DD JED); Senior Enlisted Advisor to the Chairman (SEAC); the Command Sergeant Major, U.S. Army Training and Doctrine Command; Director, Navy Senior Enlisted Academy; Command Chief Master Sergeant, Air Education and Training Command or Chief, Air Force Enlisted Developmental Education; Sergeant Major, Marine Corps University; Representative; USCG Headquarters Office of Leadership and Professional Development; Representative, National Defense University; and Command Sergeant Major, Joint Special Operations University. The EMERC

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Co-Chairmen, DD JED and SEAC, may invite representatives from Combatant Commands (CCMDs) and other organizations as appropriate.

(2) EMERC Meetings. The J-7 DD JED and SEAC will convene an EMERC meeting at least annually. The J-7 DD JED, in coordination with the SEAC, will approve and distribute meeting minutes for all EMERC principals and other stakeholders.

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

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

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

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

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

(2) The EMERC will periodically review the curricula of the CJCS-sponsored SEJPME and KEYSTONE courses. These reviews ensure meeting the prescribed joint educational requirements for the courses 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 conference 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 curricula and updating current curricula by sharing technology and ideas. Joint Staff J7 Deputy Directorate for Joint Training (DD JT) chairs the JECC meetings. Updates and initiatives resulting from the JECC are forwarded to the EMERC for information and action.

e. Defense Senior Enlisted Leaders Conference (DSELN). The DSELN is an annual executive level conference comprised of the SEAC, Service Senior Enlisted Advisors (SSEAs), SEA NGB, and the CSELs of the Combatant Commands that meet to address enlisted items impacting the Joint Force. Issues include but are not limited to training and education. DSELN provides guidance and shaping initiatives to the EMERC, which influences the force.

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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, U.S.C., 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 enlisted leaders assigned to a joint billet.
3. Chairman of the Joint Chiefs of Staff (CJCS). The Chairman is responsible for the following:
 - a. Formulating policies for coordinating the military education of members of the U.S. Armed Forces.
 - b. Advising and assisting the Secretary of Defense by periodically reviewing how the Services have integrated JPME into their respective PME programs.
 - c. Providing primary oversight of the joint educational process.
 - d. Serving 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 principals provide updates on Service EPME and EJPME programs to the EMERC.

5. Senior Enlisted Advisor to the Chairman (SEAC). SEAC is responsible for the following:

a. Providing assessments, recommendations, and feedback to the Chairman, Vice Chairman, Director of the Joint Staff, and Joint Staff Directors on standards, professional development, and other areas that affect the total force.

b. Developing and enhancing Enlisted Joint Professional Military Education (EJPME).

c. Serving as Co-Chairman of the EMERC

d. Serving as principal member to Keystone annual review.

e. In concert with DJ-7 and NDU-P, oversees the CJCS-sponsored Keystone course and SEJPME I and II online courses.

6. Service Senior Enlisted Advisors (SSEAs). SSEAs advise the Service Chiefs on enlisted matters and have an inherent interest in the education and training of enlisted personnel. SSEAs also serve as members of the DSELC, along with CSELs for the Combatant Commands.

7. Director for Joint Force Development, Joint Staff (DJ-7). The DJ-7 will supervise the DD JED and DD JT.

8. Deputy Director, Joint Education and Doctrine, Joint Staff, J-7 (DD JED). The DD JED is responsible for the following:

a. Assisting with policy formulation for coordinating the military education of the U.S. Armed Forces.

b. Reviewing and recommending EJPME revisions.

- c. Coordinating the periodic review of all EJPME curricula for the Chairman.
- d. Coordinating for the Joint Staff on reports dealing with military education.
- e. Serving as the Co-Chairman of the EMERC with SEAC.
- f. Coordinating with NDU on the execution, funding, and annual review of KEYSTONE program.

9. Deputy Director, Joint Training, Joint Staff, J-7 (DD JT). The DD JT is responsible for the following:

- a. Execute SEJPME I and II.
- b. Coordinate with DD JED and NDU, on issues related to EJPME.
- c. Review and recommend EJPME policy revisions to DD JED.
- d. Resource SEJPME in Program Objective Memorandum (POM) submissions.
- e. Coordinate and serving as chairman of the JECC.

10. U. S. Special Operations Command (USSOCOM)/Joint Special Operations University (JSOU). Due to their Service-like responsibilities, USSOCOM/JSOU will provide appropriate representatives for participation in the EMERC.

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

- a. In coordination with the office of the SEAC, execute the Keystone program not less than two iterations per academic year.
- b. Provide subject matter expertise to update and maintain current SEJPME courses.
- c. Coordinate with DD JT to ensure compatibility between the SEJPME courses and the Joint Forces Staff College (JFSC) Joint and Combined Warfare School's (JCWS) JPME and AJPME courses.
- d. Provide subject matter expertise regarding the development and maintenance of JLAs and JLOs.
- e. Provide appropriate representatives for the EMERC.

f. Resource Keystone in POM submissions.

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ENCLOSURE E

ENLISTED JOINT PROFESSIONAL MILITARY EDUCATION (EJPME)

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. Tables 2 and 3 lists 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.

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, 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

Table 2. Cognitive Domain (Mental Skills)

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).
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 (Growth in feelings or emotional areas)

APPENDIX B TO ENCLOSURE E

BASIC ENLISTED PROFESSIONAL MILITARY EDUCATION (EPME) LEARNING
AREAS AND OBJECTIVES

1. Overview. The Basic EPME level addresses the progressive educational guidelines that should be completed by the time service members reach the E6 pay grade.
2. Focus. Provides introduction to an enlisted member's respective Service; develops knowledge of the basic U.S. defense structure, roles, and functions of other Services and the CCMD structure; and familiarizes the enlisted 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 and organization for national security and how defense organizations fit into the overall structure.
 - (2) Know the Combatant Commands 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 which the President and the Secretary of Defense exercise their authority and control of the Armed Forces.
 - (5) Know the military roles in homeland defense (HLD) and civil support (CS) missions.
 - b. LA 2 -- Joint Forces Overview
 - (1) Know the primary roles and functions of the Services.
 - (2) Know the organizations that contribute to JIIM operations.
 - (3) Comprehend the capabilities each agency contributes to the unified action.

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

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

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

(3) Know the core values of the Services.

(4) Comprehend the role and use of Commander's Guidance and Intent (Mission Command) to achieve mission accomplishment.

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

APPENDIX C TO ENCLOSURE E

CAREER ENLISTED PROFESSIONAL MILITARY EDUCATION (EPME)
LEARNING AREAS AND OBJECTIVES

1. Overview. Career EPME supports the leadership development for all enlisted leaders, typically in grades E6/7 through E9.
2. Focus. This emphasis area builds upon the knowledge provided in basic EPME; 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 and organization for national security and comprehend how defense organizations fit into the overall structure.
 - (2) Know the Combatant Commands 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 Combatant Commands and sub-unified commands.
 - b. LA 2 -- Joint Forces Overview
 - (1) Know the Services' typical command, organization, and formation structures.
 - (2) Know where to find applicable uniform references for all Services.
 - (3) Know the general customs and courtesies of the Services and applicable references.
 - c. 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 Strategic 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 their use achieves 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 -- Joint Force Leadership

(1) Comprehend the skills needed to lead a joint, interagency, intergovernmental, or multi-national task force in accomplishing operational level missions across the 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.

(5) Comprehend the Senior Enlisted role in commander's intent.

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

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

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

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APPENDIX D TO ENCLOSURE E

SENIOR ENLISTED JOINT PROFESSIONAL MILITARY EDUCATION (SEJPME)
LEARNING AREAS AND OBJECTIVES

1. Overview. SEJPME provides CJCS-sponsored assignment-oriented educational opportunities for enlisted leaders serving in, or designated to serve in, joint and combined organizations. SEJPME, previously hosted by JFSC, will be revised into two courses herein referred to as SEJPME I and II and hosted by JKO in 2015. SEJPME I and II will consist of two separate curriculums. SEJPME I will emphasize curriculum commensurate with E6/E7 Joint Assignment responsibilities. SEJPME II will emphasize curriculum commensurate with E8/E9 Joint Assignment responsibilities. SEJPME I requirements should be completed prior to beginning SEJPME II. Completion of JFSC's SEJPME satisfies only SEJPME I requirements.
2. Focus. See Annexes A, B, and C.

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ANNEX A TO APPENDIX D TO ENCLOSURE E

SENIOR ENLISTED JOINT PROFESSIONAL MILITARY EDUCATION (SEJPME) I
COURSE JOINT LEARNING AREAS AND OBJECTIVES

1. Overview. Provides CJCS-sponsored, assignment-oriented educational opportunities for enlisted leaders in grades E-6/E-7 serving in, or potentially to serve in, joint and combined organizations.

a. SEJPME I consists of approximately 45 hours of online instruction.

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

2. Focus. To prepare enlisted leaders in grades E-6/E-7 assigned to joint organizations to successfully support activities and lead members of multiple Services and better understand operating in a joint environment.

3. Learning Areas and Objectives

a. LA 1 -- National Strategic Overview

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

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

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

b. LA 2 -- Joint Interagency, Intergovernmental, and Multinational Capabilities

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

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

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

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

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

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

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

c. LA 3 -- Foundations of Joint Operations

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

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

d. LA 4 -- Joint Force Leadership

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

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

(3) Recognize the fundamentals of joint force development.

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

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

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

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

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

(9) Recognize the knowledge and skills needed to lead personnel in a JIIM task force in accomplishing operational missions across the range of military operations to include traditional and irregular warfare.

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

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

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ANNEX B TO APPENDIX D TO ENCLOSURE E

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

1. Overview. Provides CJCS-sponsored, assignment-oriented educational opportunities for enlisted leaders in grades E-8/E-9 serving in, or slated to serve in, joint and combined organizations.
 - a. SEJPME II consists of approximately 45 hours of online instruction.
 - b. Prospective SEJPME II students should have already successfully completed their Services' appropriate grade PME and SEJPME I before enrolling in the course.
2. Focus. To prepare enlisted leaders in the grades of E-8/E-9 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.
 - (3) Comprehend the organization and functions of the primary elements of the national military command structure.
 - b. LA 2 -- Joint Interagency, Intergovernmental, and Multinational Capabilities
 - (1) Comprehend the importance of inter-organizational and multinational coordination.
 - (2) Comprehend the insights and best practices of inter-organizational coordination.
 - (3) Comprehend how leaders organize the Joint Task Force and establish command relationships to effectively accomplish the Joint mission.

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

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

c. LA 3 -- Foundations of Joint Operations.

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

(2) Comprehend the fundamentals of joint operations.

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

(4) Comprehend Authorities.

(5) Comprehend CCIR at the operational level.

(6) Comprehend the joint operational planning process.

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

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

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

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

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

d. LA 4 -- Joint Force Leadership

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

- (2) Comprehend the various stresses that affect the joint force and mechanisms for mitigating them.
- (3) Understand the fundamentals of joint force development.
- (4) Value personal resilience and its link to force readiness by emphasizing the responsibility of personnel at all levels to build and maintain resilience.
- (5) Value jointness and the increased capability available to commanders through the integration of diverse cultures, efforts, and teamwork based upon the Profession of Arms and other shared professional and ethical values.
- (6) Explain the approaches related to the ability to anticipate, communicate, and mitigate risks.
- (7) Review the Senior Enlisted role in developing agile and adaptive leaders who think critically.
- (8) Comprehend how Senior Enlisted leaders can provide relevant assessments of decisions and directives to commanders and staff regarding the impact of the force.
- (9) Comprehend the knowledge and skills needed to lead personnel in a JIIM task force in accomplishing operational missions across the range of military operations to include traditional and irregular warfare.
- (10) Comprehend the ethical dimension of JIIM leadership and the challenges it may present
- (11) Explain the ethical and legal ramifications of decisions made by military leaders (i.e. espionage, toxic leaders, sexual harassment and assault, etc.).

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ANNEX C TO APPENDIX D TO ENCLOSURE E

KEYSTONE COURSE JOINT LEARNING AREAS AND OBJECTIVES

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

a. Before attending KEYSTONE, students shall have successfully completed the SEJPME II course. The SEJPME II distance learning course is not a replacement for KEYSTONE attendance.

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

c. Students who attend KEYSTONE will be nominated by their Service according to the KEYSTONE Tier list maintained by the office of the SEAC.

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 the capabilities and limitations, employment, doctrine, and command structures that contribute to joint operations.

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

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

b. LA 2 -- Joint Doctrine

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

(2) Comprehend joint operational art.

(3) Comprehend the Unified Command Plan.

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

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

(2) Comprehend JIIM capabilities and how these are best integrated to attain national security objectives across the 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) Value the comprehensive approach to joint operations.

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

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

d. LA 4 -- Joint Force Leadership

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

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

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

(4) Apply the Senior Enlisted role in promoting sound ethical decisions in joint operations.

(5) Analyze and apply the Senior Enlisted role in joint warfighting principles and concepts.

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

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

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

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

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ENCLOSURE F

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GLOSSARY

PART I-ABBREVIATIONS AND ACRONYMS

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

AFSC	Air Force Specialty Code
APEX	Adaptive Planning and Execution
AJPME	Advanced Joint Professional Military Education
CCDR	Combatant Commander
CCIR	commanders critical information requirements
CCMD	Combatant Command
CJCS	Chairman of the Joint Chiefs of Staff
COCOM	Combatant Command (command authority)
CS	civil support
CSEL	command senior enlisted leader*
DD JED	Deputy Director, Joint Education and Doctrine, Joint Staff, J-7
DD JT	Deputy Director, Joint Training, Joint Staff, J-7
DJ7	Director for Joint Force Development, Joint Staff J-7
DLA	Desired Leader Attributes
DoD	Department of Defense
DSELC	Defense Senior Enlisted Leader Conference *
EDLA	Enlisted Desired Leader Attributes *
EJPME	Enlisted Joint Professional Military Education *
EMERC	Enlisted Military Education Review Council *
EPME	Enlisted Professional Military Education
EPMEP	Enlisted Professional Military Education Policy
G/FO	general/flag officer
HLD	homeland defense
IAW	in accordance with
JECC	Joint Education Curriculum Conference *
JCWS	Joint Combined Warfighting School
JFSC	Joint Forces Staff College
JIIM	Joint Interagency, Intergovernmental, Multinational
JKO	Joint Knowledge Online
JLA	Joint Learning Area
JLO	Joint Learning Objective
JOPEX	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
NDU-P	National Defense University President
NGB	National Guard Bureau
PME	professional military education*
POM	Program Objective Memorandum
SEA	senior enlisted advisor *
SEAC	Senior Enlisted Advisor to the Chairman, Joint Chiefs of Staff
SEJPME	Senior Enlisted Joint Professional Military Education
SEL	senior enlisted leader *
SSEA	Service Senior Enlisted Advisors
UJTL	Universal Joint Task List
USCG	United States Coast Guard

PART II-DEFINITIONS

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

attribute -- A quality or characteristic distinctive feature.

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

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

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

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

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

Enlisted Desired Leader Attributes (EDLA) -- CJCS approved body of traits and qualities that should be emphasized and modeled across the U.S. Armed Forces with emphasis on the Enlisted Force. The six EDLAs are: (1) operate on commander's intent and enable mission command at all levels; (2) make sound ethical decisions based on the values and standards of the profession of arms; (3) utilize available resources to enhance the discipline, readiness, resiliency, and health of the total force; (4) anticipate, communicate, and mitigate risks; (5) operate in joint, interagency, intergovernmental, and multinational environments; and (6) think critically and develop agile and adaptive leaders.

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) -- The EMERC serves as an advisory body to the Joint Staff Director for Joint Force Development (DJ7) on enlisted joint education issues. This advisory body consists of EMERC Principals and observers. The EMERC addresses issues of interest to the joint education community, promotes cooperation and collaboration among EMERC member institutions, and coordinates joint education initiatives.

Enlisted Military Education Review Council (EMERC) Principals -- EMERC Principals. The EMERC Principals are: the Joint Staff, J-7 Deputy Director, Joint Education and Doctrine (DD JED); Senior Enlisted Advisor to the Chairman (SEAC); the Command Sergeant Major, U.S. Army Training and Doctrine Command; Director, Navy Senior Enlisted Academy; Command Chief Master Sergeant, Air Education and Training Command or Chief, Air Force Enlisted Developmental Education; Sergeant Major, Marine Corps University; Representative; USCG Headquarters Office of Leadership and Professional Development; Representative, National Defense University; and Command Sergeant Major, Joint Special Operations University. The EMERC Co-Chairmen, DD JED and SEAC, may invite representatives from Combatant Commands (CCMDs) and other organizations as appropriate.

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

Joint Enlisted Curriculum Conference (JECC) -- The JECC is an annual event for curriculum developers/designers from both the Service and Joint communities to meet and discuss EJPME issues. Its mission is to gain efficiencies in developing new joint curriculum and updating current curriculum by sharing technology and ideas. Joint Staff J7 Deputy Director for Joint Training /JKO chairs the meeting to be held as required, but not less than annually. Updates and initiatives resulting from the JECC are forwarded to the EMERC for information and action.

Joint Special Operations University (JSOU) -- The JSOU prepares Special Operations Forces to shape the future strategic environment by providing specialized JPME and EJPME. JSOU offers two distance learning courses appropriate for the E-6 to E-7 ranks, which are JSOU Joint Fundamentals and JSOU Enterprise Management. JSOU also offers the JSOU Summit course that is a blended learning course appropriate for SEAs at the G/FO level. These courses are Special Operations specific courses and are not to be confused with SEJPME I and II.

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

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

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

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

validation -- An assessment to determine whether the Service is implementing an acceptable program IAW the requirements outlined in policy guidance.

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