

SECTION 2: RESPONSIBILITIES

2.1. ASSISTANT SECRETARY OF DEFENSE FOR READINESS (ASD(R)).

Under the authority, direction, and control of the Under Secretary of Defense for Personnel and Readiness (USD(P&R)), the ASD(R):

- a. Oversees implementation of ME in compliance with policies, procedures, and responsibilities set in public law, Executive orders, Presidential memoranda, and DoD policies and issuances.
- b. Develops and oversees ME policy.
- c. Provides guidance on ME requirements to the DoD Component heads.
- d. Coordinates ME policy with the CJCS in matters related to joint force OBME developmental activities.
- e. Synchronizes ME policy with personnel and talent management policy and systems.
- f. Tracks ME programmatic and institutional performance to enhance benefits derived from these programs.

2.2. DEPUTY ASSISTANT SECRETARY OF DEFENSE FOR FORCE EDUCATION AND TRAINING (DASD(FE&T)).

Under the authority, direction, and control of the ASD(R), the DASD(FE&T):

- a. Formulates recommendations and guides development of DoD ME policy on oversight issues, including reviewing, evaluating, and assessing Service and joint education policies, programs, and resources.
- b. Monitors ME program quality to ensure DoD personnel and their leaders are afforded effective learning opportunities that meet current, emerging, and future requirements for human capital development.
- c. Distributes reports on ME program quality assessment to appropriate OSD, Joint Staff, or Service leadership.
- d. Participates as an observer at the Military Education Coordination Council, an advisory body to the CJCS on joint education issues, pursuant to CJCS Instruction 1800.01F.

c. Oversees JPME, including designation and certification (i.e., accreditation) of JPME programs.

d. Biannually reviews and revises JPME curriculum guidance, in accordance with Paragraph 3d. Oversees the preparation and coordination of reports, as required, to support JPME initiatives and programs.

e. On behalf of the SecDef, exercises authority, direction, and control of the National Defense University as a CJCS-controlled activity.

2.9. COMBATANT COMMANDERS (CCDRS).

The CCDRs employ the processes in this issuance (e.g., education, training, and experience) to evaluate ME outcomes to support DoD strategic plans.

2.10. CDRUSSOCOM.

In addition to the responsibilities in Paragraph 2.9., and under the authority, direction and control of the ASD(SO/LIC), CDRUSSOCOM:

a. Oversees the implementation of ME policies and programs at Joint Special Operations University.

b. Provides Joint Special Operations University-specific input to the ASD(R) pertaining to ME policy.

c. Oversees the preparation and coordination of reports, as required, to support Joint Special Operations University ME initiatives and programs.

d. Provides developmental opportunities to Service members.

e. Select Service members and DoD civilian personnel to enroll in or serve as faculty for Joint Special Operations University programs.

f. Ensure that the Joint Special Operations University is properly staffed.

g. Establish policies to allow faculty-exchange agreements, collaboration, and guest-speaker partnerships with academia, the Military Services, other Federal departments and agencies, non-governmental organizations, foreign military educational institutions and government personnel, and private-sector institution.

SECTION 3: ME STANDARDS

In addition to the policy provisions in Paragraph 1.2., the following standards apply to ME programs:

a. Emphasize intellectual leadership (e.g., strategic and critical thinking), military professionalism, and independence of action in the art and science of warfighting, in order to develop the intellectual agility required for success within the profession of arms.

b. Provide a merit based, diverse workforce of professionals, with different backgrounds, perspectives, and expertise, with developmental opportunities to enhance the overall DoD culture and enable DoD to address complex global security challenges and achieve other mission requirements.

c. Identify measurable program outcomes focused on demonstrable performance in actual or simulated operational or functional environments. MEIs may employ terms consistent with joint or Service directives. “Objectives,” “knowledge, skills, and abilities,” “knowledge, skills, behaviors, and abilities,” and “competencies” are all acceptable terms, so long as they are assessed at the programmatic level and evidenced in actual learner performance.

d. Require SecDef and CJCS priorities be integrated into ME curricula to complement Military Department and MEI priorities.

(1) SecDef ME priorities may be found in documents pertaining to using and managing the force (e.g., National Defense Strategy, National Military Strategy and Defense Planning Guidance, and memoranda and directives).

(2) CJCS priorities may be found in documents such as the National Military Strategy, CAPSTONE concept for joint operations, the officer PME policy, and the enlisted PME policy.

e. Provide opportunities for international military personnel and civil servants to participate in ME programs as a strategic vehicle to achieve the intent of Paragraph 4.5.c. International students will enrich U.S. understanding of key regions and promote cohesion and interoperability with critical allies and partners.

f. Remain adaptable and strategically responsive to national security needs, leveraging the performance and effectiveness metrics in Section 4 to support evidence-based decision-making.

g. Adhere to applicable institutional effectiveness standards, as validated through joint, institutional, or special accreditation mechanisms.

h. Preserve intellectual agility by providing educational opportunities at joint and Service schools, fellowships, and DoD-sponsored enrollment in civilian institutions to stimulate a wide variety of intellectual approaches to problem-solving and innovation across the DoD.

i. Employ war gaming as a core component of ME to support program learning outcomes as appropriate.

SECTION 4: IMPLEMENTING ME STANDARDS

4.1. GENERAL.

a. ME programs instill essential professional knowledge, skills, and abilities in Service members and DoD civilian employees. These programs will provide content, impart habits of mind, and establish and assess proficiency essential to the profession of arms. ME graduates should at least be proficient in strategic thinking, critical thinking, creative thinking, communicating, problem-framing, problem-solving, decision-making, and leadership.

b. ME programs often provide formal credentials to identify graduates as professionals capable of practicing their profession effectively, ethically, and at increasing levels of authority. When managed properly, ME programs, coupled with training and experience, develop warfighters skilled in the operational art of war, leadership, military professionalism, the application of military power, and other required DoD functions.

4.2. MEIS.

With their respective Military Department, Joint Staff, and OSD direction and oversight, DoD MEIs administrators will:

- a. Determine the most effective method(s) of instruction.
- b. Offer OBME through varying modalities (e.g., resident, distance learning, and blended learning), consistent with the learner's needs and institutional requirements.
- c. Produce sufficient numbers of qualified and credentialed military professionals across the Military Services to meet applicable and policy requirements.
- d. Participate in accumulating and disseminating professional knowledge, including professional publications, conferences, research, and outreach efforts.
- e. Update curricula to integrate SecDef and CJCS priorities, while continuing to address specific school and Military Department priorities.
- f. Inform DoD Component talent management personnel about programs and develop personnel screening mechanisms to ensure prospective students have the attributes and professional competencies to contribute to peer learning and to succeed in the program.
- g. Administer pre-publication review programs for faculty and students to prevent unauthorized release of classified or controlled unclassified information.
- h. Establish and enforce appropriate academic-freedom policies.
- i. Establish policy and practice common for reporting and accreditation purposes.

4.3. CURRICULUM.

Outcomes will form the basis for developing the core curricula of ME programs and assessing their effectiveness. They will provide a foundation for understanding the capabilities of individual students, the purpose of individual ME programs, and the role of these programs in developing military professionals. DoD Components will:

a. Develop curricula to achieve desired outcomes and conduct assessments in accordance with Paragraph 4.4.

b. Ensure ME programs are responsive to DoD priorities.

c. Establish policies at MEIs to ensure:

(1) Curriculum is current and relevant to warfighter and national security professional needs.

(2) Assessments and evaluations:

(a) Measure student development and document student performance.

(b) Provide actionable information to support continuous program improvement.

(3) Employed war games complement curricula and integrate with ME courses, including historical, present, or future-oriented war games.

(4) Historical case studies are leveraged to provide mental models for analysis and problem-solving that can be applied to current challenges.

(5) Annual ME program review reports, outlined in Section 5, include standardized criteria to enable comparative assessment of outcomes across joint schools, Service schools, fellowships, civilian education, and developmental assignments.

4.4. STUDENT ASSESSMENTS.

Outcomes are vital to assess student learning and performance, along with overall program effectiveness. Outcome assessment mechanisms should ascertain the students' ability to perform successfully in operational environments after program completion. Academic environments will not become competitive for the express purpose of influencing developmental opportunities, promotions, and assignments. DoD Components will:

a. Employ a combination of direct and indirect assessments to capture students' ability to apply knowledge and demonstrate mastery of assigned outcomes.

(1) Direct assessments conducted before, during, and at the conclusion of an ME program include examinations of substantive knowledge (e.g., multiple choice, short answer, constructed response), synthetic or original research products (e.g., essays, papers, theses), performance observations (e.g., in tasks, simulations, war games), and student presentations.

These assessments rely on the authentic valuation of stated outcomes to ensure that students have mastered the knowledge, skills, and abilities prescribed in the programmatic outcomes.

(2) Indirect assessment occurs during and after the ME program and relies on surveys of students, graduates, faculty, and supervisors at a respective graduate's follow-on units of assignment to determine the degree to which stakeholder's expectations are being met.

b. Analyze and monitor assessments, using the results to improve learning effectiveness and enhance talent management.

c. Leverage student-performance data to improve talent management, ensuring ME performance data is available in official files to enable effective use of this information in personnel processes, including the assignment and promotion processes.

d. Establish institutional-level grading scales that provide meaningful differentiation of student performance based on the intended program outcomes in accordance with Paragraphs 3.c. and 4.4.a.

e. Reward and incentivize top students graduating from ME programs. Make academic performance a factor in deciding placement and potential for greater responsibility and authority.

f. Provide post-ME assignments that use the specialized knowledge, skills, and abilities mastered in the ME experience, unless there is an intervening requirement delaying such an opportunity.

4.5. STUDENT MANAGEMENT.

Effective human resources management of Service members and DoD civilian employees is the primary means by which the DoD derives a benefit from its ME programs. All senior leaders are responsible for student management. Secretaries of the Military Departments, Assistant Secretary of Defense for Special Operations, CJCS, and CCDRs:

a. Link participation in ME programs to agreed-upon outcomes and priorities. Selection for ME programs should be linked to the value of the program for graduate's careers, commensurate with mission requirements.

b. Establish a competitive selection process that ensures those members with the greatest potential to contribute to mission success are afforded appropriate developmental opportunities.

c. Promote the participation of international military students in U.S. PME programs, emphasizing U.S. diversity goals through a variety of means (e.g., international military education and training program, foreign military sales program). DoD Components will maintain programs that permit maximum participation of international military students consistent with mission and applicable regulations. International military students' participation provides a means to:

(1) Educate future international leaders.

- (2) Improve international student's understanding of the U.S. Government and the people and values of the United States.
 - (3) Establish professional rapport between the U.S. military and foreign military.
 - (4) Foster an understanding of, and a greater respect for:
 - (a) Civilian control of the military.
 - (b) The law of war and internationally-recognized human rights standards.
 - (5) Enhance interoperability and capabilities for joint and combined operations.
 - (6) Contribute to cooperation between military and law enforcement personnel.
 - (7) Contribute to responsible defense resource management.
 - (8) Contributes to improving the transparency, accountability, and fairness of foreign military justice.
- d. Establish competitive grading scales in appropriate ME programs.
 - e. Consider mastery of ME program requirements when selecting graduates for promotion and command.

4.6. FACULTY.

To attract top talent and enhance the quality of ME faculty at Service and joint MEIs, Secretaries of the Military Departments, ASD(SO/LIC), CJCS, and CCDRs will:

- a. Incentivize faculty members duty, reward exceptional performers, and ensure departing military instructors or faculty members are provided career opportunities equal with their performance.
- b. Require that faculty members possess credentials equivalent to or greater than credentials awarded by the ME program.
- c. Provide faculty members with professional development to maintain currency in their areas of expertise. In addition, Secretaries of the Military Departments, ASD(SO/LIC), CJCS, and CCDRs will provide ME developmental programs and in-service learning opportunities, at least annually, to ensure all faculty members remain current in:
 - (1) The MEI curriculum.
 - (2) Pertinent policy and strategy.
 - (3) Advances in learning theory, learning techniques and methodologies, and the educational technologies employed within the MEI.

(4) Specific technological solutions employed within the MEI to support learning outcomes and the overarching DoD learning enterprise.

d. Promote the participation of international military students in U.S. PME programs, emphasizing U.S. diversity goals, through a variety of means (e.g., international military education and training program). DoD Components will maintain programs that permit maximum participation of international military students consistent with mission and applicable regulations. Before selection, foreign faculty applicants must be cleared through all relevant security assessments and demonstrate sufficient knowledge, skills, and abilities, including English language skills, to function effectively as a faculty member in a U.S. ME program.

e. Assess faculty members to ensure they are continuously held to the highest standards.

SECTION 5: ME ASSESSMENT DATA AND REPORTING

5.1. DATA COLLECTION AND REPORTING.

Secretaries of the Military Departments, ASD(SO/LIC), CJCS, and CCDRs must continuously evaluate their respective ME programs to ensure they are meeting desired outcomes.

5.2. ME REPORTING REQUIREMENT.

Secretaries of the Military Departments, ASD(SO/LIC), CJCS, and CCDRs will:

- a. Direct MEIs under their oversight to conduct biennial ME program reviews.
- b. Designate a point of contact and the offices responsible for compiling information and preparing annual reports for ME program reviews to ensure data consistency across their organizations.
- c. Obtain and analyze samples of programs, where appropriate, for assessments to support descriptive program statistics and quantitative and qualitative performance measures.
- d. Develop metrics that enable valid and reliable comparisons of ME programs. To the extent practicable, metrics will:
 - (1) Be coordinated across DoD Components to enable comparative analysis.
 - (2) Consist of descriptive program statistics and quantitative and qualitative performance measures to ensure programs are meeting stated outcomes.
 - (3) Include:
 - (a) Student body information, including international student demographic information (e.g., country, rank, Military Service, and relative performance).
 - (b) Faculty information.
 - (c) Student performance assessments, including graduation and attrition statistics and total measures of direct assessments of student performance.
 - (d) Talent management assessments, including graduate assignment patterns, career progression, promotion rates, and separation patterns.
 - (e) Program costs.
 - (f) Program accreditation, as applicable.
 - (g) Curriculum validation by internal and external stakeholders.

(h) Validation that the program's direct and indirect assessment mechanisms, as outlined in Paragraph 4.4.a., remain appropriate to address learning outcomes and capture the student's ability to apply knowledge skillfully in actual performance.

e. Annually collect institutional reports for all DoD MEI programs, provide reports from JPME accredited institutions to the Joint Chiefs of Staff, and transmit all reports to the DASD(FE&T) by the end of the fiscal year.

SECTION 6: OBME

6.1. INTRODUCTION.

a. OBME is an essential part of the SecDef policy governing PME and talent management and is now mandatory for all MEIs pursuant to this issuance. Implementing OBME across MEIs marks a substantial transformation and adaptation in the way in which Service members, DoD civilians, and their international counterparts are educated.

b. Traditional input-driven, objectives-based approach in ME programs focus on specific learning objectives, based on legislation and policy guidance. OBME focuses on the output of the learning experience, expressed as knowledge, skills, abilities, and those things graduates must know and be able to do in order to be successful in their assigned operational environments.

6.2. POLICY AND PROCEDURES FRAMEWORK.

All MEIs will use this issuance and CJCS Instruction 1800.01F as the official DoD policy and procedures framework for OBME. This issuance requires that PME and JPME programs be certified under OBME using a combination of annual compliance reports with PME and JPME standards for quality education and biennial reports of effectiveness in achieving program outcomes. Enlisted programs will implement OBME through the policy and procedures framework contained within this issuance and in accordance with CJCS Instruction 1805.01C

6.3. OUTCOMES DEVELOPMENT.

All MEIs will:

a. Use the National Defense Strategy and MEI mission statements to develop outcomes that can be applied to the cognitive, affective, and psychomotor learning domains.

b. Establish educational methods for student achievement of outcomes at the institutional and program levels.

c. Describe in written statements the desired outcomes for graduates upon completing the program. Outcomes will be labeled as:

- (1) Cognitive (i.e., what students know);
- (2) Affective (i.e., what students value); or
- (3) Psychomotor (i.e., what students are able to do).

6.4. CURRICULUM REVIEWS.

- a. In coordination with the Joint Staff, the DASD(FE&T) will conduct periodic curriculum reviews to ensure PME- and JPME-wide adoption of OBME.
- b. OBME will require courseware designers and developers to shift their thinking from a “curriculum driving outcomes” to an “outcomes driving curriculum” approach.

6.5. OUTCOMES-BASED ASSESSMENTS.

- a. Authenticity and use of direct assessments will be key to excellence in OBME.
 - (1) In developing assessment plans, MEIs must determine assessment authenticity.
 - (2) The purpose for an assessment to be “authentic” is to make the assessment to match as closely as possible the actual performance the student would be expected to demonstrate in the operational environment.
 - (3) Since the desired level of actual performance is often impossible to achieve, MEIs should strive to employ the most authentic assessments possible, noting perceived gaps between their assessment abilities and the requirements of the work their graduates will perform in the real-world.
- b. MEIs will maximize standardization in the assessment process and minimize subjectivity in assessments by using rubrics.
 - (1) Outcomes must represent the desired standard that students must achieve. Assessment planning must ensure that students understand the expected outcome, what behaviors demonstrate mastery, and how they will be assessed.
 - (2) Faculty members will need a high degree of specificity in these areas to ensure that they are looking at the right behaviors and setting their expectations in accordance with MEI standards.

6.6. REPORTING.

In order to receive OBME certification, MEIs must develop program outcomes, assess the extent to which the program achieves the outcomes, and provide evidence to the DASD(FE&T) and the Joint Staff Director, Joint Force Development, of compliance and program improvement based on analysis of effectiveness results.

- a. The MEIs will provide annual compliance reports and biennial OBME effectiveness reports for PME and JPME programs to the DASD(FE&T) and the Joint Staff Director, Joint Force Development by the end of each fiscal year.
- b. The Joint Staff Director, Joint Force Development, will compile the annual OBME reports received for JPME programs and prepare an annual summary report for the DASD(FE&T) by January 15.

c. The DASD(FE&T) will compile the annual OBME reports received for PME programs by January 15 and will submit the consolidated OBME report to the ASD(R).

GLOSSARY

G.1. ACRONYMS.

ACRONYM	MEANING
ASD(R) ASD(SO/LIC)	Assistant Secretary of Defense for Readiness Assistant Secretary of Defense for Special Operations and Low-Intensity Conflict
CCDR CDRUSSOCOM CJCS	Combatant Commander Commander, United States Special Operations Command Chairman of the Joint Chiefs of Staff
DASD(FE&T)	Deputy Assistant Secretary of Defense for Force Education and Training
JPME	joint professional military education
ME MEI	military education military education institution
OBME	outcomes-based military education
PME	professional military education
SecDef	Secretary of Defense
USD(P&R)	Under Secretary of Defense for Personnel and Readiness

G.2. DEFINITIONS.

TERM	DEFINITION
academic freedom	The freedom of faculty and students to teach, study, and pursue knowledge and research without unreasonable interference or restriction. Academic freedom is not unlimited and may be constrained by applicable law and regulations.
acculturation	The phenomena resulting when groups of individuals having different cultures come into continuous first-hand contact, with subsequent changes in the original cultural patterns of either or both groups.

TERM	DEFINITION
blended learning	A combination of two or more modalities within a single program (e.g., resident and distance learning).
distance learning	Education provided by an institution but delivered remotely, rather than physically at the institution.
diversity	All the different characteristics and attributes of individuals from varying demographics that are consistent with the DoD's core values, integral to overall readiness and mission accomplishment, and reflective of the Nation we serve.
institutional effectiveness	How well an institution meets a wide range of criteria including program outcomes, instructional design, learning support services, and assessments. This requires continuously assessing the current status, designing a change process, developing and educating education leaders, and creating the obligation and the skill to make change at all levels.
JPME	Defined in Section 2151 of Title 10, United States Code.
knowledge	An organized body of information about a particular subject, such as history, military strategy and plans, engineering, mathematics, philosophy, history, the humanities, and the natural, social, and applied sciences. Knowledge consists of factual knowledge, conceptual knowledge, and procedural knowledge.
ME	<p>Encompasses all PME, including JPME and the entire set of education-based professional development opportunities offered by DoD and foreign MEIs. ME can be offered in schoolhouses, online, or through other distance and blended-learning environments across the entire span of Service members' careers. It also includes specialized educational programs, research and doctrinal studies, and DoD-sponsored fellowships and graduate-level educational opportunities at civilian institutions and foreign military institutions.</p> <p>For officers, ME begins in pre-commissioning (Service academies, Reserve Officer Training Corps, Officer Candidate or Training School, etc.) and for enlisted personnel, it begins in basic training. ME ends at an individual's separation from the military (or in the case of civilian employees, from the DoD). Its purpose is to equip Service members, civilian employees, and international-partner participants with competencies that may result in professional certifications necessary for their professional performance or advancement. ME is distinct from training.</p>

TERM	DEFINITION
MEI	DoD and foreign education entities that provide education required by OSD, Military Services, or the Joint Staff, including DoD community colleges.
OBME	<p>An ME program structure that focuses and organizes everything in an educational system around what is essential for all students to be able to do successfully at the end of their learning experiences. This means starting with a clear picture of what is important for students to be able to do, then organizing curriculum, instruction, and assessment to make sure this learning ultimately happens. The keys to having an outcome-based system are:</p> <ol style="list-style-type: none">1) Developing a clear set of learning outcomes around which all of the system's components can be focused.2) Establishing the conditions and opportunities within the system that enable and encourage all students to achieve those essential outcomes. The term OBME is specific to military learning requirements.
professional development opportunity	The purposeful expansion of an individual's capabilities and understanding provided through planned opportunities external to the DoD throughout an individual's career. Includes academic or experiential programs in different organizational cultures and environments which develop skills necessary for increasingly senior roles.
PME	A unique subset of ME and a required system of progressive levels of ME, essential to accomplishing the mission of the DoD that prepares Service members for increasing levels of Service and joint leadership responsibilities. It conveys the broad body of knowledge and develops the habits of mind essential to the military professionals' expertise in the art and science of war. PME does not include educational and experiential, civilian based education outlined in this issuance but may include accredited education from other Federal Government entities.
professional continuing education	A unique subset of ME composed of a required system of progressive levels of ME, essential to accomplishing the mission of the DoD that prepares Service members for increasing levels of Service and joint leadership responsibilities outside of the PME construct. It conveys the functional or career-field related body of knowledge and expertise needed to advance members' capabilities to support evolving mission sustainment roles. This does not include PME or PDO educational

TERM	DEFINITION
	and experiential, civilian based education outlined in this issuance but may include accredited education from other Federal Government entities.
skills	Learned composites of knowledge and techniques that enable the competent performance of categories of tasks.
talent management	The science of leveraging strategic human-resource planning to maximize individual and organizational success. It includes, but is not limited to, recruiting, retention, development, assignments, compensation, promotions, separations, succession planning, and strategic workforce planning.
war-gaming	A core component of the learning objectives of ME and valuable educational and training tool for the analysis and synthesis of information as well as the creation of plans and courses of action, as it allows those ideas to be tested against a thinking opponent. It also provides excellent practice for problem-solving, adaptation, and connecting the various levels of war to national strategy and government policy.

REFERENCES

- Chairman of the Joint Chiefs of Staff Instruction 1800.01F, “Officer Professional Military Education Policy,” May 15, 2020
- Chairman of the Joint Chiefs of Staff Instruction 1805.01C, “Enlisted Professional Military Education Policy,” November 1, 2021
- DoD Directive 5124.02, “Under Secretary of Defense for Personnel and Readiness (USD(P&R)),” June 23, 2008
- DoD Directive 5500.07, “Standards of Conduct,” November 29, 2007
- DoD Manual 8910.01, Volume 1, “DoD Information Collections Manual: Procedures for DoD Internal Information Collections,” June 30, 2014, as amended
- Office of the Secretary of Defense, “National Defense Strategy,” current edition
- Public Law 115-232, “John S. McCain National Defense Authorization Act for Fiscal Year 2019,” August 13, 2018
- United States Code, Title 5
- United States Code, Title 10