

ENCLOSURE F

PROCESS FOR ACCREDITATION OF JOINT EDUCATION

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

2. Purpose. The PAJE serves two purposes: oversight and assessment. Through the PAJE, the Chairman of the Joint Chiefs of Staff complies with statutory responsibilities for oversight of the joint educational system. The PAJE also serves as a method for improving an institution's execution of JPME through periodic self-study and PAJE team assessment. The PAJE is not intended to be a detailed inspection of an institution's programs. It is an opportunity for a balanced team of peers and experts to assure the Chairman of the Joint Chiefs of Staff that each institution properly executes JPME and to offer benefit of the team's findings and recommendations.

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

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

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

4. The Process. The PAJE is a peer review process and best accomplished by individuals with an in-depth understanding of JPME subject matter and the environment at the ILCs and SLCs. Consequently, representatives (military and civilian) of the Services, Joint Staff, and NDU directly involved with JPME are selected to conduct the PAJE. Despite the PAJE team's unique composition, its concept and

practices are common to all academic accreditation systems -- to strengthen and sustain professional education.

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

a. Certification. Certification is the initial PAJE review and is intended for three situations: (1) programs that have never been awarded any type of PAJE accreditation status; (2) programs that were formerly certified or accredited, but have had that status expire; or (3) programs that are currently certified or accredited, but have undergone such significant changes that the current program is substantially different from the program that last received an accreditation status.

b. Accreditation. Accreditation is the second level of PAJE review and is conducted within 2 years following an institution's certification for JPME. Accreditation can be granted for up to 5 years, with various accompanying requirements for follow-on reports and/or follow-up visits.

c. Reaffirmation. Reaffirmation of accreditation occurs every 5 years from the date of initial accreditation. Reaffirmation also can be granted for up to 5 years, with various accompanying requirements for follow-on reports and/or follow-up visits.

d. Any program failing to achieve accreditation or reaffirmation is subject to decertification as a JPME provider.

6. Scheduling of PAJE Reviews

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

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

APPENDIX A TO ENCLOSURE F

PAJE CHARTER

1. The PAJE team performs certification, accreditation, and reaffirmation functions for the Chairman of the Joint Chiefs of Staff for ILC and SLC institutions that teach JPME.

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

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

a. Chairman. DJS.

b. Executive Committee

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

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

c. Working Group

(1) Chief. One officer in the grade of O-6 from the Joint Education Branch, J-7, Joint Staff.

(2) Service College and NDU Representatives. One officer or civilian (a staff or faculty member, preferably possessing a doctoral

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

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

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

(5) Executive Assistant. One officer from the Joint Education Branch, J-7, Joint Staff (nonvoting).

(6) Joint Doctrine Adviser. One officer in the grade of O-5 or above from the Doctrine Division, Joint Warfighting Center, USJFCOM (nonvoting).

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

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

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

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

4. The PAJE Team normally conducts a 5-day on-site visit to the institution undergoing the PAJE review (select members of the team may visit off-site elements of the institution for DE certification/

accreditation). A team from the J-7 will also visit the school approximately 1 month before the full PAJE team to review the institution's preparations and readiness for the PAJE review. This pre-visit provides the school the opportunity to review their program briefings, visit agenda, and support plan for the PAJE visit with team representatives prior to the actual visit.

5. Following the certification/accreditation review, the PAJE team chairman recommends to the Chairman of the Joint Chiefs of Staff the certification, accreditation, or reaffirmation (as appropriate) of the JPME curriculum at an institution based upon the results of the PAJE team's review. The Chairman of the Joint Chiefs of Staff is the approval authority for certification and accreditation. The certification, accreditation, or reaffirmation report will be forwarded to the Chief of the Service, or President, NDU, for appropriate action.

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APPENDIX B TO ENCLOSURE F

INSTITUTIONAL SELF-STUDY

1. Introduction. This appendix identifies key issues for inclusion in an accreditation self-study. These issues provide insight into the quality of an educational program. The statements are neither exhaustive nor applicable in all cases. This method highlights key areas of concern in most academic programs and provides a common framework for a self-study.

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

3. Self-Study Format

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

b. Organization

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

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

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

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

c. Academic Programs and Curriculums

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

(2) The Joint Professional Military Education Curriculum

- (a) Describe how JPME fits into the institution's academic program(s).
- (b) Identify all courses that comprise the JPME curriculum. Also provide a list of guest speakers, the subject area of their presentations, and how their presentations support JPME learning areas and objectives.
- (c) Provide a matrix that cross walks each JPME learning area and/or learning objective in the OPMEP to the course and lesson in the curriculum where it is addressed. (The requisite learning areas and/or learning objectives are identified in the appropriate appendix to Enclosure E of the OPMEP.)
- (d) Identify any major changes planned for current course(s) and explain their effect on JPME.

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

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

d. Academic Evaluation and Quality Control

(1) Explain how the institution evaluates students' success in attaining JPME objectives identified in the OPMEP (see appropriate appendix to Enclosure E, OPMEP).

(2) Describe the total evaluation program (including grading procedures and assessment of instructional quality).

(3) Explain the procedures used to ensure instruction standardization and evaluation among seminars.

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

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

(6) Provide a copy of instruments used to conduct follow-up surveys of graduates and their supervisors. Identify any established procedure ensuring data obtained is used to modify the curriculum in relation to graduates' performance in the field.

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

e. Student Body

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

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

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

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

f. Faculty

(1) Identify JPME faculty qualifications and determine if they have appropriate credentials and experience. Identify all faculty members with any involvement with JPME, to include their function (e.g., teach, curriculum development, course director, etc.); Service, department, or organizational affiliation (if appropriate); grade; area of expertise; academic degree level; military education level; and relevant joint and Service operational experience.

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

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

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

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

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

g. Instructional Climate

(1) Explain how the institution ensures academic freedom, faculty and student inquiry, and open exploration of ideas.

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

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

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

h. Academic Support

(1) Library

(a) List library resources available to students and provide examples of types of materials directly supporting JPME curriculum requirements. Comment on availability and access to joint publications, Joint Electronic Library, Joint Universal Lessons Learned System, and other resources.

(b) Identify noteworthy strengths or limitations in library services.

(2) Physical Resources

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

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

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

(3) Financial Resources

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

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

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

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