

Primary Professional Military Education Answers

Professional Military EducationProfessional Military Education at the Armed Forces Staff CollegeProfessional Military Education for Air Force OfficersWhy PME?Professional Military EducationMilitary EducationAir Force Professional Military EducationProfessional Military Education for Air Force Officers: Comments and CriticismsInternational Military Officers in U.S. Professional Military Education ProgramsProfessional Military EducationProfessional Military EducationProfessional Military EducationProfessional Military Education in the United StatesProfessional Military Education and the Emerging Revolution in Military AffairsProfessional Military Education: Its Historical Development and Future ChallengesAmerican Journal of Education and College ReviewEnlisted Professional Military Education PolicyThe Marine Corps' Search for a Mission, 1880–1898Marine Corps : Status of Recommendations on Officers' Professional Military EducationSoldiers and Scholars United States. Congress. House. Committee on Armed Services. Panel on Military Education United States. Congress. House. Committee on Armed Services. Military Forces and Personnel Subcommittee Air University (U.S.). Press Wayne C. Pittman Cynthia A. Watson Lawrence M. Hanser Duraid Jalili United States. Congress. House. Committee on Armed Services. Panel on Military Education Michelle P. Jacobs William E. Simons Joint Chiefs of Staff Jack Shulimson United States. General Accounting Office Carol Reardon Professional Military Education Professional Military Education at the Armed Forces Staff College Professional Military Education for Air Force Officers Why PME? Professional Military Education Military Education Air Force Professional Military

Education Professional Military Education for Air Force Officers: Comments and Criticisms International Military Officers in U.S. Professional Military Education Programs Professional Military Education Professional Military Education Professional Military Education Professional Military Education in the United States Professional Military Education and the Emerging Revolution in Military Affairs Professional Military Education: Its Historical Development and Future Challenges American Journal of Education and College Review Enlisted Professional Military Education Policy The Marine Corps' Search for a Mission, 1880–1898 Marine Corps : Status of Recommendations on Officers' Professional Military Education Soldiers and Scholars *United States. Congress. House. Committee on Armed Services. Panel on Military Education United States. Congress. House. Committee on Armed Services. Military Forces and Personnel Subcommittee Air University (U.S.). Press Wayne C. Pittman Cynthia A. Watson Lawrence M. Hanser Duraid Jalili United States. Congress. House. Committee on Armed Services. Panel on Military Education Michelle P. Jacobs William E. Simons Joint Chiefs of Staff Jack Shulimson United States. General Accounting Office Carol Reardon*

professional military education pme is broader and more rigorous than is widely understood in the united states improving educational programs within the military service branches is at the very center of ongoing force transformation efforts and advanced educational opportunities occur at various set levels of military experience military education increasingly conforms to standards imposed by outside civilian accrediting bodies and is mandated and monitored to an extent by congress military educationexplores this often overlooked area of education within the context of the modern military force structure in this unique work watson chronicles the evolution of professional military education during the last sixty years careful to draw distinctions between training and education she briefly traces the history of pme and examines some of the major personalities involved in shaping it as well as the evolution of the curriculum stressed in pme programs her narrative

combined with key documents a glossary and a timeline of important events dispels popular notions of an uneducated military force

professional military education is a complex system that accommodates thousands of air force officers yearly the air force needs to rebalance the assignment of students to air university and to other pme or fellowship programs outside the air force

this study is based on an examination of professional military education pme for united states air force officers that was conducted in 1988 at the airpower research institute ari air university center for aerospace doctrine research and education aucadre maxwell afb alaoam the original study researched the history and evolution of the air force s pme system assessed the current status of air force pmb and compared the pme systems of the other us military services to that of the air force this extract however restricts itself to the history of air force pme between 1946 and 1987 originally seven ari officers including the editors of this study worked on the project collectively they examined more than 345 documents letters regulations manuals studies reports catalogs and histories in an effort to fully understand the criticisms made of air force pme throughout its history

u s forces european forces and other militaries are involved in the global war on terrorism which is one of the major reasons that military operations with multinational participation take place communication among military forces in this environment takes much effort especially when unit leaders do not know what to expect from provide for and accomplish together with other nations militaries consequently the u s military should involve more international military officers in its higher level professional military education programs u s armed forces are global players who must increasingly integrate with international forces in coalition environments

this book brings together non western viewpoints on military pedagogy and professional military education it contains essays on subjects including large scale educational reform civil military and academic influences on military pedagogy internationalisation cross cultural collaboration and interoperability within military education

this book examines officer in residence professional military education pme as a critical investment in the most important element of our military people the primary purpose of pme is to develop military officers throughout their careers for the rigorous intellectual demands of complex contingencies and major conflicts the authors discuss professional military education two decades after the goldwater nichols act and the skelton panel and provide statements from important hearings on continued engagement

this book provides a unique resource on the educational development of the american military profession with nearly 140 entries from 65 authors it covers the origins and major evolutionary developments of all major institutions from the federal service academies and rotc programs through the capstone program for newly appointed general and flag officers it provides sketches of personalities who made significant contributions as well as discussions of important concepts influencing professional military curricula contentious issues affecting program development and significant academic practices most entries include a brief list of principal sources and a general bibliography is also provided simons introduces the historical dictionary with a comprehensive essay that locates most of the topics historically in relation to others

military theorists and scholars throughout history have noted the occurrence of profound discontinuous changes in the conduct sometimes even the nature of warfare recently significant intellectual effort has focused on such an emerging revolution in military affairs rma defined by the office of the secretary of defense net assessment as a major change brought about by the

innovative application of new technologies which combined with dramatic changes in military doctrine and operational and organizational concepts fundamentally alters the character and conduct of military operations the notion of an rma differs from the soviet concept of a military technical revolution primarily by its emphasis on the nontechnological dimensions of military power in the rma paradigm the brain ware component is as important as perhaps even more important than the hardware component given this fact consideration of the future focus and conduct of professional military education pme can be counted among the most vital tasks facing the department of defense dod today as we look to the future the answers to two related questions are of potentially great importance first how can we leverage pme to better understand and exploit the potential of the rma second how can we leverage the rma itself to enhance pme

the united states army s professional military education system had its beginnings in the post civil war era using the great prussian education system as a model early military educators developed a system to meet the specific needs of the united states through the years the system has undergone repeated reforms to match the changing nature of warfare and increasing technology the system reached its current state in the early 1990s when it incorporated changes to meet increased requirements for joint education pressures for change and other challenges continue to confront the system as the army adjusts to the end of the cold war after a discussion of the system s historical development this study addresses those pressures and challenges it proposes five criteria which can be used to identify shortcomings or to establish the continued viability of the system in a time of significant change the study concludes by offering possible adjustments that the system can make to prepare itself to meet the needs of the army into the twenty first century

vol 25 is the report of the commissioner of education for 1880 v 29 report for 1877

1 overview the enlisted professional military education policy epmep defines cjcs objectives and policies regarding the educational and training institutions that comprise the epme and ejpme programs the epmep provides guidance to military education and training institutions regarding jlas and jlos that should be included into epme curricula in order to achieve the goal of expanding jointness to all appropriate levels of the u s armed forces a the services and ndu provide epme to members of the u s armed forces relevant learning objectives have been developed to support jpme for enlisted personnel 1 each service operates its epme system to develop personnel with knowledge skills abilities and attitudes appropriate to their grade ejpme is veined throughout service provided epme beginning with initial enlistment e1 and extending through the most senior grade e9 2 the expansion of the joint operating environment to all levels of war and interoperability within theater security cooperation initiatives necessitates the expansion of jpme to enlisted personnel while not mandated by law as is the case for officers this policy is a recognition that operating in joint interagency intergovernmental and multinational jiim warfighting organizations and staffs requires jlos be made available to all enlisted personnel service chiefs should incorporate joint focus areas into service curriculums wherever appropriate b all enlisted personnel should make a continuing strong personal commitment to their professional development beyond the formal schooling offered in our military educational and training system accordingly service training and education commands should prepare junior service personnel to accept this responsibility senior enlisted se personnel e 6 7 e 9 should embrace the greatest responsibility for ensuring continued growth of themselves and others 2 scope this instruction addresses pme and jpme throughout the entire enlisted continuum e 1 through e 9 for the total force

heirs to a storied past and glamorized as modern day knights the marine corps the elite fighting force in america s military in fact has not always been so highly regarded as jack shulimson shows only a century ago the corps identity and existence

were much in question although the marines were formally established by congress in 1798 and subsequently distinguished themselves fighting on the barbary coast their essential mission and identity remained unclear throughout most of the nineteenth century but amid the crosscurrents of industrialization technological change professionalization and reform that emerged in gilded age america the corps underwent a gradual transformation that ultimately secured its significant and enduring military role in this enlightening study shulimson argues that the marine corps officers inextricable ties to the navy both hampered and aided their attempt to define their own special jurisdiction and professional identity often treated like a poor relation the marine officers frequently found themselves in direct competition with their counterparts in the navy and at times the object of the latter s scorn shulimson reveals the processes politics and personalities that converged to create these tense and sometimes embattled relations but he goes on to show how marine officers with the navy s blessing eventually transcended their second class role

the use and abuse of military history is the theme of this book the author scrutinizes the army s first systematic attempt to use military history to educate its future leaders and traces the army s struggle from the end of the civil war to claim intellectual authority over the study of war

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