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## **FOREWORD**

n 1934, Commandant of Marine Corps Schools, Brigadier General J.C. Breckinridge said, "It is my constant ambition to see the Marine Officer filled with ambition, initiative, and originality; and they can get these attributes only by liberality of thought – broad thought – thought that differs from precedence and the compulsory imprint of others." As our Corps nears a decade at war and prepares to face the complex problems of the future, the vision of General Breckinridge is as valid today as it was then. In order to succeed in the current fight and to build the capability to address the "wicked problems" of the future, the



roots of our war fighting expertise, decisionmaking and critical thinking abilities lie within the educational curricula of our professional military education institutions.

The Commandant identifies the President of the Marine Corps University as the Corps' advocate for PME. As such, this office must assume the lead in developing officer intellectual and reasoning abilities, as well as fostering a culture of critical and adaptive thinking across the Corps. Our officer corps must be capable of not only proffering sound military judgment to their seniors, but also executing decisive and innovative decisions.

The Marine Corps Officer Professional Military Education Continuum is Marine Corps University's vision of the future and response to the Commandant's mandate. It reflects the curricula of the University at all levels of PME. It is a dynamic document, designed to ensure the curricula remains responsive to a changing world and advances the art and science of warfare. And finally, it is designed to act as a metric for all Marine officers to assess their own professional development as leaders of Marines.

Our PME institutions do not carry the burden of educating our leadership alone. Commanders at all levels must cultivate a culture in their organizations which encourages Marines to seek educational opportunities both professionally and as part of their daily lives. Life

long learning and education must be an ingrained part of our professional mind-set and part of the ethos of being a leader of Marines. Just as we spend countless hours training for the fight, Commanders should embrace and promote PME throughout the ranks. This will require Commanders to balance the priorities of training and education, while simultaneously preparing for the current fight. Senior leaders must strive to take the long view and appreciate the intrinsic and institutional benefits of a well educated Marine officer.

Additionally, Marine officers must continue to mature the professional responsibility that resides in an individual commitment to self-education throughout their careers. Our officers should consider themselves Renaissance warriors, well read and educated, while remaining tactically proficient and able always to successfully fight our Nation's battles. Leaders, entrusted with the lives of Marines, are expected by the American people to be experts in the profession of arms. This expertise can only be garnered through a deliberate and conscious embrace of professional military education. Those officers willing to make that professional commitment to education should continue to be recognized through selection for command and promotion.

Finally, I strongly encourage Marine officers of all ranks to broaden their intellect both in scope and depth through active participation in our Marine Corps Professional Reading Program. Do not forget we, as leaders, always set the example. If education is a priority within our officer corps, the same will be true throughout all of our ranks.

Robert B. Neller

Major General, U.S. Marine Corps Commanding General

Education Command

## **BACKGROUND**

he 2006 study titled "U.S. Marine Corps Officer Professional Military Education," chaired by General (ret.) Wilhelm, reminded our Corps and its leadership that General Gray, the 29th Commandant, founded the Marine Corps University (MCU) in 1989 to create "a world class" educational institution for the study of war and the profession of arms. For almost two decades, the University has matured in stature and as an institution of higher education. In order to further the pursuit of educational excellence, MCU leverages expertise, guidance and processes from both high-level civilian and military educational systems.

In 1999, MCU began a partnership with the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) and received initial regional accreditation. The University is required to meet the same stringent academic rigor and curriculum development

and management process requirements as civilian institutions of higher education. This relationship with SACS has strengthened MCU's educational processes by exchanging "best practices" with our civilian counterparts to include the use of learning outcomes as benchmarks for academic success. Additionally, MCU has teamed with National Defense University, Air University, Army

War College and Command and General Staff College and the Naval War College as well as the Chairman of the Joint Chiefs of Staff (CJCS) J-7 to develop Joint Learning Areas (JLAs) to ensure the proper military educational outcomes are met at each stage of Professional Military Education. Those JLAs are outlined in the Officer Professional Military Education Policy (OPMEP), Chairman of the Joint Chiefs of Staff Instruction (CJCSI) 1800.01D. The University is held accountable for academic content and andragogy and assessed against those joint educational learning area requirements during the Process for Accreditation of Joint Education headed by the CJCS J-7 and staffed by members of other PME institutions.

As the professional military education (PME) advocate for the Marine Corps, the President of MCU is charged by the Commandant through MCO 1553.4B to develop, implement and monitor policies and

programs in order to maintain the relevance of the PME Continuum and advance the education of the Marine officer force. The development of a PME Continuum is essential in guiding the direction of officer education into the 21st Century.

This publication is the Marine Corps' first effort to define the officer PME Continuum and depict the capabilities it expects of PME institution graduates. The PME Continuum is based on the educational hierarchy of Bloom's Taxonomy (refer to page 36) and captured through specific learning outcomes. These learning outcomes form an enduring foundation of the academic curricula for Marine officer PME at MCU and across the Corps. However the dynamic nature of world events requires all educators to periodically question the relevancy of the learning outcomes. Each MCU schoolhouse involved in the PME Continuum conducts an annual course content review board to internally validate their learning outcomes and the assessment measures associated with those learning outcomes. Finally, each school house meets with the President of MCU biennially during a curriculum review board to not only validate current and emerging learning outcomes to the President of MCU, but also establish the relationship of those learning outcomes within the PME Continuum as a whole. To ensure both the adaptable and enduring nature of this process, and invite outside input, the most recent version of the PME Continuum will be maintained and published on the Marine Corps University Website at www.mcu.usmc.mil.

## PME CONTINUUM OVERVIEW

In its broadest conception, education conveys general bodies of knowledge and develops habits of mind applicable to a broad spectrum of endeavor. At its highest levels and in its purest form, education fosters breadth of view; diverse perspectives and critical analysis; abstract reasoning; comfort with ambiguity and uncertainty; and innovative thinking – particularly with respect to complex, non-linear problems. This contrasts with training, which focuses on the instruction of personnel to enhance their capacity to perform specific functions and tasks.

(Excerpted from CJCS Instruction 1800.01D - OPMEP)

- ☐ The Marine Corps Officer PME Continuum reflects both the enduring and dynamic professional military educational capabilities the Marine Corps should expect from graduates of PME institutions. Marine Corps PME is organized into three military education levels: primary, intermediate, and senior. Each level is associated with an appropriate career phase and scope of responsibility and reflects our joint requirements outlined in the OPMEP. Also, the PME Continuum defines the focus of each educational level in terms of level of war studied—tactical, operational, and strategic—and links the educational levels so each builds upon the foundation gained in the previous level.
- □ Educational learning outcomes form the foundation of the PME Continuum. The learning outcomes depicted in the PME Continuum reflect the curricula of the Marine Corps University, the Marine Corps' proponent for PME across the operating forces. In the world of academia, the broad, abstract nature of many of the learning outcomes that make up the PME Continuum require Marine Corps officers to display critical thinking through analysis, synthesis, and evaluation to master both the art and science of warfare.
- □ Learning outcomes within the PME Continuum are categorized into five unique yet mutually supporting learning areas: Leadership; Warfighting; Joint, Interagency and Multinational Operations; Regional and Cultural Studies; and Communication Studies. Additionally, utilizing the hierarchy of Bloom's Taxonomy, individual learning outcomes within each learning area are organized to establish the relationship to other outcomes within a specific learning area and the PME Continuum as a whole.



☐ The focus of each learning area is to define the educational foundation common to all Marine Corps officers regardless of Marine Occupation Specialty (MOS). Learning outcomes within each area are designed to enhance sound critical thinking skills that emphasize identifying and solving complex and challenging tactical, operational, and strategic military scenarios. The complexity of the learning outcomes within specific learning areas changes to reflect the progression associated with increased leadership responsibilities throughout the Marine officer's career.

## PME LEVELS

## **Primary**

Career level professional military education focuses on preparing junior Marine Corps officers to serve in their assigned military occupational specialty. The curricula are predominately Service oriented, primarily addressing the tactical level of war. Service schools have programs centered on pay grade O-3 officers, such as the Marine Corps' Expeditionary Warfare School. Primary level officer PME fosters an understanding of joint warfighting necessary for success at this level.



(Excerpted from CJCS Instruction 1800.01D – OPMEP)

#### **Intermediate**

Intermediate level professional military education focuses on warfighting within the context of operational art. At the Marine Corps' Command and Staff College, field grade officers and interagency civilian mid-career leaders expand their understanding of joint force deployment and employment at the operational level of war. They gain a better understanding of joint and Service perspectives. Inherent in this level is development of an officer's analytic capabilities and creative thought processes. In addition to continuing development of their joint warfighting expertise, they are introduced to theater strategy and plans, national military strategy, and national security strategy and policy.

(Excerpted from CJCS Instruction 1800.01D - OPMEP)

#### Senior

To prepare Marine Corps officers for positions of strategic leadership, senior level professional military education focuses on strategy; theater campaign planning; and the art and science of developing, integrating and applying the instruments of national power – Diplomatic, Information, Military, and Economic (DIME) – during peace and war. Studies at the Marine Corps War College emphasize analysis, foster critical examination, encourage creativity, and provide a progressively broader educational experience.

(Excerpted from CJCS Instruction 1800.01D - OPMEP)



## PME OPPORTUNITIES

## **Primary**

- Expeditionary Warfare School (EWS) Marine Corps Base, Quantico, VA
  - EWS Distance Education Program Marine Corps College of Distance Education and Training
- Army Career Captains Course (Various locations)

Air Defense Artillery Officer Advanced Course Armor Captains Career Course Aviation Captains Career Course Chemical Career Course Combine Logistics Captain Career Course Engineer Captain Career Course Field Artillery Captain Career Course Infantry Captain Career Course Military Police Captain Career Course

#### **Intermediate**

- Marine Corps Command & Staff College (CSC) Marine Corps Base, Quantico, VA
  - **CSC Distance Education Program** Marine Corps College of Distance Education and Training
- Air Command and Staff College Maxwell-Gunter Air Force Base, Montgomery, AL
- Army Command and General Staff School Fort Leavenworth, Leavenworth, KS
- College of Naval Command and Staff Naval Station, Newport, RI

#### Advanced Intermediate\*

(must be intermediate level school graduate)

- USMC School of Advanced Warfighting (SAW) Marine Corps Base, Quantico, VA
- Army School of Advanced Military Studies (SAMS) Fort Leavenworth, Leavenworth, KS

- Naval Operational Planner Course Naval Station, Newport, RI
- Air Force School of Advanced Air and Space Studies (SAASS) Maxwell-Gunter Air Force Base, Montgomery, AL

#### Senior

- Marine Corps War College (MCWAR) Marine Corps Base, Quantico, VA
- Air War College Maxwell-Gunter Air Force Base, Montgomery, AL
- Army War College Carlisle Barracks, Carlisle, PA
- College of Naval Warfare Naval Station, Newport, RI
- Industrial College of the Armed Forces Fort Lesley J. McNair, Washington, DC
- National War College Fort Lesley J. McNair, Washington, DC
- Joint Forces Staff College Naval Station, Norfolk, VA

Joint and Combine Warfighting School Joint Advanced Warfighting School Joint Forces Staff College Joint and Combine Warfighting School Joint Advanced Warfighting School

## Commandant of the Marine Corps Fellowship and Foreign PME

 The Commandant of the Marine Corps' Fellowship and Foreign PME programs are managed for the CMC by Marine Corps University. Participants for these programs are selected by MMOA on the annual Top Level Schools (TLS) or Intermediate Schools (ILS) boards. Once selections for all programs are made, program management becomes the responsibility of MCU.

<sup>\*</sup>Learning outcomes associated with SAW are not included within the Officer PME Continuum. Although SAW's specialized curriculum satisfies a specific Marine Corps capabilities requirement for a select few Marine Corps officers, the learning outcomes do not reflect a universal officer corps capabilities requirement.

## LEARNING AREAS

## Leadership

The Leadership learning area focuses on developing and inspiring the human dimension of leadership from the individual to military organizational levels. Broad categories in this area include leadership styles, organizational leadership, and command responsibilities. Additionally, the leadership learning area develops the necessary institutional and cultural understanding of influencing and directing Marines and available resources to accomplish challenging missions in austere environments. (See Appendix A)

## Warfighting

The Warfighting learning area focuses on the study of the military as an instrument of national power. The study of warfighting develops the necessary foundation to understand the nature of warfare and the art of employing military power across the spectrum of operations.

Warfighting includes the historical and modern study of warfare and the use of military theories, strategies, and doctrine on how best to achieve national security objectives. (See Appendix B)

Joint, Interagency and Multinational Operations

The Joint, Interagency and Multinational Operations learning area focuses on how multiple agencies, employing various national resources and capabilities, impact critical decisions made at the tactical, operational, and strategic levels of war. Additionally, a thorough emphasis of the

joint nature of warfare is required to ensure synergy among all uniformed service warfighting capabilities. (See

Appendix C)

### Regional and Cultural Studies

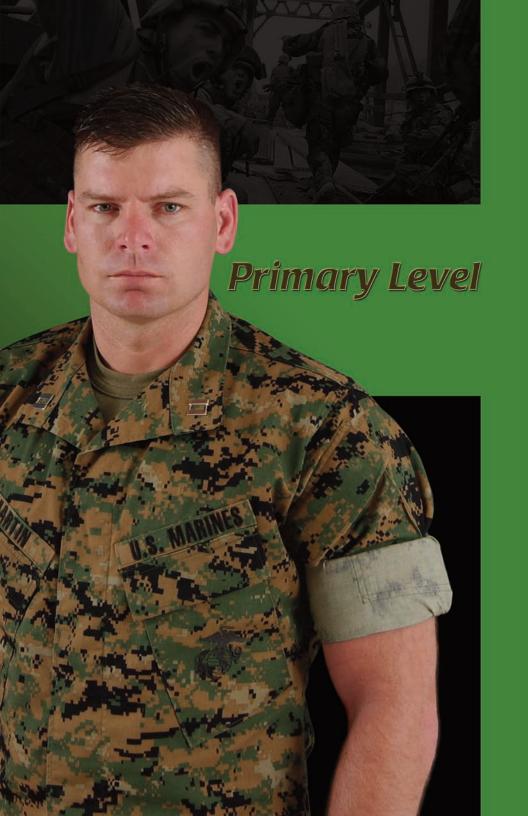
The Regional and Cultural Studies learning area focuses on the international environment in a broad context through the study of foreign cultures in terms of contemporary security challenges. Marine Corps officers must have the educational foundation to analyze the instruments of national power and their role in integrating cultural considerations to ensure mission success. (See Appendix D)



#### **Communication Studies**

The Communication Studies area focuses on the ability of Marine Corps officers to effectively communicate through speaking, writing, researching, listening, and non-verbal communication. An in-depth understanding of the broad impact effective communication has on the success of military organizations and success on the battlefield is necessary throughout the different levels of the PME Continuum. Additionally, personal progressive mastery of effective individual communication skills is a must for Marine Corps officers. (See Appendix E)





## Overview of Primary Level Learning Areas

The Expeditionary Warfare School curricular focus is the tactical level of warfighting.

### Leadership

- 1. Analyze tactical military leadership and decision-making.
- 2. Execute leadership decision-making in a tactical scenario.
- Discuss the ethical, legal, and cultural issues confronted by military leaders.
- 4. Discuss the importance of character based leadership in establishing a command climate that develops subordinates.

## Warfighting

- 1. Develop a tactical plan for the employment of a MAGTF afloat and ashore, using the Marine Corps Planning Process.
- 2. Analyze historical case studies, battlefield studies, and contemporary military issues.
- 3. Analyze doctrinal concepts and warfighting capabilities of each element of the MAGTF.
- 4. Relate the nature and theory of war to the Marine Corps doctrine of Maneuver Warfare.
- 5. Apply the concepts for MAGTF operations in support of amphibious and expeditionary operations.
- Execute a plan that integrates the MAGTF's major subordinate elements during combined arms offensive, defensive, and Phase IV operations.
- 7. Produce MAGTF Information Operations (IO) plans during combined arms offensive, defensive, and Phase IV operations.
- 8. Produce a plan to accomplish an assigned MEU mission utilizing the Rapid Response Planning Process (R2P2).
- 9. Produce an Information Management (IM) plan that supports the planning process and the commander's decision-making process.



- 10. Explain command and control of the MAGTF.
- 11. Explain Information Management theory and doctrine as it relates to command and control of a MAGTF.
- 12. Explain the roles and responsibilities of the MAGTF, the Navy component and the joint community throughout a maritime prepositioning force operation.

# Joint, Interagency and Multinational Operations

- 1. Discuss the role of a MAGTF in a Joint Task Force (JTF).
- 2. Describe the role of the Marine Corps within the joint, interagency and multinational operating environment.

### **Regional and Cultural Studies**

- 1. Produce tactical plans in support of expeditionary operations that incorporate considerations of cultural factors.
- 2. Discuss the impact of cultural factors on the conduct of military operations.

#### **Communication Studies**

- Analyze arguments and positions, both orally and in writing.
- 2. Deliver effective oral presentations.
- Prepare military written correspondence using proper grammar, format, and style.







## Overview of Intermediate Level Learning Areas

The Command and Staff College curricular focus is warfighting within the context of operational art.

#### Leadership

- 1. Analyze ethical, legal, and cultural issues within operational military leadership scenarios.
- Demonstrate decision-making skills associated with the operational level of warfare.
- 3. Discuss various methodologies for establishing a combat-ready, professional command.
- 4. Discuss methods to develop subordinate leaders.

## Warfighting

- Develop solutions that create the military conditions necessary for strategic success for challenges generated at the strategic, operational, and tactical levels of war.
- 2. Formulate an operational plan using the Marine Corps Planning Process.
- 3. Analyze campaigns and the operational art of warfare.
- 4. Examine the differences and balance among Information Operations, Strategic Communication, and Public Affairs.
- 5. Apply lessons learned from history to the planning and execution of military operations.
- 6. Explain the process by which policy and strategic decisions are made and how the process is integrated with decisions made at the operational level of war.
- 7. Explain the link between ends and means in strategy, operations, and tactics.
- 8. Discuss the linkages among strategy, operations and tactics that inform and shape campaign planning and design.



### Joint, Interagency and Multinational Operations

- 1. Integrate interagency organizations into the planning and execution of military operations.
- Evaluate joint and U.S. Marine Corps doctrine regulating the employment of amphibious and expeditionary forces across the entire range of military operations, with particular emphases on joint and multinational operational settings.
- 3. Analyze interagency operations in terms of the employment of all instruments of national power.
- 4. Plan to employ the MAGTF throughout the spectrum of crisis and conflict, maximizing both lethal and non-lethal effects in a joint and/or multinational context.
- 5. Discuss emerging and non-traditional concepts that are shaping the character of contemporary joint and multinational warfare.

#### Regional and Cultural Studies

- Evaluate the nature of insurgency and terrorism and the methods for combating them.
- 2. Assess the impact of cultural issues throughout the planning and execution of military operations.
- 3. Analyze the impact of foreign culture in relation to confronting contemporary security challenges.
- 4. Negotiate in a cross-cultural environment.1
- Discuss the ethical and legal dimensions of warfighting leadership in a cross-cultural environment.

#### Communication Studies<sup>2</sup>

- 1 Formulate reasoned, well organized oral and written arguments.
- 2. Analyze appropriate research sources to support written projects.
- 3. Speak formally and informally, employing rhetorical strategies suited to the audience and occasion.

<sup>1.</sup> DE programs are not responsible for this LO.

<sup>2.</sup> DE programs will use the following LO for Communication Skills: "Formulate reasoned, well organized, formal and informal communication employing rhetorical strategies."





## Overview of Senior Level Learning Areas

The Marine Corps War College curricular focus is on national military strategy as derived from national security and policy, and its impact on strategic leadership, force readiness, theater strategy and campaigning, and joint warfighting.

## Leadership

- Evaluate individual thought processes through systematic selfassessment.
- 2. Evaluate the strategic ethical, legal, and cultural issues confronted by strategic leaders.
- 3. Contrast the creative thinking and creative problem solving methodology with the critical analysis methodology as viable approaches to complex situations.
- Analyze the differences in command and collaborative approaches of senior leaders in the joint, interagency, and international environments.
- 5. Apply critical analysis skills to complex situations.

## Warfighting

- 1. Evaluate the impact of current issues on national defense policy.
- 2. Analyze national security policies, national military strategies, and associated theater campaigns and operations.
- 3. Analyze U.S. foreign policy in the context of national security.
- 4. Apply traditional and non-traditional principles of war at the strategic and operational levels of war.

# Joint, Interagency and Multinational Operations

1. Evaluate the formal governmental processes that contribute to the development of national security and defense policy.



- 2. Synthesize strategies to protect and promote U.S. global interests in an increasingly globalized world.
- 3. Analyze relationships among the principal contributors to national security policy.
- 4. Analyze the relationship between the components of national power (DIME) and the achievement of strategic end states.
- 5. Analyze the relationship between economic conditions and national security.
- Analyze the growing interdependence of the global economic environment and the impact of this interdependence on national power.
- 7. Analyze the impact of the global move to free market economies.
- 8. Apply joint and service warfare concepts and doctrine to strategic and operational planning.
- 9. Apply fundamentals of monetary, fiscal, and trade policy.

## **Regional and Cultural Studies**

- 1. Evaluate the risks and opportunities inherent in the relationships between the U.S. and foreign countries and their impact on the U.S. policy.
- 2. Analyze causes of regional instability and conflict including an assessment of foreign military capabilities and intentions.
- 3. Analyze the impact of U.S. forces on key regions of the world.

#### **Communication Studies**

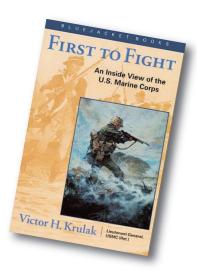
- 1. Defend well stated positions with clear logic and evidence.
- 2. Develop scholarly, research-based written and oral projects.
- 3. Derive research-based recommendations to address complex strategic issues.

# United States Marine Corps Professional Reading Program

The Marine Corps Professional Reading Program (formerly known as the Commandant's Reading List) began as the Commandant's Reading List in 1988. Recommended reading lists have been generated for Marines since the 19th century and each Commandant since 1988 has placed his personal stamp on the program. Great books will always remain a staple of informal, self-paced professional development.

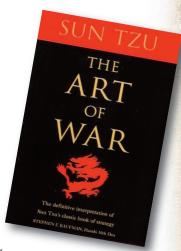
## Officer Candidate/Midshipman

- First to Fight: An Inside View of the U.S. Marine Corps by LtGen V.H. Krulak
- MCDP 1 Warfighting
- The Armed Forces Officer, DoD 2006
- A Message to Garcia by E. Hubbard
- Rifleman Dodd by C.S. Forester
- The Soldier's Load by S.L.A. Marshall
- Enders Game by O.S. Card
- Once A Marine: An Iraq War Tank Commander's Inspirational Memoir of Combat, Courage, and Recovery
  - by Nick Popaditch and Mike Steere
- The Lions of Iwo Jima by MajGen (ret) F. Haynes and J. Warren
- The Coldest Winter: America and the Korean War by D. Halberstam
- Tiger Force: A True Story of Men and War by M. Sallah and M. Weiss
- The Last Stand of Fox Company by B. Drury and T. Clavin



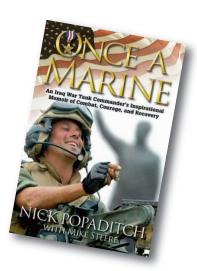
## 2nd Lieutenant/Warrant Officer

- First to Fight: An Inside View of the U.S. Marine Corps by LtGen V.H. Krulak
- MCWP 6-11 Leading Marines
- Fields of Fire by J. Webb
- The Art of War by Sun Tzu
- The Anatomy of Courage by L. Moran
- On Infantry by J.A. English
- Small Unit Leaders Guide to Counterinsurgency
- The Soldier's Load by S.L.A. Marshall
- Once A Marine: An Iraq War Tank Commander's Inspirational Memoir of Combat, Courage, and Recovery by Nick Popaditch and Mike Steere
- The Lions of Iwo Jima by MajGen (ret) F. Haynes and J. Warren
- The Coldest Winter: America and the Korean War by D. Halberstam
- Tiger Force: A True Story of Men and War by M. Sallah and M. Weiss
- Baghdad at Sunrise: A Brigade Commander's War in Iraq by P. Mansoor
- Battle Exhortation, The Rhetoric of Combat Leadership by K. Yellin
- The Last Stand of Fox Company by B. Drury and T. Clavin



## 1st Lieutenant/Chief Warrant Officer 2

- First to Fight: An Inside View of the U.S. Marine Corps by LtGen V.H. Krulak
- The Bridge at Dong Ha by J.G. Miller
- The Face of Battle by J. Keegan
- Reminiscences of a Marine by J.A. Lejeune
- Counterinsurgency Warfare by D. Galula
- Battle Cry of Freedom by J.M. McPherson
- Once A Marine: An Iraq War Tank Commander's Inspirational Memoir of Combat, Courage, and Recovery
  - by Nick Popaditch and Mike Steere
- The Lions of Iwo Jima by MajGen (ret) F. Haynes and J. Warren
- The Coldest Winter: America and the Korean War by D. Halberstam
- Tiger Force: A True Story of Men and War by M. Sallah and M. Weiss
- Baghdad at Sunrise: A Brigade Commander's War in Iraq by P. Mansoor
- Battle Exhortation, The Rhetoric of Combat Leadership by K. Yellin
- The Last Stand of Fox Company by B. Drury and T. Clavin

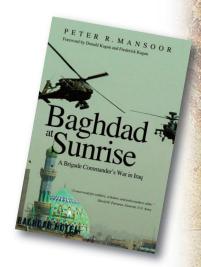


## Captain/Chief Warrant Officer 3

- First to Fight: An Inside View of the U.S. Marine Corps by LtGen V.H. Krulak
- For the Common Defense by A.R. Millett
- The Mask of Command by J. Keegan
- Savage Wars of Peace by M. Boot
- On Combat by D. Grossman
- The Arab Mind by R. Patai
- Once A Marine: An Iraq War Tank Commander's Inspirational Memoir of Combat, Courage, and Recovery

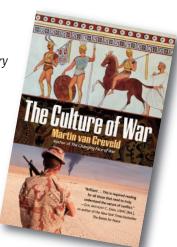
by Nick Popaditch and Mike Steere

- The Lions of Iwo Jima by MajGen (ret) F. Haynes and J. Warren
- The Coldest Winter: America and the Korean War by D. Halberstam
- Tiger Force: A True Story of Men and War by M. Sallah and M. Weiss
- Baghdad at Sunrise: A Brigade Commander's War in Iraq by P. Mansoor
- The Last Stand of Fox Company by B. Drury and T. Clavin



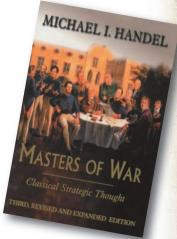
## Major/Chief Warrant Officer 4

- First to Fight: An Inside View of the U.S. Marine Corps by LtGen V.H. Krulak
- Once an Eagle by A. Myrer
- The Guns of August by B.W. Tuchman
- The Landmark Thucydides: A Comprehensive Guide to the Peloponnesian War by Thucydides, eds R. Strassler, translated by R. Crawley
- The World is Flat 3.0 by T.L. Friedman
- Grant Takes Command by B. Catton
- Once A Marine: An Iraq War Tank Commander's Inspirational Memoir of Combat, Courage, and Recovery by Nick Popaditch and Mike Steere
- The Lions of Iwo Jima by MajGen (ret) F. Haynes and J. Warren
- The Coldest Winter: America and the Korean War by D. Halberstam
- Tiger Force: A True Story of Men and War by M. Sallah and M. Weiss
- The Culture of War by M. Van Creveld
- Decoding Clausewitz: A New Approach to On War by J. Sumida
- Commandants of the Marine Corps eds A. Millett and J. Shulimson
- The Last Stand of Fox Company by B. Drury and T. Clavin



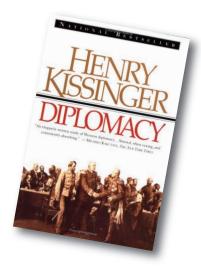
## Lieutenant Colonel/Chief Warrant Officer 5

- First to Fight: An Inside View of the U.S. Marine Corps by LtGen V.H. Krulak
- Masters of War by M. Handel
- Supplying War by M. Van Creveld
- Carnage and Culture by V. Hanson
- Defeat into Victory by W. Slim
- Triumph Forsaken by M. Moyar
- Once A Marine: An Iraq War Tank Commander's Inspirational Memoir of Combat, Courage, and Recovery by Nick Popaditch and Mike Steere
- The Lions of Iwo Jima by MajGen (ret) F. Haynes and J. Warren
- The Coldest Winter: America and the Korean War by D. Halberstam
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- Decoding Clausewitz: A New Approach to On War by J. Sumida
- Commandants of the Marine Corps eds A. Millett and J. Shulimson
- The Last Stand of Fox Company by B. Drury and T. Clavin



#### Colonel to General

- First to Fight: An Inside View of the U.S. Marine Corps by LtGen V.H. Krulak
- Dereliction of Duty by H.R. McMaster
- Supreme Command by E.A. Cohen
- Diplomacy by H. Kissinger
- Feeding Mars by J.A. Lynn
- The Crisis of Islam by B. Lewis
- Once A Marine: An Iraq War Tank Commander's Inspirational Memoir of Combat, Courage, and Recovery
  - by Nick Popaditch and Mike Steere
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### CONCLUSION

he Marine Corps Officer PME Continuum will be published by the Marine Corps University biennially. The most current version of the Officer PME Continuum can be found on the Marine Corps University Website www.mcu.usmc.mil in digital format. In the future, the scope of the PME Continuum will expand to include professional military education that resides outside of Education Command at the Marine Corps University. For example, though very training centric, The Basic School does play a significant role in establishing the initial foundations of PME in our junior officer corps. Additionally, our general officers receive PME through the Senior Leader Development Program. Each will eventually be captured within the Marine Corps Officer PME Continuum.

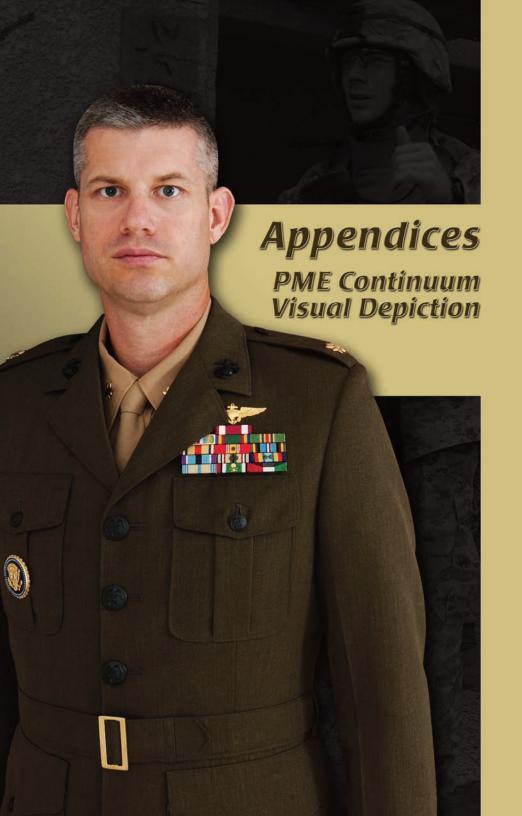
The Commandant's Vision & Strategy 2025 outlined the requirement for a world class university that can produce Marine officers capable of

decisive and innovative decision-making in times of unparalleled complexity. As the proponent for professional military education, the President of the Marine Corps University recognizes the Commandant's mandate to define the Officer PME Continuum in educational terms. Additionally, having been given Title 10 authority by Congress to hire civilian PhD professors, the President of Marine Corps University will continue to leverage their expertise, with inputs from the operating forces, to ensure the relevance and currency of the educational curricula of professional military education programs in our Corps. The curricula and its learning outcomes

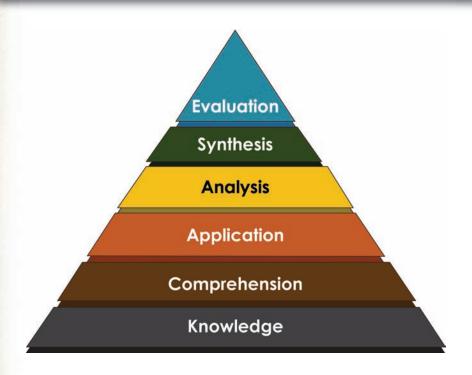
must continue to cultivate critical thinking within our officer corps, remaining both dynamic enough to reflect the requirements of tomorrow, yet enduring enough to remember the

lessons of the past.





### **BLOOM'S TAXONOMY**



Bloom's Taxonomy is a classification hierarchy of organizing different learning outcomes. This hierarchy, which is widely accepted within the education community, requires that high order critical thinking is dependent on having attained prerequisite knowledge at lower levels within the taxonomy. The cognitive domain of Bloom's Taxonomy depicts six distinct levels illustrated in the diagram above.

### LEARNING OUTCOME VERBS

Below is a list of descriptive verbs that constitute the hierarchy of educational learning outcomes. These verbs specifically define educational learning outcomes in increasing levels of critical thinking related to the Marine Corps Officer PME Continuum.

#### **Evaluation**

Appraise, Argue, Assess, Defend, Estimate, Evaluate, Judge, Justify, Predict

#### **Synthesis**

Compose, Construct, Create, Design, Develop, Devise, Formulate, Integrate, Plan, Propose, Synthesize

#### Analysis

Analyze, Classify, Compare, Contrast, Differentiate, Discern, Examine, Infer, Interpret, Relate

#### **Application**

Apply, Bargain, Coordinate, Demonstrate, Employ, Engage, Negotiate, Operate, Execute, Prepare, Produce, Solve, Write

#### Comprehension

Classify, Discuss, Explain, Express, Generalize, Paraphrase, Rewrite, Restate, Summarize

#### Knowledge

Arrange, Define, Describe, Identify, Label, List, Match, Name, Select, State

#### Senior Level Intermediate Level Primary Level



VALUATION

- 1. Evaluate individual thought processes through systematic self-assessment.
- 2. Evaluate the strategic ethical, legal, and cultural issues confronted by strategic leaders.

SYNTHESIS

ANALYSIS

- Contrast the creative thinking and creative problem solving methodology with the critical analysis methodology as viable approaches to complex situations.
- Analyze the differences in command and collaborative approaches of senior leaders in the joint, interagency and international environments.
- 5. Analyze ethical, legal, and cultural issues within operational military leadership scenarios.
- 6. Analyze tactical military leadership and decision-making scenarios.

- 7. Apply critical analysis skills to complex situations.
- 8. Execute leadership decision-making skills associated with the operational level of warfare.
- 9. Execute leadership decision-making in a tactical scenario.
- 10. Discuss various methodologies for establishing a combat-ready, professional command.
- 11. Discuss methods to develop subordinate leaders.
- 12. Discuss the ethical, legal, and cultural issues confronted by military leaders.
- Discuss the importance of character based leadership in establishing a command climate that develops subordinates.



EVALUATION

# SYNTHESIS

- 1. Evaluate the impact of current issues on national defense policy.
- Conceptualize solutions that create the military conditions necessary for strategic success for challenges generated at the strategic, operational, and tactical levels of war.
- 3. Formulate an operational plan using the Marine Corps Planning Process.
- 4. Develop a tactical plan for the employment of a MAGTF afloat and ashore, using the Marine Corps Planning Process.

NALYSIS

- 5. Analyze national security policies, national military strategies, and associated theater campaigns and operations.
- 6. Analyze U.S. foreign policy in the context of national security.
- 7. Analyze campaigns and the operational art of warfare.
- 8. Examine the differences and balance among Information Operations, Strategic Communication, and Public Affairs.
- Analyze historical case studies, battlefield studies, and contemporary military issues.
- Analyze doctrinal concepts and warfighting capabilities of each element of the MAGTF.
- 11. Relate the nature and theory of war to the Marine Corps doctrine of Maneuver Warfare.

- 12. Apply traditional and non-traditional principles of war at the strategic and operational levels of war.
- 13. Apply lessons learned from history to the planning and execution of military operations.
- 14. Apply the concepts for MAGTF operations in support of amphibious and expeditionary operations.
- Execute a plan that integrates the MAGTF's major subordinate elements during combined arms offensive, defensive, and Phase IV operations.
- 16. Produce MAGTF Information Operations (IO) plans during combined arms offensive, defensive, and Phase IV operations.
- Produce a plan to accomplish an assigned MEU mission utilizing the Rapid Response Planning Process (R2P2).
- Produce an Information Management (IM) plan that supports the planning process and the commander's decision-making process.
- 19. Explain the process by which policy and strategic decisions are made and how the process is integrated with decisions made at the operational level of war.
- 20. Explain the link between ends and means in strategy, operations, and tactics.
- 21. Discuss the linkages among strategy, operations, and tactics that inform and shape campaign planning and design.
- 22. Explain command and control of the MAGTF.
- 23. Explain Information Management theory and doctrine as it relates to command and control of a MAGTF.
- 24. Explain the roles and responsibilities of the MAGTF, the Navy component and the joint community throughout a martime prepositioning force operation.

## C

# JOINT, INTERGRATION AND MULTINATIONAL OPERATIONS

#### Senior Level Intermediate Level Primary Level



EVALUATION

SYNTHESIS

1. Evaluate the formal governmental processes that contribute to the development of national security and defense policy.

- 2. Synthesize strategies to protect and promote U.S. global interests in an increasingly globalized world.
- 3. Integrate interagency organizations into the planning and execution of military operations.

- Analyze relationships among the principal contributors to national security policy.
- Analyze the relationship between the components of national power (DIME) and the achievement of strategic end states.
- Analyze the relationship between economic conditions and national security.
- Analyze the growing interdependence of the global economic environment and the impact of this interdependence on national power.
- 8. Analyze the impact of the global move to free market economies.
- 9. Analyze doctrinal concepts that inform the employment of joint and MAGTF resources throughout the spectrum of crisis and conflict.
- 10. Analyze interagency operations in terms of the employment of all instruments of national power.

- 11. Apply joint and service warfare concepts and doctrine to strategic and operational planning.
- 12. Apply fundamentals of monetary, fiscal, and trade policy.
- Employ the MAGTF throughout the spectrum of crisis and conflict, maximizing both lethal and non-lethal effects in a joint and/or multinational context.
- Discuss emerging and non-traditional concepts that are shaping the character of contemporary joint and multinational warfare.
- 15. Discuss the role of a MAGTF in a Joint Task Force (JTF).

16. Describe the role of the Marine Corps within the joint, interagency, and multinational operating environment.



D

# REGIONAL AND CULTURAL STUDIES

Senior Level Intermediate Level Primary Level



**EVALUATION** 

- Evaluate the risks and opportunities inherent in the relationships between the U.S. and foreign countries and their impact on the U.S. policy.
- 2. Evaluate the nature of insurgency and terrorism and the methods for combating them.
- 3. Assess the impact of cultural issues throughout the planning and execution of military operations.

SYNTHESIS

**ANALYSIS** 

- 4. Analyze causes of regional instability and conflict including an assessment of foreign military capabilities and intentions.
- 5. Analyze the impact of U.S. forces on key regions of the world.
- 6. Analyze the impact of foreign culture in relation to confronting contemporary security challenges.

- 8. Negotiate in a cross-cultural environment.
- 9. Produce tactical plans in support of expeditionary operations that incorporate considerations of cultural factors.
- 10. Discuss the ethical and legal dimensions of warfighting leadership in a cross-cultural environment.
- 11. Discuss the impact of cultural factors on the conduct of military operations.



Senior Level Intermediate Level Primary Level



VALUATION

LYSIS

SYNTHESIS

1. Defend well stated positions with clear logic and evidence.

- 2. Develop scholarly, research-based written and oral projects.
- 3. Formulate reasoned, well organized oral and written arguments.
- 4. Derive research-based recommendations to address complex strategic issues.
- 5. Analyze appropriate research sources to support written projects.
- 6. Analyze arguments and positions, both orally and in writing.

- 7. Speak formally and informally, employing rhetorical strategies suited to the audience and occasion.
- 8. Deliver effective oral presentations.
- 9. Prepare military written correspondence using proper grammar, format, and style.



