



Personnel

CURRICULUM INTEGRATION GROUPS

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(Dr Thomas R. Renckly)
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(Dr Dorothy Reed)
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This instruction prescribes the functions, responsibilities, structure, and reporting relationships of Air University (AU) Curriculum Integration Groups (CIGs). It applies to Air War College (AWC), Air Command and Staff College (ACSC), School of Advanced Airpower Studies (SAAS), Squadron Officer College (SOC), Air Force Officer Accession and Training School (AFOATS), College for Enlisted Professional Military Education (CEPME), College of Aerospace Doctrine, Research and Education (CADRE), College for Professional Development (CPD), and the Air University Library (AUL). It does not apply to the Civil Air Patrol (CAP-USAF) or to the Air Force Institute of Technology (AFIT).

SUMMARY OF REVISIONS

This revision emphasizes the need for Curriculum Integration Group members from AU schools to be well versed in their core area and capable of making independent judgments on curriculum issues (paragraph 4.2.1). It also reduces the number of annual reports CIGs must provide to AU/CF from 2 to 1 (paragraph 4.4.1).

1. Terms Explained.

1.1. Curriculum Integration Group (CIG). Representatives from AU schools and organizations who share a common curriculum interest. There is a separate CIG for each core curriculum area in the Air University Continuum of Education (COE): Profession of Arms, Military Studies, Leadership Studies, Communication Studies, and International Security Studies. See attachment 1 for a current listing of CIGs.

1.2. Continuum of Education (COE). The COE defines a framework or educational architecture reflecting the dynamic and continuous system of Air Force Professional Military Education (PME). The COE identifies the professional knowledge, skills, abilities, and attitudes, divided into common core curriculum areas, which airmen should possess at various stages in their careers.

1.3. Continuum of Education Strategic Guidance (CESG) Document. The document that provides the architectural format and philosophy of the COE. It prescribes the five core curriculum areas upon which the CIGs are based. Attachment 2 defines the core curriculum areas for each CIG.

2. Purpose of CIGs. Serve as a forum for information sharing across schools in their respective core curriculum areas. This includes, but is not limited to, exploring methods for exchanging information on curriculum, speakers, trips, professional development activities, identifying new teaching materials, and instructional methods for both resident and distributed learning (DL) programs.

3. Functions of CIGs.

3.1. At least biennially, review school curricula relating to each CIG's core curriculum area with respect to the COE, focusing on content and on the curriculum linkages between one school and another. CIGs should also consider reviewing their curriculum area whenever major changes are proposed in a core area by one or more schools. Dates of these reviews may vary and are typically conducted at times of the year determined appropriate by each CIG.

3.2. Work with school curriculum developers to assist in reviewing, revising, and developing core learning area objectives for the COE based on appropriate levels of learning.

3.3. Respond to taskings by AU/CC and the AU Chief Academic Officer (AU/CF).

3.4. Evaluate educational products related to their respective core areas for possible use in Air University schools. (CIGs are not expected to create curriculum for the schools; however, they are strongly encouraged to develop ideas that AU schools may consider using to enhance their educational programs.)

3.5. Make recommendations jointly to the AU/CF and Council of Deans (COD) for revising the COE, CESG, and companion documents.

4. Responsibilities.

4.1. The Air University Chief Academic Officer (AU/CF):

4.1.1. Has overall responsibility for the effective operation of the CIGs. Annually reviews the performance of each CIG and approves continuation or replacement of the chairperson or membership.

4.1.2. Provides oversight and guidance for CIG activities.

4.1.3. Approves addition of new CIGs and deletion of existing CIGs as required.

4.1.4. Approves the formation of standing and ad hoc committees in support of CIG activities.

4.2. School commandants and commanders who provide faculty to serve as chairpersons or members of CIGs (attachment 1 identifies which schools are responsible for providing faculty to serve as chairpersons and members):

é 4.2.1. Nominate faculty experts from their organizations for CIG membership in each of the core areas of the CESG. Nominees should be well versed in their core area and capable of making independent judgments on curriculum issues.

4.2.2. Provide their CIG representatives work schedules to permit them to participate in the CIGs and to accomplish their assigned responsibilities and taskings.

4.2.3. Notify the AU/CF, either directly or through their school's representative to the COD, of chairperson appointments and potential vacancies. Notification should occur 3 months prior to a chair position being vacated. In exceptional circumstances, notification should be made as soon as practical.

4.3. CIG Chairpersons:

4.3.1. Are responsible for the efficient and effective operation of their respective CIGs.

4.3.2. Create subcommittees within their CIGs to accomplish specific taskings or to address specific issues.

4.3.3. Make recommendations to the AU/CF and the COD for improvement of the COE and CESG.

4.3.4. Annually evaluate the activities of their respective CIGs by completing, and ensuring each CIG member completes a self-evaluation provided by the Office of Academic Affairs (HQ AU/CFA).

4.3.4.1. Send completed evaluations to AU/CFA for analysis, consolidation, and reporting to the AU/CF and COD.

4.4. CIGs:

é 4.4.1. Prepare an annual report which (1) briefly addresses the major activities of the CIG during the previous year, and (2) addresses the degree to which AU PME schools are aligned with the continuum of education in the CIG's respective core area. The report is sent to HQ AU/CF who provides copies to appropriate school commandants, the COD, and the AU Commander.

4.4.2. Forward the annual report to the AU/CF by 31 Dec of each calendar year or as otherwise directed by the AU/CF.

5. Procedures.

5.1. CIG chairs determine meeting schedule, location, agenda, announcements, minutes, and distribution of minutes beyond HQ AU/CFA. CIGs meet as needed. Special meetings of a CIG may be called at the discretion of the AU/CF or CIG chair.

5.2. Chairpersons meet jointly with the AU/CF and COD at least annually to set goals, review progress toward initiatives and accomplishments during the year, and identify additional working procedures for efficient operation.

5.3. Individuals or organizations wishing to initiate an examination of a curriculum area across AU schools must make a formal request to the AU/CF stating their anticipated goals, estimated time needed to complete the work, and expected products.

5.3.1. The AU/CF determines if an existing CIG can accomplish the proposed goal and determines its priority among other tasks the CIG may have to accomplish. If a special ad hoc committee is needed to address the proposed issue, the AU/CF:

5.3.1.1. Determines which CIG has committee oversight and tasks the CIG Chair appropriately.

5.3.1.2. Approves a charter for the ad hoc committee.

5.3.1.3. Instructs the project initiator to coordinate with the designated CIG Chair on the creation and implementation of the committee.

5.3.2. At the conclusion of its work, the committee and the project initiator jointly brief the AU/CF and COD on the committee's findings and recommendations. Depending on the scope of the recommendations, additional briefings to school commandants, commanders, and to the Air University Commander may be required.

5.3.3. The committee's charter terminates upon completion of its work and submission of final reports or briefings to the AU/CF and COD.

ROBERT E. KRIBEL, PhD
Chief Academic Officer

Attachment 1**AIR UNIVERSITY CURRICULUM INTEGRATION GROUPS
CHAIR RESPONSIBILITIES AND MEMBERSHIP**

CIG	CHAIR RESPONSIBILITY	MEMBERSHIP
Profession of Arms	ACSC	AWC, SOC, AUL, AFOATS CADRE, CPD, CEPME
Military Studies	ACSC	AWC, SOC, AUL, AFOATS CADRE, SAAS, CEPME
Leadership Studies	AWC	ACSC, SOC, AUL, AFOATS CADRE, CPD, CEPME
International Security Studies	AWC	ACSC, SOC, AUL, AFOATS SAAS, CPD, CEPME
Communication Studies	SOC	AWC, ACSC, AUL, AFOATS CADRE, SAAS, CEPME

Attachment 2

CURRICULUM AREAS OF RESPONSIBILITY FOR EACH CURRICULUM INTEGRATION GROUP (CIG)

A2.1. Profession of Arms CIG. The Profession of Arms CIG focuses on two different, yet related curriculum facets. One facet relates to warfighting--knowing the strategies, tactics, and doctrinal underpinnings of how best to achieve victory over the enemy. Warfighting includes roles and missions, force structure, joint operations, core competencies, tactics, space, and information warfare among others. The second facet deals with officership, core values, roles and responsibilities, discipline, morals and ethics, dress and grooming, oath of office, drill and ceremonies, customs and courtesies, accountability, and security awareness. Curriculum topics include professional standards, military justice, good order and discipline, customs and courtesies, and ethics.

A2.2. Military Studies CIG. The focus of the Military Studies CIG is general military history, history of the Air Force and aerospace power, military theory, doctrine, strategy, and civil-military relations. Of these elements, doctrine forms the foundation upon which the Military Studies core area is based. With a firm grounding in doctrine, this core area develops an understanding and appreciation of the nature of war and the art of employing military power across the spectrum of operations.

A2.3. Leadership Studies CIG. The Leadership Studies CIG focuses on the professional, organizational, and interpersonal dimensions of influencing and directing people and other resources to accomplish the mission. Curriculum topics include personal leadership styles, organizational leadership, functions of management, and command responsibilities.

A2.4. International Security Studies CIG. The International Security Studies CIG encompasses the nature and functioning of the international system and strategic environment. It includes such topics as the nature and causes of war and peace, patterns of change, and major global and regional trends. It particularly emphasizes nonmilitary instruments of power--diplomatic, economic, political, informational--and how those instruments relate to military factors and affect global, regional, and national security conditions, problems, and issues. It also includes the study of national security strategy and the national security decision-making process, civil-military relations, and critical contemporary regional and functional problems/issues. Although curriculum topics in this core area may appear to overlap somewhat with Military Studies, the International Security Studies core area uses contemporary events, theories, and personalities as a lens for analysis.

A2.5. Communication Studies CIG. The Communication Studies CIG focuses on instruction designed to develop an understanding and appreciation of effective speaking, listening, writing, research, and non-verbal communications. Interpersonal, small-group, and organizational dynamics and the attendant processes and networks for communication also comprise a significant portion of Communication Studies, as does cross-cultural communications. Communication Studies also involve relations with the media and the nuances of persuasion, rhetoric, and propaganda. Additionally, the impact of technology on the communication process should be addressed in this core area.