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Memorandum
No. 5-5

DEAN'S POLICY AND OPERATING MEMORANDUM
MANAGING CURRICULAR CHANGE

1. Purpose. This Dean's Policy and Operating Memorandum (DPOM) establishes responsibilities and procedures for proposing, coordinating, and approving curricular changes. This DPOM supersedes DPOM 5-5, 21 July 2006 and 02 January 2020.

2. Applicability. This DPOM applies to the entire USMA curriculum including military and physical coursework as well as Individual Advanced Development (IAD) courses for academic credit.

3. References.

    a. Academic Program Curriculum and Course Descriptions (The Redbook). The Redbook contains the complete description of the USMA academic program including the core curriculum, majors with their associated honors and thesis options, and minors.

    b. DPOM 5-7 Assessing and Improving Student Learning in the Academic Program. DPOM 5-7 defines and describes the assessment process for cadet learning and the relationship between assessment and curricular change.

    c. DPOM 2-8 Academic Administration. DPOM 2-8 establishes the policies and procedures for administering the academic program including graduation requirements, course definitions, and transcript credit.

d. DPOM 6-1 and DPOM 6-2 International Intellectual Development Division (IIDD). DPOMs 6-1 and 6-2 establish policies and procedures for international academic programs such as Individual Advanced Development (IAD) programs and Study Abroad Programs (SAP).

e. AR 150-1 United States Military Academy: Organization, Administration and Operation. AR 150-1 provides policy and procedures for the governance of the United States Military Academy.

f. AR 25-50 Preparing and Managing Correspondence. AR 25-50 describes the writing style and memorandum formats required to execute the curricular change requests outlined in this DPOM.

4. Responsibilities.

a. Academic Board. The Academic Board (AB) recommends approval of the curriculum to the Superintendent and makes recommendations to the Superintendent concerning integration of the Academic, Military, Physical, and Character Programs. The AB also assesses whether each program is meeting its requirements within its assigned allocation of cadet time. Once the AB votes to recommend approval of the curriculum, the Superintendent may accept or reject the AB vote.

b. General Committee. The General Committee (GC) reviews curricular changes considered by the Curriculum Committee, votes to either approve the change request or to recommend approval to the AB and Superintendent for approval if the change is an addition or deletion of a core curriculum course or the addition or deletion of a major or minor.

c. Curriculum Committee. The Curriculum Committee (CC) is an advisory body to the GC. It provides the Dean an independent review of curricular changes, conducts studies on special topics related to curriculum directed by the Dean or the GC/AB, and assesses the design of programs and courses considering expressed objectives and identified learning theories. It helps shape the GC's discussion of curricular change by identifying how the change would affect the core and study-in-depth programs (academic majors), course scheduling, resources, and other related issues. While considering changes within the core curriculum and the impact on relevant program goals, the CC may work closely with the directorates and their assessment committees as well as the West Point Leader Development System (WPLDS) Committee. The curriculum committee chair is responsible for the submission of the CC annual report to the Vice Dean for Academic Affairs.

d. Programs. Programs establish goals for programmatic curricula that support institutional goals and guide the design of departmental programmatic curricula.

e. Office of the Dean. Divisions within the Office of the Dean are responsible for

coordinating curricular evaluations and proposals, implementing curricular changes, posting approved changes to the automated database that contains the curriculum, and archiving a version of the Curriculum Catalogue (Redbook) annually as described below.

   (1) The Human Resources (HR) and Budget Divisions are responsible for coordinating faculty and budgetary resources (respectively) to support the USMA curriculum.

   (2) The International Intellectual Development Division (IIDD) is responsible for screening curricular change proposals and validating credit hour content for international IADs and SAPs for academic credit that are administered by IIDD.

   (3)   Academic Affairs and Registrar Services (AARS) holds primary staff responsibility for curricular development and change and for exercising administrative oversight of the curricular change process. AARS is responsible for establishing and managing the procedures for staffing the CC. AARS will ensure that the curriculum for each cadet class year is published annually and all approved USMA curriculum changes are posted to the automated database. AARS will coordinate with HR and Budget on proposed changes that have resource implications. AARS is responsible for updating the Cadet Information System (CIS) and for managing cadet schedules to incorporate approved changes to the curriculum. AARS maintains a digital archive of all approved curricular change proposals for courses or majors and the CC annual reports. Guidelines and templates for all curricular change requests are available by request through AARS and are located here:
https://usarmywestpoint.sharepoint.com/sites/aars.ccoa/SitePages/Home.aspx

   f. Department Heads. Department Heads are responsible for designing discipline-specific curricula (courses, academic majors and academic minors) that meet the program goals established by the directorates and the AB.

   (1) They consider the effects of their curricular decisions internal and external to their departments. They support curricular threads, avoid overlaps with courses in other departments, serve as proponents for and support related study- in-depth (major and minor) programs, and seek opportunities for multi- and interdisciplinary learning.

   (2) They evaluate the resource implications of curricular decisions and work to remain within resource allocations.

   (3) Departments with core courses that fulfill pre-commissioning military educational requirements (e.g. EN101, HI101, HI302, LW403, and PL300) will coordinate changes to core course content with the Office of the Commandant, Attention: Department of Military Instruction.

   g. Departments of Military Instruction (DMI), Physical Education (DPE) and the Simon Center for the Professional Military Ethic (SCPME). DMI, DPE and SCPME

will follow the responsibilities in paragraph e above if they wish to offer courses, majors and minors for academic credit. DMI, DPE and SCPME will coordinate annually, as a minimum, with AARS to ensure consistency of course descriptions in the online Redbook with approved courses in the Military Program (Greenbook), Physical Program (Whitebook), and Character Program (Goldbook).

5. Curricular Change Procedures. There are two types of curricular change, administrative and substantive. The definition and procedures for both are described below. Departments can suggest a proposed change is either administrative or substantive, but the final determination will be made by AARS or the Curriculum Committee.

   a. Administrative changes. Administrative changes are minor adjustments to established courses and programs that require no additional resources to implement and are staffed through and approved by all affected departments. Administrative changes will not change the content of the course nor affect the Student Learning Outcomes (SLOs). If AARS determines that the requested change will affect the content of the SLOs, the change will be deemed substantive and the request will be processed as under 5(b).

   (1) Courses. Common course administrative changes are listed below (not an all-inclusive list).

   - changing the course title (wordsmithing only)
   - changing the course number
   - changing pre- or co-requisite(s) for existing sequencing of courses
   - editing the existing course scope without significant change in content
   - editing the student learning outcomes (to include core courses) without significant change in content (wordsmithing, etc.)
   - changing the special requirement(s), unless the change appears to reflect a significant change in content or appears to challenge the 1:2 contact time/preparation time standard
   - changing the lesson/lab time without a change in content changing (but not increasing) the terms in which the course is offered
   - removing credit from an existing IAD course
   - archiving a course (to include an advanced version of an existing course)

   (2) Majors or Minors. Common program administrative changes are listed below (not an all-inclusive list).

   - removing (archiving) a major or minor program
   - changes to the title of a major or minor with no change in content
   - administrative course changes [see above 5a.(1)] to required courses within a major or a minor, if the courses are within the department
   - adding or deleting elective courses within a major or a minor, if the courses are within the department
   - adding elective courses outside the proponent department (such as

Complementary Support Courses) if the department offering the course concurs with the change (staff prior to submitting the administrative change request)

- deleting elective courses outside of the proponent department (staffing to affected departments as a courtesy)
- changes that clarify the existing sequence of courses within a major or minor and have the concurrence of all departments concerned

(3) Administrative change process. The administrative change approval process includes the steps below.

(a) The department point of contact (DPOC) will forward a memorandum of the proposed change(s) signed by the Department Head to AARS. Requests that require staffing can staff prior to submission to AARS to facilitate the request.

(b) AARS will determine if the change is administrative or substantive. AARS will return the memorandum to the DPOC for correction if it is missing any information.

(c) If AARS determines staffing is required and the request has not been previously staffed, the process will continue as below. All substantive requests require full staffing.

i. AARS will return the administrative proposal to the DPOC to staff the proposal through all affected departments for comment and concurrence. Departments will typically be given up to two weeks to make comments and return to the DPOC. Upon completion of staffing the DPOC will take the following actions in paragraphs ii. and iii. below.

ii. If all affected departments concur upon conclusion of staffing and there are no further changes required, the DPOC will forward the proposal and staffing results to AARS. The proponent department will be notified once the changes are complete.

iii. Any requested administrative change that receives an unresolvable non-concurrence from any of the staffed departments may become a substantive change. The DPOC should address any non-concurrences or additional changes in a follow-up memo through AARS to the CC. The original administrative proposal and staffing results will be included as an enclosure to the follow-up memo.

b. Substantive Changes. Substantive changes are those AARS deems not administrative. Any change request requiring additional resources is automatically deemed substantive.

(1) Courses. Common substantive course changes are listed below (not an all-inclusive list).

- adding a course to the curriculum, to include any new IADs for credit
- adding credit to an existing IAD
- changing the credit hours awarded for an existing course
- adding or deleting a course to the core curriculum or to an existing path to satisfy the core curriculum requirement
- changing the course content of an existing course in a substantial manner (including significant changes to student learning outcomes for the course)
- adding an advanced version of an existing course

(2) Majors or minors. Common substantive changes to a major or a minor program are listed below (not an all-inclusive list).

- adding a major (see also #6) or minor
- adding or deleting required courses within a major or minor
- changing the number of courses required for a major or minor
- changing the structure of an existing honors program or adding an honors program to an existing major (note: all new standard majors are required to also include their honors program as part of the initial proposal)

(3) Substantive change process. The approval authority for substantive change is the GC unless the change is the addition/ deletion of a course to/from the core curriculum or the addition/deletion of a major or minor. In such cases, the AB is the approval authority. Substantive change proposals will follow the administrative change process outlined in paragraph 5.a.(3) above, and then will be routed through AARS to the CC for consideration. Once the CC has formed a recommendation, the proposal will be sent to the GC for approval. If the change is an addition or deletion of a core curriculum course or the addition or deletion of a major or minor, the proposal will be further forwarded to the AB for approval by the Superintendent.

(4) Annual Redbook approval process. The annual Redbook update will be staffed by AARS through all Major Activity Directorates (MADs) including all Departments in the Dean's Directorate, DPE, DMI, and SCPME each July. The update will include all changes approved during the previous academic year.

6. Adding or Deleting a Major Program.

a. Adding a Major Program. If a Department wishes to create a new major, the proposal should be submitted to AARS with the information below clearly and completely stated in a cover letter to AARS or embedded in the Major Program curricular change request. AARS, the CC and the GC recommend that the following items be addressed specifically in your letter or proposal:

1) Does the proposed major support the USMA mission, Army needs, and

norms in higher education? If so, how?

2) Has cadet interest been above 1% of the plebe class over the last several years (survey data)?

3) Do greater than 75% of peer and aspirant institutions have this major? If no, explain how USMA intends to be innovative by adding the major.

4) Is the proposed major in a field that is "emerging"? For instance, is the number of graduates from this major nationally growing at greater than 5% per year?

5) Can the major be taught with existing resources?

6) Do regulations and/or governing bodies dictate that the major exist?

b. Alternate major[1] policy. Standard academic majors that exceed the base 13 courses must have an alternate major. The alternate major must include only courses from the standard major, which should be designed to allow a cadet to graduate the alternate major within a 13-course format. 13-course standard academic majors with a rigid pre- requisite structure are encouraged to consider having an alternate major. Departments may designate an alternate major in one of two ways:

(1) A department may designate an existing standard major as an alternate major.

(2) A department may create an alternate major subject to the following criteria:

(a) The proposed major must meet all the requirements of an academic major in accordance with this document (DPOM 05-05).

(b) The proposed major can be used for the purpose of a double major.

(c) The proposed major can be used as a transfer option from at least one partially completed major.

(d) The proposed major will be listed in the Redbook as an alternate major and entry will require Department Head approval.

(3) Assessment of alternate majors. Alternate majors that are not standard majors need not be independently assessed provided that:

(a) The population of the alternate major remains significantly lower than the standard major (<25%), or

(b) There is significant overlap in the outcomes (>75%) of the alternate major and the standard major.

c. Deleting a Major Program. AARS conducts a routine review of all majors and their associated enrollments. During this review, majors with low enrollments are identified and further explanation may be requested from the owning department. If a major meets all of the criteria below, is identified for potential removal, and

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[1] Previously referred to as "fall-back" majors.

the owning department would like to retain the major, the department and program leadership should present the case for retention during their annual Department R&A to the Dean. The Dean will return a decision to the Department, with any negative recommendations requiring additional discussion by the Department at the GC. If the GC recommends removal of the major, the discussion will proceed to the AB, which will then forward a recommendation to the Superintendent. The presentation should include trends in the major and upper-level courses, circumstances that may be affecting enrollment, mitigation already employed, and the plan for further mitigation. The leadership should present the resource implications/advantages of downgrading the major to a minor as one of the courses of action.

1) Does the major support a current or future Army need or desired skill set? (i.e., foreign language, computer science)
2) Do other peer and aspirant institutions have the same major, regardless of overall institution size and enrollment?
3) For existing majors, are enrollments consistently less than 1% of the first-class population?
4) Are enrollments in upper-level courses consistently less than 1% of the first-class population? If so, are there any extenuating circumstances for this?
5) Has the major suffered a downward enrollment trend over the past five academic years?
6) If enrollments are consistently below the thresholds in 3) and 4), can the program mitigate with offering courses every other semester?
7) Do courses in the major support other majors/minors at USMA? If so, which and in what way?
8) Will removing the major have negative effects on the core program?
9) Will removing the major negatively affect recruiting or retaining highly qualified faculty?
10) Will removing the major negatively affect recruiting qualified faculty members specifically for any core courses taught in this discipline?

7. Piloting a Course. Departments are encouraged to pilot a course before submitting a new course curricular change proposal to AARS.

a. The DPOC should submit a request to pilot a new course to AARS with, at minimum, one semester of notice prior to the course being piloted. Departments should use any existing "special topics" courses for this purpose or AARS can assist with creating an additional course designator (usually an "X" option) for an existing course.

b. Courses can be piloted up to two times before they are required to go before the CC for approval.

8. Change Proposal Timing. To ensure that all proposals are acted on in time for inclusion in the Redbook, the following schedule should be followed for administrative

and substantive change proposals.

a.   Administrative changes may be submitted to AARS as the need arises. Approved administrative changes may take effect the following term or in the following academic year(s), depending on the nature and impact of the proposed change. AARS will make this determination in consultation with the proponent department or committee and appropriate divisions within the Office of the Dean.

b.   Substantive changes should be submitted to AARS at least one academic year (AY) before desired implementation of the requested change. While there is no set deadline for substantive change requests, Departments are encouraged to submit their substantive curricular change proposals early in the AY so that the review and approval process (through AARS, the CC, the GB and potentially the AB) can be fully completed prior to the change being implemented.

c.   All curriculum change proposals, including IADs for credit, should be submitted each year according to the timeline below. Departments must create a separate proposal for each change request but all proposals can be staffed concurrently. For example, if a Department is creating a new major that includes the creation of two new courses, the change request packet should include a proposal for the new major and two new course proposals in their entirety.

Table 1: Recommended Timeline for Curricular Change Requests

DATE	ACTION
April-September	Departments develop and submit their annual Executive Summaries, identifying any potential curriculum changes.
One AY in advance of curricular change	Departments and proponent committees develop and staff proposed changes to the curriculum for next AY.
	By exception, curricular change proposals may be heard no later than (NLT) one semester prior to the change being implemented. Departments should anticipate that a curricular change request may take several months to undergo staffing, presentation to the Curriculum Committee, a vote by the CC (usually in the week following the presentation), a presentation to the General Committee for approval and, depending on the type of curricular change, presentation to and approval of the Academic Board.
August – early May	Curriculum Committee meets weekly to review, discuss and vote on curricular proposals
March - April	Existing IADs for credit will be reviewed as directed by the Dean
NLT June	All curriculum change requests for the following AY should be presented to the General Committee and Academic Board (if necessary) for approval

9. <u>Proponent</u>. The proponent for this DPOM is the AARS, Office of the Dean (MADN-ARS), x5324.

FOR THE DEAN OF THE ACADEMIC BOARD:

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