



DEPARTMENT OF THE NAVY
OFFICE OF THE ACADEMIC DEAN AND PROVOST
UNITED STATES NAVAL ACADEMY
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ACDEANINST 5420.20G
2/ADAA
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ACADEMIC DEAN AND PROVOST INSTRUCTION 5420.20G

From: Academic Dean and Provost

Subj: CURRICULUM REVIEW PROCESS

Encl: (1) Curriculum Change Request Form

Ref: (a) ACDEANINST 1530.50B

1. Purpose. To describe the process for modification of the curriculum and the roles played by several curricular committees.

2. Cancellation. ACDEANINST 5420.20F.

3. Background.

a. Providing guidance for and approving changes to the academic program of the Naval Academy is a primary responsibility of the Academic Dean and Provost (AD&P). Departments teaching courses for academic credit are responsible for maintaining, developing and assessing their courses so that they serve the Naval Academy Mission, remain relevant and meet the needs of the Naval Service and/or serve to provide breadth or depth in specific disciplines. It is through the review process described in this instruction that changes to the academic program occur. For changes that have a significant effect on Naval Academy resources or the academic demands on midshipman time, the AD&P will seek concurrence of the Superintendent. Significant changes include the establishment or disestablishment of departments, majors or minors.

b. Normally, departments originate assessment-driven changes to the curriculum, and representative groups of faculty members qualified in their disciplines, cognizant of the Naval Academy's high academic standards and aware of the needs of the Naval Service, examine proposals for curricular change and make recommendations to the AD&P. The AD&P may also initiate changes by working through departments. To facilitate process and constructive communication, these changes should be presented as soon as is practical to the appropriate Faculty Senate curricular committee(s).

c. The curriculum committees that are assigned responsibility for review of curriculum change requests are nominated by the Faculty Senate and appointed by the AD&P. The main standing committee is the Faculty Senate Curriculum Committee (FSCC). This committee has four standing subcommittees known as Division Curriculum Committees (DCCs) in the Divisions of Engineering & Weapons, Mathematics & Science, Humanities & Social Sciences

and Leadership, Education & Development There is no DCC for the Division of Professional Development.

d. Routine changes follow a streamlined review process. Nonroutine changes follow a more thorough and formal review procedure.

4. Curriculum Review Procedure

a. Department chairs are assigned responsibility for development and review of the curricula within their respective departments. Normally, curriculum change requests will be initiated within the academic departments. The AD&P can promote curricular changes through the departments affected. The FSCC and CCC, upon consultation with the departments concerned, may also initiate proposals for change.

b. Department chairs submit proposals according to whether they are routine or nonroutine. Examples of routine and nonroutine proposals are offered in the lists below. The lists are not comprehensive and special cases may necessitate consultation with the Associate Dean for Academic Affairs (ADAA). With the exception of core and divisional courses, minor changes in course content and routine changes to a course syllabus are within the purview of the faculty members teaching the course and do not require review.

(1) Examples of Routine Curriculum Changes

- (a) Change of course title or number.
- (b) Change in course requisites affecting only the originating department.
- (c) Changes in content of a course offered by that department and affecting only a major or minor offered by that department.
- (d) Change in sequencing of courses in a major or minor affecting only the originating department.
- (e) Change of courses allowed as major or minor electives within a specific major or minor affecting only the originating department and for which there are no resource implications.
- (f) Introduction of an experimental (28X or 48X designator) course. Such courses may be offered at most twice. See reference (a).

(2) Examples of Nonroutine Curriculum Changes

- (a) The creation of a new major or minor or the discontinuation of an existing major or minor.
- (b) Any change in the name of a department or a major or a minor.
- (c) Any change to a core or divisional course.
- (d) Any change to a course listed in the matrix of another major.
- (e) Any change in number of credit hours or contact hours of a course.
- (f) Additions, deletions, or other significant changes to a major matrix.
- (g) Any change involving significant resource issues.
- (h) Addition or removal of elective courses affecting programs in other departments or offered as Humanities or Social Science electives.
- (i) The introduction of a new course to the permanent offerings of a department, even if that course had been offered previously in an experimental status as a 28X or 48X course. See reference (a).

c. Routine Curriculum Changes will be processed as follows:

(1) The department chair will submit the proposal directly to the ADAA with copies of the proposal sent simultaneously to the appropriate Division Director(s) (DivDir(s)) and the FSCC Chair.

(2) The ADAA will consult with the DivDir(s) and the FSCC Chair to determine whether additional review is required. Normally, no further review would be expected upon concurrence of the DivDir(s) and FSCC Chair. The ADAA, DivDir(s), or FSCC Chair may, however, direct that a formal review be conducted if, it is believed that the proposal has significant impact that warrants more extensive review.

(3) A routine proposal will then pass from the ADAA to the AD&P for final consideration. A more substantive proposal for which further review is required would be directed to the Faculty Senate curriculum review committees for full review.

d. Nonroutine Curriculum Changes will be processed as follows:

(1) All nonroutine curriculum proposals will be submitted by the department chair to the AD&P via the appropriate DCC(s) (as applicable), the DivDir(s), the FSCC, and the Faculty Senate Executive Committee. If multiple departments, divisions or other parties are affected or involved in the curricular change, statements regarding their support or concerns on the proposal must be included in the proposal.

(2) Division Curriculum Subcommittees:

(a) Each of the four DCCs will be responsible for review of all nonroutine proposals for curricular changes originated by chairs of the academic departments within their division. Changes involving more than one division should be reviewed in parallel by all appropriate DCCs.

(b) The four DCCs will be appointed by the Faculty Senate according to Senate bylaws. These DCC committees are:

- Division of Engineering and Weapons DCC
- Division of Mathematics and Science DCC
- Division of Humanities and Social Sciences DCC
- Division of Leadership Education and Development DCC

(3) Faculty Senate Curriculum Committee:

(a) The FSCC will review recommendations of the DCCs with respect to their impact on the total academic program of the Naval Academy and to their relevancy to educational standards and the mission of the Naval Academy. The FSCC may initiate a review of the curriculum (including the core curriculum) and may make recommendations for curricular modifications to the Faculty Senate and the AD&P. The FSCC will also review curricular matters referred to it by the AD&P and the Faculty Senate.

(b) Membership of the FSCC will be in accordance with the instructions of the Faculty Senate bylaws, and the Chair of the FSCC will be nominated by the Faculty Senate and appointed by the AD&P. The FSCC may establish ad hoc committees for the purpose of studying any curricular issue.

(4) Matters Impacting the Core Curriculum:

(a) The FSCC will review curricular issues concerning the core and divisional curriculum with respect to their impact on the academic program of the Naval Academy and to their relevancy to the needs of the Naval Service and the Mission of the Naval Academy. The FSCC may also initiate recommendations for curricular modifications and request study by appropriate departments of matters germane to the core curriculum.

e. A curriculum change proposal should contain the following items:

(1) A cover letter, signed by the department chair, stating the nature of the proposed change, providing the rationale for the proposed change, and either citing the results from the departmental assessment supporting the change or providing a rationale for making the proposed change absent relevant assessment results. A plan for assessing the course or other change, if not already contained in the department's curricular assessment plan, must be included.

(2) A completed copy of the Curriculum Change Request form, enclosure (1). This form becomes an official document once approved by the AD&P to be used in the preparation of catalogs and majors program publications.

(3) A copy of the existing major matrix and the proposed matrix if the proposal involves any change to the matrix.

(4) A detailed description of changes to a course, along with a course syllabus, if the proposal involves addition of a course or significant alteration of an existing course.

(5) A clearly delineated section containing a detailed description of how the proposed curriculum change would affect resource use and allocation, including answers to the following questions with each answer presented after a restatement of the question. The answers in this section should be specific to the proposal. General assertions that study in some area is a good thing will not be sufficient.

(a) Why should the Naval Academy expand, contract, or change in this specific area of study? How does this proposed curriculum change support the mission of the Naval Academy? How does it contribute to the development of one or more of the Attributes of Graduates? For example, does it enhance written or oral communication skills, and if so in what way and how much; does it promote quantitative reasoning skills, and if so in what way and how much?

(b) How will this curriculum change affect the overall faculty teaching loads within the department or other departments?

(c) Are there courses in the curriculum that may be removed because their content overlaps with this one, or because they are taught too infrequently?

(d) What additional resources are required and what recurring costs will be incurred for classroom or laboratory equipment, or for faculty and staff, or for other facilities such as the library?

(e) Are textbooks, manuals, etc., which are to be used, available or will they be developed in-house?

(f) How does the proposed course overlap others already offered, whether by the proposing department or others? Which other course(s) are midshipmen not likely to take if this course is offered? Will it compete with the offering of other courses, or result in lower enrollments in other courses? If so, how will faculty resources be adjusted to support the proposed course?

(g) For elective course offerings, with what frequency will the course be taught and what enrollment is expected at each offering? How many faculty members are capable of and interested in teaching this courses and for how long is it expected that this course will be sustained?

Note 1: Departments should always provide copies of their curricular proposals to all departments that might be affected by the proposed change.

Note 2: As indicated in 4e(1) above, assessments that gave rise to the proposal and plans for assessing the proposal must be included in the proposal.



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