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**Procedure Title:** Course and Curriculum - Approval Procedures  
**Procedure Number:** 05-2003-0001  
**Board Policy Reference:** IV.A. General Executive Direction  
**NWCCU Standard:**

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**Accountable Administrator:** Vice President, Instruction  
**Position responsible for updating:** Vice President, Instruction  
**Original Date:** May 2002  
**Date Approved by Cabinet:** 09-13-11  
**Authorizing Signature:** *signed original on file*  
**Dated:** 09-13-11  
**Date Posted on Web:** 09-14-11  
**Revised Date:** 08-11  
**Reviewed:** 07-13

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**Purpose/Principle/Definitions:**

**Section I. Conditions requiring approval**

- A. New courses or substantive changes in existing courses: Recommendations or requests for new courses to be offered for college credit, or substantial changes in existing courses offered for college credit, are normally initiated at the department level by an instructor, a group of instructors, or an advisory committee. They may also originate from the administration, the BMCC Board of Education, interested members of the community, or public and private agencies. The content of the new course or proposed content change in an existing course shall be the governing criteria for classifying the course proposal as either new or substantially changed.
- B. Curriculum or program changes or additions that will alter the degree or multi-course certificate requirements or that will reflect new degree or multi-course certificate requirements will follow the prescribed procedures as described in Section II.
- C. Classification of courses for group requirements or degrees.

**Section II. Procedure for review and approval involves four stages (A, B, C, and D below).**

- A. Prior to Curriculum Committee consideration, the procedure for initial course/program approval will follow the requirements of ORS 341.425 *Approval required to commence or change program and for transfer credits*:
  - (1) The individual or group proposing a new course or a change will consult with the department in which the new course is to be offered (or is currently offered, in the case of a change) regarding the addition or changes with the results of the recommendations appearing in departmental or advisory board minutes. For new courses, the proposing instructor will provide:
    - i) a completed Course Information Guide (CIG)
    - ii) a course syllabus developed in IPSI

iii) a written justification of need, projection of enrollment, and impact on other curricula, degrees, programs, or workload.

a) All new courses that are proposed must identify any additional resources – (library, media, computers) or costs needed.

B. Office of Instruction considerations

(1) Following departmental consultation, the proposed new course or changed course will be submitted to the vice president, instruction for review and approval.

a) Further information/justification may be requested by the VP at this time including but not limited to:

- i) written justification for the course or changes,
- ii) available library/media resources

b) If the proposal is not approved by the vice president, instruction, the vice president will discuss with the instructor and appropriate department representatives the rationale for non-approval and any possible steps that could be taken to make approval possible.

(2) The Office of Instruction will consult with the State Department of Education to determine state guidelines.

(3) When the proposal is approved by the vice president, all appropriate material with recommendations will be submitted to the Curriculum Committee for review at least one week prior to the first reading of the proposal by the Curriculum Committee.

(4) The Office of Instruction will determine if course changes warrant Curriculum Committee consideration within the following guidelines:

a) Committee Hearing

- i) Corrections of typos and grammatical errors
- ii) Edits to standardize language

b) Committee Vote

- i) Any change to CIG contents
- ii) Any change to Institutional (IPSI) Syllabus

c) Two Reading Committee Process

- i) All new courses
- ii) Any transcribed change (title, credits)
- iii) Any IU change (lecture/lab/activity hours change)

C. Curriculum Committee considerations:

(1) There will be an introduction of the proposal to the Curriculum Committee, followed by two readings of the course/program proposal. A department representative will be available to speak to the proposed course/program. Those most familiar with the course program content must be present to answer questions proposed by the committee.

- (2) In addition to the information and materials listed, the Curriculum Committee may request additional information or further clarification following the proposal introduction.
- (3) The Curriculum Committee shall assign a subcommittee to review the course proposal. The sub-committee will be made up of a member of the proposing department, representatives from the Office of Instruction, the Registrar's Office, and the faculty. The subcommittee shall meet to determine its recommendation of the proposal. The subcommittee shall provide a recommendation at the next Curriculum Committee meeting
- (4) The second reading will result in a decision by the Curriculum Committee to recommend or not recommend the proposal.

D. Post-Approval Process

- (1) Course/program proposals will be presented for the president's approval.
- (2) The vice president, instruction will file the necessary requests to the State Department of Education.
- (3) Following the campus approval process and assured state approval, the proposed course may be placed in the College class schedule and catalog.

E. Exceptions and additional considerations:

- (1) The consideration of new curriculum proposals or substantive changes in curriculum that have a significant impact on the College resources will follow, as applicable, the procedures described below:
  - (a) For those courses or programs that require additional staffing, new facilities or other budgetary considerations, the review and approval process must be completed prior to the deadline for annual budget requests in order to be considered for implementation during the next academic year.
  - (b) For those programs that must be submitted to the State Department of Education and to the Office of Educational Policy and Planning for review and approval, a minimum of six months must be allowed before implementation.
- 2) In a situation where disciplines are not represented by existing instructional entities, the proposal for a course or program will be developed by the interested parties and the instructional vice president.

All special forms (see below) in an editable version are available electronically from the Office of Instruction.

Special Forms:            Course Justification

Course Information Guide  
Outcomes Syllabus Template

# COURSE JUSTIFICATION

COURSE: \_\_\_\_\_ DATE: \_\_\_\_\_

**Please attach this form to the Internal Course/Program Approval Checklist**

1. Describe the need or rationale for this course.
  
2. What is the projected enrollment for this course?
  
3. What impact will this course have on your department's curriculum? (For example, will it supplement or replace existing courses?)
  
4. What impact will this course have on other departments' curricula? (For example, will this course compete as a distribution requirement option with courses offered by other departments?)
  
5. What impact will this course have on the degrees or programs at BMCC or other institutions? (For example, ED 142 and ED 242 are specific requirements for the EOU Education Program.)
  
6. What impact will offering this course have on the workload of the instructors and the department teaching it?
  
7. Please identify any additional resources – library, media, computers, etc. – this course will require, and identify the projected cost of those resources.

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Admin Procedure Ref IO-05-2003-0001 Rev. 08-11

**BLUE MOUNTAIN COMMUNITY COLLEGE**  
**OFFICE OF INSTRUCTION**  
**COURSE INFORMATION GUIDE**

New \_\_\_ Revised \_\_\_ DATE: \_\_\_\_\_

**COURSE NUMBER:** \_\_\_\_\_ **COURSE TITLE:** \_\_\_\_\_

**DEPARTMENT:** \_\_\_\_\_ **CREDITS:** \_\_\_\_\_ **REPEATABLE:** \_\_\_ Times

**CIP#** \_\_\_\_\_ **RECOMMENDED PREPARATION:** \_\_\_\_\_

**COURSE PREREQUISITES:** \_\_\_\_\_ **COREQUISITES:** \_\_\_\_\_

**COURSE COMPETENCIES:** Math \_\_\_\_\_ Writing \_\_\_\_\_ Other \_\_\_\_\_

**COURSE HRS PER WEEK:** LECTURE \_\_\_ LAB \_\_\_ LCT/LAB \_\_\_ CLINIC \_\_\_ ACTIVITY \_\_\_ TOTAL \_\_\_

**COURSE TYPE: (Check only one)**

\_\_\_ LOWER DIVISION COLLEGIATE

\_\_\_ VOCATIONAL PREPARATORY

\_\_\_ VOCATIONAL SUPPLEMENTAL

\_\_\_ SELF-IMPROVEMENT

\_\_\_ DEVELOPMENTAL

\_\_\_ NON-REIMBURSABLE

**CREDIT MAY BE APPLIED TO:** (Check all that apply)

\_\_\_ ASSOCIATE OF ARTS      \_\_\_\_\_ → With recommendation to meet

\_\_\_ ASSOCIATE OF SCIENCE

distribution requirement in:

\_\_\_ ASSOCIATE OF APPLIED SCIENCE

\_\_\_ Gen. Ed.

\_\_\_ ASSOCIATE OF GENERAL STUDIES

\_\_\_ Humanities

\_\_\_ CERTIFICATE IN \_\_\_\_\_

\_\_\_ Social Science

\_\_\_ Math/Science

\_\_\_ Electives

\_\_\_ Professional Technical

Electives

*COURSE INFORMATION GUIDES ARE DEVELOPED BY*

*SUBJECT AREA FACULTY AND APPROVED BY THE ADMINISTRATION.*

<b>BMCC INTERNAL COURSE/PROGRAM APPROVAL CHECKLIST</b>
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**B. Instructor**

1. Attach IPSI Syllabus and written justification.

2. Subject area review of proposed course.

Comments: \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

**C. Office of Instruction**

\_\_\_\_\_  
Date 1. Instructor discusses proposal with VP of Instruction.  
(If revisions are required, request returns to Step A1.)

\_\_\_\_\_  
Date 2. VP of Instruction notifies Oregon Department of Education (mandated)

Comments: \_\_\_\_\_

\_\_\_\_\_  
Date 3. VP of Instruction approves request to forward to Curriculum Committee

Date \_\_\_\_\_

VP of INSTRUCTION \_\_\_\_\_

DATE \_\_\_\_\_

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# *Outcomes Syllabus Template*

## ***PSY201 – Change Course Number and Put Title Here***

### ***COURSE DESCRIPTION -***

Put description here if it's a new course. Otherwise the description is already on file.

Credit Course      Total Credits - 4      Lecture - 4

### ***COURSE TEXT AND REFERENCES -***

General undergraduate psychology text chosen by the full-time instructor. This is optional

### ***COURSE SCHEDULE -***

The class meets for 4 lecture/presentation hours per week or an equivalent. This is optional

### ***EVALUATION INFORMATION -***

Periodic written examinations, written assignments, and a written final examination will be used to evaluate student understanding of the course material. Other activities may be used to evaluate comprehension and application. This is optional

### ***STUDENT EXPECTATIONS -***

**Don't worry about this – It will automatically be inserted.** DISABILITIES STATEMENT - Persons having questions about or requests for special needs and accommodation should contact the Coordinator of Special Needs at Blue Mountain Community College, 2411 N.W. Carden Pendleton OR 97801, Phone 541-278-5931 or TDD 541-278-2174. Contact should be made 72 hours in advance of

**Course Learning Outcomes:** Need on outcome per hour of class      (\*designates a CRUCIAL goal)

- 1A    The student will [define psychology.] Replace what is in the bracket with verb/adjective/subject so the statement would make sense with only verb/subject
- 2A    The student will
- 3A    The student will be sure to use a variety of verbs so the course has interest
- 4A    The student will
- 5A    The student will
- 6A    The student will
- 7A    The student will
- 8A    The student will
- 9A    The student will
- 10A   The student will describe neural transmission. This is a good example
- 11A   The student will list the steps in neural transmission. This is a poor example. Should be:
- 12A   The student will list neural transmission steps.
- 13A   The student will
- 14A   The student will
- 15A   The student will
- 16A   The student will
- 17A   The student will

- 18A The student will
- 19A The student will
- 20A The student will
- 21A The student will
- 22A The student will
- 23A The student will
- 24A The student will
- 25A The student will
- 26A The student will
- 27A The student will
- 28A The student will
- 29A The student will
- 30A The student will
- 31A The student will
- 32A The student will
- 33A The student will
- 34A The student will
- 35A The student will
- 36A The student will
- 37A The student will
- 38A The student will
- 39A The student will
- 40A The student will
- 41A The student will
- 42A The student will

**Performance Objectives:** This is what a successful student will do when tested. There should be 5 to 10 Performance Objectives. Every outcome above must be “linked” to a Performance Objective

13A The student will define psychology, demonstrate an understanding of psychological perspectives, and an understanding of psychology as a science. Also student will describe biological basis of neural transmission, the various structures of the brain and their interrelationships. Performance will be satisfactory if the student demonstrates 70% accuracy based on the instructor-selected standard.

**Applies to the following goal(s):**

1A These are the outcomes upon which will be tested. Just put the outcome number – the database will add the verbage automatically

- 2A explain how psychology is a science
- 3A name and describe the different perspectives of psychology
- 4A provide a brief historical timeline of psychology
- 5A outline the five (5) stages of the scientific method
- 6A match descriptions with psychological types of research designs
- 7A discuss ethical concerns and biases in psychological applications and research
- 8A explain the role of genetics in psychological behavior and experience
- 9A describe the structure of the nervous system
- 10A describe neural transmission



- 11A list the steps in neural transmission
  - 12A discuss the structures of the brain, their functions & their relationship
  - 13A differentiate between the hemisphere lateralization of the brain
- 27A The student will define and describe processes of sensation and perception and will demonstrate an understanding of the functions, structures, and theories of various types of consciousness; including difficulties/abnormalities. Also the student will describe the classes of psychoactive drugs; including their method of action and effects. Performance will be satisfactory if the student demonstrates 70% accuracy based on the instructor-selected standard.

***Applies to the following goal(s):***

- 14A distinguish between sensation and perception
  - 15A state the common psychophysics of the external senses
  - 16A state the unique characteristics of each of the external senses
  - 17A distinguish between top-down & bottom up perceptual processing
  - 18A label various examples of gestalt and learned perceptual groupings
  - 19A define perceptual set
  - 20A describe the types, functions and structures of consciousness
  - 21A outline characteristics of each of the stages of sleep
  - 22A define REM
  - 23A discuss various sleep disorders
  - 24A list consequences of sleep debt
  - 25A distinguish between theories explaining the meaning & purpose of dreams
  - 26A list and describe the classes of psychoactive drugs
  - 27A identify the action & consequences (eg. addiction, overdose) of psychoactive drugs
- 41A The student will describe various forms of learning; including classical conditioning, operant conditioning, and cognitive learning. Also the student will discuss various types and functions of memory and will recognize various reasons for forgetting. The student will discuss intelligence including theories and methods of testing and will describe problem-solving and creativity. Performance will be satisfactory if the student demonstrates 70% accuracy based on the instructor-selected standard.

***Applies to the following goal(s):***

- 28A describe classical conditioning
  - 29A describe operant conditioning
  - 30A discuss positive & negative reinforcement
  - 31A discuss positive & negative punishment
  - 32A apply various reinforcement schedules
  - 33A illustrate cognitive learning
  - 34A discuss types and functions of memory
  - 35A recognize various reasons for forgetting
  - 36A distinguish between repressed, flashbulb, and false memories
  - 37A apply learning and memory principles to improve study skills
  - 38A define intelligence
  - 39A discuss theories of intelligence
  - 40A define creativity
  - 41A describe problem-solving strategies
- 42A The student will provide real-world examples that illustrate psychological concepts such as biological influences on behavior and thought, sensation and perception, consciousness, learning, memory, intelligence, and problem-solving. Performance will be satisfactory if the student can provide clear examples of psychological concepts in their own lives or the lives of other individuals.

***Applies to the following goal(s):***

- 42A provide real-world examples that illustrate psychological concepts

*Thursday, April 01, 2010*

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