New Undergraduate Course Approval Cover Form
Montana State University

This four-page form collects basic information about the proposed new course, provides information on the approval process, and includes all required approvals. Additional information (see INFO sheet) is also required as part of the New Course Packet.

Proposed New Course Information

Requested Rubric, Course Number, Core Designation (if needed): ACT 249

Course Title: Classical Mat Pilates

Abbreviated Course Title (≤ 30 chars): Classical Mat Pilates

First Semester to be Offered: Fall 2014

Submitted by: Abbey Keene

Submitter’s Contact Info: Phone, Email: 994-6278 abby.keene@montana.edu

Instructor: Meg Ryan-La Londe

Department: University Studies

College: University Studies

New Course Review Process

Instructor completes the New Course Packet, with Core information if a Core designation is requested.

Instructor checks for “equivalent” course in the MUS system and recommends a common or unique course number.

Department Head's signature indicates that course has been approved by the process used within the Department.

The Chair of the College Curriculum Committee signs to indicate College academic approval.

The College Dean signs to indicate that adequate resources are available to offer the course. Supporting information (Dean's Statement) is typically required.

The New Course Packet (as PDF) is uploaded to the Provost’s Office for distribution to other committees.

Course requests are sent to Curriculum and Program Committee (CPC). Core reviews are sent to appropriate Core subcommittee. Committees work in parallel when possible to speed approval process. Special topics courses (291,491) skip the CPC review (limited to two years.)

Provost’s Office reviews the new course request. New courses are submitted to MUS for Common Course Number (CCN) review. Dean and Department informed upon approval.

Approved new course sent to Registrar for inclusion in the Catalog and Schedule of Classes

Approvals

Note: This diagram illustrates the typical flow path, but at any review step there can be a request for additional information or modifications. Careful review in early steps is the best way to speed the overall process. * Special topics courses (x91) require fewer signatures, but cannot be offered more than two times without committee review.
INFORMATION NEEDED FOR COMMON COURSE NUMBERING

The process for identifying a common course number for a new course is as follows:

1. Course learning outcomes are prepared for the new course.
2. The person submitting the new course request looks at the CCN website to see if a course with similar outcomes already exists in the MUS system.
   
   www.mus.edu/Qtools/CCN/ccn_default.asp
   
   - If a course exists with at least 80% of the same outcomes, the course is considered “equivalent” to the proposed new course, and the new course should use the existing rubric and course number.
   - If no “equivalent” course is found, the person submitting the new course request should identify a unique course number that has not been used by any other course in the MUS system.
3. The requested rubric and course number are submitted as part of the new course packet.
4. The Provost’s Office submits the learning outcomes and the requested rubric and course number to the MUS to have a course number assigned to the course. (This will typically be the requested course number, but it could be changed.)
5. The assigned common course number is reported back to the person submitting the new course request.

Requested Rubric, Course Number, Core Designation (if needed):

Course Title: ACT 249
Classical Mat Pilates
Abbrev. Course Title (≤ 30 char):
Credits: 1
Department Offering Course: University Studies
College: University Studies

Is this course “equivalent” to a course in the MUS System?: ☐ Yes ☑ No

Learning Outcomes for the Course:

- Learn the classical order of Pilates
- Safely learn, understand and feel how and why all movements in the system come from the stomach girdle
- Learn how to properly execute each exercise and its transition, and what, if any, building blocks or modifications are needed for your body
- Learn the difference between Classical Pilates and other movement systems using the title "Pilates"
- Gain a greater core strength
- Find improved fitness, posture, coordination, balance, freedom of movement and overall well being
- Learn the history of Mr. Pilates and his system
INFORMATION REQUIRED BY THE REGISTRAR

The data needed to enter the new course into the MSU Catalog and Schedule of Classes is collected on this page. Once the new course has been approved, this page is automatically forwarded to the Registrar for data entry.

Assigned Rubric, Course Number, Core Designation (if needed): ACT 249
Course Title (for Catalog): Classical Mat Pilates
Course Title (for Schedule of Classes, 30 characters, max.): Classical Mat Pilates
First Semester to be Offered: Fall 2014
Restricted Entry/Consent of Instructor Required: No
Instructor’s GID (last 4 digits only):
Department Offering Course: University Studies
College: University Studies

Is the requested course number available? [x4155 to check]: Yes
Frequency of course offering: Annually
Alternate Years, starting
Semester(s) offered (check all that apply): Fall
Summer Options (check all that apply): First 6 weeks

Credits by mode of instruction: Lecture: 1
Seminar: 
Independent Study: 
Lab/Studio: 1
Recitation/Discussion: 
TOTAL CREDITS: 1

Primary Mode(s) of Delivery: Face-to-face
On-Line Only
Web-Enhanced (small on-line comp.)
Blended (significant on-line portion)

Time and Location — Call the Registrar’s Office at x4155 to find a time and location for the course.

Assigned Day(s): M Tu W Th F Sa Su
Assigned Time(s): 2:10pm-3:00pm
Assigned Building: Marga Hosaeus Fitness Center
Assigned Room: Group Fitness Room 3
Capacity (room capacity, or enrollment “cap”): 20

Co- and Pre-Requisites — Courses numbered 200 and above are normally expected to have prerequisites. When listing multiple prerequisites, please separate courses with “and” if both are required, or “or” if only one is required.

Prerequisite(s): 
Co-Requisite(s): 

Course Description — Provide a course description of 40 words or less for the MSU Catalog.

Learn the Classical Mat Pilates order as Mr. Pilates taught to Jay Grimes
DEAN'S STATEMENT

The reviewing committees are being asked to take a closer look at the resources required for each proposed new course. In many cases new courses will replace existing courses and the new course request is effectively resource neutral, however that is not always the case. For example, a new elective course that would result in distributing an existing student population across a larger number of courses would represent a significant increase in expenditures for the new course, and no increase in total student credit hours. A funding mechanism for such a course would need to be identified. The Dean’s Statement is the place to document how the costs of the proposed new course will be covered.

1. As a simple approach to restrain net costs, revenues generated by tuition attributable to these elective activity classes are tracked with the aim of ensuring that the courses are generating revenues over instructor cost.

2. Space for these courses are found within the RFSC, the various campus athletic fields, and venues in the SUB for billiards and bowling. No activities courses are held in Romney, or, to date, off-campus.

3. The number of ACT sections and number of participating students has grown to be roughly half that of UM. Growth at MSU will continue only insofar as the funding picture remains positive (1, above), and space is available (2, above). We are also undertaking studies to track the broader impacts of these courses in order to assess their value to MSU students.

3.1. In preliminary data, we find a major fraction of the students in these courses are students who are adapted to prioritizing course work over extra-curricular activities and who, apart from credit generating ACT courses, would not engage in activities.
3.2. While the number of ACT electives that are creditable within a degree program are subject to the direct regulation of departments, we are beginning to monitor the total number of ACT credits that students are taking, and to seek correlations – well-established in national data – with overall academic performance.
3.3. We also note that the courses are most commonly taken by seniors – an outcome that be linked to priority registration. This situation alleviates concern that students are compromising their curricular pathways at foundational stages to by taking ACT electives.