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 210

Course Title: Intermediate Weight Training

Abbreviated Course Title (≤ 30 chars):

First Semester to be Offered: Spring 2015

Submitted by: Abbey Keene

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

Instructor: Edward Davila

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 server 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

Submitter* Date 4/15/2014

Department Head* Date 4/13/2014

Chair, College Curriculum Comm. Date

Dean* Date

Chair, Core Subcommittee (if app.) Date

Chair, CPC Date

Assoc. Provost* Date

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.

RECEIVED

APR 15 2014

OFFICE OF THE PROVOST
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/Qttools/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):**

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>ACT 210</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbrev. Course Title (≤ 30 char):</td>
<td>Intermediate Weight Training</td>
</tr>
<tr>
<td>Credits:</td>
<td>1</td>
</tr>
<tr>
<td>Department Offering Course:</td>
<td>University Studies</td>
</tr>
<tr>
<td>College:</td>
<td>University Studies</td>
</tr>
</tbody>
</table>

**Is this course “equivalent” to a course in the MUS System?:**

- [x] Yes  [ ] No

**Learning Outcomes for the Course:**

- Expand on concepts and skills learned in ACT 110; rules/safety, fundamentals, skills of learning how to weight train.
- Develop a balanced, individualized weight training program
- Develop skills in training for strength, hypertrophy, endurance, and power
- Learn higher level lifts
- Understand the structure, physiological, and performance effects of weight training
### 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 210
- **Course Title (for Catalog):** Intermediate Weight Training
- **Course Title (for Schedule of Classes, 30 characters, max.):** Intermediate Weight Training
- **First Semester to be Offered:** Spring 2015
- **Restricted Entry/Consent of Instructor Required:** Yes
- **Instructor’s GID (last 4 digits only):** 6168
- **Department Offering Course:** University Studies
- **College:** University Studies

Is the requested course number available? (x4155 to check): Yes

- **Frequency of course offering:** Annually
- **Semester(s) offered (check all that apply):** Summer, Fall, Spring
- **Summer Options (check all that apply):** First 6 weeks, Second 6 weeks, 12 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
  - Web-Enhanced (small on-line comp.)
  - On-Line Only
  - 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):** 7:00am-7:50am
  - **Assigned Building:** Hosaeus Fitness Center
  - **Assigned Room:** fitness floor
  - **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.*

  This course is designed to help students identify and understand the benefits of weight training, how weight training affects the body, and learn intermediate level training routines for complete muscular development.
Dean’s Statement
ACT

1. As a simple approach to restrain net costs, revenues generated by tuition attributable to these elective activity classes are tracked to ensure that the courses are generating revenue 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 – which does see use for student clubs.

3. Currently, there 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), and space is available (2). 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 seeking 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.