New 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):
Example: PHIL 361 RH

RBPF 198

Course Title:
Residential Building Performance Program Internship

Abbreviated Course Title (≤ 30 chars):
RBP Program Internship

First Semester to be Offered:
Spring 2013

Submitted by:
Janet Heiss Arms

406-994-5536

Submitter’s Contact Info: Phone, Email:
Jeffrey E. Moore

Instructor:
Workforce Programs

Department:
Gallatin College

College:

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
Janet Heiss Arms 9/28/12

Department Head
Janet Heiss Arms 9/28/12

Chair, College Curriculum Comm.

Dean

Chair, Core Subcommittee (if app.)

Chair, CPC

Assoc. Provost

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.
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.
   
   http://www.mus.edu/Qtools/CCN/ccn_default.asp
   
   • If a course exists with at least 70% 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 paperwork.

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): RBP1 198
Course Title: Residential Building Performance Program Internship
Credits: 4
Department Offering Course: Workforce Programs
College: Gallatin College

Is there an “equivalent” course in the MUS System?: □ Yes □ No

Learning Outcomes for the proposed new course:

- Students qualify for the internship by:
  - Submitting appropriate documentation of 1000 hours worked in weatherization or building performance
  - Demonstrating preparedness to take the BPI examination (Installer, Crew Chief, Auditor, or Monitor) or RESNET examination
  - Submitting a detailed personal review of the BPI Job Task Analysis or RESNET requirements
  - Submitting a detailed questionnaire filled out by the WAP Program Director or equivalent certifying employment and job responsibilities
  - Students will be employed and insured
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.

Requested Rubric, Course Number, Core Designation (if needed): RBPF 198
Course Title (for Catalog): Residential Building Performance Program Internship
Course Title (for Schedule of Classes, 30 characters, max.): Building Performance Program Internship
First Semester to be Offered: Spring 2013
Instructor’s Banner ID (last 4 digits only): 6700
Department Offering Course: Workforce Programs
College: Gallatin College

Is the requested course number available? (x4155 to check): ☐ Yes ☐ No
Frequency of course offering: ☑ Annually ☐ Alternate Years, starting _________
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: _____
Seminar: 4
Independent Study: _____
Lab/Studio: _____
Recitation/Discussion: _____
TOTAL CREDITS: 4

Primary Mode of Delivery: ☑ Face-to-face ☐ Internet/Web-based
☐ Interactive Video ☐ Audio and/or Video Tape

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): 
Assigned Building: 
Assigned Room: 
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): RBPF 100
Co-Requisite(s): N/A

Course Description — Provide a course description of 40 words or less for the MSU Catalog.
This is a course available for Weatherization Assistance Program (WAP) employees who are currently enrolled at Gallatin College and are working in a Weatherization Office for Human Resource Development Council. It is also available to contractors working currently in building performance.
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.

This is part of a new program within Gallatin College and funding has been established.
New Undergraduate Course Narrative
Montana State University

Updated September 25, 2012

Please provide the following information in narrative format. Substantive responses to all criteria are required. Although not required, a draft syllabus can also be helpful to the committee in understanding the details of the proposed course.

General Course Information
1. Requested Rubric, Course Number, and Core Designation (if any)

> RBPF 198

2. Course Title

> Residential Building Performance Program Internship

3. Provide a general description of the course explaining the need for the course, its goals, and its overall structure. This is the most important part of the application and should offer a good sense of what students will experience by taking this class.

This is a course available for Weatherization Assistance Program (WAP) employees who are currently enrolled at Gallatin College and are working in a Weatherization Office for Human Resource Development Council. It is also available to contractors working currently in the building performance industry.

4. Based on what types of student work (e.g., tests, homework assignments, papers, performances, etc.) will grades be determined?

Students qualify for the internship by:
- Submitting appropriate documentation of 1000 hours worked in weatherization or building performance.
- Demonstrating preparedness to take the BPI examination (Installer, Crew Chief, Auditor, or Monitor) or RESNET examination.
- Submitting a detailed personal review of the BPI Job Task Analysis or RESNET requirements
- A letter from the Program Director or equivalent certifying employment and job responsibilities
- Students must be employed and insured

5. Provide a course content outline containing all major topics plus a brief description of the material to be covered under each major topic heading.

> Course Outline:
- Students will be in a paid position working in the field for 1000 hours analyzing homes for energy efficiency, recommending improvements, and installing measures.

6. List required texts or other required references.
There are no required texts.

7. What are the estimated enrollment and student credit hour (SCH) production? 
   \[ SCH = \text{enrollment} \times \text{credits} \]

> Expected enrollment is 2 students. This is the first year of the program. Enrollment is low while the program becomes established.

8. Will there be an enrollment cap that restricts enrollment below the level of student demand? If so, 
   what is the enrollment cap and why is it necessary?

> 20 Students

9. Will course be a “restricted enrollment” course? If so, why is restricted enrollment necessary?

> Yes, the course will be restricted to Gallatin College students only.

10. Describe how the success of the course will be evaluated? (“End-of-semester student evaluations” is 
    not the answer to this question. How will the instructor determine if the learning outcomes are 
    being met, and how will the department determine if the course is fulfilling its intended purpose?)

> The purpose of this internship is to get in-the-field experience. By working under the guidelines 
    of the Department of Energy or following the RESNET standards, students are following best 
    practices and industry standards. Documentation of time spent and confirmation by the employer 
    are the requirements for course credit.

11. Is the instructor a member of the regular faculty (i.e., tenured or tenure-track)? If no, please 
    describe the instructor’s qualifications, attach a Vita, and provide a separate letter of support, 
    signed by the department head (or appropriate unit director), addressing the instructor’s 
    qualifications to teach this course.

> Yes, the instructor is a member of the regular faculty.

Level of Offering
12. Has the course been offered previously under 280/291 or 480/491? If so, when? Under what 
    number? What was the enrollment? What level of students took the course?

> No.

13. Justify the level of course offering.

> This is a one-year Certificate of Applied science. There will not be 200+ level courses offered.

Relationship to other Courses, Curricula, and Departments
14. Does this course build on or interrelate with other courses in your curriculum or related curricula? If 
    so, which ones?

> This course reviews and highlights all major concepts from the Residential Building 
    Performance program. This course preps students for the National Exam.
15. Do the topics in the proposed course duplicate or reiterate those in other courses in this or any other department? If so, how do the coverage and educational experience differ and how is this duplication or reiteration justified? Also, what liaison (which is expected in cases of apparent overlap) has been conducted with other departments? Report reactions, both favorable and unfavorable.

> No.

16. What programs (departments, colleges) will be impacted by the SCH production of this course? That is, where do you think the SCH in the proposed course are likely to come from? If the expected SCH production of the proposed course is greater than 1000, and the SCH are expected to come from other colleges, what steps have been taken to make the other units aware of the potential loss of SCH? Report reactions, both favorable and unfavorable.

> None, this is a brand new program (launched Fall 2012)

17. If this proposed course has a significant interdisciplinary component, please explain briefly. Otherwise, indicate n/a.

> N/A.

Students Served
18. Does the proposed course serve majors only? Non-majors only? Both majors and non-majors? What other majors might be interested in this course? State areas or disciplines to be served and indicate the specific efforts that will be made to make the course material relevant to all disciplines served.

> Yes, the proposed course serves majors only.

Resources
19. What additional resources (e.g., additional instructional FTE, required technologies), if any, will be required to offer this course? Are there any resource issues for the students who will take the course (e.g., required technologies, travel, on-line access requirements)? Will there be an additional fee charged to students taking this course? Please explain.

> None.

20. What existing information resources – print (books, journals, documents), audiovisual (videos, DVDs, CDs or other), and/or electronic (e-books, databases, electronic journals and web sites) – provided by the MSU Libraries will be used by students in this course? Provide examples as well as descriptive information. If additional information resources are necessary, please discuss those acquisitions with the library (x6549 Collection Development) at least three months prior to the beginning of the semester in which this course will be taught.

> No additional library resources needed at this time.

Other Supporting Material
21. Include any additional information you feel is needed to support this request.

> N/A.
Residential Building Performance Internship

Course Number, Title, and Credit:
RBPF 198, Residential Building Performance Elective, 4 Credits.

Instructor:
Jeffrey E. Moore  phone: 406-586-2033  email: jeffrey.moore@montana.edu

Instructor Communication: Students call or email the program director for questions or assistance.

Course Description:
Students will work 1000 hours in the field of weatherization or building performance in a paid position.

Prerequisites:
None

Office hours:
By Appointment

Required Materials:
None

Course Learning Outcomes:
Students qualify for the internship by:
- Submitting appropriate documentation of 1000 hours worked in weatherization or building performance
- Demonstrating preparedness to take the BPI examination (Installer, Crew Chief, Auditor, or Monitor) or RESNET examination
- Submitting a detailed personal review of the BPI Job Task Analysis or RESNET requirements
- Submitting a detailed questionnaire filled out by the WAP Program Director or equivalent certifying employment and job responsibilities
- Students will be employed and insured

Course Outline
Students will be in a paid position working in the field for 1000 hours analyzing homes for energy efficiency, recommending improvements, and installing measures.

Evaluation Procedures:
Student evaluation will be based on a confirmed paperwork submission and a questionnaire prepared by the Program Manager or equivalent.

Homework:
Students must understand which of the certifications (BPI is RESNET) is most appropriate for their line of work and take steps to prepare for the exam.

Grades
The grades will approximately follow the numerical scale above; the instructor(s) reserves the right to adjust the scale and class schedule as necessary. Should this become necessary, the class will be advised in a timely manner. Makeup tests or lab trainings will only be permitted when requested in advance. Letter grades with + or – may be assigned.

Grading Standard
Students will be graded based on the submitted paperwork, completion of internship hour minimum, and the comprehensive evaluation by the Program Director or equivalent.

Academic Standards:
Students are expected to maintain Scholastic Honesty. Scholastic Dishonesty includes, but is not limited to cheating on an exam, plagiarism, and collusion. For detailed policy statements and procedures dealing with Scholastic Dishonesty, see the MSU Catalog.

***Students with documented disabilities, whether physical, cognitive or psychological, are entitled to reasonable accommodations in their classes. If you would like to use accommodations for this class, please contact Brenda York, Director of Disability, Re-entry, and Veteran Services at 406-994-2824 (voice or relay) or by email at byork@montana.edu.