ACADEMIC SENATE PROPOSAL TRACKING SHEET

(Document To Be Originated By Academic Senate Secretary On Canary Color Paper)

All proposals MUST have their originating college faculty body (Ex. Nursing, Technical Sciences, Arts & Sciences, Education) approval and must be signed by the submitter and the college chair/dean before being submitted to the academic senate secretary.

1. Submit all proposals (using the appropriate Academic Senate program/degree and/or course revision forms) to the Academic Senate Secretary.
2. The Academic Senate Secretary logs and numbers items and forwards them to the appropriate Academic Senate subcommittee(s): Teacher Education (if applicable), General Education (if applicable), or Curriculum.
3. The Academic Senate subcommittee(s) consider(s) the proposal. If approved, the proposal is forwarded to the next committee. If a committee disapproves the proposal, the originator may request that the item be forwarded to the next body for consideration. The committee will provide written rationale to the originator when a proposal is disapproved and the proposal is returned to the originator.
4. The Academic Senate considers the proposal and approves or disapproves. If approved, the proposal is forwarded to the Full Faculty for consideration. If the Academic Senate disapproves the proposal, the originator may request that the item be forwarded to the Full Faculty for consideration. The Academic Senate will provide written rationale to the originator when proposals are disapproved and the proposal is returned to the originator.
5. The Full Faculty considers academic senate approved proposals. If faculty approve, the proposal will then be forwarded to the Provost. The Provost approves or disapproves the proposal. If approved, the proposal is then forwarded to the Chancellor.
7. The Chancellor approves or disapproves the proposal.

> **Subcommittee and Academic Senate college representatives will notify their respective colleges' of the progress of submitted proposals or the proposal may be tracked via the web page --**
> **http://www.msun.edu/admin/provost/asproposals.htm**
> **Documentation and forms for the curriculum process is also available on the web page:**
> **http://www.msun.edu/admin/provost/asforms.htm**

*****(If a proposal is disapproved at any level, it is returned through the Academic Senate secretary to the Chair/Dean of the submitting college who then notifies the originator.)**

Proposal # 05-01 | **Title:** Create "imbedded" quarters class delivery system
(proposal explanation, submitter and college chair/dean signatures on attached program/degree or course revision form)

	Date				
Received by ACAD Senate	9/14/05				
Forwarded to Teacher Ed Council	___	Approved ___		Disapproved ___	
		Signature			Date
Forwarded to Gen Ed Committee	___	Approved ___		Disapproved ___	
		Signature			Date
Returned to ACAD Senate	___				
Forwarded to Curriculum Committee		Approved ___		Disapproved ___	
		Signature			Date
Returned to ACAD Senate for Vote	___	Approved ___		Disapproved ___	
		Signature			Date
Sent to Provost's office for Full Faculty vote	___				
Voted on at Full Faculty meeting	___	Approved ___		Disapproved ___	
		Signature			Date
Forwarded to Provost for Approval/Disapproval	___	Approved ___		Disapproved ___	
		Signature			Date
Forwarded to Chancellor for Approval/Disapproval	___	Approved ___		Disapproved ___	
		Signature			Date
Copies sent to originating college and registrar's office	___				

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Academic Senate Proposal – submitted fall semester, 2005

Introduction

The following proposal is an effort to make MSU-Northern unique and create a "niche" within the university system, to shorten the "time to completion" for students as suggested by the Montana University System Board of Regents, and to better serve the needs of students from rural Montana.

Proposal

Create a delivery system that would imbed "quarters" within the semesters by starting/ending certain identified courses at the ½-semester mark. This would allow for additional entry/exit points for students as well as create other academic opportunities. Classes, particularly those at the 100 and 200 level that are designated to fulfill general education requirements as well as "intro" courses within a major could be started at the ½ semester point of fall semester; additionally, some of these same courses could be offered to finish at the ½ semester point in the spring, and other classes could start at the ½ semester point in the spring. This would essentially create 3 "quarters" within the two semester year. Implementation of a pilot program could be fall semester 2006 with possible "test" groups spring semester 2006.

Discussion

This proposal would allow for a variety of options for students:
1. Those students who work on farm/ranch operations or on fire-fighting crews could start later after fall work is finished and still complete a full (or nearly full) academic load of courses. They may also be able to complete a term in the spring and still be finished before spring work begins.
2. Students who matriculate at one of the larger institutions and find they are overwhelmed or home sick could still finish a semester by coming into MSU-Northern at the ½-term and not fall a semester behind.
3. Entering freshmen, especially, who are failing beginning coursework (notably math, writing, speech) could withdraw from a full-semester class and re-enroll in a ½-semester section and a) not impact their GPA, or b) fall behind with prerequisite general eds.
4. Students who are failing a course that would put a scholarship in jeopardy by falling below 12 passed credits per semester could add a ½-semester section of a course and still pass 12 credits for the term.
5. Recruiting could be directed to those high school seniors who graduate early; they could attend the second ½-semester of the spring term and start their college degree earlier.
6. Students finding their original course schedule conflicting with work or daycare could drop/add courses to stay on track but better accommodate their needs.

This proposal would also allow for a variety of options for faculty:
1. Courses could be arranged to allow for a more flexible schedule for research, program development or professional development.
2. Programs could offer several courses within a semester that occupied the same time-slot, but finished/started at the ½-semester which may decrease need for adjunct or allow courses to be offered more frequently.

Advantages of this proposal for the institution would include:
1. Creating a unique delivery system that would attract rural students.
2. Creating a unique delivery system that may be attractive for recruiting/retaining faculty.
3. Creating an opportunity to attract new students to the institution.
4. Possibly creating a mechanism to increase FTE numbers.

Currently, there are some courses offered by the education department that are on this format, specifically some methods courses and the HPE activity courses. They are listed in the schedule of classes with clear beginning/ending dates noted. As long as they are designated as starting at mid-term, the FTE from these classes is still calculated in the semester total and contributes to the dollars allocated to the institution from the OCHE. They are not "lost" like late adds to full-semester courses.

It isn't expected that students would be able to finish an entire degree in ½-semester increments, but it could possibly shorten their attendance by a semester or even a full year. Additionally, it would require "farm kids" miss only one or two fall seasons rather than four, which may encourage more students to attend.

Obviously, careful thought and planning would need to occur to ensure there would be minimal conflicts with times, classrooms, etc. Additional considerations for faculty loads and expectations of faculty who are not teaching a full semester would have to be addressed with supervisors. A sub-committee of the curriculum committee may be able to work through many of these issues with assistance from the registrar and the college chairs.

Submitted:
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College of Education, Arts & Sciences, and Nursing