

28 August 2000

TO: Members, University Senate

FROM: University Senate Council

RE: AGENDA ITEM: University Senate Meeting, Monday 11 September 2000
Proposal to amend University Senate Rules – Section II 2.1.1 (K) to enable
Lexington Community College to offer an eight week session during the fall and
spring semesters.

Proposal:

USR Section II (add the following bolded section)

2.1.1 (K) Lexington Community College may offer eight week sessions during the fall and spring semesters. If offered, the end of the eight-week session in the fall will coincide with the end of the 15 week fall semester; if offered, the end of the eight-week session in the spring will coincide with the end of the 15 week spring semester.

Background and Rationale:

In order to provide students with increased opportunities for obtaining postsecondary education, LCC proposes an alternate 8-week academic calendar for the fall and spring semesters. The proposed 8-week session will begin in mid-October; the end of the 8-week session will coincide with the regular fall semester. The end of the 8-week session will coincide with the regular spring semester. Under the proposed plan, students will be able to apply, register, pay fees, etc. considerably later than is allowed for in the current calendar. Many of LCC's nontraditional students will be well served by the later starting date.

Numerous constituencies across LCC and UK have been included in the discussion of this proposal. LCC student affairs representatives (Dean, Registrar, Admissions Officer, Financial Aid Officer, etc.) met recently with representatives from the UK Registrar's office (Don Witt and his colleagues) to engage in a dialogue about the feasibility of the plan. During the meeting, it was determined that SIS and other relevant student support services could accommodate the proposed 8-week session.

The proposal was considered and approved by the LCC Academic Council at its May 9th meeting. The proposal has been reviewed and approved by the Senate Council and is recommended to the Senate.

For information, the following details were provided in response to questions asked by the Senate Council:

1. The impact on faculty is negligible. They can set up their schedules for a heavier load in one part or another, or equal the load to the same as they would have had in a full semester, which most do. Most importantly, their teaching load is the same--15 hours.
2. The courses offered will be probably up to the willing faculty. Some faculty feel their courses do not work well with shorter, more focused and condensed formats (i.e. math). Others will be willing to try new approaches we hope (i.e. developmental) whereby students can complete two courses in one semester sequentially rather than simultaneously. For those courses that need to build on previous information it can be helpful.
3. There is the possibility that students will go from one course to another. This has pros and cons. It may increase the number of students retained over a semester, students who got off to a bad start in study habits, and those who just don't want to take that course and now have another option. The intention is for knowledge building, for those who need to work and are looking for more focused, concentrated learning experiences. Those who use it seem to like it a lot. For others, the old ways are the best ways. It just provides new options to LCC students.

Proposed Implementation: Spring, 2001

US Agenda Item: UK LCC 8-Week sessions.doc