

April, 2005

Meredith College
School of Education

Institutional Effectiveness Plan 2004-2005

Part I: Strategic Planning

Subcommittee: Iesha Cleveland and Jerod Kratzer

Goal 3: Determine ways and means to more effectively serve the needs of non-traditional students (i.e. lateral entry, licensure only, CRC).

Objectives:

- 3.1 Review course offerings and schedules as they relate to these teacher candidates.
- 3.2 Review general education and major requirements as they relate to these teacher candidates.
- 3.3 Seek input from related campus offices (i.e. 23+ Program, Admissions, CRC, Graduate & Professional Studies, Registrar)
- 3.4 Write guidelines for admission of lateral entry teacher candidates.
- 3.5 Determine role of faculty in assessing and observing lateral entry teacher candidates.
- 3.6 Update Teacher Education handbook appropriately.

Summary of Findings:

The subcommittee members engaged in various formal and informal meetings to gather data and other information related to serving non-traditional students and sought to address the six objectives outlined above. Attention was focused on Lateral Entry students with the understanding that other students, for example, Teacher Assistants, would indirectly benefit from a structured Lateral Entry program.

In order to accommodate non-traditional students who work full-time during the day, courses must be offered more often and in the evenings and/or weekends, particularly professional education courses. Moreover, fewer course requirements should be required for teachers and/or students who have a bachelor's degree.

During the fall 2004 semester, a survey was completed in which 17 Non-Degree/Licensure-Only students were asked to provide feedback related to Admission to Teacher Education, support for persistence in the program and employment opportunities during program participation (see Attachment A). Feedback from this survey indicated that flexible class schedules (evenings and weekends) was considered "*most important*" related to students' ability to complete the program - 15 of 17 students.

There is evidence of extensive support campus-wide related to serving non-traditional students.

Please note the following in order:

3.1 In December 2004, Dr. Reichard formed an Evening Taskforce to review Meredith's existing evening program. The following goals were established by the committee and approved by the Vice President of Academic Affairs; they were to:

- (1) Clearly define the evening program
- (2) Ensure the evening program and definition and purpose are in the college's catalog
- (3) Determine a rotating schedule template for a two year period
- (4) Determine who has the authority to ensure that the evening schedule is adhered to, and
- (5) Research other evening programs

The Evening Taskforce Committee members were: Susan Adams (chair), Cynthia Bishop, Iesha Cleveland, Sue Greiner, Carol Hazard, John Milewicz, and Paul Winterhoff. One of the primary focuses of the taskforce was to examine the "scheduling of evening classes" to ensure availability of courses in general education, social work or business administration with sufficient electives. A template was developed that sought to change the schedule from a mostly two-night a week schedule MW or TH with 5:30p.m. and 7:00p.m. start times to a combined format:

- Monday or Wednesday one night a week schedule – 6:00p.m. – 9:00p.m. and
- Tuesday/Thursday 6:00p.m. – 7:20p.m. and 7:40p.m. – 9:00p.m. time slots

The implications for teacher education students (licensure-only, Lateral Entry, Teacher Assistants) is the formal establishment of an evening program with corresponding availability of more classes in the evenings and possibly a lower tuition cost. Furthermore, the School of Education can attach to and expand its program offerings to include sections of EDU courses in the evening for part-time, non-traditional students. The SOE would also be able to promote the evening program option to Lateral Entry teachers, Teacher Assistants, or women who work full-time and seek to complete the bulk of the licensure program in the evenings and/or on weekends.

Currently, students who work full-time during the day are not able to attend and complete the teacher education program without significant hardship. Given the limited availability of evening and/or Saturday courses, the existing program structure is prohibitive for Lateral Entry teachers, for example, who are not able to attend classes during the day in most cases, and who would benefit from attending our program if they were able to have a structured program whereby they could use their classroom as a site for implementing assignments (observations/field experiences, etc.).

- 3.2 General education requirements for middle/secondary/K-12 licensure-only students are currently under review. Licensure-only students who have obtained a bachelor's degree will not be required to meet the general education requirements of the college. Elementary education program discussions have begun related to general education requirements for licensure-only students.
- 3.3 A meeting was held on February 11, 2005 with representatives from the 23+ program, Registrar's office, Graduate Studies office and the School of Education – Topic: Serving Non-Traditional Students; the objective of this meeting was to gain input from campus offices/departments to determine ways and means to more effectively serve the needs of non-traditional student (see attached)
- 3.4 This objective is pending review and approval of a Lateral Entry program
- 3.5 This objective is pending
- 3.6 This objective is pending review and approval of a Lateral Entry program

Recommendations:

For Immediate Action:

- Offer more professional education courses general and methods in the evenings;
- Determine which program areas can be modified or expanded to accommodate Lateral Entry teachers, i.e., ESL and K-6;
- Review “philosophy” of current Elementary Education program structure and consider specific changes related to Lateral Entry teachers, i.e., reduce general education/content course requirements
- Continue discussions with Graduate Studies in creating a seamless process from initial to advanced licensure (MAT?);

For Further Review and Action:

- Develop summer/weekend intensive program for Lateral Entry teachers (Note: must include extensive support for teachers through coordination with Mentor Teacher, Teacher and SOE);
- Develop course sections (seminars) for Lateral Entry teachers only;
- Establish contacts with school systems (WCPSS) to develop partnerships