

MEMORANDUM

Director's Office  
Division of  
Continuing Education  
& Summer School  
Center for  
Non-Traditional Students  
Erwin Hall

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TO: Dr. Marlene Springer  
Vice Chancellor for Academic Affairs

FROM: Philip T. Rosen *PTR*  
Director

DATE: April 30, 1990

SUBJECT: Nontraditional Report Overview

The Task Force on Nontraditional Students respectfully submits the attached report for your review. This document outlining barriers to adult learners and recommendations regarding their elimination completes the assignment outlined in your charge to the task force.

MEMBERSHIP

The membership of the Task Force on Nontraditional Students represented a cross section of faculty and administrators from various ECU units.

FACULTY MEMBERS

<u>Name</u>	<u>Unit</u>
Dr. Patricia Anderson	School of Education
Dr. Larry Auld	College of Arts & Sciences
Dr. Wilbur Castellow	College of Arts & Sciences
Dr. Terri Lawler	School of Nursing
Mr. Jim Rees	College of Arts & Sciences
Dr. Bob Thompson	College of Arts & Sciences

### ADMINISTRATORS

<u>Name</u>	<u>Unit</u>
Dr. Diane Jacobs	Graduate School
Mr. James A. McGee	Division of Continuing Education
Mr. Gil Moore	Registrar's Office
Dr. Tom Powell	Admissions Office
Dr. Mary Ann Rose	Chancellor's Office
Dr. Philip T. Rosen	Division of Continuing Education
Mr. Marion Sykes	Division of Continuing Education

### STRUCTURE

The chair organized the task force into small working groups with specific assignments. The mini task forces were organized as follows:

#### Programs & Schedules

Moore  
Sykes, Chair  
Thompson

#### Policies

Castellow  
Jacobs  
McGee  
Moore, Chair  
Fowell

#### Services & Facilities

Lawler  
Rose  
Sykes, Chair

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### Social/Psychological

Anderson  
Auld  
Castellow  
Rees, Chair

Next, the mini task forces reported specific recommendations to the full committee for their review and discussion (see attached document).

### MARKETING STRATEGY

The committee recommends deferring the issue of a marketing strategy until the recommendations outlined in the report are implemented. Thereafter, a wide ranging and thorough examination of marketing strategies can be implemented by ECU.

### SUMMARY

Task force members took their charge quite seriously and diligently worked to complete their assignments. The attached report represents our very best efforts.

/inw

Enclosures

## POLICIES

Some academic regulations have been established for situations which no longer exist and are not appropriate for today's academic environment at East Carolina University. The following policies present barriers to the enrollment of nontraditional students:

1. Audited course cannot be taken later for credit. This policy often denies opportunity for remediation in a given subject before taking the course for credit. Also, it limits the student's ability to gain self-confidence and contradicts the philosophy that competency in a subject is the basic objective.

Recommendation: Eliminate policy

2. Concurrent Enrollment Policy - Concurrent enrollment with another institution would allow a student to take a suitable academic load or ease commuting problems.

Recommendation: Eliminate policy. All courses taken at the other institution would continue to require approval by student's dean or departmental chair and Office of Admissions prior to concurrent enrollment.

3. Repeat Course Policy - A course for which a student has enrolled at ECU can sometimes best be taken at another institution due to scheduling or commuting problems.

Recommendation: Eliminate policy. All courses taken at the other institution would continue to require approval by student's dean or departmental chair and Office of Admissions prior to concurrent enrollment.

4. 25% Rule on Credit by Special Examination. Does not allow student full advantage of certifiable, previously earned, knowledge and experience.

Recommendation: That the rule be interpreted to exclude credit by examination for ECU courses.

5. Requirement that admission to Graduate School be granted before credit earned can apply toward graduate degree. Does not allow student opportunity to experiment with a field of study before committing to it as degree program. Performance in non-degree status could be useful in granting admission to Graduate School.

Recommendation: That up to six semester hours of credit earned in a non-degree status may be applied toward a graduate degree upon admission to the Graduate School with approval of the chair of the department and the Dean of the Graduate School.

6. Lack of a clearly stated non-matriculated category of admissions for undergraduates. Potential students are not aware of enrollment opportunities due to the necessity that waivers be granted.

Recommendation: Establish a non-matriculated category for nontraditional students.

7. Retention Policy and Forgiveness Policy are barriers for readmitted students who had an earlier poor academic performance. Student is not always fully informed of these policies and the avenues of appeal or requests for consideration of extenuating circumstances.

Recommendation: That the policy be rewritten to eliminate loss of transfer credit upon the application of the Forgiveness Policy. Retention upon enrollment after period of absence (5 years, for example) should be determined on the basis of most recent work.

8. Tuition structure does not always mesh with student loads. Students taking 3 semester hours must pay the same as for 5, for example.

Note: Tuition structure is determined by Board of Governors for all 16 campuses.

9. Lack of credit card option for payment of tuition.

Note: This is being addressed by University.

10. Policy requiring documentation of immunization be submitted prior to enrollment presents a barrier to the adult student.

Recommendation: That documentation be submitted no later than 30 class days after enrollment, in compliance with the law.

#### PROGRAMS & SCHEDULES

Lack of availability of courses and programs scheduled at convenient times presents barriers to the enrollment of nontraditional students. The following recommendations are made:

1. The College of Arts & Sciences be encouraged to offer additional evening sections of classes necessary to satisfy the General Education and Cognate requirements of degree programs.

2. The College of Arts & Sciences be encouraged to offer more upper level courses in the evenings to provide evening students with a variety of options for electives and to supplement degree programs.
3. Alternative delivery systems of classes be explored to include weekend classes, Saturday classes, block scheduling and modified calendar, particularly in the summer sessions.
4. The professional schools, particularly Art and Music, be encouraged to offer additional evening sections of classes necessary to satisfy the General Education and Cognate requirements of degree programs.
5. High demand degree programs be made available during evenings and weekends. These include business, home economics, nursing, social work and elementary education.
6. Adequate funds be provided for marketing and recruitment. Funding for brochure development, advertising and mailings are essential for the recruitment of nontraditional students and to promote opportunities available to this group.
7. A study be made of inter-disciplinary degree options that would take into consideration the prior learning experiences of students as well as permit the development of degree programs which recognize the interests of nontraditional students.
8. Consideration be given to converting dormitory rooms for use by nontraditional students. These rooms, to be rented on a nightly basis, would be an important component of a weekend (Friday/Saturday) schedule concept.

#### SERVICES & FACILITIES

Lack of adequate support services and access to facilities often present barriers to enrollment. The following recommendations are made:

1. All support offices be opened until 7:00 p.m. on early registration/change days to assist nontraditional students with registration and enrollment.
2. Departmental offices be opened until 7:00 p.m. on early registration/change days to provide counseling and advising to nontraditional students.
3. Students be permitted thirty class days from the beginning of a term to provide immunization records to the University.

4. An orientation session for nontraditional students be scheduled each term.
5. The Nontraditional Student Task Force lend support to established committees seeking ways to provide economical child care to students.
6. The Nontraditional Student Task Force support efforts by the Office of Financial Aid to secure adequate staffing so that an individual within this office could be designated to assist nontraditional students.
7. The Nontraditional Student Task Force support efforts to augment the resources of the Counseling Center so that services could be provided during evening hours.

#### SOCIAL/PSYCHOLOGICAL

In order to strengthen the social environment and the psychological well-being of the nontraditional student, the following recommendations are made:

1. Appoint a Resource Person/Ombudsman to whom nontraditional students can address problems. This same service should be more readily available to so-called traditional students, too.
2. Establish a mentoring system by identifying currently enrolled nontraditional students who are willing to serve as mentors.
3. Identify advisors who are empathetic to and knowledgeable concerning the special needs of nontraditional students.
4. Prepare and publish a handbook for nontraditional students in which the various campus rules, regulations, and policies are brought together.
5. Publish a monthly newsletter for nontraditional students in which current campus events, new rules, regulations, policies, and other helpful information are noted.
6. Hold an annual workshop for orienting the faculty toward greater awareness of the needs and special requirements of nontraditional students. Prepare a brochure for the faculty in which these needs and special requirements are presented.

Recommendations regarding the Center for Nontraditional Students  
hosted in the University College

- 1) UC should continue to recruit, advise, and register nontraditional students and serve as a contact point for services to this segment of our student population.
- 2) UC should be staffed in such a manner as to provide evening hours and weekend service.
- 3) Representatives from support organizations, such as the Counseling Center, Financial Aid, and the Placement Office, should be available at the UC on a scheduled basis.
- 4) Funding and support should be provided to the UC for support staff and recruitment of nontraditional students.