

**EDU 250, Introduction to Teacher Education:
Case Study of a Concurrent Enrollment
Partnership**



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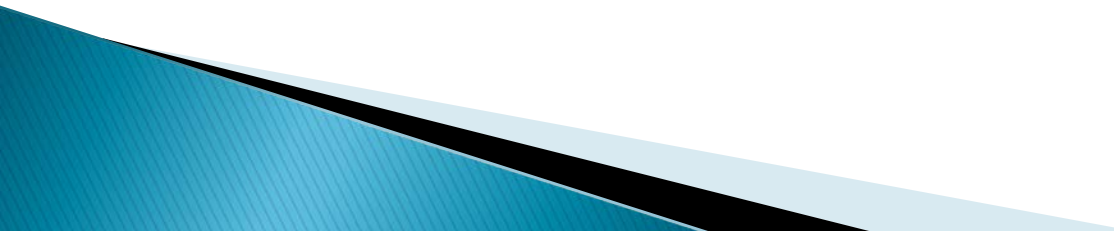
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About Today ...

We will describe

- ▶ A short history of CEP (Dual Credit [DC]) at WKU
 - ▶ The development of EDU 250 over time
 - ▶ How staff work toward academic integrity
 - ▶ Professional development offerings
 - ▶ Recruitment for diversity
 - ▶ Survey/other data
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EDU 250 begins at WKU

- ▶ **At request of a regional superintendent**
- ▶ **Concerns**
 - Then
 - Now
 - Over time
- ▶ **Role of mentor**
 - DELO/mentor visits
 - Professional development
 - Collect DC data
 - “other duties as assigned”

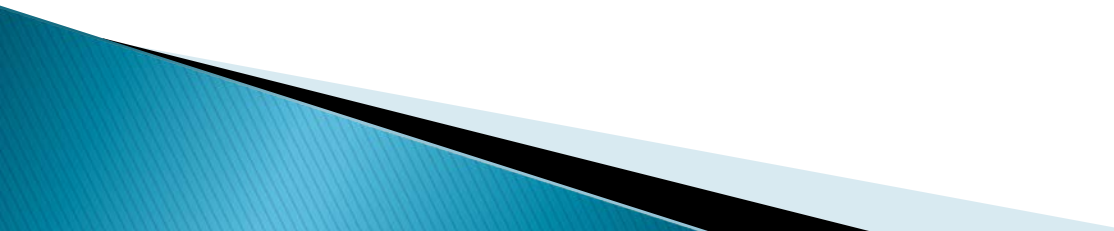
Aligning DC EDU 250 with Post-Secondary EDU 250

- ❖ Collaboration: EDU 250 mentor, WKU 250 instructors, Director of School of Teacher Education
- ❖ Syllabus review; syllabi posted to WKU TopNet
- ❖ Required components for WKU courses also required for DC EDU 250
- ❖ Required assignments/field work for WKU courses also required for DC EDU 250
- ❖ Same book used in ALL EDU 250 classes

Assuring Quality

- ▶ **Mentor, program coordinator visit classes, observe classes, talk to teacher/students**
- ▶ Mentor, program coordinator discuss kudos/concerns regarding each DC EDU 250 teacher, discuss next steps
- ▶ **Professional development, WKU EDU 250 coordinator began working with DC EDU 250 teachers regarding required assignments/accompanying rubrics in 2009**

Working Toward More Diversity

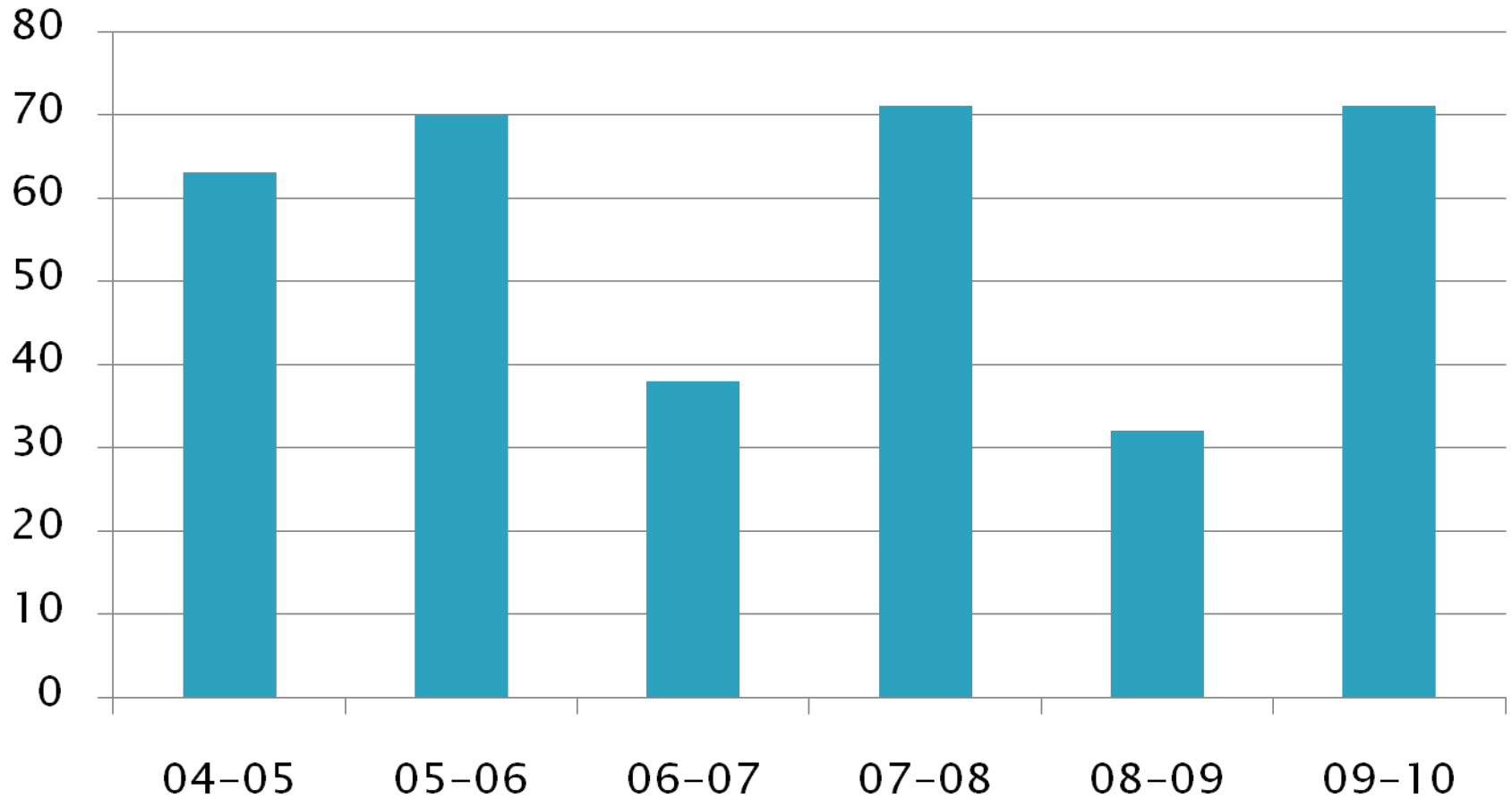
- <http://www.kheaa.com/website/kheaa/mjyoung?main=1>
 - **Other scholarships**
 - **Books provided by some schools**
 - **Retaining students: students have the same no-cost access to services as other WKU students (e.g., writing center, counseling)**
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What Statistics/Numbers Tell Us About DC EDU 250

DC EDU 250 Serves These Counties



Enrollment in EDU 250 Since 2004



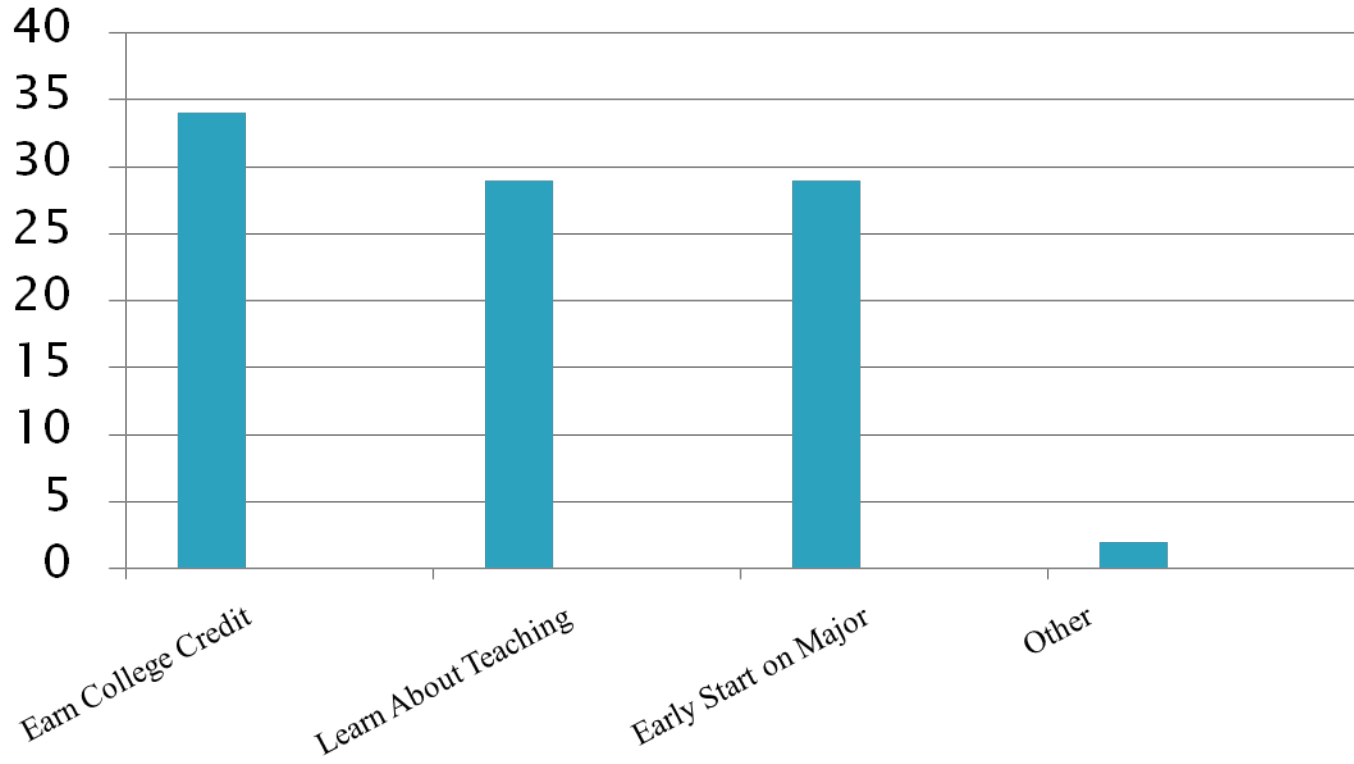
Survey of DC EDU 250 Students

Surveys Sent	Surveys Returned	% Returned
		16%
113 via email (WKU Students)	27	24%
124 via US mail	12 (<small><10 returned for insufficient address</small>)	10%

Who are the students?

	WKU First Time Freshmen	DC EDU 250
Gender		
Male	1538 (45.4%)	54 (22.6%)
Female	1849 (54.6%)	182 (76.4%)
Ethnicity		
African-American, Black	532 (15.7%)	11 (4.6%)
Asian-American, Asian	39 (1.2%)	2 (.8%)
Hispanic/Latino	50 (1.5%)	7 (2.9%)
American Indian/Alaska Native	14 (0.4%)	2 (.8)
Caucasian	2694 (79.5%)	209 (87.8%)
Non-resident Alien	25 (0.7%)	NA
No response	33 (1.0%)	6 (2.5%)

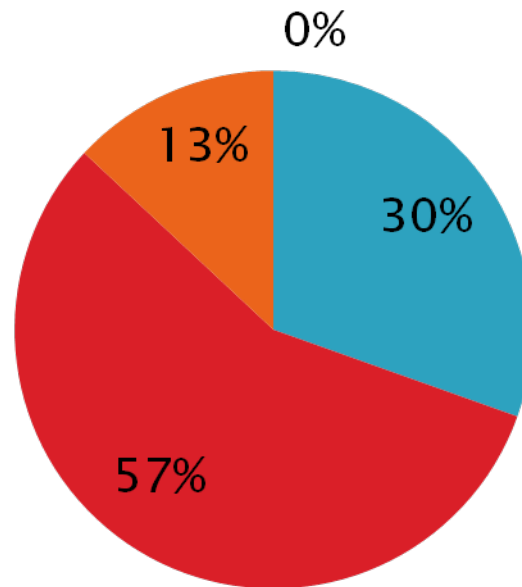
Why did you take DC EDU 250?



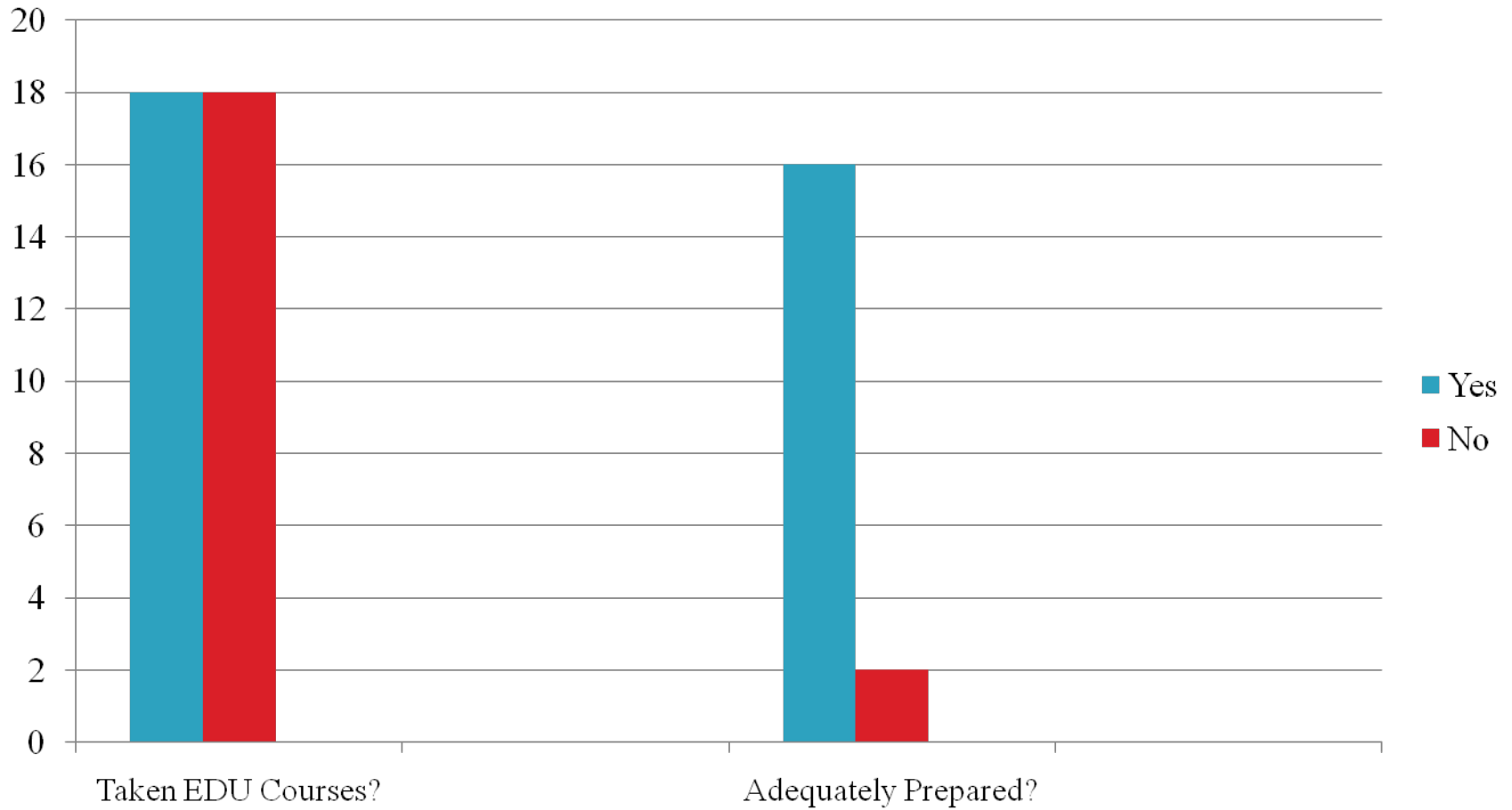
35 (92%) are in college

How did your DC EDU 250 course stack up to your “on-site” EDU courses?

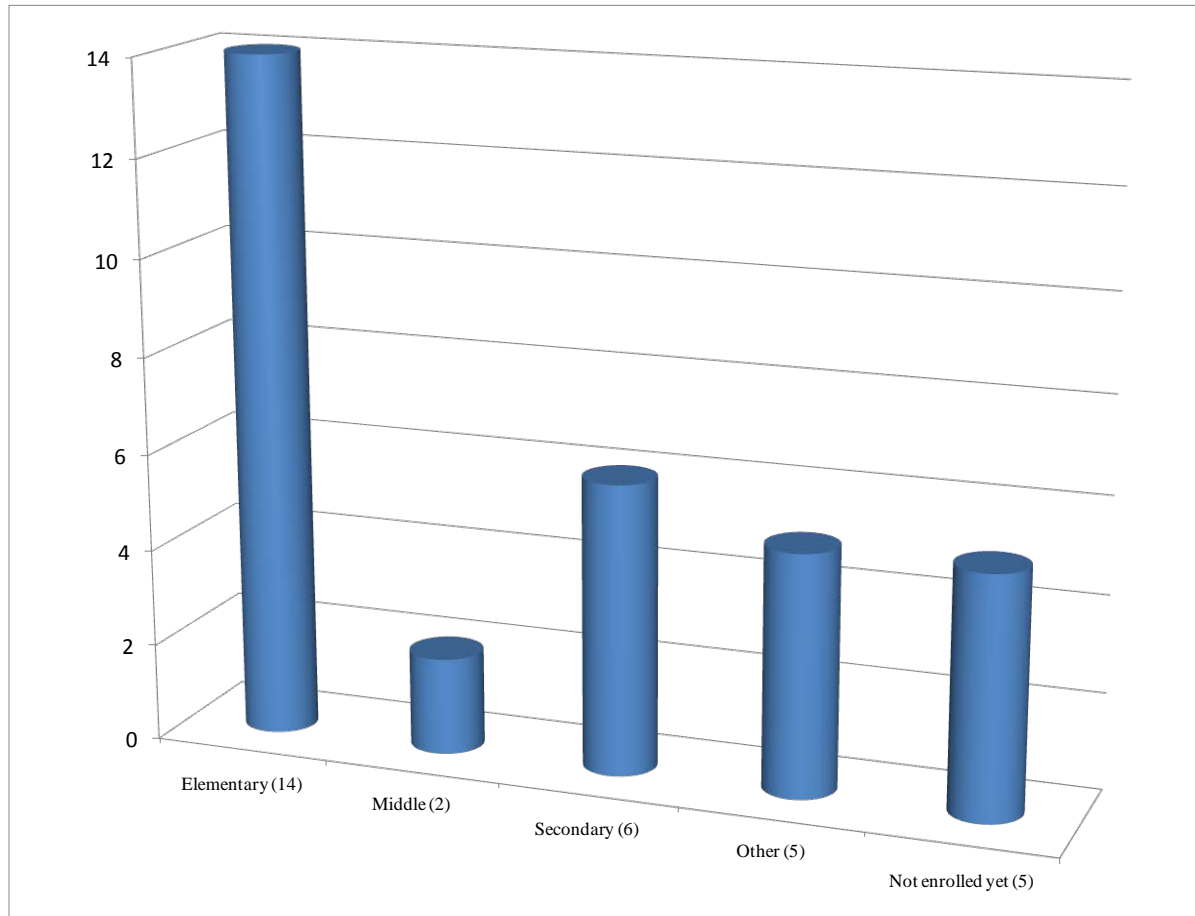
- Easy; not like college
- At least equal to some
- Superior to many
- 0%



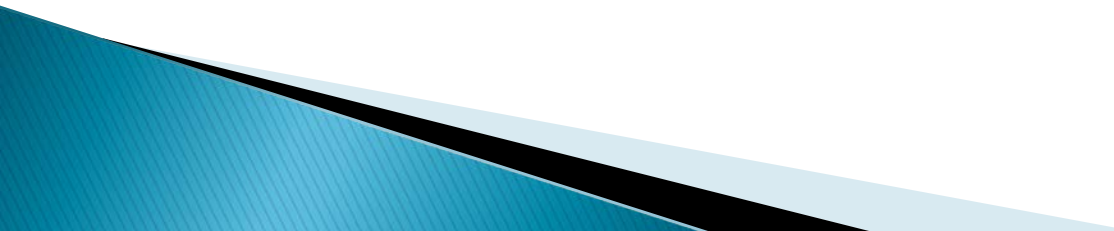
Education in their futures?



What are the EDU students studying?



Next Steps ...

- ▶ 100 level course?
 - ▶ Recruit more schools?
 - ▶ More formal application process
 - ▶ Improved quality of course (more PD)
 - ▶ **Discussions DC vs AP**
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Questions?