



National Program on Noncollegiate Sponsored Instruction *Bulletin*

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"Translating noncollegiate learning into college credit recommendations while increasing access to Higher Education for working adults"

Reach Out to Adult Learners



Post your Logo and Profile on the National PONSI Website <http://www.nationalponsi.org>

Quote of the Month...

"To develop a complete mind: study the science of art; study the art of science. Learn how to see. Realize that everything connects to everything else."
Leonardo da Vinci

Did You Know...

- By 2003, a decade after completing a bachelor's degree, 40 percent of 1992-93 graduates had enrolled in a graduate degree program. Black graduates were more likely than White graduates to enroll in a graduate degree program.
- After steady decreases between 1994 and 1998, the number of graduate students in science and engineering has continued to rise through 2004. (<http://www.whitehouse.gov/fsbr/education.html>)
- College enrollment hit a record level of 17.5 million in fall 2005.
- Between 1995 and 2005, the number of full time college students increased by 33 percent compared to a 9 percent increase in part-time students. (<http://www.nces.ed.gov/programs/digest/d06>)

On the Road Again...

Graduate Credit Recommendation Revalidated for Performance-Based Teacher Preparation Program



Prof. Dyasi, Phyllis Tashlik, Ann Cook, Prof. Cohen, and Apprentices: Caitlin Schlapp-Gilgoff, Carolyn Egazarian, and Nell Hirschmann-Levy (l to r)



The New York Performance Standards Consortium is a network of New York City public schools working with the Center for Inquiry in Teaching and Learning to promote performance-based assessment in schools. By enhancing the visibility of its schools and assisting others who want to build or redesign schools, The Consortium aims to strengthen the network of public schools that teach children to use their minds critically and purposefully, and ultimately, to inspire others to do the same. The Consortium believes that schools themselves can provide leadership and direction for widespread change in the way that children are educated and assessed.

Building on this performance-based assessment model, The Consortium's School-Based Teacher Education Program (STEP) weaves together theory and practice within a two year school-based teacher apprenticeship, incorporating essential learning experiences into the teaching experience rather than separating course work from student teaching practice. School communities take responsibility for providing total immersion into the day-to-day life of the school, integrating academic reflection and on-the-job training. Apprentices demonstrate successful completion of STEP through an ongoing review (continued on page 2)

(continued from page 1) process, as well as the completion of a Professional Achievement Record (PAR).

The graduate-level credit recommendation established for the STEP program was recently revalidated during a late November visit. Professor Steven Cohen of Tufts University and Emeritus Professor Hubert Dyasi of City College found STEP commensurate with graduate study in teacher education. The team observed teacher apprentices in the classroom and had an opportunity to speak with them about their PARs and their teaching assignments. They also spoke with tenured master teachers, who shared their experiences mentoring apprentices. Representing The Consortium were co-chairwoman, Ann Cook (also, the Urban Academy), and Phyllis Tashlik, Director of the Center for Inquiry in Teaching and Learning.

Spanish and Telephony an Interesting Mix for The Sage Group



During separate evaluation sessions, credit recommendations for Spanish and Telephony courses were recently evaluated for [The Sage Group](#). Emeritus Professor Ralph Folger of Hudson Valley Community College, Troy, NY (see reflections from this seasoned National PONSI evaluator in the [September issue](#)) reviewed data and telephone networking courses to reconfirm the credit recommendations previously established. These courses prepare telecommunications employees to work with sophisticated and ever-changing technologies that make up the growth segments of this industry.



Professor Folger and Professor Murillo-Miklic (l to r)

Professor Esther Murillo-Miklic, Department of Foreign Languages of the College of St. Rose, Albany, NY evaluated changes to the Beginning and Intermediate Spanish courses, offered to clients who require conversational Spanish language training. Professor Murillo-Miklic found these combined courses commensurate with a first semester college-level experience.

Let National PONSI Help You Reach Out to Potential Students

You are invited to place your institutional profile, linked from the National PONSI homepage and featured in our monthly newsletter for the next 12 months (January-December 2008), and provide information about your institution to adult learners worldwide.

In addition, we invite you to consider promoting your institution further by placing a logo on our homepage linked to any page of your website. Prominently displaying your institution's logo and profile on our homepage makes access to your institution only a click away for potential students. (See logos and profiles: <http://www.nationalponsi.org/>).

We know that the willingness of a college to award credit for noncollegiate learning can be a powerful incentive for working adults to enroll in a degree program. Having a direct link to your institution lets visitors know up-front that you have special offerings and services to meet their needs.

Our fee schedule is as follows:

- ▶ Institutional Logo on National PONSI's home page \$1,000 annually (size similar to logos on page 1)
- ▶ 350 word College and University Profile-\$400 annually (see list on p. 3)
- ▶ 700 word College and University Profile-\$500 annually

A college's willingness to recognize credit recommendations is a powerful incentive for adult enrollments.

Adults Nationwide are Participating in Initiatives to Further Their Education

According to the U.S. Department of Education, National Center for Education Statistics, overall participation in adult education among individuals age sixteen or older increased from 40% in 1995 to 46% in 2001 and then declined to 44% in 2005. In 2005, among the various categories of adult education activities, individuals age sixteen or older participated most in work-related courses (27%), followed by personal interest courses (21%), part-time college or university degree programs (5%), and other activities (3%). Participation did vary by sex, age, race/ethnicity, employment/occupation, and education.

National PONSI helps bridge the gap between industry and academia through its active involvement with both. (<http://nces.ed.gov>)

National PONSI's Main Contacts

Sheila A. Morroni, Director
Diane C. Conroy-LaCivita, Assistant Director
Carol Creevy, Evaluation Associate



These Colleges and Universities have Profiles on our Website that Highlight the Special Degree Options and Services They Offer to Working Adults and Nontraditional Students

[Arkansas State University](#)

State University, AR

[Bethel University](#)

St. Paul, MN

[Biola University](#)

La Mirada, CA

[Briarcliffe College](#)

Bethpage, NY

[California Coast University](#)

Santa Ana, CA

[Central Michigan University](#)

Mt. Pleasant, MI

[Charter Oak State College](#)

New Britain, CT

[Chestnut Hill College](#)

Philadelphia, PA

[Chicago State University](#)

Chicago, IL

[Cleveland Institute of Electronics](#)

Cleveland, OH

[Columbia Southern University](#)

Orange Beach, AL

[Delaware County Community College](#)

Media, PA

[Dowling College](#)

Oakdale, NY

[Empire State College](#)

[\(State University of New York\)](#)

Saratoga Springs, NY

[Excelsior College](#)

Albany, NY

[Golden Gate University](#)

San Francisco, CA

[Immaculata University](#)

Immaculata, PA

[Indiana University](#)

Bloomington, IN

[LaRoche College](#)

Pittsburgh, PA

[Manhattan College](#)

Riverdale, NY

[Marian College of Fond Du Lac](#)

Fond Du Lac, WI

[Marist College](#)

Poughkeepsie, NY

[Mercy College](#)

Dobbs Ferry, NY

[Molloy College](#)

Rockville Centre, NY

[Monmouth University](#)

West Long Branch, NJ

[Montana State University-Billings](#)

Billings, MT

[Northeastern University School of Professional and Continuing Studies](#)

Boston, MA

[Nova Southeastern University](#)

Ft. Lauderdale, FL

[Nyack College](#)

Nyack, NY

[Oakland City University](#)

Oakland City, IN

[Saint Joseph's College of Maine](#)

Standish, ME

[Siena College](#)

Loudonville, NY

[Skidmore College - University Without Walls](#)

Saratoga Springs, NY

[Thomas Edison State College](#)

Trenton, NJ

[University of Baltimore](#)

Baltimore, MD

[University of New Orleans](#)

New Orleans, LA

[Upper Iowa University](#)

Fayette, IA

[Viterbo University](#)

La Crosse, WI

[Western International University](#)

Phoenix, AZ

[Western New England College](#)

Springfield, MA

[Wilmington College](#)

New Castle, DE

[World College](#)

Virginia Beach, VA

Who we are: Created in 1973 as a program of the Board of Regents of The University of the State of New York, the National Program on Noncollegiate Sponsored Instruction (**National PONS!**) evaluates courses and examination programs offered by noncollegiate organizations nationwide and makes recommendations on their comparability to college-level instruction.