

Resources for Addressing Barriers of Finding Desired Courses on Weekends

This list will be updated as the National Center learns of innovative solutions.

Issue: Finding Desired Courses on Weekends

Non-traditional students, including adult or working students, have various demands on their time that make attending classes during the week very difficult. Students may have jobs outside school or may be required to care for children or other family members. Furthermore, classes offered during the week are often held multiple times in a week, which increases commuting, parking and other costs. For many of these students, attending classes on weekdays is an impossible request. However, many programs now offer weekend courses to alleviate these additional responsibilities and/or costs. In addition, many weekend courses are geared toward adult or non-traditional students. Offering these courses may allow enrolled students an opportunity to [network with students with similar backgrounds](#). Furthermore, [these weekend courses are useful alternatives to online courses](#), since some students prefer face-to-face instruction but need more flexible course offerings.

Promising Practices

1. Offer night, weekend and online courses to eliminate schedule and transportation barriers. By offering a variety of options for students with unpredictable or intense schedules, colleges can increase enrollment, involvement and success. Dr. Fran Langan, the Dean of the School of Professional Studies at Keystone College (PA) (email: fran.langan@keystone.edu), reports that they offer evening and weekend courses, though she encourages students to meet with advisors beforehand to select the format best suited to their readiness levels. Another example revolves around offering an entire weekend-only program. [Miami Dade College offers a weekend college program on their North Campus](#) with weekend-only degrees. While they do not provide an entire ECE program, they do offer some ECE courses depending on the semester, so this may be an option for other colleges to implement as well.
2. Create weekend cohorts for working students where they can access the courses required for their degree. According to Phyllis Adams, a professor at Sinclair Community College (email: phyllis.adams@sinclair.edu), they have developed weekend cohorts for working students that include three courses to help students prepare (involving portfolio development) for the Child Development Associate (CDA) credential. These courses were developed specifically for the weekend cohort, but were included in their ECE degree recently. Weekend cohorts are designed to create groups of students that can progress through the program together, thus increasing connection between students with similar backgrounds or situations. This especially helps part-time students that may not have the full college experience and/or support.
3. Teach courses on-site at recipients' workplaces, such as at preschool locations. Another option for helping students that cannot take courses on the weekend or cannot travel to campus for weekday courses due to work or family obligations is to [offer courses at students' workplaces](#) during lunch, break hours or weekends, or offer courses at closer branches of colleges, according to the second reference mentioned in the "issue" section of this issue brief. These on-site courses eliminate commuting and transportation costs. According to Phyllis Adams (contact info listed in previous section), their program offers a limited number of these on-site courses at locations, including early care and education programs.

If you know of any promising strategies to address this barrier and would like to share, please contact Judy Leinbach at judy@teachecnationalcenter.org.



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