

Accelerated Learning Programs: How to Earn College Credit in High School

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Accelerated programs available to Utah high school students allow prepared students to earn college credit while in high school.

College Readiness Skills Embedded in All Accelerated Programs

Key Cognitive Strategies	Key Content Knowledge
<ul style="list-style-type: none"> ♦intellectual openness ♦analysis ♦problem solving ♦reasoning, argumentation, proof ♦inquisitiveness ♦interpretation ♦precision & accuracy 	<ul style="list-style-type: none"> ♦Understanding key structures, concepts, and knowledge of core academic disciplines. <i>Two related academic skill areas strengthened in accelerated programs:</i> <ul style="list-style-type: none"> ♦writing ♦research

Unique Characteristics of Each Accelerated Program

Accelerated Program	Description	Student Eligibility	Unique Program Strengths	Student Strengths for Success	Unique College Readiness Skills Embedded in Program
Early College	<i>High school students are released from school to take college classes on campus. Students may choose any class for which they are eligible (prereq's met, etc). Grades earned in the college class will be added to high school transcript. Tuition and fees are paid by student.</i>	1. Sophomores (limited participation), Juniors, Seniors 2. Indicators for success in a college class such as strong GPA or ACT scores: criteria vary by institution 3. Parent and high school permission.	1. Students have first-hand opportunity to learn how college works, to experience admissions, registration & instruction	1. Strong independent learner	Contextual Skills & Awareness: ♦Understanding how college operates as a system & culture
			2. Experience of variety of modes of instruction - face to face, IVC and internet classes	2. Strong study skills and time management behaviors	
			3. Experience the norms of academic culture and protocols in the college environment	3. Strong academic background	
			4. Access to lower and upper division college classes 5. Opportunity for students to begin a focused post-secondary pathway	4. Intrinsically motivated 5. Student is focused on specific career goals 6. Strong self advocacy and interpersonal skills	
Concurrent Enrollment	<i>High school students take selected college courses while still in high school, earn both high school credit and college credit corresponding to the first year at a USHE institution. The grade(s) earned create permanent high school and college transcripts. Program participation is paid out of a state appropriation.</i>	1. Junior or Senior, sophomore by exception 2. Indicators for success in a college class such as GPA of 3.0 or ACT of 22+ 3. Parent and high school permission	1. Students have first-hand opportunity to learn how college works, to experience admissions, registration & instruction	1. Transitional independent learner	Contextual Skills & Awareness: ♦Understanding how college operates as a system & culture
			2. Experience of variety of modes of instruction - face to face, IVC and internet classes	2. Moderate study skills and time management behaviors	
			3. Experience college expectations and work load in a supportive environment	3. Strong academic background or talent area	
			4. Access to lower division (1000/2000) college classes	4. May be intrinsically motivated; may have other motivations	
			5. Opportunity for students to explore different content areas	5. Open to college expectations	
Advance Placement (AP)	<i>High school students take high school classes whose curriculum follows a national standard. Students earn a high school grade. College "test" credit may be awarded based on student performance on a standardized exam. Program participation is part of the public school program.</i>	Self-Selection	1. Curriculum is based on national standards and class audits are required	1. Transitional independent learner	Academic Behaviors: <i>Self-monitoring skills</i> ♦consciously monitor, regulate, evaluate and direct own thinking <i>Study skills</i> ♦practice time management, preparing for, taking examinations; ♦use info resources, take class notes ♦allocation sufficient time to complete tasks
			2. Curriculum is writing and research intensive	2. Moderate study skills and time management behaviors	
			3. Study and test taking skills are embedded within the curriculum	3. Strong academic background	
			4. Allows students to explore a variety of resource material	4. Intrinsically motivated 5. Moderate persuasive skills	
International Baccalaureate (IB)	<i>High school students take high school class whose curriculum follows an international standard. Students earn a high school grade. College "test" credit may be awarded based on student performance on a standardized exam. Program participation is part of the public school program.</i>	Admission to the program is different at each IB school ranging from self-selection to a formal application process	1. Curriculum is based on international standards and class audits are required	1. Independent learner who exercises initiative	IB is an in-depth, complex curriculum that involves all four college readiness area
			2. Curriculum is interdisciplinary in nature and emphasis is place on thinking, speaking writing and research skills	2. Strong study skills and time management behaviors 3. Strong interest in theories of knowledge	
			3. Curriculum emphasizes inter-cultural understanding	4. Intrinsically motivated	
			4. Students actively learn from the experience of doing real tasks from activities beyond the classroom	5. Inquisitiveness and openmindedness: has an interest in global issues; has global sensitivity 6. Moderate interpersonal skills to be successful in collaborations 7. Strong oral and written communication skills	