

1. Record Nr.	UNINA9910460101903321
Titolo	Dual enrollment policies, pathways, and perspectives // Jason L. Taylor, Joshua Pretlow, editors
Pubbl/distr/stampa	San Francisco, California : , : Jossey-Bass, , 2015 ©2015
ISBN	1-119-05428-1 1-119-05429-X
Descrizione fisica	1 online resource (123 p.)
Collana	New Directions for Community Colleges ; ; Number 169
Disciplina	378.1616
Soggetti	College credits - United States Dual enrollment High school students - Education (Higher) - United States Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	Dual Enrollment Policies, Pathways, and Perspectives; CONTENTS; EDITORS' NOTES; A Definitional Note on Dual Enrollment; Introduction; Reflecting on the Past; Purpose and Organization of the Volume; References; 1 State Dual Credit Policy: A National Perspective; Prior Policy Reviews; State Policy Review Methodology; Results; Course Provisions; Student Eligibility; Instructor Eligibility; Other Quality Assurance Provisions; Policy Enforcement; Implications for Community Colleges; Access; Course Transferability; Partnerships and Faculty Engagement State Mandates, Regional Accreditation, and Local VariationNotes; References; 2 Operating Dual Enrollment in Different Policy Environments: An Examination of Two States; State Dual Enrollment Policy Context: Ohio and Virginia; Market and Centralized Approaches; Methods and Limitations; Findings; Clarity; Cooperation; Recommendations for Policy; References; 3 Eliminating Barriers to Dual Enrollment in Oklahoma; Program Development; Addressing Policy Barriers; Addressing Financial Barriers; Addressing Transportation

Barriers; Program Results; Challenges and Solutions; Future Considerations  
ConclusionReferences; 4 Emerging Early College Models for Traditionally Underserved Students; The Michigan Experience; Emerging Models in Michigan; The New York Experience; Emerging Models in New York; Final Thoughts; References; 5 The Challenges of Career and Technical Education Concurrent Enrollment: An Administrative Perspective; Program Background and Context; Funding: Perkins, State, and College; History and Evolution of CTE Concurrent Enrollment; Challenges Specific to Career and Technical Education; Programming Difficulties; Low Enrollment; Limited Incentives; Recommendations Initial Planning and EducatingAddressing CTE Programming and Enrollment Challenges; Addressing Long-Term CTE Issues That Affect Students' Opportunities for Success; References; 6 Dual Enrollment Participation From the Student Perspective; Research Site and Participants; Data Collection and Analysis; Findings; Benefits of Dual Enrollment; Drawbacks of Dual Enrollment; Conclusion and Implications; References; 7 Principal, Teacher, and Counselor Views of Concurrent Enrollment; Concurrent Enrollment Program at Kirkwood Community College; Survey Methods; Impact on Schools; Impact on Students Discussions, Implications, and ConclusionsReferences; 8 Faculty Members' Perceptions of Rigor in Dual Enrollment, Accelerated Programs, and Standard Community College Courses; Programmatic Descriptions; Faculty; Faculty Teaching Dual Enrollment Courses at the High School Sites; Faculty Teaching Accelerated Program Courses on the TCC Campus; Faculty Teaching Standard Courses on the TCC Campus; Methods and Procedures; Findings; Components of the Final Grade; Faculty Members' Comparisons of Students Enrolled in Dual Enrollment Courses to Standard High School and Community College Students  
Summary of Findings

---

Sommario/riassunto

This is the 169th volume of this Jossey-Bass quarterly report series. Essential to the professional libraries of presidents, vice presidents, deans, and other leaders in today's open-door institutions, **New Directions for Community Colleges** provides expert guidance in meeting the challenges of their distinctive and expanding educational mission.

---