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Student Support Services; Case for Specialized Services; Best Practices; Moving Forward; Future Considerations; References; Chapter 3: Partnerships with Academic Departments; Definition; Kinds of Programs Offered; How Relationships Are Developed; Benefits that a CE Unit Brings to Partnerships with Academic Departments  
Market Research Expertise Technology Expertise; Marketing Expertise; Registration Expertise; Contract and Intellectual Property Expertise; Financial Expertise; Policy Expertise; Contractual Arrangements; Financial Arrangements; Financial Reporting; Reducing Financial Risk; Funding Faculty; Issues; Unsuitability for Partnership; Difficulty with Communication; Dissatisfaction with Partnership; Conclusion: Building Successful Partnerships; References  
Chapter 4: From Access to Excess: Changing Roles and Relationships for Distance Education, Continuing Education, and Academic Departments in American Universities Introduction; Three Forces; Institutional Cooperation; Quality Standards; Peer Review; Research; Continuous Change; Profit; Transitions; Institutional Acceptance; Anticipation; Flexibility; Finding Balance; Conclusion; References;  
Chapter 5: Growing Importance of Prior Learning Assessment in the Degree-Completion Toolkit; Background; Vision of Expanded Uses for PLA; DIY Learning Option: OER and MOOC's; Competency-Based Degree Programs  
Student Mobility and Credit Transfer Badges or Microcredentials; Workforce Development; Worker-to-Workplace Connection; Issues and Questions; Faculty Support; Financial Aid; Conclusion; References;  
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Sommario/riassunto

These are times of great opportunity and challenge for continuing education (CE) programs in colleges and universities. While lifelong learning remains central to CE's mission, means of promoting and delivering adult education programs through distance and online learning are undergoing tremendous technological transformation. Within institutions, CE units are increasingly collaborating with academic departments. In addition, demographic shifts have resulted in new audiences and types of programs offered, both credit and noncredit. School are pressured to increase their participation in economy

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