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**Dual Enrollment Issues
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"Dual enrollment" (also commonly called "dual credit," "concurrent enrollment," and "post-secondary enrollment") refers to the offering of high school classes for college credit, generally taught by high school teachers but at times by college teachers. Dual enrollment courses in college composition have been a site of much grumbling and some enlightened administrative initiatives, but not a great deal of published research. The recent 2010 anthology edited by Hansen and Farris added significantly to the volume of research on dual enrollment composition classes.

Dual enrollment in college courses across the curriculum has a similar history, but with a growing body of studies since 2002. Scholarship on dual enrollment generally has been collected by NACEP, the National Alliance of Concurrent Enrollment Partnerships, at <http://nacep.org/research-and-policy/research-studies>.

Anson, Chris M.

Absentee landlords or owner-tenants? Formulating standards for dual-credit composition programs

In Hansen, Kristine; Christine R. Farris (Eds.), *College credit for writing in high school: The "taking care of" business*; Urbana, IL: National Council of Teachers of English (2010), 245-271

Anson stresses the importance of assessment of dual credit composition programs by their offering institutions to ensure the quality of the program in all aspects, including but going beyond students' achievements. He presents a plan for program assessment in these areas, each of which is explained carefully.

- pedagogical integrity
- programmatic integrity
- student needs
- faculty development
- economic fairness
- fairness in labor practices

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Anson's list of Works Cited is in itself an excellent selective bibliography on dual credit issues related to college composition.

KEYWORDS: dual enrollment, advance-credit, standards, program, validation, integrity, needs-analysis, teacher-growth, economic, labor, fairness

Blattner, Nancy; Jane Frick

Seizing the initiative: The Missouri model for dual-credit composition courses

WPA: Writing Program Administration 26.1/2 (2002), 44-56

In Missouri, planning and research conducted collaboratively by WPAs across the state (sponsored by the Missouri Colloquium on Writing Assessment, an organization of college writing teachers and administrators) resulted in widely used guidelines that protected the quality of dual enrollment writing courses. The article presents a model for achieving high quality in dual enrollment writing instruction, featuring approaches such as integrating high school faculty into college departments, using comparable writing placement methods, and appointing dual credit liaisons within college departments that offer dual credit composition.

KEYWORDS: WPA, administration, dual enrollment, FYC, initiative, Missouri Colloquium on Writing Assessment, teacher-cooperation, model

Denecker, Christine M.

Toward seamless transition? Dual enrollment and the composition classroom [doctoral thesis]

Bowling Green, OH: Bowling Green State University (2007). Retrieved 15 May 2010 from <<http://etd.ohiolink.edu/send-pdf.cgi/Denecker%20Christine%20M.pdf?bgsu1194187966>>

Denecker studied dual enrollment courses in Ohio generally, but most directly those offered by the University of Findlay, focusing on the hope that such programs would assist a "seamless" transition from high school to college. Results indicate that structural differences between high schools and college continue to drive strong differences in writing pedagogy that persist in high school courses offered for college credit. Denecker concludes that "seamless" transition is a "charlatan claim," not only because it does not seem to happen but also because the end may not be as desirable as it sounds.

KEYWORDS: dual enrollment, program, Ohio, USA, history, University of Finlay, student-opinion, teacher-opinion, needs-analysis, data

Farris, Christine R.

Minding the gap and learning the game: Differences that matter between high school and college writing

In Hansen, Kristine; Christine R. Farris (Eds.), *College credit for writing in high school: The "taking care of" business*; Urbana, IL: National Council of Teachers of English (2010), 272-282

Farris carefully weaves together an allegory drawn from *The History Boys*, a play and film by Alan Bennett, with her broad experience with directing both on-campus composition and an ambitious dual enrollment program to argue for basing dual enrollment programs on critical understanding rather than jumping "hurdles." Farris contrasts seeing composition as a "game" that prepares students mainly to succeed at the superficial apparatus of college (the subject matter of *The History Boys*) with seeing composition programs as ways to engage students in genuine academic inquiry. Farris describes her own growing understanding that a more genuine approach to composition needed to pervade the dual enrollment program itself. She also describes some of the results of that viewpoint, such as presenting the high school teachers who taught the classes with an administrative approach that itself looked more like critical engagement and less like jumping hurdles.

KEYWORDS: dual enrollment, advance-placement, articulation, school-college, objective, standards, academic inquiry, critique, rote learning

Farris, Christine

The space between: Dual-credit programs as brokering, community building and professionalization

In Yancey, Kathleen Blake (Ed.), *Delivering college composition: The fifth canon*; Portsmouth, NH: Boynton/Cook, 2006, 104-114

Farris examines the a model of dual credit composition that makes college classes in high school settings hybrid classes in which high school teachers act as "brokers" or negotiators between high school and college curricula. Writing in something of a hybrid genre combining personal/professional narrative and scholarly discourse, Farris traces her own experiences in seeking to direct a dual credit program in which high school teachers become collegiate colleagues, learning about curriculum in ways like those used for graduate assistants and taking on administrative roles within the program. Constructed in such a manner, dual credit composition sponsors curricular interaction between K-12 and college courses, leading to dual credit courses that move more fully toward the collegiate mission of helping students become acculturated to academic writing. Farris expresses confidence that such courses hold up well against those offered on college campuses.

KEYWORDS: program, implementation, delivery, dual enrollment, community, professionalization, school-college, negotiation, hybridity, scholar-story, objective

Frick, Jane; Nancy Blattner

Reflections on the Missouri CWA surveys, 1989-2001: A new composition delivery program

College Composition and Communication 53.4 (2002), 739-746

The article presents the results of 13 years of collaborative writing research shared among the nearly 40 schools in the Missouri Colloquium on Writing Assessment (CWA), a group of college writing teachers and administrators. On the whole, dual enrollment classes in Missouri had been improved by state adoption of the CWA-suggested practices of college-level student placement, shared course syllabi, teacher approval by college departments, and faculty liaisons who managed each department's dual enrollment courses. Frick and Blattner note, however, that dual enrollment courses appeared to be "collapsing" college writing classes into high school classes, as shown by reduced demand for college writing classes. Detailed statistical findings related to dual enrollment writing classes are presented in pages 744-745.

KEYWORDS: survey, WPA, dual enrollment, history, Missouri, 'Missouri Colloquium on Writing Assessment', data, technology, future, program, debilitation

Hansen, Kristine; Christine R. Farris (Eds.)

College credit for writing in high school: The "taking care of" business

Urbana, IL: National Council of Teachers of English (2010)

This edited collection gathers chapters about composition credit gained through Advanced Placement, International Baccalaureate, dual enrollment (referred to consistently as "concurrent enrollment" in this collection), and programs that blend the last years of high school and the first years of college. The collection examines the roles and achievements of such programs relative to first-year composition classes in college. The chapters in the collection on dual enrollment either comprise or reference the bulk of research in the field on that topic.

KEYWORDS: dual enrollment, Advanced Placement, equivalency, advance-placement, school-college, articulation

Hansen, Kristine

The composition marketplace: Shopping for credit versus learning to write

In Hansen, Kristine; Christine R. Farris (Eds.), *College credit for writing in high school: The "taking care of" business*; Urbana, IL: National Council of Teachers of English (2010), 1-39

Hansen offers an overview of composition credit viewed through a sophisticated economic lens that she carefully explains at the beginning of the chapter. The chapter

contrasts the competing composition "brands" of on-campus courses, Advanced Placement, International Baccalaureate, dual enrollment, and programs that blend the last years of high school and the first years of college. Her discussion of dual enrollment points out that dual enrollment classes offer low cost and ease of access, but very little in the way of coherent brand identity or quality control outside particular local contexts. Dual enrollment can become a simple means to buy credit without regard to quality. Hansen notes that NACEP's accreditation efforts could offer dual enrollment classes a strong brand identity and stronger quality control, but would not immediately address concerns related to the different situations of high school and college classes.

KEYWORDS: Advanced Placement, advance-placement, credit, equivalency, learning-theory, history, economic, International Baccalaureate, quality control

Hesse, Douglas

Afterword: Of cellists and writers, getting better and getting on

In Hansen, Kristine; Christine R. Farris (Eds.), *College credit for writing in high school: The "taking care of" business*; Urbana, IL: National Council of Teachers of English (2010), 283-291

Hesse, reviewing the chapters in the collection, speculates about the possible problems with the entire model of composition that leads students to want to "take care of" it as early as possible. Comparing composition with seriously studying a musical instrument, he ponders whether students, parents, and other faculty should instead want to foster a model of continuous study and improvement rather than one of getting the writing requirement out of the way.

KEYWORDS: dual enrollment, advance-placement, Advanced Placement, profession, future, music, learning-theory, requirement

Jolliffe, David A.

Foreword: Tough questions for thoughtful educators

In Hansen, Kristine; Christine R. Farris (Eds.), *College credit for writing in high school: The "taking care of" business*; Urbana, IL: National Council of Teachers of English (2010), vii-xv

Noting his own personal and professional complicity in speeding up the path through higher education, Jolliffe somewhat regretfully notes that everyone involved in dual enrollment and other paths to early credit should pause to consider the potential value of slowing down the process. Jolliffe speculates that students who take a normal amount of time to finish college might learn more and develop more fully as a result. Thus, the independent and isolated assessment of paths to early credit might not provide the complete picture of their advantages and disadvantages.

KEYWORDS: Advanced Placement, advance-placement, equivalency, dual enrollment, advance-credit, needs-analysis, scholar-autobiography, scholar-story, learning-theory

Koszoru, Jane

When a high school goes to college

English Journal 94 (2005), 25-30

The article describes a "College Academy" established by Broward Community College, in which qualified high school students attend a hybrid high school and college curriculum on the BCC campus. The author makes a strong argument for the College Academy as a superior approach to dual enrollment.

KEYWORDS: dual enrollment, Broward Community college, two-year, school-college, hybridity, College Academy, program

McClure, Randall; Kevin Enerson; Jane Kepple Johnson; Patricia Lipetzky; Cynthia Pope

Concurrent enrollment in rural Minnesota: Addressing the needs caused by shifting demographics, economics, and academics

In Hansen, Kristine; Christine R. Farris (Eds.), *College credit for writing in high school: The "taking care of" business*; Urbana, IL: National Council of Teachers of English (2010), 189-207

Examining the effects of dual enrollment classes in small, rural, schools, this chapter unabashedly concludes that dual enrollment is "a marvelous idea" (205). The authors are the college faculty and high school faculty involved with offering dual enrollment at the sample schools. Examining their experience and that of their students, they concur with all the most commonly stated benefits of dual enrollment: significant cost savings, more challenging classes for high school students, a better path to success in college for those students, better faculty development and teaching opportunities for the high school teachers, and productive understanding of the transition between high school and college writing expectations for all participants.

KEYWORDS: dual enrollment, demographics, economy, high-school, needs-analysis, rural, Minnesota, teacher-cooperation, teacher-growth, articulation

McCrimmon, Miles

Contesting the territoriality of "Freshman English": The political ecology of dual enrollment

In Hansen, Kristine; Christine R. Farris (Eds.), *College credit for writing in high school: The "taking care of" business*; Urbana, IL: National Council of Teachers of English (2010), 208-226

McCrimmon maps out the cultural territory of dual enrollment as to a variety of factors, looking at it from the view of one culture, then another, showing that colleges and high schools do not so much occupy different spaces with a boundary, but overlapping spaces with several different cultural interpretations. He advocates seeing the hybrid site of dual enrollment as a cultural borderland where every camp—four-year colleges, two-year colleges, high schools, students, parents, and communities—could learn from the others. Along the way, McCrimmon sets out in much detail where and how these kinds of exchanges already take place in ways that counsel against either "Pollyanna" or "doomsday" attitudes.

KEYWORDS: dual enrollment, professional turf, territoriality, FYC, political, ecological, cultural, hybridity

Moody, Patricia A.; Margaret D. Bonesteel

Syracuse University Project Advance: A model of connection and quality

In Hansen, Kristine; Christine R. Farris (Eds.), *College credit for writing in high school: The "taking care of" business*; Urbana, IL: National Council of Teachers of English (2010), 227-245

As their title clearly states, the authors present the Syracuse University Project Advance (SUPA) program as a model of effective dual enrollment. The authors point out that SUPA has poured tuition revenues from dual enrollment back into the program. As a result, SUPA can sponsor a rich programmatic structure—fully described in the chapter—that carefully integrates dual enrollment teachers at participating high schools into the sponsoring college programs. The college programs participate in NACEP accreditation and, with the participation of the dual enrollment teachers, control the dual credit curriculum.

KEYWORDS: dual enrollment, Syracuse University, Project Advance, advance-credit, model program

Post, Joanna Castner; Vicki Beard Simmons; Stephanie Vanderslice

Round up the horses—The carts are racing downhill! Programmatic catch-up to a quickly growing concurrent credit program

In Hansen, Kristine; Christine R. Farris (Eds.), *College credit for writing in high school: The "taking care of" business*; Urbana, IL: National Council of Teachers of English (2010), 164-188

The authors, who had several different roles in the experience, describe and analyze the experience of bringing a hastily expanded dual enrollment program under control. The chapter describes the wide array of administrative, legal, ethical, and logistical problems that have to be addressed to produce a productive program. The authors tentatively conclude that even under difficult conditions, cooperative leadership in the high school

and college offices involved in offering dual enrollment courses can produce a program that is productive and valuable for students.

KEYWORDS: dual enrollment, implementation, administration, legality, ethical, program-design, faculty-cooperation

Schwalm, David E.

High school/college dual enrollment

WPA: Writing Program Administration 15.1-2 (1991), 51-54

As part of a pair of brief articles presenting opposing viewpoints (see Vivion, 1991), this article argues against dual enrollment writing classes. Schwalm argues that dual enrollment courses enhance the tendency to confuse credit with achievement, displace potentially more rigorous Advanced Placement courses, ignore the importance of academic context in writing instruction, and undermine the development of fully professionalized college writing instruction. Schwalm further argues that the attractive economics of dual enrollment writing courses deceive students and parents in ways that undermine students' writing ability. Schwalm encourages writing program directors to resist dual enrollment.

KEYWORDS: dual enrollment, articulation, needs-analysis, credit, academic-success, Advanced Placement, debilitation, WPA-resistance

Taczak, Kara; William H. Thelin

(Re)envisioning the divide: The impact of college courses on high school students

Teaching English in the Two-Year College 37.1 (2009), 7-23

This qualitative study tracked the experience of high school students enrolled in an on-campus college class as part of a pilot program. As an intentional part of the pilot program, which was not designed or approved by the authors, the instructor had no particular experience teaching younger students and no advance notice that they would be in his class. The results were not strongly positive, leading the authors to suggest that the students might not have been cognitively or socially ready for college composition, and that assumptions that they would be arise from reductive concepts of college composition. The authors extrapolate from their study that dual enrollment classes in college writing might not be successful, despite studies indicating that dual enrollment classes generally have positive outcomes.

KEYWORDS, school-college, skill-transfer, dual enrollment, qualitative, data, student-opinion, readiness, improvement

Vivion, Michael J.

High school/college dual enrollment and the composition program

WPA: Writing Program Administration 15.1-2 (1991), 55-59

As part of a pair of brief articles presenting opposing viewpoints (see Schwalm, 1991), this article argues for dual enrollment composition, given full involvement in curriculum and teaching by the sponsoring college. Vivion notes deficiencies in other methods of awarding college writing credit such as AP and CLEP tests and poorly managed dual credit classes. He outlines his department's program for integrating dual credit teachers and curriculum into the writing department of the sponsoring college, pointing out the benefits of such a program for students and dual credit teachers.

KEYWORDS: dual enrollment, WPA, articulation, program, Advanced Placement, CLEP