

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

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

## Unique Characteristics of Each Accelerated Program

Accelerated Program	Description	Student Eligibility	Unique Program Strengths	Student Strengths for Success	College Readiness Skills
Early College (College Campus)	<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	1. Students have first-hand opportunity to learn how college works, to experience admissions, registration & instruction	1. Strong independent learner	Content Knowledge Contextual Skills & Awareness
		2. Indicators for success in a college class such as strong GPA or ACT scores; criteria vary by institution	2. Experience of variety of modes of instruction - F2F, IVC, online	2. Strong study skills and time management behaviors	
			3. Experience academic culture/protocols in a college environment	3. Strong academic background	
			4. Access to lower and upper division college classes	4. Intrinsically motivated	
		3. Parent and high school permission.	5. Opportunity for students to begin a post-secondary pathway	5. Student is focused on specific career goals	
Early College High School	<i>High school offers high school, Concurrent Enrollment, and Early College classes to accelerate students. Typically, a large percentage of students earn an associate's degree before they graduate from high school. Tuition and fees are paid by school. ECHSs are committed to serving students underrepresented in higher education.</i>	1. Students are selected by lottery	1. Students have first-hand opportunity to learn how college works, to experience admissions, registration & instruction	1. Transitional independent learner. In addition, must have strong academic work ethic: no extra curricular activities.	Academic Behaviors Cognitive Strategies Content Knowledge Contextual Skills & Awareness
		2. Students enter ECHSs in grades 9, 10, 11, or 12	2. Experience of variety of modes of instruction - face to face, IVC and internet classes	2. Moderate study skills and time management behaviors	
		3. Indicators for success for college class such as GPA of 3.0 or ACT of 22+	3. Experience college expectations and work load in a supportive environment; transition to college gradually over several years	3. Strong academic background or talent area	
			4. Access to lower and upper division college classes	4. May be intrinsically motivated; may have other motivations.	
		4. Parent and high school permission for college classes	5. Opportunity for students to begin a post-secondary pathway. In addition, students work on their college degrees as a cohort	5. Open to college expectations	
Concurrent Enrollment (CE)	<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. Students pay admissions fees and partial tuition.</i>	1. Junior or Senior, sophomore by exception	1. Students have first-hand opportunity to learn how college works, to experience admissions, registration & instruction	1. Transitional independent learner	Content Knowledge Contextual Skills & Awareness
		2. Indicators for success in a college class such as GPA of 3.0 or ACT of 22+	2. Experience of variety of modes of instruction - F2F, IVC, online	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	
		3. Parent and high school permission	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 Cognitive Strategies Content Knowledge
			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; class audits required	1. Independent learner who exercises initiative	Academic Behaviors Cognitive Strategies Content Knowledge
			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. Curriculum emphasizes inter-cultural understanding	3. Strong interest in theories of knowledge	
			4. Students actively learn from the experience of doing real tasks from activities beyond the classroom	4. Intrinsically motivated	
				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		