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Formative Threads in the Tapestry of College Credit in High School

An Early History of the Development of Concurrent Enrollment and a Case Study of the Country's Oldest Program

Carissa Rutkauskas and Kathrine Grant

Introduction

New England, a region long known for its ingenuity and creativity, served as the nation's launching point for the industrial revolution and the innovations that followed. Throughout the century leading into the industrial revolution, and the subsequent centuries, communities across Connecticut were shaped in large part by the growth of the textile industry and mills that became foundational components of their community's infrastructure through World War One. While demand for materials began to drop by the 1920s, and Connecticut's abundant textile mills shrank considerably into the 1950s, other regional innovations were on the horizon. Created by independent threads of ideas spanning time, space, and disciplines, the state's flagship university was to become home to the oldest and longest running concurrent enrollment program in the country: the University of Connecticut's Early College Experience Program (UConn ECE, "About Us").

In tune with the verbiage of the time, UConn's "High School Cooperative Program for Superior Students" held its first classes in 1955-56 school year. University-certified high school instructors taught UConn classes at seven area high schools where 112 students took courses, with 76 earning a total of 126 credits

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in nine different courses (High School Co-Op Program Report, 1956). The new program model was created during a period of massive change in the United States and during a time of great innovation. Across the country, educational initiatives in response to wartime efforts, expanding attainment of terminal degrees, the need for an educated workforce, and attending to the needs of "superior students" were in full swing. There was a focus on how to best serve students on the cusp of graduating from high school and entering college, considering articulation between the two institutions, and when and how to accelerate the most advanced students.

Today, in many cases, dual and concurrent enrollment (DE/CE) has evolved to be an inclusive practice, offering high school students a breadth of technical and academic college courses, hosted by two-year community colleges and four-year colleges and universities. UConn's program, along with its name change, now has the mission of "access to, and preparation for, higher education," and has grown to a program that enrolls over 15,000 students in 186 high schools around the state (UConn ECE, "Data"). Access is not restricted to "superior" students who must achieve minimum acceptable scores on standardized tests, but rather the responsibility of student stewardship is placed on UConn ECE Site Representatives, high school counselors who act as liaisons between UConn ECE and the high school. Students have the opportunity to select from 87 unique courses, ranging from traditional Liberal Arts and Sciences courses such as First Year Writing, World History, or Chemistry, to specialized and contemporary courses such as Asian American Studies, Applied Mechanics, and Digital Media and Design (UConn ECE, "Courses").

This paper tells two stories: (1) that of the formative ideas leading to modern day DE/CE and (2) how one Connecticut program grew, adapted, and persisted through 68 years of changing political and social ebbs and flows to serve the students within its borders. It explores strands of related academic and educational efforts that were occurring in the early half of the twentieth century that led to direct and indirect influence on DE/CE models. The goal of exploring both the national and local context is to demonstrate the aligned, but siloed, evolution of accelerated and enriched learning for students that led to the development of modern day DE/CE. Through showing the broader context first, we are then able to demonstrate how one institution reflects these disparate threads coming together to create a CE program. These models started developing in the 1950s, experienced growth in the 1970s, and had renewed interest in the 1990s, with the formation of the National Alliance of Concurrent Enrollment Partnerships (NACEP). Through evidence from journals and other primary sources leading to the development of the program, we offer an institutional history of the evolution of policies and procedures that have enabled

UConn ECE to endure and mature into the program it is today. The tapestry of DE/CE programs throughout the United States is one of a unique, multi-layered concept, woven into the notion of student success by recognizing the capabilities of individual students to succeed beyond traditional high school offerings.

Background and Contextual Information

NACEP currently defines dual and concurrent enrollment partnerships as one which "provide(s) high school students the opportunity to take college credit-bearing courses," further defining concurrent enrollment as the "subset of dual enrollment courses taught by college-approved high school teachers in a secondary environment" (National Alliance of Concurrent Enrollment Partnerships, n.d.). For the purposes of this paper, we will use the term DE/CE when referring to high school-college models, unless otherwise noted. We will use these terms when referring to programs that may not have historically used them and contexts where these terms were not used with any sense of frequency at this time for the sake of simplicity. Even today, there is much debate on terminology, with CE and DE being the most widely accepted, with dual credit a close third (An and Taylor, 2019). Similar models, such as non-credit university courses or exam-based credit opportunities, add to the confusion of identifying and categorizing programs with the aim of making higher education more accessible. The names of these types of programs have also changed and evolved over time, with the same term sometimes being used interchangeably for distinct models, or even new terms being created. Borden et al., (2013, as cited in An and Taylor (2019)), found that there were 97 terms used to outline state policies and names for DE/CE. Additionally, DE/CE was not always used to describe the programs of today, and the descriptors "concurrent enrollment" and "dual enrollment" had other meanings and uses throughout the evolution of education. There is also not a consistent or agreed upon chronicle or history of how these programs came to be. The development of DE/CE programs occurred along a similar timeline across the nation, but the creation of these programs often happened in a siloed manner, and some only had a short lifespan. Because of this, it has been difficult to determine and document the origins, model, and purpose across the many different contexts, versions, and durations of DE/CE programs.

Terminology

While "concurrent" and "dual" are the most popular terms used today, that was

not always the case. Programs were often uncategorized, under the umbrella of "advanced standing," or described under a plethora of other terms, some of the most popular being "cooperative" or "co-operative." Starting in the 1950s "concurrent" also referred to community college students who were taking courses in the classroom, as well as courses broadcast via television, while "dual enrollment" had several meanings in this time period. Students who were enrolled part time in both public and private schools were dually enrolled, as were postsecondary students who were attending two colleges.

Use of "concurrent enrollment," "concurrently enrolled," and "gave credit concurrently" for high school students in college courses is repeated, though not defined, in papers about California programs starting in the mid-1960s. Nicklin's (1964) dissertation, *An Investigation of Selected Co-ordinate College-High School Honors Programs*, details two Los Angeles programs. The publication "College Programs for Able High School Students" in California profiles 87 institutions, 4 of which gave both high school and college credit (Twitchell, 1965). The use of "concurrent" in a descriptive way continued in California into the 1970s, (Kintzer, 1972; Greaves, 1974; and Bielen, 1978) and beyond.

Iowa also may have been an early adaptor to the use of the term concurrent enrollment in reference to a high school student enrollment in both secondary and postsecondary institutions at the same time. A 1968 publication mentions "programs for high school students who may benefit from concurrent enrollment" as an area in which community college/vocational colleges should offer services. It further states that in section 280a.1 of the 1967 code of Iowa, "Programs for all students of high school age who may best serve themselves by enrolling for vocational and technical training while also enrolled in a local high school, public or private" (Yeager, p. 4).

In the 1970s "concurrent" appeared more frequently. Local newspaper articles illustrate usage: Louisiana ("LSU to Open Special High School Program," 1972), Florida ("Advanced Students In College", 1973), and New Mexico ("Concurrent Enrolling Adopted", 1974) were using the term by the early 1970s. A 1973 Carnegie Commission on Higher Education report defines the trend of concurrent enrollment as:

> Increasing numbers of schools in colleges are permitting high school students to take one or more college courses while maintaining their enrollment at the high school for the bulk of their instruction. Credit is often given towards both the high school diploma and the college degree. Concurrent enrollment is restricted to schools within commuting distance of the colleges (p. 82).

By the end of the decade, "concurrent" was being used to describe programs in Texas (deBin, 1975), New York (Rossie, 1975; Chapman, 1977), Rhode Island (Vernon, 1979), and Vermont (Voorheis, 1979). The term dual enrollment was not as popular in the 1970s, likely because of other meanings within the educational realm. There are a few examples with respect to its current meaning: it was used in Utah in 1958, for a program that allowed selected high school students to take courses at Dixie College ("Experimental Program to Afford Gifted Students Opportunities at Dixie", 1958). A 1970 article, with a focus on the Southern United States, uses "dual enrollment" in a rather contemporary context related to this paper:

> Dual enrollment programs include two types of high school students: those taking some courses at the college and some at their own high school, and those taking all their academic work at the college. In the latter case the student's high school will typically grant him full credit toward graduation for what-ever time he spends at the college (Ferrin & Willingham, p. 21).

The use of "co-operative" or "cooperative" fell out of fashion, only appearing twice ("Cooperative Academic Partnership Program" and "Cooperative Innovative High Schools"), and "advanced standing" only once in research done by Borden et al., in 2013. "Credit in escrow", popularized in the 1970s, also saw a decline, with only Tennessee and Wisconsin making mention of it (Borden et al., 2013).

Blurring the Line Between High School and College

The American education system has never been neatly structured or consistent. It has changed and evolved over time, varied by region, and at times has been inaccessible to specific groups within our country. The struggle of how to best serve academically talented students became more apparent within the framework of high school/ college articulation. As secondary education became more prevalent, and terminal degrees and the expectation of academic achievement shifted from elementary schools to high schools to college, the need for clear and distinct course content comparisons increased. Relevant research and records suggest that the idea of a continuum between high school and college was carried forth with Robert M. Hutchins, president of the University of Chicago, from 1929-1951. Contrary to the agenda of Dean Chauncey Boucher's 1930 "New Plan," of a four-year undergraduate experience and self-pacing, Hutchins caused ripples when in 1932 he persuaded the Senate to "authorize the idea of a four-year program that combined the last two years of the University High School and the first two years of the College for local

Laboratory School students" (Boyer, 1999, p. 19). Competing initiatives slowed the start of the program and lack of support from the faculty contributed to changes in the initial plan (Boyer, 1999), but this is an example of how the delineation between high school and college was evolving.

In "Integrating High School and College" (1933) by Edward Safford Jones, the issue of articulation between high schools and colleges is described, as well as the traditional American education as a "time-serving and place-serving process." He questions what happens when the level of work a student accomplishes in high school is above what they are tasked with in their first years of college (p. 132). Jones' article discusses the occurrences of college credit being granted to students for post-high school work. His questions most generally surrounded the use of examinations to determine credit, and he concludes that "colleges are making only meager gestures toward articulation… [and that] the field for co-operative experimentation is wide open" (p. 132). Also interested in these themes at the time were Little Rock Junior College and the University of Louisville, who admitted twelfth graders as college freshmen (Boardman, 1943).

World War II and Its Influence

Events around and as a result of World War II led to significant changes in US education. Overall, high school graduation rates were increasing. The last academic year before the start of the war saw a 50% high school graduation rate for the first time in the country's history, which then dipped for a few years as young men left for war instead of school (Snyder, 1993). After the war, public school enrollment increased by 44% (Snyder, 1993). In 1937, two years before US involvement, nearly 21% of students entering college were seventeen years, five months old or less, with just over 8% of that group being less than seventeen, indicating that acceleration was quite common (Boardman, 1943, p. 461).

Three noteworthy events happened in 1942, affecting higher education. First, Congress lowered the draft age to from 21 to 18 as part of the Burke-Wadsworth Act. Instead of entering the workforce or matriculating into a college or university, young men were obligated to fulfill their time in service, resulting in fewer college enrollments. Secondly, the Educational Policies Commission (a unit of the National Education Association) formally recommended that select high school students who completed their junior year were accelerated to enter college a year early (Boardman, 1943), resulting in increased college enrollments. Finally, the General Education Development Tests (GED) was established. While it created an indicator of college placement for veterans who had not completed high school, it also subsequently

promoted testing for credit and weakened the Carnegie-unit method for high school completion (Quinn, 2002). By 1947 the GED was being marketed as an alternate high school credentialing device, as a high school equivalency certificate for high school dropouts (Quinn, 2002).

By the early 1940s, high school students who had completed at least some of a traditional high school education had several options. Students could complete the traditional high school path, or talented high school students could choose to formally enter college early. Some would enter military service through the draft or voluntarily enlist, never to earn their high school diploma, or later obtain a certificate of high school completion in the form of a GED. Prior to these 1942 changes and in the context of the war, a young man had the potential of completing three years of college before going off to war – that is, graduate high school at 18 and attend three years of college before being drafted at the age of 21. The opportunity to complete the trajectory was removed with the decrease in draft age, but the addition of acceleration in the junior year of high school shifted that possibility to a younger cohort of students. Additionally, the GED started to normalize testing for credit and was briefly controlled by a merger which included the College Entrance Exam Board, the same organization that offers the Advanced Placement tests.

Nationally, just a month and a half after the federal recommendation to let select students into college after completing their junior year, articles and editorials appeared in professional periodicals about these young students' experiences entering college. These evaluations (Boardman, 1943) were conducted over four months and resulted in four areas of interest. One of these areas inquired into if it would be better to maintain students in the high school, as high schools were better equipped to work with these students than the limited supports available to a freshman in college (Boardman, 1943). Students starting college at an age younger than 18 is not a new concept. Prior to the 1942 recommendations, Sarbaugh (1934), as cited in Boardman, suggests that students starting their higher education at an earlier age are more productive than their grade-level counterparts: in the late 1920s and early 1930s, it was found that students who were two years accelerated at the University of Buffalo performed as well as their older peers (1943).

World War II affected policy in junior colleges. In California, the 1943 session of the Legislature allowed high school seniors over 17 years of age to take junior college courses in conjunction with their high school courses (Nicklin, 1964), indicative of what was to become a more standard model of dual enrollment over the next several decades. Nationally, the President's Commission on Higher Education desired free public education to help with post-war demands for an educated public, and junior college became the terminal degree for one-sixth of all youth (Geiger,

2019, p. 13). In 1959, California legislation authorized junior colleges to admit up to 5% "superior twelfth-grade students" for part-time study, as recommended by the high school principal, while at the same time "attending high school classes for at least the minimum school day" (Price, 1960). Forty-nine of 62 public junior colleges enrolled 897 superior students from 128 different high schools in 365 different courses (Price, 1960).

In the years following WWII, US economic growth was unprecedented, ultimately permitting more students to continue with their educational aspirations and lessening the burden of poverty and the need to leave school and enter the workforce. Because of this, high school graduation rates were on the rise. The influx of veterans back to the civilian world also impacted education. Aside from the lasting influence of the new GED, The Servicemen's Readjustment Act of 1944, commonly known as the G.I. Bill or the G.I. Bill of Rights, provided returning veterans educational benefits in the form of a monthly stipend for educational use. Though the program got off to a slow start, nearly 2.25 million veterans attended postsecondary institutions between 1945 and 1954, constituting nearly half of all registered students in universities in the first two years the program occurred (Geiger, 2019). Another 36% of these veterans received on-the-job training or vocational education under the educational provisions of the Act (Geiger, 2019).

Changes happening throughout the country led to experimental programs developing from coast to coast, through local and national initiatives–both private and public (Lazerson, 1998). In the early 1950s, the Ford Foundation sponsored innovative practices, adding to the body of knowledge regarding the transitional period between high school and college, as discussed in the "Fund for the Advancement of Education" section below. Segregation in schools was challenged with Brown vs. Board of Education; Sputnik 1957 was a benchmark in US education history as the space race began; and the National Defense Education Act of 1958 in response to the Cold War gave unprecedented fiscal support for the sciences, foreign language areas of studies, and campus growth. Independent colleges and universities were also partnering with local school districts, presenting new ideas on how to educate students who had exhausted their high school options, such as the University of Connecticut and Saint Louis University. In 1959, Saint Louis University began an experimental program allowing "superior high school students to accelerate their education by taking college credit courses in their high school classrooms" (Saint Louis University, 1999, p. 1). Both of these programs have adapted and persisted through time, reflecting the changes in context and purpose for DE/CE programs as the field has evolved.

Related Efforts for Articulation, Enrichment, and Acceleration

Community and Junior Colleges

The development, growth, and spread of junior colleges (later largely rebranded as community colleges, but also known as vocational, technical, or city colleges) has many parallels with the trajectory of DE/CE. In the early part of the twentieth century, the idea of continuing public education beyond the twelfth grade popped up in different parts of the country at different times, under a variety of names–which were to change over time. As with DE/CE, duplication, articulation, and age appropriateness are themes directly related to the development of the junior college. The concept of a junior college in the US is often associated with President Henry P. Tappan of the University of Michigan in the 1850s (McDowell, 1919) and 50 years later championed by the first president of the University of Chicago (1891-1906), William Rainey Harper, to address waste in higher education (Harper, 1905).

The first public junior college, Joliet Junior College opened in 1901 as an experimental postgraduate high school program, outside of Chicago. California introduced a state law in 1907 that permitted high schools to offer postsecondary education. The idea of junior colleges was considered a "county-wide movement toward a more adequate state system of education" in 1917 (Lange, p. 471), the same year that the states of Kansas and Michigan enacted their first laws regarding junior colleges. In 1920, U.S. Commissioner of Education, Philander Claxton, organized a meeting of junior college leaders in St. Louis, Missouri, which led to the development of the American Association of Junior Colleges (AAJC) (Whissemore, 2020). In the first two decades of the 20th century, 175 junior colleges developed or experienced growth (Koos, 1925). As these institutions became more of a mainstay in the American education system, they often underwent a name change to more accurately represent the work that was being done.

Throughout the country, school districts, universities, and state departments of education were starting to embrace the idea of the junior college, whether public or private, as an extension of the high school or part of an established university. Recognizing the need for better articulation and the waste of energy with duplication, some junior colleges also started allowing the dual enrollment of select high school students into junior college courses.

Honors Programs

Honors programs in colleges and universities in the United States grew alongside, but relatively independently of, DE/CE programs. Even before advanced

or accelerated high school students were in formalized DE/CE programs, there was a need to provide appropriate accommodations to students as they graduated high school and entered institutions of higher education (IHEs). Many of these students had already completed some or all of their freshman year of college and would likely move through college as quickly as they had moved through their secondary education. Additionally, deeper, and more challenging content was needed for these students. As with DE/CE, many honors programs were experimental and short-lived, were associated only with a specific academic course or department, and went through various evolutions, but those that persisted developed into current honors programs offered by colleges and universities today.

Forerunners to honors programs can be traced back to the late nineteenth century at Harvard University, the University of Michigan, Princeton University, Columbia University, (Rinn, 2006) and Wesleyan College (Nicklin, 1964). In the post-World War I period, enrollment in higher education increased as did the interest in attending to the individualized needs of students. Frank Aydolotte, president of Swarthmore College, wrote the first edition of *Honors Courses in American Colleges and Universities* in 1924, which included approximately 50 examples of programs; the second edition was published the next year with nearly 100 examples (Rinn, 2006). Similarly, the post-Korean war era saw another jump in the development and growth of honors programs.

In 1964, Nicklin reviewed national developments of the 1950s that influenced high school-college honors programs. Many were funded by the Carnegie and Ford Foundations, and while it can be argued that all of these programs had a positive influence on the development of DE/CE and furthermore set the climate of the nation during the infancy of DE/CE, just four are touched upon in this paper. The National Defence Act was mentioned in the overview and the previous section described the development of junior colleges. Thirdly, the Inter-University Committee on the Superior Student (ICSS) and fourthly, the Fund for Advancement of Education will be discussed.

The ICSS was the first national attempt to unify honors programs in the United States by acting as a clearinghouse for information on the topic (Nicklin, 1964). It was developed by Joseph Cohen in 1956 at the University of Chicago, an institution with 30 years of experience in honors programming, and expanded in 1957 through a Rockefeller Foundation grant (Nicklin, 1964). Through correspondence with colleges and universities across the country, attendance and presentations at regional and national conferences, and a comprehensive monthly newsletter, *The Superior Student in American Higher Education*, the ISS disseminated information, best practices, and updates to university faculty and administrators. The publication was printed

from 1958 through 1964 and contributed greatly to the understanding, development, and expansion of honors programs across the United States.

Articles from *The Superior Student* capture collegiate honors program practices of the time period on a national-level, as well as other innovative and experimental programs for high school students, including high school-college partnerships, mostly described as acceleration or enrichment. The AP program, established nationally just a few years earlier, is recognized as a way to assist combating repetition between the high school senior year and college freshman year (Waggoner, 1958). The publication includes exemplars of high school students participating in college or collegiate-level courses, offering credit or advanced standing for college courses taken during the academic year. Though these courses do not necessarily grant both high school and college credit, nor are taught by university-certified high school instructors, cooperation and partnerships were formed between secondary schools and IHEs to combat duplication and repetition. While the focus was college honors programs, Cohan (1958), the ICSS, and the high school programs they included recognize that college honors students come from high school and that preparation and communication are essential for the success of students.

Gifted Education

Gifted, or gifted and talented, education in United States secondary schools usually comes in the form of acceleration and enrichment, each of which can happen naturally or formally in or outside of a classroom setting. Historically, students are identified as being "gifted" learners and then are tracked into programs where they receive accelerated and/or enriched learning opportunities. Acceleration, as defined by Pressey in 1949, is "progress through an education program at rates faster or ages younger than convention" (p. 2, as cited in Daurio, 1979). This is sometimes a result of grade skipping, in which case the students would be younger than their peers (Daurio, 1979). It could also mean starting at a more advanced age, as was the case with World War II veterans, but completing the program in less time (Daurio, 1979). Meanwhile, enrichment can be divided into lateral and relevant. In 1955, Havighurst, Stivers, and De Hann defined lateral enrichment (non-accelerative) as "encouraging older children to broaden their experience by working in areas not explored by the average student" (p. 21, as cited in Daurio, 1979). This type of enrichment was not limited to academics, but also included language, art, music, and drama. In contrast, relevant academic enrichment (Stanley, 1976, p. 235, as cited in Daurio, 1979), "is appropriate solely for intellectually precocious youths because it acknowledges the inadequacy of conventional education, given the above-average special talents of a

small number of students" (Dario, 1979, p. 21), while maintaining their age assigned grade level.

The concepts of enrichment and acceleration led to the ideas constructing DE/CE, in particular acceleration outside of one's age-assigned grade. Offerings for gifted high school students were frequently occuring in an isolated manner, so one geographic area may have had a stronger high school-based program, while in another area college-based programs were more developed. As with the change in terminology in the sphere of DE/CE, descriptive words have changed as gifted education evolved. Prior to 1970, "exceptional children" were included under the umbrella of "special education." This term applies to pupils who need additional education services, because of their physical, intellectual, or personal-social differences from other children, including unusually bright or gifted children (Snyder, 1993, p. 100). Regardless of the language used or the method of granting stimulating and challenging work to secondary students, action was being taken in selected high schools across the nation to meet the needs of their gifted students. Small, independent, as well as large-scale initiatives paved the way for conversation in the secondary space, which soon expanded to IHEs. Partnerships, cooperation, and collaboration between high schools and colleges slowly started to take place in an effort to fulfill the educational path of gifted students, and over time benefitting all students.

Fund for the Advancement of Education

Though not an educational program itself, the Fund for the Advancement of Education provided a means for experimental initiatives. The Fund was established by Robert Maynard Hutchins after completing his tenure at the University of Chicago and becoming head of the Ford Foundation in 1951 (Marks, 1971). The goal was to examine the quality of the state of education, specifically in teaching, in learning, and in administration "during a time of national affluence, population expansion, international tensions, growing social unrest, educational turmoil, rapid social change, and the adventure into space" (Marks, 1971, p. 3). Areas of interest included acceleration and duplication (Marks, 1971). The Fund found "evidence that in many cases early admission to college freed students of the boredom and frustration of an unchallenging high school environment, gave them new intellectual momentum, and enhanced their social and emotional maturation" (Marks, 1971, p. 154). The Fund's 1957 Evaluation Report "They Went to College Early" describes two types of waste that occur at the college level, which had led to financial support of five projects (Fund for the Advancement of Education, 1957): A student "from a poor

high school frequently spend[s] most of freshman year closing the gaps in his prior preparation, while the well-prepared student often finds it necessary to repeat in college work that he has already done successfully in high school" (Fund for the Advancement of Education, 1957, p. 2). Between 1951 and 1954, the Fund sponsored several programs to save students time and create a more challenging environment, two having the long-lasting influence on present-day education and the direction of DE/CE.

The School and College Study of Admission with Advanced Standing, also known as the Kenyon Plan, originated through a discussion of the faculty of Kenyon College in 1951 when a group of 12 colleges formed a committee on Admission with Advanced Standing with 12 secondary schools to examine 11 classic subject areas (Fund for the Advancement of Education, 1957, p. 5). The project was to explore if students could complete the last two years of high school and first two years of college in a shorter period of time, in response to two assumptions: (1) "that our system does not provide sufficiently intensive instruction for our ablest youth" (Chalmers and Cornog, 1953, p. 5) and (2) "that the secondary school is the place where intensive instruction most needs to be done, and where it can be done with most significant benefit both to the student and to the education system" (Fund for the Advancement of Education, 1957, p.5). Subject matter committees were given the task of defining in their respective subjects the standard of achievement of intensive courses in secondary schools, which could be offered to the "ablest high-school students and for which the twelve colleges could give partial or full first-year credit toward their bachelor's degree" (Cornog, 1955, pp. 381). In 1952, they launched a pilot program involving 7 of the 12 secondary schools and introducing advanced courses in those 11 initial subjects (Chalmers and Cornog, 1953). The program was considered successful from the lens of students, parents, and high school and college administrators, and the College Entrance Examination Board (now the College Board) took control in 1955 (Fund for the Advancement of Education, 1957, p. 4) and the program was to become the Advanced Placement program.

The Program for Early Admission to College was initiated by Chicago, Columbia, Wisconsin, and Yale as concerns for an educated workforce in response to the Korean conflict. A pre-induction program, it allowed talented students to forgo their senior year of high school and enroll in college a year earlier (Fund for the Advancement of Education, 1957). Students must have completed 10th grade or 11th grade, be under 16 and a half years old and in the top 10th of their class (Fund for the Advancement of Education, 1953). Twelve institutions, the founding four and eight additional, admitted 420 students in 1951; 440 in 1952; 254 in 1953; and 236 in 1954 (Fund for the Advancement of Education, 1957, p. 6), with goals similar to the

Kenyon Plan, but it recognized that "many American high schools are not equipped to offer the ablest students college-level work, and that even in high schools that are so quipped, some students who have demonstrated a capacity for college work can profit more by entering college earlier" (Fund for the Advancement of Education, 1957, p. 5). The program was so successful that many of the original colleges, along with a plethora of new ones, continue to admit students early.

The above illustrates just some of the experimental and progressive ideas in the history of US education. Innovative programs working to remedy duplication and articulation between high school and college have a long and complex history, covering a vast geography, and were often happening simultaneously, unbeknownst to each other. Common to many projects, especially those that have found long-standing success, is the spirit of partnership and cooperation between secondary and higher education.

A Concurrent Enrollment Case Study: The University of Connecticut

The preceding sections of this paper briefly mention some programs that influenced or evolved into current-day DE/CE, but this is not nearly an exhaustive list of programs and initiatives through the 1950s. A 1960s publication from the National Education Association included lists of colleges that would accept advanced coursework that students had completed in high school or grant advanced standing entitled "Administration: Procedures and School Practices for the Academically Talented Student in the Secondary School." This phenomenon was outside of AP testing (National Education Association, 1960), indicating an established precedence for these types of programs. Additionally, in 1961, a report from the "New Dimensions in Higher Education" series from the federal Office of Education on Advanced Standing, included a lengthy section on the AP program (Radcliffe and Hatch, 1961). It also included a section on a form of advanced standing where "colleges and universities permit superior high school students to take regular freshman courses concurrently with their high school studies" (Radcliffe and Hatch, 1961, p. 19). This report included the University of Connecticut's statewide Cooperative Program for Superior Students, which is outlined in the following institutional history of the development of UConn's CE program, dating back to the 1950s, where topics of acceleration, articulation, and educational excellence converged during a time of national change.

Developmental Influences

In early 1942, UConn's President Albert N. Jorgensen held a staff meeting named "The readjustment of the college to the war situation" (Waugh, January 9, 1942 as cited in Grant, 2019). Of many adjustments proposed, an acceleration timeline, "favoring summer sessions, shorter terms, [and the] acceptance of high standing high school juniors by colleges" (Waugh, January 9, 1942 as cited in Grant, 2019) was included. The goal was to allow students to join the armed forces or workforce earlier than they traditionally would have been by accelerating their academic careers. Through the advent of the war came the need to expedite education while still maintaining the integrity of the institution. Stakeholders were concerned with preparing individuals for military service earlier and at a higher skill level. At UConn, this became the origin for the idea of early engagement with, and enrollment at, the University for high school students.

The time period after the war still left educational institutions facing many concerns about education, and its role, integrity, scope, and value. There were questions about how to best serve both students who were entering college directly from high school, as well as those who were entering after serving in the war. At UConn, Provost Albert E. Waugh worked diligently on this issue. A few months after WWII ended, Waugh and other UConn officials and representatives from area colleges met with the Connecticut High School Principals Association to respond to the suggestion "that the colleges set up the freshman year of college work in high schools throughout the state…and the colleges would in turn promise to honor the credit so obtained" (Waugh, January 29, 1946 as cited in Grant, 2019). While the proposal was positively received by the colleges, they ultimately felt that it was not the right time to make this change as space was a pressing concern with veterans returning to campus via the GI bill (Waugh, January 29, 1946, as cited in Grant, 2019).

Waugh worked over the course of 3 years, from 1952 to 1955, to start what would become the University's Cooperative Program for Superior Students. After sharing information about acceleration options to the Scholastic Standards Committee and seeking more information from the Ford Foundation about their recommendations for the selection of students (Scholastic Standards Committee, 1952), Waugh was well on his way to creating UConn's CE program. That year, Waugh proposed to the University Senate's Committee on Curricula and Courses (SCCC) the idea to admit "a bright few youngsters who have not graduated from high school," which was received with significant interest (Waugh, April 30, 1952 as cited in Grant, 2019). In area colleges, there was also work being done to create collegiate-level academic

experiences for secondary students: Yale had a program to accept "pre-induction scholars" (as noted above as a part of the Fund for the Advancement of Education) to improve the chance that these students would return to college after fighting in the war (Waugh, April 30, 1952 as cited in Grant, 2019). Within both the context of the Korean War, as well as the work being done at nearby institutions, the need to facilitate academically challenging opportunities for high school students while still in their secondary careers was evident. In the beginning of 1953, UConn's SCCC approved Waugh's proposal (Waugh, February 9, 1953, as cited in Grant, 2019).

Later that year, Waugh met with the Executive Committee of the Secondary School Principals Association, which had intended to protest the early admittance program for students to enter collegiate study early. Following this meeting, the program was changed to allow "these outstanding students to stay on in the high school taking work under our supervision and getting college credit for the work" (Waugh, November 5, 1953 as cited in Grant, 2019). The November 6th edition of *The Hartford Courant* reports that:

> The University of Connecticut has already begun an accelerated study program for superior high school students throughout the state, university officials announced today. Under the twin plan initiated in recent months, outstanding students may be admitted to the university after three years of high school, or, alternatively, stay in high school the full four years while taking university-level work in addition to their regular studies" (The Hartford Courant, 1955).

Students had two paths forward for engaging with accelerated academics: they were able to either (1) graduate early and enroll in college when they typically would have been in their senior year of high school or (2) continue their time in high school while taking UConn classes offered in their high schools (The Hartford Courant, 1955). These two accelerated paths were the strategic outcomes of the work that Waugh and others had done to consider the best possible options for supporting advanced study for students on the cusp of adulthood. The Courant article then goes on to highlight what is the true origination of the UConn's ECE program: the *Cooperative Program for Superior High School Students.*

> The alternative plan, which appears to meet with greater favor among high school administrators, makes it possible for the qualified student to parallel high school studies in his senior year with additional studies on the college level. Work, such as extra reading, or lab work, will be given under university supervision, through a university-approved teacher" (The Hartford *Courant*, 1955).

This program would become the foundation for the University's concurrent enrollment program.

The First Cohort

A Special Committee to Study Admission with Advanced Standing was created to help guide the process, and meeting minutes note that the group "should take cognizance of the experience embodied in the 'Kenyon Report'" when creating the program (Special Committee to Study Admission with Advanced Standing, 1954). Through bringing together a variety of invested, but disconnected, stakeholders–secondary educators, principals, parents, and university administrators and faculty–Waugh was able to establish the *Cooperative Program for Superior High School Students* in January of 1955, and the first cohort of students began taking classes under the program's purview during the 1955-1956 school year (Grant, 2019). At its outset:

> the program [was] designed to enable outstanding high school students to receive credit for work at the college freshman level in several fields of study. The anticipated results are: (1) saving of time or broadening of training for such students; (2) attraction to the University of a greater number of top quality students; (3) a stimulating influence on high school students and teachers (Special Committee to Study Admission with Advanced Standing, 1955).

At the end of the 1955-1956 school year, a group of 112 students from seven Connecticut high schools (New Britain High School, Bristol High School [now Bristol Central High School and Bristol Eastern High School], Manchester High School, Norwich Free Academy, Rockville High School, Valley Regional High School, and Woodbury High School [now Nonnewaug High School]) were a part of the first year of the "Cooperative Program", resulting in 76 students earning a total of 126 credits (Grant, 2019).

In the following academic year, Alexander J. Plante joined the UConn School of Education staff as an assistant professor—his duties included serving "as supervisor of the cooperative program for superior high school students" (The Hartford Courant, 1956). This one-year appointment helped to institutionalize the program within the greater University context, demonstrating the viability of the program just after its first year. The program was highlighted in *The Courant* in 1958 as an important factor in the acceleration of students' careers:

> The University of Connecticut's plan for superior state high school students is paying dividends, the director of the program announced Friday. Under provisions

> of the program, now entering its fourth year, qualified high school students have been taking university-level courses at their local schools, sometimes in addition to their regular academic load (*The Hartford Courant*, 1958).

The program was then led by Raymond W. Houghton, who noted that "'Interest in the program has grown rapidly from the outset"' (*The Hartford Courant*, 1958).

Over the first 10 years from its inception, UConn's program is referenced in the state's newspaper (*The Hartford Courant*, various between 1955-64), *University Bulletins* (University of Connecticut, 1955), *The New York Times* (The New York Times Company, 1956), in books (MacLean & Carlson, 1958), academic journals (Estes, 1959), reports (Radcliffe & Hatch, 1961), theses (Margarones, 1964), dissertations (Nicklin, 1964), and annotated bibliographies (Flaugher, et al., 1967), but is often not cited in early research papers, due to the siloed nature and the lack of easy accessibility to documents that we enjoy today.

Evolution of the Program (1960s-1980s)

Throughout the remainder of the 1960s, the Cooperative Program continued to expand to provide more students with the opportunity to pursue cost-free university coursework in their high schools. Northwest Catholic High School admitted 12 students to their mathematics program in 1966 (The Hartford Courant, 1966); Valley Regional High School added a Zoology course as well as two math classes (The Hartford Courant, 1968); and East Windsor High School was accepted as a Co-Op partner school (*The Hartford Courant*, 1969). As teachers continued to become certified and as established schools increased their course offerings, more and more Connecticut students were receiving college credits. In 1974 news of instructor certification and student enrollment continued to make local and state papers; at the end of 1974, *The Hartford Courant* noted that fifty students at Bloomfield High School received a total of 841 credits, averaging out to over a semester's worth of college credits per student.

The 1970s can be characterized by not only growth, but scrutiny of the Co-Op Program. In early 1974, the Standing Honors Committee at the University recommended that "the credits awarded to entering students for courses taken in high school under this program not carry with them grades which then become part of the student's CQPR [Curriculum Quality Point Rating, which preceded the current GPA metric]. The recommendations pointed out that credits under the Connecticut Cooperative Program would then be treated the way transfer credits from other universities are" (Standing Honors Committee, 1974). This recommendation would undercut a core component of the CE program, preventing students from accessing–or transferring–their college credits. While not conclusive,

our archival research indicates that costs of the program, as well as budget cuts at the University, may have led to the recommendation. At that point, the program was cost-free to students and partner schools, with the University absorbing all of the cost of administering the program. As the program grew, so did the costs of running it. *Red Brick in the Land of Steady Habits*, which traces UConn's development over its first 125 years from an agricultural school to a nationally known R1 public university, cite a professor's testimony in front of the Connecticut Legislature in the mid 1970s, who argued that "reduction in budgets and cost of inflation mean that cuts are going through the bone and amputations are taking place" (Stave et al., 2006). No program was immune to the impacts of these cuts, including the Co-Op.

The recommendation led to a freeze in February of that year, pending a program evaluation, which was subsequently shared with Co-Op partners in April. The decision was vehemently opposed by some members of the community, including M.J. Walker, a longstanding member of the Advisory Council of the Cooperative Program for Superior High School Students, who wrote to UConn's Dean, Provost, and Senate Committees on Curriculum and Standards. Walker's letter entails an impassioned reasoning underscoring the need of the program, citing the Co-Op Program as part of the shift in UConn's perception to one that is much more favorable (Walker, 1974). As Walker writes, the program "has academic and public relations value…infinitely greater than the few dollars per student required to maintain it" (Walker, 1974).

Before the new year, Dean Albert C. Kind took over the program after the retirement of Edward Manchester in 1974; Kind worked over the next several years to revive, realign, and enrich the Co-Op Program. Even though the Standing Honors Committee reaffirmed their decision after Kind proposed a reversal of it (Kind, 1974; Standing Honors Committee, 1974b), he was not dissuaded from working to reinstate the credit-bearing aspect of the program, enhance student experience, and raise the profile of the program. Kind worked to establish better structures for ensuring course alignment across university and high school campuses, went on a "road-show" to meet with 46 schools across the state, and helped to build the infrastructure of the program so that it was able to ensure an enriching collegiate experience for its secondary students (Kind, 1976b.). Kind's work to create a more positive review of the program contributed to the Committee's reversal of their decision in early 1975 (Kind, 1975; Committee on Scholastic Standards, 1975), and Co-Op students were back on their way to receiving credit–just in time for the program's recognition on the national scale in *College Courses: A Twelfth Grade Option* by the National Association of Secondary School Principals (1975). The publication was a collection of programs that allowed high school students to gain college credit

in their secondary schools, highlighting the Cooperative Program as well as its implementation at William H. Hall High School in West Hartford, CT.

The latter half of the 1970s also represented an increase in correspondence between the Co-Op Program and other universities as more students were graduating with UConn Co-Op credits and attempting to transfer them to their colleges. In February 1976, Trinity College (CT) published a survey of the positions of each of the schools in the Twelve Colleges Exchange Program on transfer credits from cooperative programs (Trinity College, 1976). Some did not grant credit at all (e.g. Connecticut College), while others granted credit with no maximum limit to the amount of credits a student could transfer (e.g. Wheaton College). In July of 1976 St. John's University (NY) reached out to the Co-Op Program to request information about transfer policies as they worked to establish their own CE program (Brennan, 1976). On January 26, 1977, Allegheny College (PA) complimented UConn's Co-Op Program and their overall management and organization–and noted that they have awarded credit to two students who brought their UConn credits to the college (Palmiero, 1977). However, this sentiment was not universal across all receiving colleges; a memo dated August 27, 1979 from Christopher W. Gray, Associate Academic Dean at Tufts University, notes that Tufts would not accept Co-Op credit, with their reservations lying "in the fact that the class[es] are composed exclusively of high school students." The memo additionally notes that students could attempt credit by examination or, "better still, to take the appropriate CEEB Advanced Placement examinations" (Gray, 1979).

Kind had previously identified this trend in his 1976 "Report of the Supervisor" for the Co-Op Program, writing that:

> I foresee a decreased acceptability of work taken in the program by some colleges and universities. Since it is possible for a student to take the equivalent of between one and two semester's work, and an increasing number of students are doing just that, there appears to be a reluctance to accept all or even part of this work as recorded on the University of Connecticut transcript…The attached article from the Chronicle of Higher Education indicates what, in my view, is responsible for a change in attitude (Kind, 1976b).

That article, "Fast and Slow Students a Problem: Their deviation from a four year timetable can be costly for colleges" by Jack Magarrell reflects the impact of students who finish in less or more than the traditional four years. Magarrell (1975) writes that "fast-finishing students can be costly for private colleges that depend heavily on income from student tuition."

The 1980s fostered a period of recalibration for the Co-Op Program as staff

looked at the implementation of courses as well as the processes and systems that were used for program management. At the start of the decade, Raymond E. Lemley, the Chairman of the School and College Relations Committee of the New England Association of Schools and Colleges, corresponded with presidents of regionally accredited universities requesting information about any school-college partnerships they hosted (Lemley, 1982). As this type of model of enrichment and acceleration was becoming more well-known, efforts were being made to share information among institutions that were often operating in silos. Kind responded to the request by disclosing policies, procedures, and statistics about UConn's Co-Op program (Kind, 1982).

As the program grew and expanded, it reached a point where the operations side needed to grow and expand in order to continue providing–and enriching–student experience. The idea of a student fee had been previously proposed, but never implemented. In late 1982, David G. Carter, the Associate Vice President, requested a recommendation on a reasonable fee for students participating in the Co-Op program (Carter, 1982). The University Registrar, Tom Burke, responded recommending a $10 application fee for each student (Burke, 1982). He cites information from the "College Courses in the High School: A Four Year Followup of the Syracuse University Project Advance Class of 1977" that only 3% of participating students attend the college sponsoring the program (see Mercurio, 1982 for full text). In early 1983, Burke reached out to Kind recommending the $10 fee. He also continued the conversation with Carter, providing a review of the program andrecommendations moving forward, including:

- More university supervision of instructors
- An end to canceling registration of students who earn less than a C
- An end to expunging earned grades of students in the Honors, Engineering, and Pharmacy programs of students who participated in the Co-Op Program, citing that the policy for repeating courses should be the same as all other students at the University (Burke, 1983).

Burke also suggested a series of mailings to make Co-Op communication clear and efficient (Burke, 1983). The four letters recommended were: a cover letter to the high schools announcing the fee; a letter of acceptance to parents of students; a letter of rejection to parents of students; and a letter to parents of applicants announcing the fee (Burke, 1983). The streamlining of communications as well as the addition of student fees for the program would help to establish an infrastructure to provide a more robust student experience. While better communications were adapted, the

fee policy did not materialize until 2000 (Menard, 2000).

Modernizing the Program

The University of Connecticut's concurrent enrollment program continues today, having made improvements over time, including a change in focus from combating "senioritis" for superior students to "providing access to, and preparation for, higher education" (UConn ECE, "About Us"). While some of the original structure remains, such as oversight by the academic department, professional development for instructors, and UConn transcripts for participants, UConn ECE is no longer a program in which "students… [are] screened by standard intelligence and reading tests and by previous honors grades" (Estes, 1959, p. 332). The shift from "superiority" to accessibility and inclusivity was supported by providing aid to students who would otherwise not be able to participate by waiving the fee for all Title I schools and students on Free and Reduced Lunch. A name change from the "Cooperative Program for Superior High School Students" to "Early College Experience" in 2005 emphasized this change in mission. This updated moniker is also symbolic of broader changes within the field, from focusing on "gifted" and "superior" students (language that underscores the exclusionary and elitist practices of these programs) to one that is centered on access for all students to explore and determine their academic path. Currently, there are no testing requirements for enrollment in a UConn ECE class; instead, student eligibility is guided by prerequisite courses, instructor consent, and other related eligibility guidelines (such as being enrolled at a vocational high school or having access to specific software) (UConn ECE, "Student Eligibility Guidelines"). The rationale of these guidelines is to support student success and preparation for their UConn ECE course–and not to ensure that only specific students enroll in the course.

UConn ECE further intensified its commitment to providing excellence in the area of CE by applying for and being awarded NACEP accreditation in 2007 and maintaining that endorsement to the present day. In 2022-23, ECE offered UConn credit to 15,047 students in the state of Connecticut (UConn ECE "Data, 2022-23"). Program enrollment has grown steadily over the past decade, boasting a 53% increase and now hosting 1,608 certified instructors that are certified in at least one of 87 courses (UConn ECE, "Data, 2022-2023"). Across the state, 186 different high schools partner with ECE, which allowed for 85,495 credits to be attempted by students in the 2022-2023 school year (UConn ECE, "Data, 2022-2023"). During that academic year, 90.6% of students completed their course with a C or higher. In the same year, nearly one-third of the incoming class of first-year students at

UConn's Storrs campus was a UConn ECE alumni (UConn ECE, "Data, 2022-2023").

Conclusion

Work has been done across the country since the start of formalized education to respond to both the needs of the individual student as well as the needs of the country. Education is a continually evolving field as it changes and adapts, and the field of DE/CE is no different. Through this paper, we have sought to provide a part of the story of the origins and evolution of the field, in hopes that we have provided a foundation for future research.

We have several goals in writing this paper. We hope that both the institutional and national history documented here inspires additional research into this field and the origination of DE/CE within the United States. We offer this work not as an exhaustive or fully comprehensive documentation of all of the factors, players, and sociopolitical factors that influenced the development of DE/CE in the US–instead we offer this as a starting point to inspire other research. We hope that other institutions and researchers will turn to their own archives, documents, and histories to understand why, when, and how their programs were created–as well as the changes and evolutions that they went through. From our own archival research and history, we have been able to understand the various sociopolitical and institutional influences on the development of our program; we hope that other programs are able to learn the same and more. Through additional future research across different institutions, we will have a more comprehensive understanding of how the DE/CE field developed.

We also hope that there are several lessons and points of new information that researchers and other institutions can gain from this paper. The impact of sociopolitical factors on the development of education have been underscored throughout this narrative at multiple inflection points. Education changes and responds to the needs of the nation and of the globe–from wars to the economy, how students are schooled in this country has changed to best fit the needs of the country and of its constituents. Large scale social upheavals create changes and innovations in educational practices that then become the norm–the admission of students with advanced standing, the offering of high school credit in the classroom, and the proliferation of online- and distance-learning (as an outcome of the COVID-19 pandemic).

This paper also underscores the importance of one individual in changing education–we know that Albert Waugh was the architect of concurrent enrollment at

UConn, and we are confident that there were other stakeholders and changemakers at sister institutions that have yet to be researched. We hope that the history we have shared here helps to inspire other research that will illuminate the impact of other individuals. The work of Waugh (and others yet to be discovered) also demonstrates how often this work occurred in siloes; mostly because of the lack of technology, many researchers and leaders were unable to maintain the kind of consistent, deep, and nearly instantaneous communication that is available now. We hope that this point serves as both advice for now–to underscore the importance of collaboration and communication within the field–as well as the hope for undercovering more rich institutional histories about the development of other CE programs.

Recommendations for Future Research

As additional institutions go about their own research, we would like to offer a few recommendations that aided in our own research. We recommend first that researchers employ a variety of search terms beyond "concurrent enrollment" and "dual enrollment" when conducting archival, institutional, and database research. Our current usage of these terms is different from that of when many DE/CE programs originated, and so an expanded set of search terms will yield the best results for future research. For example, the University of Connecticut's program started as "The University Cooperative Program for Superior High School Students"–with no mention of "concurrent," "dual," or "enrollment." To guide their research endeavors, we recommend that researchers employ terms such as: concurrent, dual, honors, gifted, superior, accelerated, advanced standing, high school, secondary, military, veteran, and age. We also recommend that researchers conduct their studies by being responsive to what they uncover and employ the terms and new learning that they gain as they research.

We also recommend that researchers look both horizontally as well as chronologically in their research. While we set out originally to understand how our own program started, our findings led us down a path of understanding how wars, economics, and organizations impacted all sorts of institutions and programs in the goal of ensuring a rigorous, calibrated, and productive education for students. Researchers should not only look at their own programs but also those that were occurring on their campuses at a similar time that may have impacted the development of their programs.

As research and the field continues to develop, we hope that many more voices and stories are added to the conversation about how DE/CE began and how it has evolved into the current landscape of the field. Our research has brought us great

insight into how our program developed, and we hope that other programs that this paper is just the starting point of rich documentation about the origins and evolution of DE/CE.

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