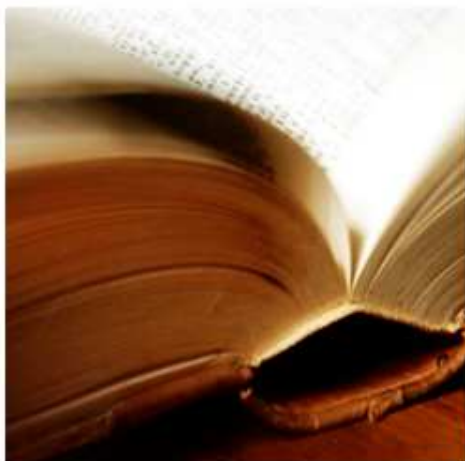


# Early University Entrance


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# They Went to College Early (1957)



“Over the years we have developed the “grade system” as a convenient administrative device for handling the “traffic management problem” of our schools. Each child begins at age six and moves forward one grade each year until he emerges from high school 12 years later. Then he may march through four years of college, still in step with his chronological peers. This solution to the problem of educational logistics has many administrative advantages, but pressed toward its logical extreme it defeats our efforts to serve the individual capacities of children. At its worst it has become a chronological lock step which in practice, if not in theory, treats students of similar age as if they were all alike instead of all different. The most serious victims – the most handicapped students under this lock step arrangement – turn out to be our ablest youngsters for whom the pace is too slow and the academic diet too thin.”

- Philip H. Coombs

# What is it?

## Acceleration

- Educational acceleration is defined as “*progress through an educational program at rates faster or at ages younger than conventional.*” (Pressey, 1949)

## Radical Acceleration

- A student is *Radically Accelerated* when they are moved into a class, three or more years ahead of their age peers.



# Early University Entrance

- 1951...Ford Foundation Experiment
- From age 13 years
- Formal & Informal programmes
- Levels of Pastoral Care vary
- Residential/Commuter programmes
- Transition School
- Associate degree programmes – High School Early College



# Dual/Concurrent Enrolment

- Singleton Programmes
- Comprehensive Programmes
- Enhanced Comprehensive Programmes

Differ in:

- Location of classes
- Lecturer/Teacher
- Dual enrolment students/College students
- Openness to different abilities

“(Dual Enrolment) gives high school students the chance to take college level classes, and possibly earn college credit, as well as exposing students to the college campus and environment.” - Dept. of Education, U.S.A.



# Benefits of Early Entrance/Dual Enrolment

- Preparation for University
- Optimal Match & Acceleration
- Appropriate Expectations
- Motivation & Work Ethic
- Academic Focus & Perspective
- Intellectual Peers
- Recognition of Ability & Achievements



# The Pilot: 2009 - Semester II



# The Pilot: 2009 - Semester II

## Transition Year Students

- With high academic ability
- Who seek a heightened academic experience
- Follow three modules on a university degree programme

## Eight Students

## DCU Schools

- School of Electronic Engineering (Common Entry Engineering)
- School of Physical Sciences (B.Sc. Applied Physics)
- School of Law & Government (B.A. Economics, Politics & Law)



# The Pilot: 2009 - Semester II

- Rigorous Application procedure
- Close Monitoring: Academic & Social/Emotional wellbeing.
- Pastoral Care
- Academic Mentors
- All risks and safeguards outlined and signed off on by parents and students
- Registered with CTYI, not DCU
- Social Activities
- Students may sit end of semester exams\*
- Induction Course before the term commences

\* Exam results are not stored on the university system

# The Pilot: Apprehensions

- Is it an Optimal Match?
- Growing up too soon?
- Social Issues with older students?
- Missing Out?
- Loss of Identity?
- Upon Return to School



# Research

- How do Early Entrants fit in with the university's academic environment, and socially, with the regular first year students?
- How do early entrants cope in school during the programme and in their full reintegration afterwards?
- Does their attitude toward school and university change as a result?
- Does their opinion of themselves as a school and future university student change?
- How does Early University Entrance fit into the Transition Year Programme in schools?
- How does Early University Entrance fit into the university system in Ireland?



# Research

- Social Coping
- Attitude to School
- Adaptation to College
- College Goals
- Peer & Parent Attachment
- Self-Concept



# Progress so far

- Challenge & Stimulation
- Settling In
- Atmosphere on campus
- School workload vs. University workload
- University Exams
- DCU Schools



# Contact Details



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