
Volume 1

Issue 3 CONFERENCE PROCEEDINGS:
OCTOBER 13th-14th, 2011

Article 27


10-2011

High School Students Embedded in Adult Community College Classes

Karen P. Saenz

George W. Moore

Follow this and additional works at: <https://dc.swosu.edu/aij>

 Part of the [Health and Medical Administration Commons](#), [Higher Education Administration Commons](#), and the [Public Administration Commons](#)

Recommended Citation

Saenz, Karen P. and Moore, George W. (2011) "High School Students Embedded in Adult Community College Classes," *Administrative Issues Journal*: Vol. 1 : Iss. 3 , Article 27.
Available at: <https://dc.swosu.edu/aij/vol1/iss3/27>

This Article is brought to you for free and open access by the Journals at SWOSU Digital Commons. It has been accepted for inclusion in Administrative Issues Journal by an authorized editor of SWOSU Digital Commons. An ADA compliant document is available upon request. For more information, please contact phillip.fitzsimmons@swosu.edu.



High School Students Embedded in Adult Community College Classes

Karen P. Saenz

George W. Moore

Sam Houston State University

Early college high schools were established as an initiative of the Bill and Melinda Gates Foundation with the goal for students of earning college credit and an associate degree while in high school. Many of these high school students attend college classes with adults, ages 18 and older, in the same class. Instructors are challenged to address these students' diverse needs and diverse ways of learning. Young teenagers typically are told exactly what to learn and how it is to be learned; the adult learner, however, is much more independent and he or she learns and thinks differently based on more varied experiences. In this paper, the authors provide some concrete examples of instructional practices based on Knowles' Model of Adult Learning.

Keywords: pedagogy, andragogy, early college high school, community college

Karen Saenz is a full-time psychology instructor at Houston Community College Southeast as well as a doctoral candidate in Educational Leadership at Sam Houston State University. As college liaison for an early college high school on the campus, she was an integral part of the team to design and implement the high school that opened in 2006. Her research interests include early college high schools, social capital theory, and college readiness.

George W. Moore

Brief Bio: BS in Ed. & M.Ed., University of Central Oklahoma; Ph.D., University of Oklahoma. Assistant Professor of Educational Leadership, Sam Houston State University. Research Interests are college readiness, advanced placement, achievement gap, and instructional leadership.

