# Dual Enrollment: High School Teachers in a Facilitated Model

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Students enrolled in dual enrollment courses earn both high school and college credit. The project in this study offers a sequence of four dual enrollment courses: Algebra, Trigonometry, Calculus with Precalculus I, and Calculus with Precalculus II, which are implemented using a facilitator model. In this model, a high school teacher serves as the instructor of record at the high school and a professor serves as the instructor of record at the university. There is limited existing research about the preparedness and perceptions of high school teachers involved in such courses. Twenty-seven high school teacher facilitators participated in this study. Teacher perceptions regarding the impact of dual enrollment courses on students included the topics of group work, pace of course, technology, and academic growth.

Keywords: dual enrollment, mathematics, facilitated model

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