

Adopted Rule Abstract

1. **Agency:** Public Education Department (PED)
2. **Rule Citation:** 6.30.13 NMAC
3. **Rulemaking Action:** New Rule
4. **Register Issue and Date of Notice of Proposed Rulemaking:** Volume 29, Issue 5, March 13, 2018
5. **Register Issue and Date of Adoption:** Volume 29, Issue 9, May 15, 2018
6. **Effective Date:** May 15, 2018
7. **Specific Legal Authority:** Sections 9-24-8 and 22-2-1 NMSA 1978
8. **Purpose of Rule:** To outline the criteria high schools in New Mexico must meet to receive official designation as a PED-approved early college high school. The proposed rule would establish application, compliance evaluation, and renewal procedures for designated early college high schools.
9. **Link to Permanent Agency Rulemaking Record:**
http://statenm.force.com/public/SSP_RuleHearingSearchPublic

Summary of Adopted Rule

The May 15, 2018 issue of the *New Mexico Register* contained the final adoption of Part 13 of 6.30 NMAC, “Early College High School,” that outlines the criteria high schools in New Mexico must meet to receive official designation as a PED-approved early college high school (ECHS). The new rule establishes application, compliance evaluation, and renewal procedures. **See Attachment 1, 6.30.13 NMAC, Early College High School.**

Analysis

PED and the Higher Education Department (HED) have been working to improve the quality of dual credit programs statewide for several years. Dual credit has grown rapidly since its implementation in 2008, and yet concerns over access, rigor, and funding persist. The dual credit program, authorized pursuant to Section 21-1-1.2 NMSA 1978 and further codified in 6.30.7 NMAC, does not contemplate eligibility criteria for students to participate in dual credit programs. Student participation in dual credit courses can have unintended consequences if not carefully planned, as dual credit students with a college grade point average below 2.0 or that earn more than 150 percent of the required number of credit hours for a degree program are no longer eligible for federal financial aid. Thus, it is important to ensure students are academically prepared for dual credit, and that the dual credit program offers students an accelerated pathway to a postsecondary certificate or degree. Concerns also included the lack of regulations to ensure the qualifications of dual credit

instructors or rigor of dual credit courses. Lastly, there has been concern that postsecondary institutions are not being adequately reimbursed for dual credit coursework via the current performance-based higher education funding formula.

Established by 6.30.7 NMAC, the "Dual Credit Council" is an advisory group consisting of PED and HED staff that issues recommendations to the PED and HED secretaries regarding dual credit issues outside of the scope of the agreement.

A meta-major is "a collection of majors with shared or similar coursework in alignment with a career field."

In the fall of 2015, the Dual Credit Council began working to address these concerns through draft dual credit regulations and a policy and procedures manual they released to dual credit stakeholders in October 2016. The Dual Credit Council proposed two pathways through which dual credit students would be able to participate in dual credit programs: the college and career pathway and the ECHS pathway. Students would be required to enroll in meta-major, major, and certificate pathway course offerings to prevent students from enrolling in piecemeal courses that do not add up to a degree. In addition, there were several other proposed substantive changes including requirements for student eligibility and support, program and curriculum standards, instructor qualifications, assessment of student performance, transfer and articulation, postsecondary responsibilities, and reporting.

In December 2016, PED and HED held a pre-rule meeting for stakeholders to make public comments about the proposed policy and procedures manual and draft rules. There was significant concern among stakeholders regarding the proposed changes. The key areas of concern identified by stakeholders were the programs of study requirement, credit hour limits, student eligibility requirements, effects on small rural school districts, and the impact on early college high schools. The Dual Credit Council used stakeholder feedback from the December meeting to inform revision of the policy and procedures manual. The manual, most recently updated in April 2018, will be effective summer 2018. **See Attachment 2, Policy & Procedures Manual for Dual Credit.** While the manual will be used as a guidance document for dual credit programs, it is unclear that it is enforceable. At this point, there is not a timeline for a new dual credit rulemaking, and many of the requirements in the guidance document are not in statute or rule.

Overview of the Adopted Rule

The regulation will require PED-approved ECHSs to offer a high school diploma and a workforce-recognized credential to students free of charge, in partnership with at least one postsecondary partner and at least one workforce partner. According to the adopted rule, PED-approved ECHSs must establish outreach and recruiting processes to reach youth who are underrepresented in higher education.

Students must indicate their chosen structured pathway on their next-step plans. Pursuant to Number 7 of Subsection O of Section 22-13-1.1 NMSA 1978, a next-step plan is an annual written plan of studies developed by public school students in consultation with their parents and school counselor that includes one or more of the following: advanced placement or honors courses, dual-credit courses, distance learning courses, career-technical courses, and pre-apprenticeship programs.

In addition to the overarching qualifications mentioned above, ECHSs will be required to meet specific programmatic, reporting, and renewal requirements to maintain PED approval. Programmatic requirements center on the use of dual credit courses, beginning no later than 10th grade, to accelerate the timeline for students to complete college while integrating state standards into courses within a structured pathway that meets local and state graduation requirements. Each structured pathway must align with the student's declared career technical

education pathway, major, or meta-major, and must also align with New Mexico's postsecondary general education curriculum. ECHS instructors must use innovative, interactive, and research-based support structures, and meet higher learning commission qualifications for college instructors.

To operate as ECHSs, high schools must be approved by PED and undergo an annual review process. High schools will be required to submit an application on a PED-designated form by July 1 in the year they seek to begin operating as an ECHS. PED will be required to review initial applications and confirm acceptance or rejection by August 1. Once an ECHS has received initial approval from PED, the ECHS will not be required to submit a new application for the following year. Annually, PED will determine compliance by analyzing data that includes: student attainment of workforce-recognized credentials; student participation in work-based learning experiences; evidence that all students completing 11th grade attempted a minimum of three postsecondary credit hours; and evidence that at least 80 percent of students completing 12th grade successfully completed a minimum of 12 postsecondary credit hours that count toward a workforce-recognized credential. Based on this data, PED will be required to determine whether to renew the school for the following year, or place it on probation for non-compliance. ECHSs also will be required to submit additional data annually, including the number of students enrolled, student participation in each pathway, and the percentage of low-income students enrolled in the ECHS compared with the percentage of low-income high school students enrolled in the school district in which the ECHS is located.

The initial ECHS application must include:

- A description of the proposed pathways, workforce-recognized credential for each pathway, projected number of students, and outreach and recruitment process for underrepresented populations;
- A memorandum of understanding with a postsecondary institution and a workforce partner;
- A sustainability plan that addresses financial support and the support of the school board or governing body;
- Assurances that all personnel are knowledgeable of ECHS requirements; and
- Evidence of tribal consultation.

Non-compliance. Non-compliant ECHSs will have one year to address PED concerns and exit probationary status. These schools will be required to submit an improvement plan within 30 days of written notice of noncompliance, after which PED will be required to offer technical assistance in the development and implementation of their plan. A school will be able to apply for an extension of their probationary period but PED will have discretion to grant or deny an extension. If a school is unable to improve and loses its ECHS designation, it will be required to wait one school year before re-applying for designation.

Waivers. Early college high schools may apply for certain waivers, including waivers for individual class loads and teaching loads, length of school day, staffing patterns, subject areas, purchase of instructional materials, and coursework requirements.

Changes from the Proposed Rulemaking

There are a number of changes to the final rule that were not included in the proposed rule, many of which are technical in nature. The definitions for “career and technical education standards” and “dual credit” were amended to correct inaccurate references. For example, in the proposed rule, the definition for “career and technical education standards” was “as defined pursuant to 6.29.3.7 NMAC,” but 6.29.3.7 NMAC

On April 10, 2018, the attorney general adopted "Default Procedural Rules for Rulemaking" at Part 25 of 1.24 NMAC, pursuant the State Rules Act, Section 14-4-5.8. According to Paragraph C of 1.24.25.14 NMAC, any amendments to the proposed rule must fall within the scope of the current rulemaking proceeding; if they exceed the scope of the noticed rulemaking, the issuing agency may have to begin a new rulemaking proceeding. Amendments to a proposed rule may fall outside of the scope of the rulemaking based on the following factors:

- (1) any person affected by the adoption of the rule, if amended, could not have reasonably expected that the change from the published proposed rule would affect the person's interest;
- (2) subject matter of the amended rule or the issues determined by that rule are different from those in the proposed rule; or
- (3) effect of the adopted rule differs from the effect of the published proposed rule.

does not contain a definition of "career and technical education standards." Similarly, "dual credit" was defined in the proposed rule as "as defined pursuant to 6.30.7.7 NMAC," however, that section does not contain a definition for dual credit. The definition of "career technical education" included an accurate reference in the proposed rule; the adopted rule just removed the reference and put a similar definition in its place.

There were a few substantive changes to the proposed rulemaking. First, the goals for a PED-approved ECHS were amended to be more rigorous. The proposed rulemaking required all students to earn no fewer than 12 postsecondary credit hours toward a workforce-recognized credential while simultaneously earning their high school diploma. The adopted rulemaking, however, requires all enrolled ECHS students to simultaneously earn a high school diploma and a workforce-recognized credential. Second, in the proposed rulemaking ECHSs receiving initial PED-approval had two years to maintain their status before undergoing a renewal process, while in the adopted rulemaking ECHSs only have one year. Third, in the proposed rulemaking, all students completing 12th grade were required to have successfully completed a minimum of 12 postsecondary credit hours. The adopted rule amends the requirement so that at least 80 percent of students completing 12th grade will have to successfully complete a minimum of 12 credit hours toward a workforce-recognized credential. This gives ECHSs more flexibility in scheduling courses to reach the goal of all students graduating with a high school diploma and workforce-recognized credential by allowing students who are ready to complete dual credit coursework in earlier grades.

Other technical changes include the addition of references to statute or code where appropriate and minor structural changes that do not alter content of the adopted rule.

This rule became effective May 15, 2018 and applies to all school districts and charter schools.

New Mexico Register / Volume XXIX, Issue 9 / May 15, 2018

TITLE 6 PRIMARY AND SECONDARY EDUCATION
CHAPTER 30 EDUCATIONAL STANDARDS - GENERAL REQUIREMENTS
PART 13 EARLY COLLEGE HIGH SCHOOL

6.30.13.1 ISSUING AGENCY: Public Education Department, herein after referred to as the "department".
 [6.30.13.1 NMAC - N, 5/15/2018]

6.30.13.2 SCOPE: This rule applies to all school districts and public schools.
 [6.30.13.2 NMAC - N, 5/15/2018]

6.30.13.3 STATUTORY AUTHORITY: This rule is promulgated pursuant to Sections 9-24-8 and 22-2-1
 NMSA 1978.
 [6.30.13.3 NMAC - N, 5/15/2018]

6.30.13.4 DURATION: Permanent.
 [6.30.13.4 NMAC - N, 5/15/2018]

6.30.13.5 EFFECTIVE DATE: May 15, 2018, unless a later date is cited at the end of a section.
 [6.30.13.5 NMAC - N, 5/15/2018]

6.30.13.6 OBJECTIVE: This rule outlines the necessary qualifications to receive designation as a
 department-approved early college high school in New Mexico.
 [6.30.13.6 NMAC - N, 5/15/2018]

6.30.13.7 DEFINITIONS:

A. "Career and technical education standards" means the content standards with benchmarks and
 performance standards defined in 6.29.3 NMAC for students in grades seven through twelve enrolled in career and
 technical education coursework.

B. "Career technical education" or "CTE" means a sequence of courses directly related to the
 preparation of individuals for employment in current or emerging occupations requiring an industry-recognized
 credential, certificate or degree. This phrase is also referred to as "vocational education" in 22-14-1 NMSA 1978.

C. "Dual credit" means high school student enrollment in college-level courses offered by a
 postsecondary institution that allows students to earn credit toward high school graduation and a postsecondary
 degree or certificate simultaneously.

D. "Early college high school" or "ECHS" means a four-year high school that meets the
 qualifications outlined in 6.30.13.9 NMAC.

E. "Meta major" means a collection of majors with shared or similar coursework in alignment with
 a career field.

F. "Postsecondary partner" means a postsecondary educational institution that has an agreement or
 memorandum of understanding with an ECHS.

G. "Pathway" means a sequence of classes at the ECHS in partnership with the postsecondary
 partner that leads to a certification, associate's degree, or bachelor's degree.

H. "Work-based learning" means activities that develop work place skills such as tours, job
 shadowing, work experience rotations, mentoring, entrepreneurship, service learning, internships, co-ops, or youth
 pre-apprenticeships aligned with a registered apprenticeship program under the New Mexico department of
 workforce solutions.

I. "Workforce recognized credential" means industry-recognized workforce credentials,
 certificates, associate's degrees, or bachelor's degrees from a postsecondary partner.

J. "Workforce partner" means a local business, regional workforce investment board, workforce
 connection, one stop shop, chamber of commerce, economic development corporation, council of government, tribal
 council, or other industry representative that provides ongoing mentoring and on-the-job experience that connects
 ECHS students to employment settings and helps them to develop employability skills.

[6.30.13.7 NMAC - N, 5/15/2018]

6.30.13.8 GOALS: The goals for a department-approved ECHS are for all enrolled students to simultaneously earn a New Mexico high school diploma and earn a workforce recognized credential through the postsecondary partner.
[6.30.13.8 NMAC - N, 5/15/2018]

6.30.13.9 QUALIFICATIONS: To be designated a department-approved ECHS, a school shall meet the following qualifications:

- A.** Integrates state standards into courses within a structured pathway that meets local and state graduation requirements.
- B.** Follows a pathway that results in a workforce recognized credential without tuition cost to the student or the student's family.
- C.** Focuses on efforts to reach youth underrepresented in higher education by establishing outreach and recruiting processes striving for equitable access. Focused recruiting efforts shall encourage applicants from underrepresented populations to enroll in an ECHS.
- D.** Accelerates student learning through the use of dual credit courses beginning no later than grade ten. Dual credit courses shall:
 - (1) accelerate the timeline for high school students to complete college;
 - (2) be delivered through one or more postsecondary partners;
 - (3) be tuition free;
 - (4) be taught by instructors who meet the higher learning commission qualifications for college instructors;
 - (5) use innovative, interactive, research-based support structures; and
 - (6) align with:
 - (a) the pathway indicated on the student's next step plan;
 - (b) the established New Mexico higher education general education curriculum; and
 - (c) either the student's declared CTE pathway or declared major or meta major.
- E.** Operates in partnership with one or more workforce partners. Partnerships shall include:
 - (1) meaningful work-based learning experiences in alignment with student pathways; and
 - (2) CTE courses that use career and technical education standards to support core academic growth.

[6.30.13.9 NMAC - N, 5/15/2018]

6.30.13.10 APPLICATION:

- A.** ECHS applicants shall meet all of the qualifications listed in 6.30.13.9 NMAC. Schools seeking initial designation as a department-approved ECHS shall submit an application on the department-designated form by July 1 of the year in which they seek to begin operating as an ECHS.
- B.** The initial application shall include:
 - (1) a description of the proposed pathways;
 - (2) a description of the proposed workforce-recognized credential for each pathway;
 - (3) the projected number of students to be served;
 - (4) a description of outreach and recruiting processes that incorporate targeted efforts to reach underrepresented populations;
 - (5) a memorandum of understanding with at least one postsecondary partner that includes evidence of dual credit course offerings and support structures;
 - (6) documentation of a partnership with at least one workforce partner that includes evidence of meaningful work-based learning experiences;
 - (7) a sustainability plan that addresses continuing financial support and the support of the school board or governing body;
 - (8) assurances that all district and school personnel are knowledgeable of the requirements to comply with 6.30.13 NMAC; and
 - (9) evidence of tribal consultation to satisfy the goals of Article 23A NMSA 1978 including documentation of tribal consultation submitted annually to the department.

C. The department shall review initial applications for approval and confirm application acceptance or rejection by no later than August 1. Schools not receiving initial approval may request reconsideration which may be granted at the discretion of the department.

[6.30.13.10 NMAC - N, 5/15/2018]

6.30.13.11 ANNUAL DATA REVIEW:

A. Data reviewed for compliance. In order to evaluate program compliance with the qualifications outlined in 6.30.13.9 NMAC, the department shall annually review data collected through the department data reporting system. Data evaluated to determine compliance shall include:

- (1) student attainment of work-force recognized credentials;
- (2) student participation in work-based learning experiences; and
- (3) students earning college credit, to be evaluated for the following minimum expectations:

(a) all students completing grade 11 have attempted a minimum of three postsecondary credit hours toward a workforce recognized credential; and

(b) at least eighty percent of students completing grade 12 have successfully completed a minimum of 12 postsecondary credit hours toward a workforce recognized credential.

B. Additional data reviewed. The department shall review additional data including:

- (1) number of students enrolled;
- (2) student participation in each pathway; and
- (3) the percentage of low-income students enrolled in the ECHS compared to the percentage of low-income high school students enrolled in the district in which the ECHS is located.

[6.30.13.11 NMAC - N, 5/15/2018]

6.30.13.12 RENEWAL PROCESS:

A. Once an ECHS has received initial approval from the department, the ECHS will not be required to submit a new application for the following year.

B. The department shall review the data listed in Subsection A of 6.30.13.11 NMAC to determine continued compliance of the ECHS. Based on this review, the department will determine whether the ECHS will be renewed without further conditions for the following year, or if the ECHS will be designated as on probation for non-compliance.

C. If an ECHS is determined by the department to be unable to demonstrate full compliance, the department shall issue a notice of non-compliance.

D. The department shall notify the ECHS of their status, whether renewed or non-compliant, no later than August 1.

E. Schools receiving a notice of non-compliance shall maintain their status as a department-approved ECHS and be placed on a one-year probation. Schools shall use the probation year to make any changes required to be in full compliance.

(1) Upon receipt of a notice of non-compliance from the department, schools shall submit an improvement plan addressing non-compliance issues to the department within 30 business days.

(2) The department shall offer technical assistance to schools during the implementation of the improvement plan.

(3) Schools may apply for an extension of their probationary period. The decision to grant or deny such extension shall be at the discretion of the department secretary or his or her designated authority.

(4) Schools granted an extended probation may be re-granted designation upon demonstrating compliance.

F. Schools not demonstrating compliance with 6.30.13 NMAC at the end of the probation year shall lose their designation as a department-approved ECHS. Any school that has lost designation shall wait no less than one school year before re-applying for designation as a department-approved ECHS.

[6.30.13.12 NMAC - N, 5/15/2018]

6.30.13.13 WAIVERS: A qualifying ECHS shall submit any waiver requests with their initial application in the format requested by the department. Any waiver granted shall remain in effect for the duration of the school's approval as a department-approved ECHS. Schools that are non-renewed and not in their probationary year shall have all active waivers terminated. Schools may request waivers of, but not limited to, the following:

A. individual class load and teaching load;

B. length of school day in compliance with Section 22-2-8-1 NMSA 1978;



NEW MEXICO
HIGHER EDUCATION DEPARTMENT

NMPED
Public Education Department

POLICY & PROCEDURES MANUAL

for

Dual Credit

EFFECTIVE SUMMER 2018

Policy and Procedures proposed by Dual Credit Council on 10/17/2016; rev. 6/1/17; 11/1/17; 4/1/18.
dualcredit.council@state.nm.us

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Dual Credit Program

I. Overview

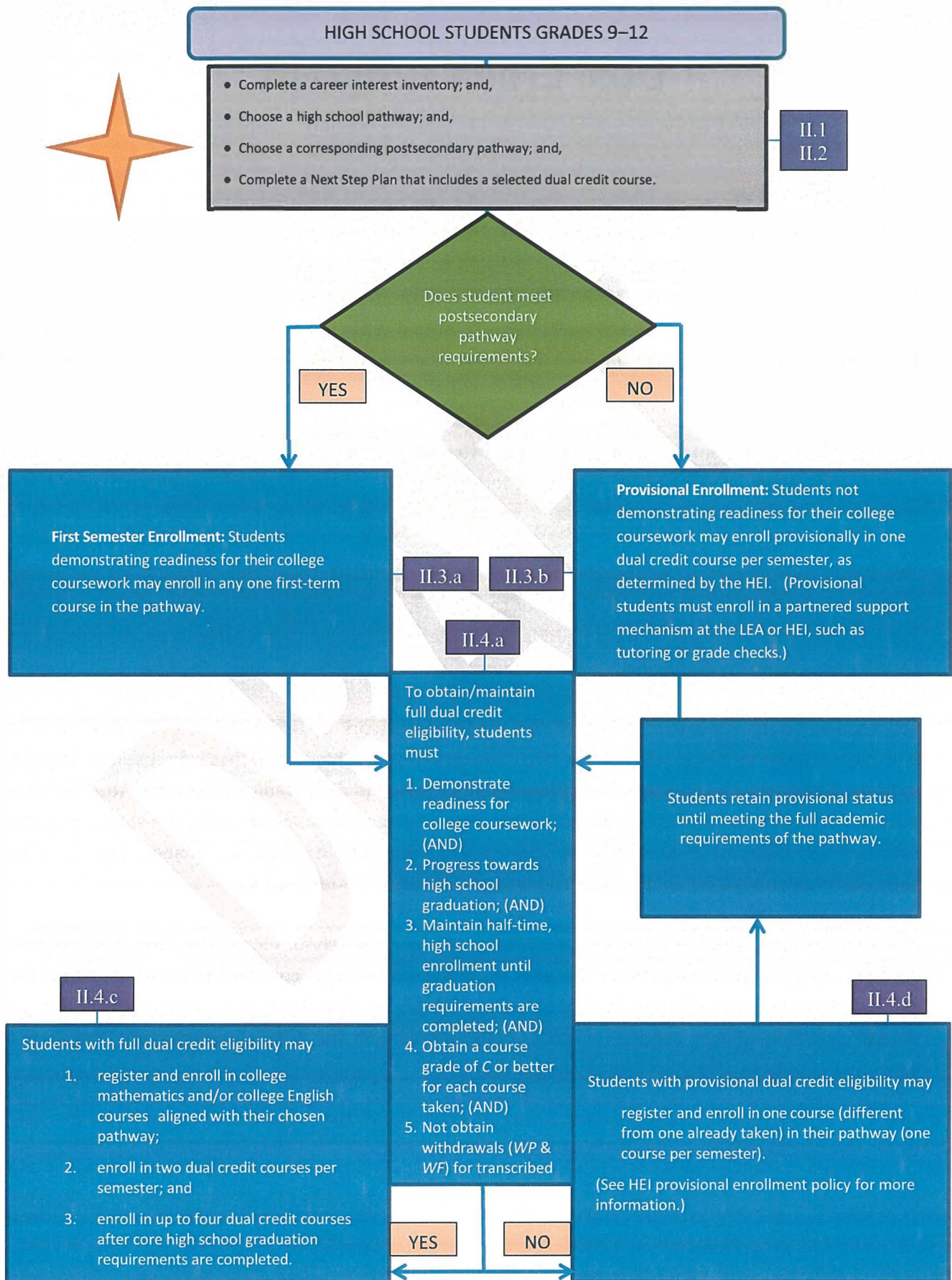
21-1-1.2 NMSA 1978, further codified in **6.30.7 NMAC**, authorized the Public Education Department (PED) and the Higher Education Department (HED) to establish a Dual Credit Program in the State of New Mexico, effective June 30, 2008. The purpose of the Dual Credit Program is to offer structured opportunities for qualified high school students to obtain credit for college coursework at a public or tribal higher education institution (HEI) while simultaneously completing high school electives and graduation requirements.

The Dual Credit Program is also a starting point to pathways that lead to credentials and/or degrees that provide entry-level job skills, thereby offering New Mexico high school students an accelerated path to success in college or a career.

The Dual Credit Program, as provided in New Mexico Administrative Code (NMAC), waives college tuition for all students who meet eligibility requirements. Through a partnership of the PED, HED, local educational agencies (LEA), and HEIs, New Mexico is facilitating a jump start on college and career preparation for eligible high school students.

Students begin the process of selecting dual credit coursework by taking a career interest inventory and participating in career discussions with advisors and parents. After these discussions, students indicate a pathway on their Next Step Plan. When enrolling in dual credit coursework, students must pursue courses that are aligned with their pathway. Coursework proceeds using the sequencing plan specified for their pathway. Pathways are available in multiple academic subjects and in career technical education (CTE). All pathway coursework follows a sequenced plan.

An early college high school (ECHS), by contrast, is a specific school model that uses dual credit to support accelerated learning, with the goal of students earning a college degree while still in high school. Students enrolled in an ECHS also have a Next Step Plan (NSP) that guides their dual credit course selection. Other aspects of dual credit enrollment for ECHS programs are specified in agreements between the high school and partner HEI.



New Mexico Dual Credit Program access is described in greater detail in the following table:

NEW MEXICO DUAL CREDIT PROGRAM		
Criterion	Description	
Dual Credit Coursework	Tuition-free college courses that count toward a credential or postsecondary degree	
Pathway Requirements	Students use career interest inventories and their Next Step Plan to determine a pathway. Students take courses in their chosen pathway. Pathways may lead to a credential or degree. Course sequencing is specified by the HEI.	
Initial Enrollment Tasks	<ul style="list-style-type: none"> ✓ Complete a career interest inventory and choose a pathway. ✓ Submit PARCC or AccuPlacer scores for evaluation of college readiness with secondary and postsecondary dual credit coordinators, in accordance with formal, HEI dual credit placement policy. ✓ Enroll in dual credit courses aligned to the chosen pathway as defined in the Next Step Plan. 	
College Readiness ¹	For students who demonstrate readiness for the college coursework in their pathway:	For students who do NOT demonstrate readiness for the college coursework in their pathway:
First Semester and Provisional Enrollment	Students may <ol style="list-style-type: none"> 1. enroll in one dual credit course; 2. register and enroll in any first-term course of the pathway (identified in the HEI term-by-term sequence plan). 	Students <ol style="list-style-type: none"> 1. may enroll in one dual credit course; 2. may register and enroll in a course in their pathway that does not require college mathematics and/or college English courses as prerequisites; and 3. must continue to pursue readiness for college coursework by completing high school ELA and mathematics courses with a grade of C or higher.
One Dual Credit Course per Semester		
Transitioning Between First Semester, Provisional and Ongoing Enrollment	In order to transition from First Semester and Provisional status to Ongoing Enrollment status, students must <ol style="list-style-type: none"> 1. demonstrate readiness for college coursework; (and) 2. progress towards high school graduation; (and) 3. maintain half-time, high school enrollment until graduation requirements are completed; (and) 4. obtain a course grade of C or better for each dual credit course taken; (and) 5. not obtain withdrawals (<i>W</i>, <i>WP</i>, <i>WF</i>) for transcribed dual credit courses; (and) 6. not obtain incompletes (<i>I</i>, <i>INC</i>) for transcribed dual credit courses; (and) 7. not enroll in a dual credit course to audit or for Pass/Fail credit. 	

¹ Each higher education institution shall have proficiency benchmarks and a placement policy for dual credit students on file with the Higher Education Department. Policies shall be included in the Dual Credit memorandum of understanding.

NEW MEXICO DUAL CREDIT PROGRAM	
Criterion	Description
Ongoing Enrollment	<p>Students who earn a grade of <i>C</i> or higher</p> <ol style="list-style-type: none"> 1. may register and enroll in college courses aligned with their chosen pathway; and 2. must complete all first-term courses (identified in the HEI term-by-term sequence plan) before enrolling in second term courses. <p>Students who earn a grade of <i>D</i>, <i>F</i>, or <i>W</i>, (withdrawing after the add/drop period) in any one course are subject to provisional dual credit status and</p>
Two or More Dual Credit Courses per Semester	<ol style="list-style-type: none"> 1. may register and enroll in a different course in their pathway (one course per semester); (and) 2. must enroll in a partnered support mechanism available at the LEA or HEI, such as tutoring or grade checks; (and) 3. if not yet proficient in both ELA and mathematics, must continue to pursue readiness for college coursework by completing high school ELA and mathematics courses with a grade of <i>C</i> or higher; (and) 4. may transition out of dual credit provisional status after meeting the HEI's formal dual credit placement policy.
Maximum Enrollment	<ol style="list-style-type: none"> 1. Students—who meet HEI formal dual credit placement policy enrollment standards and maintain a college GPA of 2.5²—may take a maximum of two courses per semester (first semester dual credit students are limited to one dual credit course) until all high school graduation requirements (other than elective requirements) are complete. 2. After completing all high school graduation requirement credits, students may enroll in a maximum of four courses per semester, subject to restrictions within the Statewide Dual Credit Master Agreement. 3. Home school and private school students are limited to two courses per semester.³
Maintaining Eligibility	<p>In order to maintain eligibility for the dual credit program and courses, students must</p> <ol style="list-style-type: none"> 1. continue to make progress toward high school graduation; (and) 2. maintain half-time enrollment in high school until graduation requirements are completed; (and) 3. Earn a <i>C</i> or higher in dual credit courses.
Graduation⁴	<ol style="list-style-type: none"> 1. Students completing a <i>credential</i> pathway may continue taking courses towards a <i>degree</i> pathway. 2. Students may be awarded a credential prior to high school graduation. 3. Associate degrees may be awarded in the same semester as high school graduation only after high school graduation is verified.

² In order to qualify for lottery scholarship funding, the student's first semester GPA of post-high school enrollment must be 2.5 or higher. Speak to a financial aid advisor for additional information.

³ Home school students transition out of the dual credit program after their 18th birthday.

⁴ High school students participating in the dual credit program may not delay high school graduation in order to continue participation in the program.

II. College and Career Pathways

1. Guidelines

Students shall choose a pathway that leads to: 1) a credential or certification,⁵ 2) an associate degree (AA/AS/AAS), or 3) a bachelor's degree (BA/BS). Students enroll in classes that are aligned with their pathway.

- a. A pathway will follow the course sequence listed on the partner HEI's website for the selected credential or degree.
- b. Students shall enroll in one pathway and may not substitute courses between pathways.
- c. Students may change their pathway with the approval of the high school principal or his/her designee and an HEI dual credit administrator or advisor.
- d. Students may take a maximum of two courses per semester until completing all high school graduation requirements (other than high school elective requirements).
- e. Students, upon completion of all high school graduation requirements, may take up to four dual credit courses per semester.
- f. Students will follow the term-by-term plan specified by the HEI for the selected credential or degree.
- g. Students, upon completion of a *credential* pathway—while still enrolled in high school, may continue to earn credits towards a *degree* pathway (completion of an associate or bachelor's degree).
- h. Degrees may not be awarded prior to high school graduation verification (but may be awarded in the same semester, after high school graduation is confirmed).
- i. HEIs are responsible for adhering to external agency guidelines that may restrict dual credit students from enrolling in specific pathways.
- j. Private school students are eligible to participate in the dual credit program. These students are subject to the same qualification and provisional policies as are public school students.
- k. Home school students are eligible to participate in the dual credit program until their 18th birthday. These students are subject to the same qualification and provisional policies as are public school students and are limited to a maximum of two dual credit courses per semester, until their last year of high school, at which time, they may take a maximum of four courses.

2. Student Eligibility

All high school students are eligible to participate in dual credit courses that follow a pathway leading to a credential or degree. To establish eligibility for enrollment, a high school student must meet the following criteria:

- a. Complete one or more career interest inventories and receive information about potential careers

⁵ See glossary for certificate and credential definition.

- b. Receive information outlining course requirements for completion of one or more pathways. High school counselors should consider students' academic proficiency scores in making recommendations.
- c. Select a pathway aligned to a credential or degree and the selected career.
- d. Complete a Next Step Plan that includes a selected dual credit course.

3. First Semester and Provisional Enrollment—One Dual Credit Course per Semester

- a. Students who demonstrate readiness— on standardized assessments of reading, writing, and mathematics (such as PARCC or AccuPlacer), for the college coursework of their pathway—may enroll in any first-term course of the pathway (as identified in the HEI's term-by-term sequencing plan).
- b. Students who do not demonstrate readiness for the college coursework of their pathway (on standardized assessments of reading, writing, and mathematics) may provisionally enroll in first-term courses that do not *require* college level reading, writing, and/or mathematics. Eligibility for and availability of provisional enrollment will be determined in the MOU agreement between the HEI and the LEA.

4. Ongoing Eligibility—Two Dual Credit Courses per Semester

- a. To maintain eligibility for continued enrollment in dual credit coursework, students must
 - i. continue to make progress toward high school graduation;
 - ii. be enrolled half-time at their high school until all high school graduation requirements (other than electives) have been met;
 - iii. obtain a course grade of *C* or better for each course taken; and
 - iv. not obtain withdrawals (*WP* and *WF*) for transcribed dual credit courses taken.
- b. Students earning a grade lower than a *C* in a dual credit course may be subject to the HEI policy for satisfactory academic progress and will return to dual credit provisional status per Dual Credit Policy and Procedures, Section II.4.d (below).
- c. Students earning a grade of *C* or better in dual credit courses taken
 - i. may register and enroll in college mathematics (MATH/STAT) and/or college English (ENGL) courses aligned with their chosen pathway;
 - ii. may take two dual credit courses each semester and two summer courses;
 - iii. shall complete all first-term courses before enrolling in second-term courses;
 - iv. and after completing all high school graduation credits, students may enroll in up to four courses per semester, subject to restrictions, within the memorandum of understanding (MOU).
- d. Students earning a grade lower than a *C* in a dual credit course, return to provisional dual credit status and
 - i. may register and enroll in a dual credit course in their pathway other than any previously taken;
 - ii. shall enroll in only one course per semester; and

- iii. shall enroll in a partnered support mechanism available at the LEA or HEI, such as tutoring or grade checks.
- e. Students who graduate at the end of a spring semester are no longer eligible to participate in dual credit for the following summer term.
- f. Students who graduate at the end of a fall semester are no longer eligible to participate in dual credit coursework for the following spring term.
- g. High school students participating in the dual credit program may not delay high school graduation in order to continue participation in the dual credit program.

5. Enrollment Appeal

- a. Students, who wish to pursue a pathway but have been denied by the HEI or LEA, may appeal to the Dual Credit Council to have their unique situation evaluated for eligibility after they have completed the appeals process with the denying HEI or LEA.
- b. Students must submit the electronic appeals form found on the dual credit webpage.
- c. Students must submit their current high school transcript with the appeals form.
- d. Students should include evidence to support their appeal request. Supporting evidence must include a letter of support from one or more educators or administrators.
- e. The Dual Credit Council shall review the appeal submission and issue a decision within 15 days of receiving the appeal.

III. Operating Procedures

1. Student Application Procedures

- a. Students interested in dual credit coursework must meet with their counselor to complete or update their Next Step Plan, determine which pathway is available at a partnering HEI, and select a dual credit course aligned to that pathway.
- b. High school staff will document students' STARS ID, eligibility information (high school GPA and PSAT or other assessment scores), and chosen pathway on their Dual Credit Request Form (henceforth, "Form").
- c. Students must have a completed Next Step Plan. The chosen pathway should align with student aptitudes and career interests, as recorded on the Next Step Plan.
- d. The high school staff or student must provide a copy of the student's Next Step Plan to HEI staff for reference. The Form cannot be approved without review of the Next Step Plan.
- e. Home school or private high school students must also obtain their STARS ID, submit a transcript, and complete a Dual Credit Request Form. (STARS IDs may be obtained from HED Administrative Services.)
- f. The completed Form and accompanying Next Step Plan must be submitted to the HEI in order to participate in dual credit coursework.
- g. Students' high school code must be recorded on the Form. (This is not required for homeschool students.)
- h. The HEI will keep the Form on file.

- i. The HEI is **not** required to keep Next Step Plan documents on file, only attest to their having been reviewed prior to approval of course enrollment.
- j. Students enrolled in dual credit classes shall adhere to the dates specified on the HEI campus calendar for registration, drop, withdrawal, and refund.
- k. New dual credit students, and those changing their pathway, must use a fully signed course request form and may not enroll via online registration.

2. Tuition and Fees

- a. The HEI shall waive tuition for all dual credit courses as per NMSA 21-1-1.2.F.
- b. Textbook and other required materials costs are handled at the local level. Students' high school must provide required textbooks within one week of the beginning of the semester. Course fees are students' responsibility.
- c. Public school districts and charter schools may apply for an award that provides funds to offset the costs of dual credit instructional materials (DCIM).
- d. The DCIM Fund 27103 Request for Information (Rfi) is available on the PED website in the spring prior to the next school year.
- e. Private and home school students are responsible for purchasing textbooks and materials.
- f. General fees (e.g., technology and insurance fees) are waived for dual credit students. However, New Mexico public colleges and universities may charge specific course fees that must be paid by dual credit participants.

3. Placement

- a. Each HEI shall submit their student placement procedures to HED annually by August 31.
- b. The MOU shall specify the maximum percentage of dual credit students enrolled per HEI course, which is recommended to be a cap of 15 percent per course.
- c. Placement procedures can differ, based on the pathway, but should be consistent with the placement procedures in place for non-dual credit students.
- d. Placement procedures shall be applied consistently for dual credit students in the student body of the HEI.

4. Pathways and Eligible Coursework at the HEI

- a. Each year, an HEI shall submit to the HED an up-to-date list of pathways that will be offered to dual credit students.
- b. The college shall maintain up-to-date, term-by-term plans for each *credential* or *degree* pathway offered to dual credit students. The term-by-term plan shall be given to each student upon enrollment in a pathway.
- c. Any course that is part of a pathway may be taken as dual credit, except remedial and physical education courses. Additionally, these courses must
 - i. be taken for a letter grade; and
 - ii. not be taken for audit or for Pass/Fail credit.

- d. Students may not take CLEP tests or competency-based education as part of the dual credit program.

5. Dual Credit Course Requirements

- a. All academic standards of the HEI must apply to college level courses offered by the HEI, whether on-campus, off-campus, or at secondary schools.
- b. New Mexico common courses that are offered as dual credit shall address the common student learning outcomes for that course.
- c. Dual credit courses offered in high schools must
 - i. duplicate the course offering, including course content and course requirements, as delivered on the HEI campus;
 - ii. employ identical or comparable assignments and grading criteria as courses delivered on-campus;
 - iii. have the same level of academic rigor and comparable standards of evaluation as courses delivered on-campus; and
 - iv. must be approved by the on-campus higher education faculty in the appropriate academic discipline to include the syllabus, textbook(s), teaching methodology, and student assessment strategies.
- d. The HEI shall communicate with the partner high schools for dual credit courses regarding
 - i. scheduling of courses;
 - ii. compliance with statewide dual credit policy;
 - iii. identification and resolution of problems that occur; and
 - iv. evaluation of each dual credit course.
- e. The HEI offering dual credit courses must publish the dual credit courses available at all sites in their course catalog.
- f. The following information shall be provided to students:
 - i. Course catalog
 - ii. Code of conduct and plagiarism policies
 - iii. Enrollment and admissions process including placement policies
 - iv. Course fees
 - v. Fail and repeatability policies, including provisional policies
 - vi. Transcript and records information
 - vii. Information about where credits will be accepted
 - viii. The HEI's formal dual credit placement policy enrollment standards

6. Assessment of Student Performance

- a. The responsibility for the development of assessment and evaluation measures to assure quality and comparability of dual credit courses offered on and off an HEI campus resides with the on-campus faculty in the appropriate academic discipline.
 - i. Comparability between dual credit courses taught in the high school and the corresponding courses taught on-campus at the HEI shall be demonstrated by using

the same methods of student assessment or identical student testing procedures for evaluation.

- ii. If different assessments are used, the HEI must demonstrate comparability between on-campus and off-campus courses to ensure a common standard of grading for all dual credit courses.
- iii. Assessment results of courses taught on and off an HEI campus shall be compared to determine relative consistency of course rigor.

7. Faculty/Instructor Qualifications

- a. High school instructors of dual credit courses are adjunct instructors of the HEI providing dual credit. As for any HEI course, high school instructors of dual credit courses shall meet the faculty qualification requirements outlined by the Higher Learning Commission (HLC).
- b. Instructors shall possess a master's degree in the discipline or subfield in which they teach.
 - i. Teaching assistants enrolled in a graduate program and supervised by faculty are excluded from this requirement.
- c. Instructors with a master's degree in a discipline or subfield, other than that in which they are teaching, must have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they are teaching.
- d. Faculty members may be employed based on equivalent experience.
 - i. In order to qualify as faculty based on equivalent experience, the HEI must define a minimum threshold of experience and an evaluation process that is used in the appointment process.
- e. The HEI may employ a career and technical programs instructor who has superior knowledge and tested experience in the discipline in which he or she is teaching. The knowledge and experience of the instructor must be measurable through documented
 - i. experience working in the field, via industry certification, and years of experience in the field; (and/or)
 - ii. recognition of excellence in teaching in the discipline, expertise validated through publications or wide critical and public acclaim, or through a nationally recognized rating of proficiency.

8. Faculty/Instructor Support

- a. New instructors must participate in orientation activities provided by the HEI and/or academic department offering the dual credit course.
- b. In order to assure the comparability of a dual credit course offered at a high school by a high school instructor with the corresponding HEI on-campus course, academic departments at the HEI shall provide instructors of dual credit courses with
 - i. opportunities to discuss concerns and share information with other faculty and the HEI administration and staff;
 - ii. access to appropriate professional development opportunities; and

- iii. mentoring offered either exclusively to dual credit instructors or to both campus-based faculty and dual credit instructors.
- c. Instructors teaching off of HEI campuses shall be evaluated regularly in accordance with established institutional policies and procedures.
 - i. Regular on-site course evaluations at the high school shall be conducted once a year for the first two years for new instructors.
 - ii. All instructor evaluations shall be conducted at a minimum of once every two years.
 - iii. Annual reports of student performance and feedback shall also be utilized and analyzed in evaluating dual credit instructor performance.

9. Transfer and Articulation

- a. New Mexico commonly numbered courses that are taken as dual credit courses will transfer as the commonly numbered course between all public New Mexico HEIs, pursuant to the *Post-Secondary Articulation Act*.
- b. Educational core courses that meet graduation requirements for English IV or specific mathematics courses will be established by the PED and HED.
- c. Common core standards will be matched to the most appropriate postsecondary courses for English language arts (ELA) and mathematics.
- d. Courses taken as part of an approved statewide *degree* pathway will transfer as fulfilling the core requirements for that pathway.
- e. All parties' rights and responsibilities, as outlined in NMAC 5.55.3, shall apply.

10. Geographic Area of Responsibility

- a. Public HEIs may enter into dual credit partnerships in their geographic area of responsibility as delineated in NMAC 5.2.4.
- b. Online courses are exempt from the provisions of NMAC 5.2.4.

IV. Annual Dual Credit Report

- a. HED reporting details to be announced
- b. PED reporting details to be announced

V. References

1. 5.2.4 NMAC
2. 5.55.4 NMAC
3. 6.30.7 NMAC
4. SB 158—Dual Credit Program Parity
5. NM PED Dual Credit Webpage:
<http://webnew.ped.state.nm.us/bureaus/college-career-readiness/dual-credit/>

VI. Glossary

AA/AS/AAS

—*Associate of arts, associate of science, and associate of applied science* degree abbreviations, respectively. An associate degree is the first level of college degree typically recognized by employers as college completion.

BA/BS

—*Bachelor of arts and bachelor of science* degree abbreviations, respectively. A bachelor's degree is the most common level of college degree, and the degree most widely recognized by employers as college completion.

Career Clusters

—Groups of occupations that require a common knowledge base and the use of similar skills. New Mexico secondary educators utilize the O*NET Online 16 Career Clusters as the basis of occupational organization. New Mexico postsecondary educators utilize O*NET Course Industry Program (CIP) codes as the basis of occupational organization.

Credential/Certification

—A non-degree program that provides credentials that indicate mastery and competency in specific knowledge, skills, or processes. Credentials prepare a student to earn industry-recognized certifications that utilize a set of nationally accepted standards. Certifications are typically awarded through assessment and validation of skills in cooperation with a business, trade association, or other industry group.

Early College High School (ECHS)

—A specific school model that allows students to earn a high school diploma and simultaneously pursue a postsecondary program

Higher Education Institution (HEI)

—A public, postsecondary, educational institution, including community colleges, branch community colleges, technical vocational institutes, four-year educational institutions, and tribal colleges

Local Educational Agency (LEA)

—A district, as defined in 6.29.1.7 NMAC (a public school district, a state-chartered charter school, or a state educational institution), or a bureau of Indian education-funded high school

Major

—A subject area or field of study chosen by a postsecondary student to represent his or her principal interest and, upon which, a large share of his or her academic efforts are concentrated in a college or university

Meta-Major

—A subject area or field of study chosen by a high school student to represent his or her broad career interest and upon which dual credit coursework can be selected at the student's dual credit HEI partner.

Memorandum of Understanding (MOU)

—A formal agreement between a high school and a higher education institution that spells out the policies for dual credit. Referred to as the *Statewide Master Agreement* in 21-1-1.2 NMSA 1978 and simply *Agreement* or *Uniform Master Agreement* in 6.30.7 NMAC. The MOU shall include 1) placement policies, 2) available pathways in which dual credit students may enroll, 3) reading, writing, and mathematics proficiency cut-scores for all pathways, and 4) maximum dual credit enrollee percentages per course.

Next Step Plan (NSP)

—An annual personal written plan of studies developed by a student, in consultation with the student's parent and school counselor or other school official. The NSP spells out student interests and career ambitions and the academic and social achievements needed to achieve those goals. Next Step Plans are mandatory, per 22-13-1.1(M)(3) NMSA 1978.

Pathway

—A set of connected educational experiences within a single career cluster or industry. A pathway leads to a credential or a degree that represents entry-level qualifications for employment. A pathway includes coherent and rigorous content in a coordinated, non-duplicative progression of courses. Pathways are designed to adequately prepare students to succeed in their selected career or industry. A pathway will follow the progression listed on the partner HEI's website for the selected credential or degree.



State of New Mexico Dual Credit Request Form



School Year

Summer Fall Spring

Changing Program of Study?

Student Information

<input style="width: 90%;" type="text"/> Last Name	<input style="width: 85%;" type="text"/> First Name	<input style="width: 80%;" type="text"/> MI	<input style="width: 85%;" type="text"/> Date of Birth	<input style="width: 85%;" type="text"/> STARS Student ID#	<input style="width: 80%;" type="text"/> Social Security Number *
<input style="width: 90%;" type="text"/> Mailing Address	<input style="width: 85%;" type="text"/> City	<input style="width: 80%;" type="text"/> State	<input style="width: 85%;" type="text"/> ZIP Code	<input style="width: 85%;" type="text"/> Residency – County	<input style="width: 80%;" type="text"/> High School Name
<input style="width: 80%;" type="text"/> Gender	<input style="width: 80%;" type="text"/> Ethnicity *	<input style="width: 80%;" type="text"/> Telephone	<input style="width: 80%;" type="text"/> (NEW) Program of Study	<input style="width: 80%;" type="text"/> HS ACT Code **	<input style="width: 80%;" type="text"/> High School GPA/Graduation Year

*Social Security number and/or ethnicity are not required for dual credit participation. **HS ACT Code is not required for homeschool students.

Course Listing and Secondary/Postsecondary Approval

The above-named student has been given permission to enroll as a dual credit student. Based on this student's Next Step Plan, academic record and overall maturity, I feel he/she will be successful in college level courses. Therefore, as high school representative, I recommend the student take the following course(s):

Schedule # e.g. CRN #	Course #, e.g. MATH 121	Course Section #	Course Title, e.g. College Algebra	STARS Course Code	Day(s) (MTWThF)	Time, e.g. 1-1:30pm	Location of Course	Higher Education Credits	High School Credits

FERPA Release Information

We, the student and parent/guardian, agree for the above-named student to enroll in the Dual Credit Program offered in coordination with the above named high school and postsecondary institutions. We understand the high school representative will authorize course selection for each term. We understand that all prerequisite requirements, including assessment and course placement must be met.

We agree to abide by the guidelines in the Dual Credit Memorandum of Agreement, and in high school and postsecondary policies and codes of conduct.

We will cooperate with both the high school and postsecondary institution in fulfilling student responsibilities. We understand that any courses registered for, or grades earned, become a permanent part of the student's high school and college record. At the end of each quarter and/or semester, we authorize the postsecondary institution to send all grades to the high school, including those for courses that are not a part of this agreement.

We understand that it is the student's responsibility to receive approval from the high school representative for permission to drop or withdraw from the course(s) listed above.

According to the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), all rights of access to student educational records transfer from parent to student when the student is enrolled in a postsecondary institution. Accordingly, dual credit students still enrolled in high school have rights of access to their postsecondary dual credit records. *In order for the student to receive credit, transcripts of dual credit courses will be shared among the secondary and postsecondary institution, the New Mexico Public Education and Higher Education Departments (NMPED/NMHED).*

All data will be used and maintained in accordance with all federal and state statutes, regulations, and policies.

By signing below, I, the student, authorize the postsecondary institution listed above, to release all information concerning my academic records to my high school, the NMPED, and the NMHED. I understand that information may be released orally, electronically, or on paper. I have the right to inspect any written records released pursuant to this consent and understand that I may revoke this consent at any time.

We, the student and parent/guardian, certify that all the information furnished in this application is true to the best of our knowledge. We understand that any misrepresentation of the facts may result in the immediate cancellation of the student application or registration.

Signatures

<input style="width: 95%;" type="text"/> High School Representative Signature	<input style="width: 90%;" type="text"/> Date	<input style="width: 95%;" type="text"/> High School Representative Name (print/type)
<input style="width: 95%;" type="text"/> Student Signature	<input style="width: 90%;" type="text"/> Date	<input style="width: 95%;" type="text"/> Parent/Guardian Signature
<input style="width: 95%;" type="text"/> Postsecondary Representative Signature	<input style="width: 90%;" type="text"/> Date	<input style="width: 95%;" type="text"/> Postsecondary Representative Name (print/type)

For Higher Education Institution Administrative Use

Dual Credit Form Received by (print/type name) Date Entered by (print/type name) Date

Completed/Signed Next Step Plan Reviewed
 Student Meets Course(s) Prerequisites
 Student High School Transcript Received

PARCC Scores (Circle)						PSAT Scores (Circle)		Accuplacer or Other Scores (Circle)			
Reading	Writing	ELA	Geometry	Algebra2	Math	Reading/Writing	Math	Math	English	Essay	ESL
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Comments:

Agreement of Parties

A. STUDENTS AND PARENTS OR GUARDIANS

A. STUDENT & PARENT. Endorsement of the Dual Credit Form by the STUDENT and PARENT, unless the STUDENT is 18 years old, shall be evidence that they possess an awareness of, and agree with the following provisions. For purposes of this agreement, Local Education Agency (LEA) means public school districts, state chartered charter schools, state-supported schools and Bureau of Indian Education-funded high schools; Higher Education Institution (HEI) means public two-year colleges and four-year universities.

1. Admission and Enrollment of Students. *For a student to be accepted and enrolled into the dual credit program, the STUDENT shall:*

- Discuss potential dual credit courses with the appropriate LEA and HEI staff. This discussion shall include HEI admission and registration requirements, course requirements, credits to be attempted, congruence with student Next Step Plan, credits to be awarded, scheduling under dual credit, and implications for failure to successfully complete the course;
- Obtain course requirements for each course, including course prerequisites, course content, grading policy, attendance requirements, course completion requirements, performance standards, and other related course information;
- Meet the prerequisites and requirements of the course(s) to be taken;
- Complete this *Dual Credit Request Form* available online or in hard copy from the LEA or HEI;
- Return this *Dual Credit Request Form* with the specific courses requested, required signatures and, if applicable, a current high school transcript, and copies of either Compass or Accuplacer assessment results to an LEA representative;
- Obtain approval for enrolling in the dual credit program each semester by acquiring all necessary signatures on the *Dual Credit Request Form* and submitting this form to an HEI representative;
- Register for courses during standard registration periods of the partner HEI (NOTE: enrollments shall not be permitted after the close of posted late registration);
- Discuss any request for a change in registration (add, drop, withdrawal), recognizing that "audit" is not allowed for a dual credit course, and complete all necessary forms and procedures with appropriate LEA and HEI staff; and
- Comply with HEI and LEA student codes of conduct and other institutional policies.

2. Rights and Privileges of Student. *The right and privileges of STUDENTS participating in the dual credit program include:*

- The rights and privileges equal to those extended to LEA and HEI students, unless otherwise excluded by any section of this Agreement;
- The use of HEI library, course related labs and other instructional facilities, use of HEI programs and services such as counseling, tutoring, advising, and special services for students with disabilities, and access to HEI personnel and resources as required; and
- The right to appeal, in writing to the LEA or HEI, as applicable, any decision pertaining to enrollment in the dual credit program.

3. Financial Responsibility for Funding Dual Credit. *The STUDENT shall:*

- Return the textbooks and unused course supplies to the LEA when the student completes the course or withdraws from the course;
- Arrange transportation to the site of the dual credit course. Depending upon the time and course location, the student may have access to transportation through the LEA if the dual credit course is offered during the school day; and
- Be responsible for course-specific (e.g. lab, computer) fees.

4. Confidentiality of Student Records.

- Student educational records created as a result of this Agreement shall be retained and disseminated in accordance with FERPA requirements;
- Participation in the dual credit program requires STUDENT and/or PARENT/GUARDIAN signatures on this *Dual Credit Request Form* to comply with FERPA regulations.

5. High School and Higher Education Institution Calendars.

The regular operating institutional calendar and schedule of HEI shall be observed by STUDENTS earning dual credit. Dual credit STUDENTS are required to comply with the requirements of both the LEA and HEI official calendars. In instances in which the calendars are incongruent, the dual credit STUDENT is required to independently satisfy both calendar requirements and may consult with school counselors for assistance.

B. LEA. Endorsement of this *Dual Credit Request Form* shall be evidence the LEA has and will comply with the provisions outlined in the Memorandum of Agreement between the HEI and the LEA.

C. HEI. Endorsement of this *Dual Credit Request Form* shall be evidence that the HEI has and will comply with the provisions outlined in the Memorandum of Agreement between the LEA and the HEI.

Rev.2/18

- C. staffing patterns;
- D. subject areas;
- E. purchase of instructional materials; and
- F. course work requirements.

[6.30.13.13 NMAC - N, 5/15/2018]

HISTORY OF 6.30.13 NMAC: [RESERVED]