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HOUSE BILL 125

56TH LEGISLATURE - STATE OF NEW MEXICO - FIRST SESSION, 2023

INTRODUCED BY

G. Andrés Romero and Natalie Figueroa and Joanne J. Ferrary

AN ACT

RELATING TO PUBLIC EDUCATION; CREATING A DUAL CREDIT TASK
FORCE; PROVIDING DUTIES; REQUIRING A FINAL REPORT.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF NEW MEXICO:

**SECTION 1. TEMPORARY PROVISION--DUAL CREDIT TASK
FORCE--CREATED--DUTIES--FINAL REPORT.--**

A. The "dual credit task force" is created. The
task force consists of:

(1) the following members appointed by the
secretary of higher education:

(a) two members representing the four-
year higher education institutions; and

(b) three members representing the
independent community colleges;

(2) the following members appointed by the

1 secretary of public education:

2 (a) two members representing school
3 superintendents; and

4 (b) three members representing high
5 school principals;

6 (3) the secretary of higher education or the
7 secretary's designee; and

8 (4) the secretary of public education or the
9 secretary's designee.

10 B. The task force shall be appointed by July 1,
11 2023. Staff for the task force shall be provided by the higher
12 education and public education departments and the higher
13 education institutions that have members on the task force.

14 C. The task force shall examine current course
15 offerings, dual credit enrollment practices, faculty hiring
16 practices, student support services, credit transferability and
17 current barriers to increasing dual credit participation in a
18 seamless system for high school students to transition from
19 diploma to terminal degree. The task force shall:

20 (1) conduct a comprehensive survey and study
21 of:

22 (a) course options by subject area and
23 public post-secondary educational institution;

24 (b) accessibility for high school
25 students in urban and rural school districts for both online

1 and in-person instruction;

2 (c) institutional procedures for student
3 enrollment in dual credit college courses;

4 (d) procedures for dual credit
5 agreements between public post-secondary educational
6 institutions and public high schools;

7 (e) course enrollments by tuition-paying
8 students and high school students;

9 (f) funding sufficiency for higher
10 education institutions to offer current and enhanced coursework
11 for dual credit;

12 (g) platforms and delivery methods for
13 online courses;

14 (h) hiring or contracting practices by
15 higher education institutions for adjunct faculty and other
16 dual credit instructors, including instructor credentials and
17 certifications;

18 (i) communications processes between
19 high schools and higher education institutions regarding
20 student expectations, assignment completion, attendance, course
21 completion, student support needs and grades; and

22 (j) exemplar practices and policies
23 nationally;

24 (2) propose and employ metrics for determining
25 effective dual credit programs and for defining student success

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within a dual credit course;

(3) identify practices and other factors that increase or decrease rates of course access and successful completion; and

(4) identify strategies to increase student access to both online and in-person dual credit coursework.

D. The task force shall report its findings and recommendations to the governor, the legislative education study committee and the legislature by January 1, 2024.