

NEW MEXICO  
HIGHER EDUCATION  
DEPARTMENT



*Fostering Student Success from Cradle to Career*

## ***POLICY & PROCEDURES MANUAL***

*for*

# Dual Credit

Policy and Procedures proposed by Dual Credit Council on 10/17/2016; rev. 5/11/23.

[dualcredit.council@state.nm.us](mailto: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.

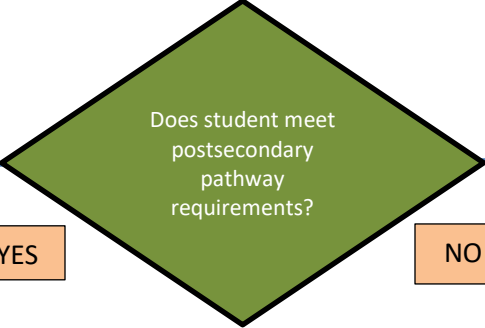
An early college high school (ECHS), by contrast, is a specific school model that uses dual credit to support accelerated learning, with the goal of students earning a college degree while still in high school. Students enrolled in an ECHS also have a Next Step Plan (NSP) that guides their dual credit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



HIGH SCHOOL STUDENTS GRADES 9–12

- Complete a career interest inventory; and,
- Choose a high school pathway; and,
- Choose a corresponding postsecondary pathway; and,
- Complete a Next Step Plan that includes a selected dual credit course.

II.1  
II.2



**First Semester Enrollment:** Students demonstrating readiness for their college coursework may enroll in any one first-term course in the pathway.

**Provisional Enrollment:** Students not demonstrating readiness for their college coursework may enroll provisionally in one dual credit course per semester, as determined by the HEI. (Provisional students must enroll in a partnered support mechanism at the LEA or HEI, such as tutoring or grade checks.)

II.3.a

II.3.b

II.4.a

To obtain/maintain full dual credit eligibility, students must:

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 course taken; (AND)
5. Not obtain withdrawals (WP & WF) for transcribed dual credit courses.

Students retain provisional status until meeting the full academic requirements of the pathway.

II.4.c

Students with full dual credit eligibility may

1. register and enroll in college mathematics and/or college English courses aligned with their chosen pathway;
2. enroll in two dual credit courses per semester; and
3. enroll in up to four dual credit courses after core high school graduation requirements are completed.

II.4.d

Students with provisional dual credit eligibility may register and enroll in one course (different from one already taken) in their pathway (one course per semester).  
(See HEI provisional enrollment policy for more information.)

YES

NO

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"> <li>✓ Complete a career interest inventory and choose a pathway.</li> <li>✓ Submit grade point average (GPA), PSAT, ACT/SAT, and/or Accuplacer scores for evaluation of college readiness with secondary and postsecondary dual credit coordinators, in accordance with formal, HEI dual credit placement policy.<sup>1</sup></li> <li>✓ Enroll in dual credit courses aligned to the chosen pathway as defined in the Next Step Plan.</li> </ul>		
College Readiness <sup>1</sup>	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">For students who demonstrate readiness for the college coursework in their pathway:</td> <td style="width: 50%;">For students who do NOT demonstrate readiness for the college coursework in their pathway:</td> </tr> </table>	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:
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	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">           Students may           <ol style="list-style-type: none"> <li>1. enroll in one dual credit course;</li> <li>2. register and enroll in <b>any</b> first-term course of the pathway (identified in the HEI term-by-term sequence plan).</li> </ol> </td> <td style="width: 50%;">           Students           <ol style="list-style-type: none"> <li>1. may enroll in one dual credit course;</li> <li>2. may register and enroll in a course in their pathway that does not require college mathematics and/or college</li> </ol> </td> </tr> </table>	Students may <ol style="list-style-type: none"> <li>1. enroll in one dual credit course;</li> <li>2. register and enroll in <b>any</b> first-term course of the pathway (identified in the HEI term-by-term sequence plan).</li> </ol>	Students <ol style="list-style-type: none"> <li>1. may enroll in one dual credit course;</li> <li>2. may register and enroll in a course in their pathway that does not require college mathematics and/or college</li> </ol>
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One Dual Credit Course per Semester	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;"></td> <td style="width: 50%;">           English courses as prerequisites; and           <ol style="list-style-type: none"> <li>3. must continue to pursue readiness for college coursework by completing high school ELA and mathematics courses with a grade of C or higher.</li> </ol> </td> </tr> </table>		English courses as prerequisites; and <ol style="list-style-type: none"> <li>3. must continue to pursue readiness for college coursework by completing high school ELA and mathematics courses with a grade of C or higher.</li> </ol>
	English courses as prerequisites; and <ol style="list-style-type: none"> <li>3. must continue to pursue readiness for college coursework by completing high school ELA and mathematics courses with a grade of C or higher.</li> </ol>		
Transitioning Between First Semester, Provisional and Ongoing Enrollment	<p>In order to transition from First Semester and Provisional status to Ongoing Enrollment status, students must</p> <ol style="list-style-type: none"> <li>1. demonstrate readiness for college coursework; (and)</li> <li>2. progress towards high school graduation; (and)</li> <li>3. maintain half-time, high school enrollment until graduation requirements are completed; (and)</li> <li>4. obtain a course grade of C or better for each dual credit course taken; (and)</li> <li>5. not obtain withdrawals (<i>W</i>, <i>WP</i>, <i>WF</i>) for transcribed dual credit courses; (and)</li> <li>6. not obtain incompletes (<i>I</i>, <i>INC</i>) for transcribed dual credit courses; (and)</li> <li>7. not enroll in a dual credit course to audit or for Pass/Fail credit.</li> </ol>		

<sup>1</sup> 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
<b>Ongoing Enrollment</b>	<p>Students who earn a grade of <i>C</i> or higher</p> <ol style="list-style-type: none"> <li>1. may register and enroll in college courses aligned with their chosen pathway; and</li> <li>2. must complete all first-term courses (identified in the HEI term-by-term sequence plan) before enrolling in second term courses.</li> </ol> <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>
<b>Two or More Dual Credit Courses per Semester</b>	<ol style="list-style-type: none"> <li>1. may register and enroll in a different course in their pathway (one course per semester); (and)</li> <li>2. must enroll in a partnered support mechanism available at the LEA or HEI, such as tutoring or grade checks; (and)</li> <li>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)</li> <li>4. may transition out of dual credit provisional status after meeting the HEI’s formal dual credit placement policy.</li> </ol>
<b>Maximum Enrollment</b>	<ol style="list-style-type: none"> <li>1. Students—who meet HEI formal dual credit placement policy enrollment standards and maintain a college GPA of 2.5<sup>2</sup>—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.</li> <li>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.</li> <li>3. Home school and private school students are limited to two courses per semester.<sup>3</sup></li> </ol>
<b>Maintaining Eligibility</b>	<p>In order to maintain eligibility for the dual credit program and courses, students must</p> <ol style="list-style-type: none"> <li>1. continue to make progress toward high school graduation; (and)</li> <li>2. maintain half-time enrollment in high school until graduation requirements are completed; (and)</li> <li>3. Earn a <i>C</i> or higher in dual credit courses.</li> </ol>
<b>Graduation<sup>4</sup></b>	<ol style="list-style-type: none"> <li>1. Students completing a <i>credential</i> pathway may continue taking courses towards a <i>degree</i> pathway.</li> <li>2. Students may be awarded a credential prior to high school graduation.</li> <li>3. Associate degrees may be awarded in the same semester as high school graduation only after high school graduation is verified.</li> </ol>

<sup>2</sup> 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.

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

<sup>4</sup> 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,<sup>5</sup> 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 18<sup>th</sup> 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.

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<sup>5</sup> 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 the PSAT, ACT/SAT 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. (Home school students without a STARS ID, may obtain one from the PED. Email: [Info.Homeschool@ped.nm.gov](mailto:Info.Homeschool@ped.nm.gov))
- 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. Public school districts and charter schools (LEAs) receive funds included in their annual State Equalization Guarantee (SEG) funding to offset the costs of dual credit instructional materials.
- c. Textbook and other required materials costs are handled at the LEA level. Students' high school must provide required textbooks within one week of the beginning of the semester.
- d. Course fees are students' responsibility.
- 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 and PED alternate the production of the report on a biennial basis, corresponding with the dual credit council chair rotation.

# 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. For more information follow this link: <http://www.echs-nm.com/>

### 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 secondary 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.

## Next Step Plan Template

### STUDENT INFORMATION

(SCHOOL NAME)

Student Name:	John Doe	High School Entry Date:	Fall 2018
Student State ID Number:	NM XXX	Target Graduation Date:	Spring 2022
Student Email Address:	JohnDoe@XXXX	Course of Study:	Health and Social Services
Birthdate	14	10 <sup>th</sup> Grade	<input type="checkbox"/>
Check those that apply:	<input type="checkbox"/> 504 Plan <input type="checkbox"/> IEP <input type="checkbox"/> ELL <input type="checkbox"/> SAT	11 <sup>th</sup> Grade	<input type="checkbox"/>
School Designee:	XX/XX/2019	12 <sup>th</sup> Grade	<input type="checkbox"/>
	XX/XX/2018	Date Initiated:	XX/XX/2020

### CAREER GOAL

<b>Career Cluster:</b>	Health Science
<b>Occupation:</b>	Therapeutic Services
<b>Occupation Skill Sets:</b>	<ol style="list-style-type: none"> <li>Assisting and caring for others</li> <li>Communicating with supervisors, peers, or subordinates</li> <li>Identifying objects, actions, and events</li> <li>Establishing and maintaining interpersonal relationships</li> <li>Getting information</li> </ol>
<b>Wage Info:</b>	Nationally: \$12.07 hourly, \$25,100 annual New Mexico: \$12.44 hourly, \$25,900 annual
<b>Occupation Demand:</b>	Faster than average (15% to 21%) State & National Trends Projected Annual Job Openings: Nationally: 59,360 New Mexico: 230

### PERSONAL GOAL

<p>To obtain education/experience to become employed as a Nursing Assistant (NA).</p> <p>Stepping to Certified Nursing Assistant (CNA or DNA) as steps to eventually become a Certified Nursing Practitioner (CNP).</p>
<p><b>ACADEMIC GOAL</b></p> <p>To maintain a 3.5 GPA in order to qualify for scholarships so that I can continue my education at San Juan Community College</p>
<p><b>FAMILY AND COMMUNITY SUPPORT SYSTEMS</b></p> <p>Internship at job sites                      Participation in apprenticeship programs                      Job Shadowing                      Career Days/Career Fairs                      Advisory &amp; Parent Advisory Groups</p>

### POST-GRADUATION GOAL

<b>Work Full-Time:</b>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<b>Work Part-Time:</b>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<b>Enter the Military:</b>	Yes <input type="checkbox"/>	No <input type="checkbox"/>
<b>Apprenticeship:</b>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<b>2-Year Training:</b>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<b>2-Year Degree:</b>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<b>4-Year Degree:</b>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<b>Undecided:</b>	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
<b>Notes:</b>	<p>Related Occupations:</p> <ul style="list-style-type: none"> <li>Orderlies</li> <li>Home Health Care Nursing Assistants</li> <li>Hospice Nursing Assistants</li> </ul>	



Next Step Plan Template

**EXTRA HELP STRATEGIES**  
(Extra Assistance)

READ 180

Tutoring/Peer Mentoring

Math Interventions

\*Local level defined\*

**ACADEMIC ENHANCEMENT**  
OPTIONS/Scholarship Requirements

Career & Technical Education Classes

AP Classes

\*Local level defined\*

**EXTRA/CO-CURRICULAR ACTIVITIES**

SKILLS USA

HOSA

Junior Medical Reserve Corps

Volunteer Community Program(s)

\*Local level defined\*

**POSTSECONDARY/CAREER**  
ENHANCEMENT OPTIONS

Dual Enrollment

Internship/OJT

Industry Recognized Certification(s)

Mentoring Opportunities

\*Local level defined\*

**INDUSTRY CERTIFICATION GOAL**

What industry certification will be pursued  
BLS (AHA, CPR/First Aid + at least one other listed).

• Certificate – Health Care Technician (62)

• Certified Nursing Assistant-CNA (99-100)(276)

• Work Keys (258)

May 2022

Yes  Met Standard

No

Target Date for Completion:

Certification Completed:

**ATTACHMENTS**

Interest Inventory  Transcript  Degree Requirements

Assessment Results  Semester Schedule  Course Credit Check

Transition Assessment (required for students receiving special education services)  Other:



*Diploma Options / Students with Disabilities:*

Standard Diploma  Career Readiness  Ability

**PROGRAM OF STUDY:**

*Therapeutic Services*

(Jane Doe NMXXXXXXXX)

(SCHOOL NAME & LOGO  
HERE)

	9 <sup>TH</sup> GRADE	10 <sup>TH</sup> GRADE	11 <sup>TH</sup> GRADE	12 <sup>TH</sup> GRADE
	Course Name	Code	Course Name	Code
Mathematics	Algebra I	2031	Algebra II	2041
	English/Language Arts I	1001	English/Language Arts III	1003
English Language Arts	US History/Geography	2729	US Government	2730
	World History/Geography	1703	Chemistry I	1721
Social Studies	Life & Physical Science	1703		
	Physical Education	2305		
Science			Trigonometry	2043
			English/Language Arts IV	1004
			Economics	2741
			Anatomy & Physiology or Medical Anatomy & Physiology	1713 or 1550

Next Step Plan Template  
Cluster/Workplace/Language  
Health Education

Health	Spanish I	Spanish II	1252	1253	
	1401				
<b>School District Graduation Requirements</b>					
*Local level defined*	*Local level defined*				*Local level defined*
*AP COURSES APPLICABLE					
<b>Career Pathway Requirements/Elective</b>					
Health Care Occupations Exploration	1500 Health Care Occupations	1502 Medical Office (Med Terminology)	1514 Health Care OJT	1597	
		Spanish III (Career Based-Health Med Term)	1254 Dual Enrollment		
<b>General Electives</b>					
Community Health	1403 Employability Skills	1604			
PLTW Principles of BioMedical Sciences	1660 PLTW Bio Med-Human Body Systems	1661 PLTW Bio Med-Medical Interventions	1662 PLTW Capstone (TBD)	1663	
<b>Courses Required to be Repeated</b>					
<b>Mandatory Assessments</b>					
PARCC	PARCC	PARCC			PARCC/NAEP
NMHSCE					EoCs/Graduation
<b>Optional Assessments</b>					
<b>Codes:</b>					
	Advanced Placement = AP	Distance Learning = DL	International Baccalaureate = IB	Other:	
	Dual Credit = DC	Honors Course = HC	Online Line Class = OL	Other:	

**Next Step Plan Template**

(INSERT STUDENT NAME and ID)

2 year – College or Program Name: **San Juan Community College** Degree Name /Training Program: **Nursing Aide Certification**

4 year University Name: **San Juan Community College** Degree Name: **ADN (Associate Degree in Nursing)**

\*Certification Course is PNUR 110 is an 8 week, 6 credit hour course. Classes are three (3) days per week and 4 hours each day unless otherwise specified. This course meets federal and state requirements and qualifies individuals to take the State Certification Exam.

Hours of instruction include 45 class hours of instruction + 90 lab/clinical hours in local health care. Certification examination is and fee schedules are listed on website below.

Year 1					Year 2				
Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring	
<b>General Education Requirements for the POS/Degree/Training Plan</b>									
	BIOL121 Introduction to Biology or BIOL 224 Microbiology or CHEM 110	BIOL 253 Human Anatomy & Phys II		BIOL 282 Pathophysiology II					
	ENGL 111	BIOL 281 Pathophysiology I							
	BIOL 252 Anatomy and Phys								
<b>Degree/Training Emphasis Courses (Major)</b>									
PNUR 110 (6 hours)	PSY 120 Intro to Psychology	NRSRG 110 Intro to Nursing Concepts	NRSRG 130 Health & Illness Concepts 1	NRSRG 133 Assessment & Health Promotion	ADN Capstone				
NURSING AID CERT	PSY 230 Human Development	NRSRG 111 Principles of Nursing	NRSRG 131 Health Care Participant	NRSRG 211 Health & Illness Concepts II					
			NRSRG 132 Nursing Pharmacology	NRSRG 212 Professional Nursing Concepts	NRSRG 221 Health & Illness Concepts III				
				Care of Patients with Chronic Conditions	NRSRG 222 Clinical Intensive I				
<b>Electives</b>									

\*San Juan Community College - Nursing Assisting Certification: <http://www.sanjuancollege.edu/pages/1357.asp>

- ADN Degree: <http://www.sanjuancollege.edu/pages/5081.asp>

Of the courses listed above, highlight those that are transferable to any other NM public higher education institution.

State law at Section 21-1B-1 to 6 NMSA 1978, directs the New Mexico Higher Education Department to establish policies designed to allow core courses successfully completed by students at New Mexico public higher education institutions to guarantee transfer to any other New Mexico public higher education institutions. The listing of transferable courses can be found at <http://hed.state.nm.us>.

Next Step Plan Template  
 Next Step Plan Signature Page

(INSERT STUDENT NAME and ID)

We have reviewed and approved this Next Step Plan (Legal Guardian may be substituted for Parent where applicable)

Parent Name: Phone Number: Email Address:

Entering 9 <sup>th</sup> Grade		Entering 10 <sup>th</sup> Grade		Entering 11 <sup>th</sup> Grade		Entering 12 <sup>th</sup> Grade	
Student Signature	Date	Student Signature	Date	Student Signature	Date	Student Signature	Date
Parent Signature	Date	Parent Signature	Date	Parent Signature	Date	Parent Signature	Date
Print Parent Name		Print Parent Name		Print Parent Name		Print Parent Name	
Parent Signature	Date	Parent Signature	Date	Parent Signature	Date	Parent Signature	Date
Print Parent Name		Print Parent Name		Print Parent Name		Print Parent Name	
School Official Signature	Date	School Official Signature	Date	School Official Signature	Date	School Official Signature	Date

Comments (Entering 9<sup>th</sup> Grade):

Comments (Entering 10<sup>th</sup> Grade):

Comments (Entering 11<sup>th</sup> Grade):

*Note: Review the attached Final Next Step Plan at this time in preparation for the senior year.*

Comments (Entering 12<sup>th</sup> Grade):

Select the option(s) you plan to pursue after graduation.

**Note:** Use *additional pages to address plans of action and follow-up.*

Program Options		Provide information about your selections under Program Options.	
<b>Bachelor Degree Program:</b>		Student Applied Yes <input type="checkbox"/> No <input type="checkbox"/>	If no, include a plan of action. Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>Name of Degree Plan</b> ⇅		Student Admitted Yes <input type="checkbox"/> No <input type="checkbox"/>	
<b>Name Public College/University</b> ⇅			
<b>Name Private College/University</b> ⇅			
<b>Associate Degree Program:</b>		Student Applied Yes <input type="checkbox"/> No <input type="checkbox"/>	If no, include a plan of action. Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>Name of Degree Plan</b> ⇅		Student Admitted Yes <input type="checkbox"/> No <input type="checkbox"/>	
<b>Name Postsecondary institution</b> ⇅			
<b>Trade Certification Program :</b>		Student Applied Yes <input type="checkbox"/> No <input type="checkbox"/>	If no, include a plan of action. Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>Name of Certificate program</b> ⇅		Student Admitted Yes <input type="checkbox"/> No <input type="checkbox"/>	
<b>Name of Training Institution</b> ⇅			
<b>Military Service:</b>		Student Applied Yes <input type="checkbox"/> No <input type="checkbox"/>	If no, include a plan of action. Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>Branch</b> ⇅		Student Admitted Yes <input type="checkbox"/> No <input type="checkbox"/>	
<b>Work Study/Apprenticeship Program:</b>		Student Applied Yes <input type="checkbox"/> No <input type="checkbox"/>	If no, include a plan of action. Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>Career Area of Focus</b> ⇅		Student Admitted Yes <input type="checkbox"/> No <input type="checkbox"/>	
<b>Employment:</b>		Student Applied Yes <input type="checkbox"/> No <input type="checkbox"/>	If no, include a plan of action. Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>Career Area of Focus</b> ⇅		Student Hired Yes <input type="checkbox"/> No <input type="checkbox"/>	

Has the student applied for financial aid/scholarships? Yes  No  Include a plan for necessary follow-up:

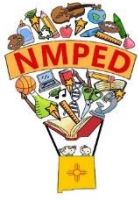
Has the student applied for campus (or other) housing? Yes  No  Include a plan for necessary follow-up:

Has the student arranged transportation? Yes  No  Include a plan for necessary follow-up:

Signatures below confirm review and approval of this Final Next Step Plan.

Student Signature	Date
Parent Signature	Date
School Designee	Date

Notes:



## State of New Mexico Dual Credit Request Form

NEW MEXICO  
HIGHER EDUCATION  
DEPARTMENT  
*Fostering Student Success from Cradle to Career*



School Year

Summer   
  Fall   
  Spring   
 Changing Pathway?

### Student Information

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

\*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
<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>
<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>
<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>	<input style="width: 90%;" type="text"/>

### 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 institution(s). 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

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

Postsecondary Representative Signature

Date

Postsecondary Representative Name (print/type)

## Administrative Use

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Dual Credit Form Provided by (print/type name)	Date	Dual Credit Form Received by (print/type name)	Date

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

ACT/SAT Scores (Circle)							PSAT Scores (Circle)				
Accuplacer or Other Scores (Circle)											
English	Math	Reading	Science	Reading	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:

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## Agreement of Parties

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.