STATEWIDE DUAL CREDIT MASTER AGREEMENT

NEW MEXICO SECONDARY AND POSTSECONDARY DUAL CREDIT PROGRAM

MEMORANDUM OF AGREEMENT

Between New Mexico Highlands University

and Wagon Mound Public Schools (LEA)

TERMS OF AGREEMENT

PART 1 – GENERAL PROVISIONS OF AGREEMENT

A. SCOPE

Dual credit shall be provided in accordance with the terms and conditions of this uniform Master Agreement (*hereafter* Agreement), which supersedes all previous agreements, versions and addenda. This Agreement applies to local education agencies (public school districts, locally chartered and state chartered charter schools, state-supported schools, and bureau of Indian education-funded high schools) (*hereafter* LEA), high school students who attend secondary schools, and public postsecondary institutions in New Mexico including tribal colleges (*hereafter* Postsecondary Institution). The LEA may complete agreements with multiple postsecondary institutions. The Postsecondary Institution may complete agreements with multiple LEAs.

B. DEFINITION OF DUAL CREDIT PROGRAM

"Dual credit program" means a program that allows high school students to enroll in college-level courses offered by a POSTSECONDARY INSTITUTION that may be academic or career technical but not remedial or developmental, and simultaneously to earn credit toward high school graduation and a postsecondary degree or certificate.

C. AUTHORIZATION

Dual Credit Programs are authorized by Sections 21-1-1.2, 21-1B-3, 21-13-19 and 22-13-1.4 NMSA 1978 and 6.30.7 NMAC.

D. PURPOSES

The primary purposes of a dual credit program are to increase the educational options and opportunities for high school students and increase the overall quality of instruction and learning available through secondary schools. Fundamentally, dual credit programs allow students to earn credit at the secondary and postsecondary levels simultaneously. The programs may also encourage more students to consider academic or career technical higher education, especially students from underrepresented groups. Research indicates that dual credit programs can lead to better completion rates for both high school and college; reduce the need for remediation; shorten time to a diploma or degree completion; reduce the cost of higher education; reinforce the concept of life-long learning through an educational continuum; provide an alternative for students tempted to leave high school to enter the workforce; and, especially when offered through distance learning, provide equal access to higher education opportunities to students, whether rural or urban.

E. ELIGIBILITY AND APPROVAL

The following general eligibility and approval requirements shall apply to all Agreements. The Agreement specifies the means by which the state will provide equal opportunities to all high school students who wish to participate in the dual credit program. The Agreement: 1) specifies eligible courses, academic quality of dual credit courses, student eligibility, course approval, course requirements, required content of the form, state reporting, liabilities of parties, and student appeals; and 2) states the roles, responsibilities, and liabilities of the LEA, the postsecondary institution, student, and the student's family.

PART 3 – TERM AND FILING OF AGREEMENT

A. TERMS AND CONDITIONS

The initial term of this Agreement shall be from July 1, 2023 to June 30, 2026. With the exception of the appendix, this Agreement may not be altered or modified by either party. This Agreement shall automatically renew for additional fiscal years unless either party notifies the other party of their intent not to renew 60 days before the end of the fiscal year. The LEA in collaboration with the POSTSECONDARY INSTITUTION, may modify the list of dual credit courses in the Appendix of the Agreement. Modifications to the Appendix must be submitted to NMHED and PED by the end of each semester.

The LEA and POSTSECONDARY INSTITUTION providing dual credit programs shall complete the Agreement and the LEA shall submit the completed Agreement to PED.

A completed Agreement shall contain signatures from all parties and includes an Appendix developed collaboratively by the LEA and POSTSECONDARY INSTITUTION that specifies eligible dual credit courses.

B. FILING

A fully executed copy of this Agreement shall be submitted by the LEA to PED within 10 days of approval.

APPROVED

POSTSECONDARY INSTITUTION	LEA
New Mexico Highlands University	Wagon Mound High School
Postsecondary Name	LEA Name
Dr. Roxanne Gonzales-Walker	Monica Montoya
Postsecondary Representative Name	LEA Representative Name
Provost	Principal
Postsecondary Representative Title	LEA Representative Title
Roxanne Gonzales-Walker	Monica A. Montoya
Postsecondary Representative Signature	LEA Representative Signature
Date 5/9/23	Date 3/20/2023

Code Life and Physical Sciences – 1700-1799

1707 **Life Science - Student Grades 5 - 8** - Course introduces students to basic ideas in biology, using hands-on and inquiry-based approaches. Topic presented may include the characteristics that are the basis for classifying organisms, the synergy among organisms and the environments of organisms, and health.

1708 **Physical Science - Student Grades 5 - 8** - Course introduces students to basic ideas in chemistry and physics, using hands-on and inquiry-based approaches. Topics presented may include properties of matter, fields, forces, and motion; and energy and energy transformations.

1709 **Elementary Exploratory Science - Student Grades K - 6** - Course exposes students to the scientific method and research while learning about science with hands on activities and concrete information. The cycle of exploration goes through a three-year cycle before starting again. Topics covered include, but are not limited to, earth, space, physical, and life sciences.

1710 **Elementary Science Intervention (Elementary Setting) – Grades K-5 (may include 6-8 for Elementary Settings)** - Use this course code to report students who are pulled out of their normal elementary homeroom class for science intervention. The intent of this course code is to tie student's classroom subject areas to teachers for evaluations. Because this course is defined strictly for elementary classroom use, a person with a 200/208 K-8 Elementary Teaching License will be considered Highly Qualified without needing an endorsement equivalent in Science.

1711 **Biology-First Year - Student Grades 9 - 12**- Course is designed to provide information regarding the fundamental concepts of life and life processes. Topics covered include (but are not restricted to) cell structure and function, general plant and animal physiology, genetics, and taxonomy. *NM 9-12 Science Standards. Strand I: Standard I (Benchmarks I, II, III). Strand II: Standard I (Benchmark I), Standard II (Benchmarks I, II, III). Strand III: Standard I (Benchmark I)*

1712 **Biology-Advanced Studies - Student Grades 9 - 12** - Usually taken after Biology-First Year courses, Biology-Advanced Studies courses cover biological systems in more detail. Topics that may be explored include cell organization, function, and reproduction; energy transformation; human anatomy and physiology; and organisms' evolution and adaptation. These concepts are often studied on a college level.

1713 **Anatomy and Physiology - Student Grades 9 - 12** - Usually taken after Biology-First Year courses, Anatomy and Physiology courses present the human body and biological systems in more detail. In order to understand the structure of the human body and its functions, students learn anatomical terminology, study cells and tissues, explore functional systems (skeletal, muscular, circulatory, respiratory, digestive, reproductive, nervous, and so on), and may dissect mammals.

1714 **Biology-Specific Topics - Student Grades 9 - 12** - Course is typically offered (but not restricted) to students who have mastered the concepts covered in Biology-First Year courses. These courses examine biological systems in more detail, concentrating on a particular subtopic (such as botany, zoology, microbiology, genetics, and so on). These concepts are often studied on a college level.

1715 **AP Biology - Student Grades 9 - 12** - Typically taken after a year of high school biology and chemistry and designed to parallel college level introductory biology courses, AP Biology courses stress basic facts and their synthesis into major biological concepts and themes. Three general areas are covered: molecules and cells (including biological chemistry and energy transformation); genetics and evolution; and organisms and populations (i.e., taxonomy, plants, animals, and ecology). AP Biology courses include college level laboratory experiments. . This course is intended to prepare students for the optional Advanced Placement Exam in this subject and should follow the published College Board guidelines.

1716 **IB Biology - Student Grades 9 - 12** - Course prepares students to take the International Baccalaureate Biology exams at either the Subsidiary or Higher level. In keeping with the general aim of IB Experimental Sciences courses, IB Biology promotes understanding of the facts, principles, and concepts underlying the biological field, critical analysis, evaluation, and generation of scientific information and hypotheses; improved ability to communicate scientific ideas; and an awareness of the impact of biology and scientific advances in biology upon society and upon issues of ethical, philosophical and political importance. IB course content varies, but includes study of living organisms from the cellular level through functioning entities within the biosphere. Laboratory experimentation is an essential component of this course.

1717 **Elementary Science (Elementary Setting) – Grades K-5 (may include 6-8 for Elementary Settings)** - This course covers applicable content in the New Mexico Science Content Standards (http://www.ped.state.nm.us/standards/). All levels place an emphasis on scientific thinking, data collection and analysis, and applicability.

1718 **Forensic Science – Student Grades 9 - 12** - Course will present the unifying principals of forensic science, discuss the foundation of forensic science in basic science and mathematics, and introduce the technique of integrating these areas in the determination of the cause of death. The philosophical, rational and practical framework that supports a forensic investigation will be presented via an integrated curriculum. Students will study forensic anthropology, biochemistry, chemistry, botany, entomology and physics as well as problem solving techniques utilized in analyzing a crime scene. Other topics include ballistics, autopsies, and mass disasters, epidemiology of environmental disaster, biological weapons as well as toxicology, microbiology, and pathology.

APPENDIX For Dual Credit Program Master Agreement between____________________(LEA) and_________

____(Postsecondary) Listing of

Authorized Dual Credit Courses and Location of Delivery as of____(Date)

The appendix shall indicate the higher education common course number, if applicable, course subject and number, course title, location of course delivery and semesters offered. As available, STARS course code and title shall also be included.

College Common Course #	College Course Subject-# (e.g. ENG-102)	College Course Title	Location(s) of Course Delivery	Semester(s) Offered	STARS Course Code	STARS Course Title
		Biology I w/ Lab	WMPS	FALL 2023	1715	AP Biology