

HLC Addendum Request

9. In 4A4 the institution states “... It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum”. The assurance argument does not address this statement about dual credit at all and the university does offer dual credit courses. Can they provide any evidence or documentation that provides assurances that dual credit courses/programs are equivalent in outcomes and levels of achievement?
-

Institutional Response:

The University of New Mexico and its branches offer two kinds of dual credit courses: courses offered on the university or college campus that may be taken for dual credit and courses offered on high school campuses that may be taken for dual credit. Courses offered for dual credit are not separated out in curriculum in any way. In other words, the UNM courses that high school students may take for dual credit are part of the regular curriculum and the Student Learning Outcomes and Syllabi reviewed through the UNM curriculum flow are the SLOs and syllabi used for UNM courses taken by dual credit students.

The UNM Albuquerque campus offers only one course, Introduction to Chicana and Chicano Studies, on high school campuses in an effort to bridge entry to the university for students from historically underserved groups. Sections of this course are taught by graduate teaching assistants in the Department of CCS—the same cohort teaching the class on the Albuquerque campus. Most of the 300 to 400 dual credit students annually enrolled at UNM Albuquerque take classes on the Albuquerque campus alongside regularly enrolled undergraduates, with instruction from UNM Albuquerque instructors. Dual credit students receive advisement from the Dual Credit Specialist who typically supports students in taking courses that are part of the general education program or a first-year experience course (FYEX). Occasionally, a dual credit student with advanced language, music, or math skills may demonstrate qualification to pursue a non-general education course. This is subject to review of qualifications by the Director of the Office of Advising Strategies, with possibility of appeal to the Associate Provost for Student Success.

UNM-Taos, UNM-Valencia, and UNM-Gallup campuses offer dual credit on their campuses and also in area high schools. UNM-Los Alamos typically offers dual credit courses on its campus or online. Dual credit courses offered by branch campuses are part of the regular curriculum and are typically comprised of general education courses or first-year experience courses.

There is no provision in UNM curriculum for separate “dual credit only” courses. This applies to all branches and to the Albuquerque campus.

Policy for dual credit is set by the New Mexico Public Education Department and the New Mexico Higher Education Department:

<https://webnew.ped.state.nm.us/bureaus/college-career-readiness/college-acceleration/dual-credit/>
https://hed.nm.gov/resources-for-schools/public_schools/dual-credit

This policy requires creation of Master agreements between the campus offering dual credit and relevant high schools. The policy also sets the student minimum dual credit continuing college GPA at a “C” average. Students who do not achieve a GPA of a “C” average in their college dual credit classes enter a “provisional status” limiting their participation in the program.

UNM sets the minimum high school GPA for qualification in the dual credit program at 2.5 (see, for example, <http://advisement.unm.edu/dual-credit/> and <https://valencia.unm.edu/admissions/dual-credit-program/how-to-apply.html>) for academic courses and, per NM PED policy, requires a high school guidance counselor signature on applications.

In Spring 2023, the Faculty Senate UNM Admissions and Registration Committee reviewed the UNM dual credit policy, as well as grade outcomes for UNM Albuquerque courses offered on high school campuses. It provided the attached recommendation to require a 2.5 college GPA for students wishing to continue in the dual credit program, as well as a minimum age (Albuquerque campus only).

The attached documents provide data informing the UNM Admissions and Registration Committee decision, e-mail documentation of date of decision, and the decision memo.

To provide one example of how a branch campus monitors dual credit outcomes, UNM-Valencia tracks a variety of metrics related to dual credit. They monitor success rates overall, but also dual credit course intensity, meaning the number of dual credit courses taken as it relates to matriculation at UNM-Valencia upon high school graduation. As would be expected, students who take a higher number of dual credit courses are more likely to enroll at UNM-Valencia, reflecting their desire to translate their dual credit experience into an associate’s, and eventually, a bachelor’s, degree. As seen in this table, students who take a higher number of dual credit courses are more likely to enroll in college (5 or more courses is a strong indicator) upon high school graduation.

<i>Enrollment in Fall after HS Graduation by Dual Credit Enrollment Intensity</i>					
Students (undupl)					
% of Sum in College Enrollment - First Fall					
Dual Credit Enr Intensity	College Enrollment - First Fall				
	Enrolled UNM-Valencia		Enrolled Other College	Not Enrolled	Total
Took only 1 DC course	17.0%		2.3%	75.7%	100.0%
Took only 2, 3, or 4 DC courses	22.1%	9.9%	14.2%	53.7%	100.0%
Took 5 or more DC courses	25.0%	20.1%	26.1%	28.8%	100.0%
Total	21.0%	10.3%	12.7%	56.0%	100.0%

UNM-Valencia also monitors dual credit course success rates. Overall, dual credit students at UNM-Valencia have an 85% success rate. As mentioned above, dual credit courses have the same student learning outcomes as any other course and are treated in exactly the same way as the course when it is taught for native, degree-seeking students. The mandated New Mexico Higher Education Department student learning outcomes within the common numbering system apply because the course credit being assigned applies for dual credit students or native, degree-seeking students. The partnership between local school districts and the relevant institution of higher education reflects the desire of both parties to provide a clear pathway from high school to college, while facilitating the ability of students to earn college credits while still in high school. Please see UNM-Valencia dual credit policy attached.

Admission & Registration Policy Review Supporting Documents

02.22.23

In the past, dual credit and concurrent enrollment students have shared the same set of eligibility/admission requirements regardless of whether or not the student took the courses at their high school or at UNM. However, more and more there have been requests coming from one of our “at high school” dual credit programs to allow for the admittance of students with a high school GPA lower than our standard eligibility requirements. We have had a practice in the past of making exceptions for those students. Rather than continue to make individual exceptions, we are exploring having two sets of eligibility requirements. One for “at high school” dual credit students and one for the “at UNM” dual credit students. The UNM faculty member who typically makes these requests runs an “at high school” dual credit program with Ethnic Studies courses at several high schools through the Mellon Grant. She would like to see that it be left at the discretion of the high school to determine which students would be successful taking their college course. Her reasoning described in the email below:

From: Irene Vasquez <ivasquez@unm.edu>

Sent: Friday, August 26, 2022 6:49 AM

To: Pamela Cheek <pcheek@unm.edu>

Cc: Matthew Hulett <mhulett@unm.edu>; Dual Credit Programs at UNM <dualcredit@unm.edu>; Dan Garcia <ddgarcia@unm.edu>

Subject: Re: GPAs of potential dual credit students

Dear Dr. Cheek:

I appreciate the follow up on this subject.

The question in your email [thoughts on admitting students with below 2.0 high school GPA] to appears to be based on a common assumption, one that purports that numbers tell the whole story. I do not know the whole story of these students' lives. For example, why the student has an average or less than average gpa and whether they will succeed in a college-level class? What I do know is that the teachers we work with give everything of themselves to support the academic success of their students. They perform small triumphs everyday with some students whose numbers limit their opportunities in life. Through instruction and the course content, these teachers have transformed the lives of students who face great adversity that most of us, including me, can never understand.

I want to assure you that when a student is unable to perform at college-level, they are withdrawn from the course. It doesn't happen often, but we make sure as a team they don't receive a bad grade on a transcript. The teachers only put forward the students they believe will succeed. This is what I can say, I believe in the teachers. I have full confidence in their judgement. They are some of APS' finest.

The other facts that I can trust because they are based on research are that students enrolled in Ethnic Studies classes in high school have higher attendance rates, GPA's, and graduation

rates. UNM's involvement in delivering Ethnic Studies is part of the strategy aimed at improving educational outcomes at high schools that have the highest numbers of students in the lowest social economic sectors with the highest levels of English language learners. Most importantly, these students begin their first steps towards a college education in an environment where they feel they can succeed. Even if they earn a B, they arrive knowing they can make it.

I am comfortable putting the decision about the student's success in the hands of the teacher. We meet monthly. We visit the schools and hopefully this year, we can bring them to campus as we have in the past. Our Mellon grant supports the dual enrollment instruction.

In sum, I support the decisions of the teachers and the schools to enroll the students put forward for dual enrollment courses in Ethnic Studies.

*Thank you,
Irene Vasquez*

The dual credit Policy & Procedure Manual provided by NM PED does not list a minimum high school GPA as a requirement for admission to a dual credit program. Everyone is technically eligible to do dual credit, to provide equity, but "college readiness" for coursework in their pathway is determined by a career interest inventory and PARCC or AccuPlacer scores. If a student shows "college readiness" they can enroll in one dual credit course they meet the pre-reqs for that aligns with their pathway. For those that do not meet "college readiness" they can still enroll but must choose a course that does not require college math or English as pre-reqs and must continue with their studies in high school to meet "college readiness" in the future. Now, that being said, NM PED has stated that 4-yr institutions have the right to increase standards for admission at their discretion.

Current UNM ABQ/Main Eligibility Criteria for All Dual Credit Students

Students are admitted to the UNM Dual Credit Program one semester at a time. This means they must meet the eligibility requirements listed below, submit a complete application packet, and be accepted to the Dual Credit Program each semester in which they wish to participate.

- A current Master Agreement is in place between UNM Albuquerque/Main and your high school (or you are home schooled)
- High school junior or senior standing
- Minimum cumulative high school GPA of 2.5 (unweighted or flat GPA).
- Minimum college GPA of 2.0 (for returning students to the UNM Dual Credit Program and/or for new students who have taken dual credit courses at other institutions)
- Earned a "C" or better in all attempted college courses. Students who earn grades of C-, D+, D, D-, F, NC, or W in any college courses are ineligible to continue in the UNM Dual Credit Program.

- Students must be at least 15 years old at the time of application.

Option #1: Proposed Eligibility Criteria for the UNM ABQ/Main Dual Credit Program	
“At High School” Dual Credit Students	“At UNM” Dual Credit Students
<ul style="list-style-type: none"> • A current Master Agreement is in place between UNM Albuquerque/Main and your high school • High school junior or senior standing • Minimum UNM GPA of 2.5 (for returning students) • Earned a "C" or better in all attempted college courses. Students who earn grades of C-, D+, D, D-, F, NC, or W in any college courses are ineligible to continue in the UNM ABQ/Main Dual Credit Program. • Students must be at least 16 years old at the time of application. • Returning students with a UNM GPA between 2.5 and 2.99 may take one course. • Returning students with a UNM GPA of 3.0 or higher can take up to two courses. • Seniors in their last semester who have a UNM GPA of 3.0 or higher and have completed all high school graduation requirements other than electives can take up to 4 courses. 	<ul style="list-style-type: none"> • A current Master Agreement is in place between UNM Albuquerque/Main and your high school (or you are home schooled) • High school junior or senior standing • Minimum cumulative high school GPA of 2.5 (unweighted or flat GPA). • Minimum college GPA of 2.5 (for returning students) • Earned a "C" or better in all attempted college courses. Students who earn grades of C-, D+, D, D-, F, NC, or W in any college courses are ineligible to continue in the UNM ABQ/Main Dual Credit Program. • Students must be at least 16 years old at the time of application. • Returning students with a UNM GPA between 2.5 and 2.99 may take one course. • Returning students with a UNM GPA of 3.0 or higher can take up to two courses. • Seniors in their last semester who have a UNM GPA of 3.0 or higher and have completed all high school graduation requirements other than electives can take up to 4 courses.

Rationale for changes:

1. Minimum age should be changed from 15 years old to 16 years old to match age minimum for degree-seeking status admission.
2. Although students attending course at both “at the high school” and “at UNM” have the same level of rigor, those “at the high school” have a special level of care and attention to transition from high school standards to those of college rigor because it is known by their instructor that they are dual credit students. Therefore, a minimum high school

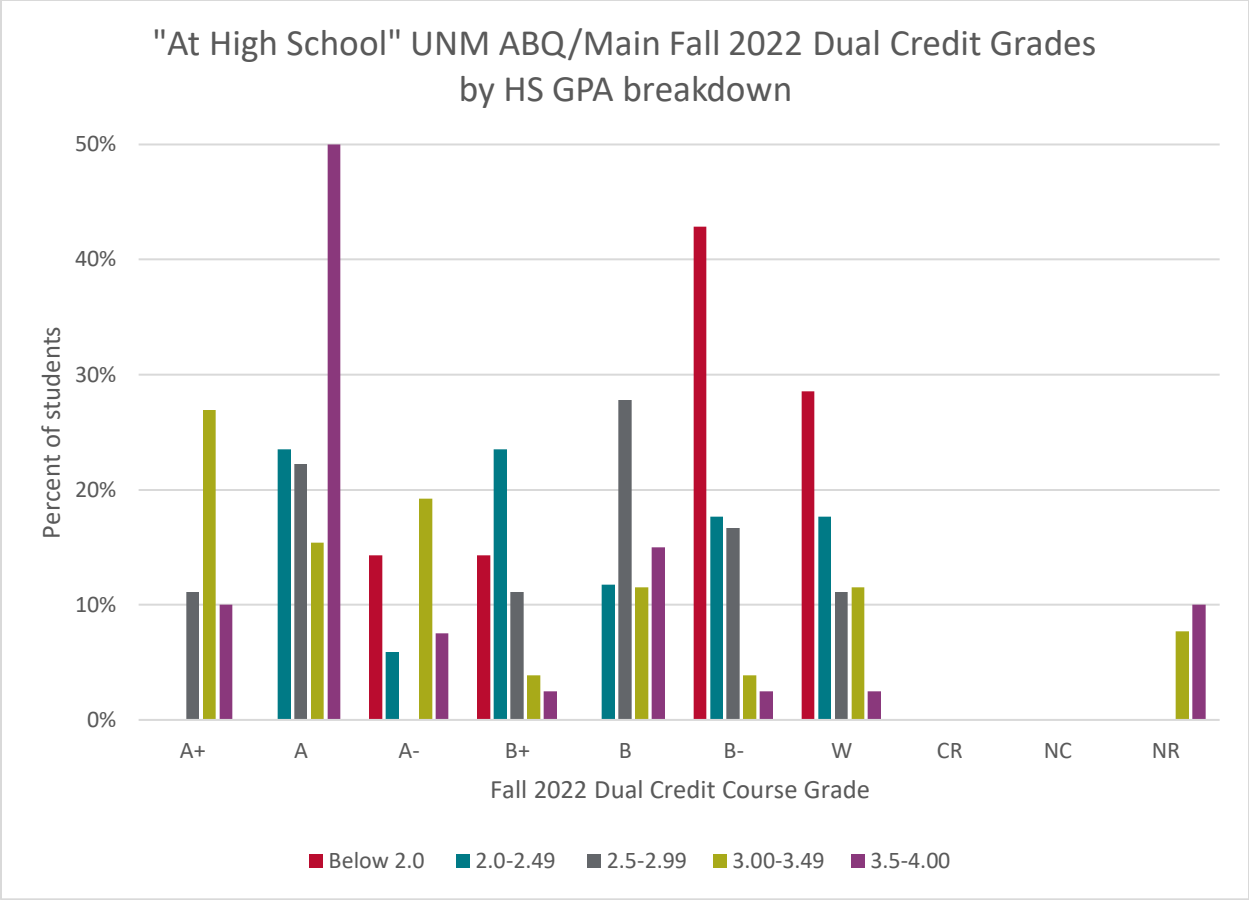
GPA is not necessary and promotes more equity in a student’s ability to participate. Whereas, for students attending courses “at UNM” an instructor would not know they are dual credit students so a secondary standard of HS GPA can be used to determine “readiness” to be in the college course mixed in with degree-seeking students and whose instructor would not be aware they are dual credit students. Also, the data in the next section shows that 80% of the “at high school” students that had a HS GPA below 2.5 earned a grade of “B-“ or higher in their college course.

3. Raise the minimum UNM GPA to 2.5 for returning students since the UNM Lottery requirement is a 2.5 college GPA. We do not want to allow students to enter into college as a degree-seeking with a UNM GPA at a 2.0 earned while doing dual credit courses. This sets them up for a disadvantage when trying to maintain Lottery.
4. With Lottery requirements in mind again, students should only be allowed to take 2 courses at a time if their UNM GPA is above a 3.0, while those just meeting that Lottery threshold be allowed to take 1 course at a time.

Fall 2022 Data

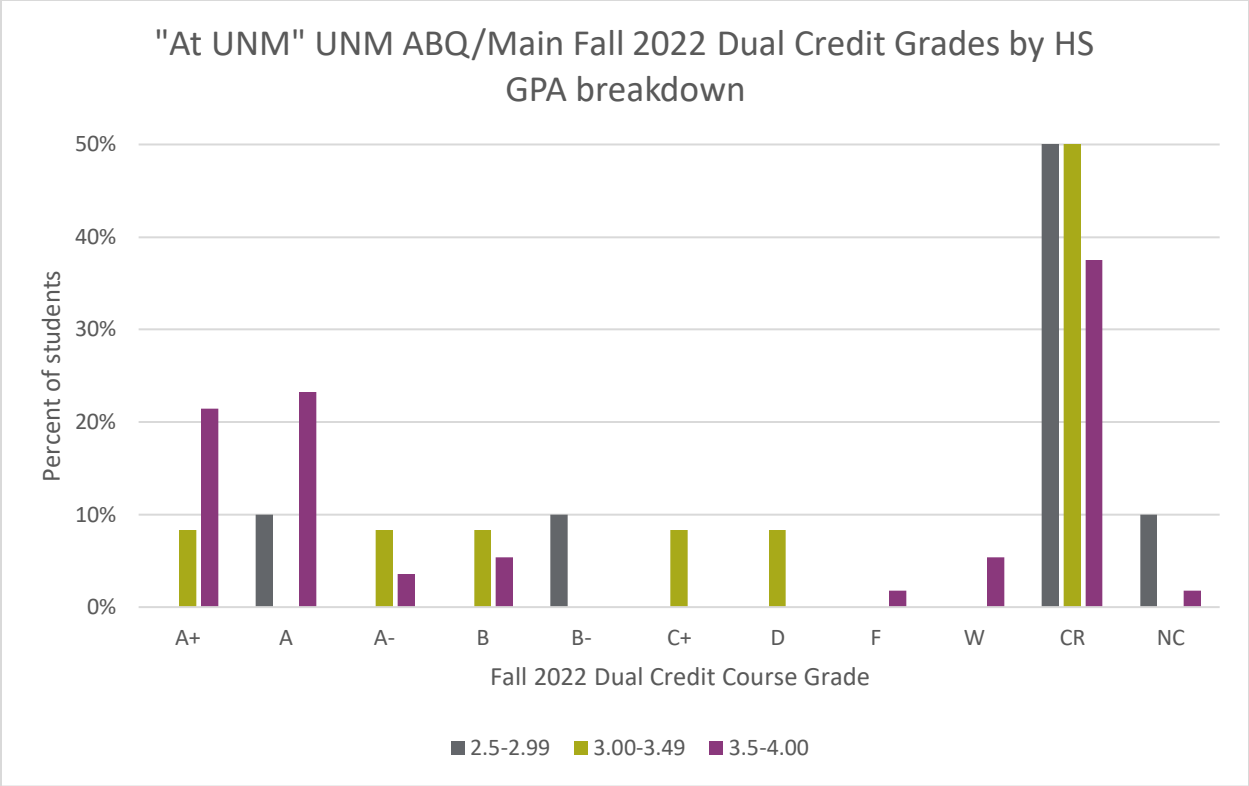
In Fall 2022 we allowed the “at high school” students to be admitted without a minimum GPA to determine if this was a viable path and if we were excluding students who had potential by setting a minimum GPA. There were 108 courses taken “at the high school” in Fall 2022.

“At High School”									
HS Grade Range	Total Students	A+	A	A-	B+	B	B-	W	NR
Below 2.0	7			1	1		3	2	
2.0-2.49	17		4	1	4	2	3	3	
2.5-2.99	18	2	4		2	5	3	2	
3.00-3.49	26	7	4	5	1	3	1	3	2
3.5-4.0	40	4	20	3	1	6	1	1	4



I'm also including data here for the "At UNM" students in case it helps to see that breakdown as well. We did not admit anyone with less than a 2.5 if they were taking their course "at UNM" mixed in with degree-seeking students. There were 78 total "at UNM" dual credit students in Fall 2022.

"At UNM"												
HS Grade Range	Total Students	A+	A	A-	B	B-	C+	D	F	W	CR	NC
2.5-2.99	10		1			1					7	1
3.00-3.49	12	1		1	1		1	1			7	
3.5-4.0	56	12	13	2	3				1	3	3	1



Option #2: Proposed Eligibility Criteria for the UNM ABQ/Main Dual Credit Program
“At High School” and “At UNM” Dual Credit Students
<ul style="list-style-type: none"> • A current Master Agreement is in place between UNM Albuquerque/Main and your high school (or you are home schooled) • High school junior or senior standing • Minimum cumulative high school GPA of 2.5 (unweighted or flat GPA). • Minimum college GPA of 2.5 (for returning students to the UNM Dual Credit Program and/or for new students who have taken dual credit courses at other institutions) • Earned a "C" or better in all attempted college courses. Students who earn grades of C-, D+, D, D-, F, NC, or W in any college courses are ineligible to continue in the UNM ABQ/Main Dual Credit Program. • Students must be at least 16 years old at the time of application. • Returning students with a UNM GPA between 2.5 and 2.99 may take one course. • Returning students with a UNM GPA of 3.0 or higher can take up to two courses. • Seniors in their last semester who have a UNM GPA of 3.0 or higher and have completed all high school graduation requirements other than electives can take up to 4 courses.

The other option is to keep everyone with the same set of eligibility requirements, while still raising the min age to 16 and increasing the GPA standards for number of courses a returning

student can take to ensure we don't put them at a disadvantage later for maintaining Lottery. In this case, we would continue to review petitions for both "at high school" and "at UNM" students who apply with less than a 2.5 high school GPA.

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FS-AR committee on dual enrollment policies



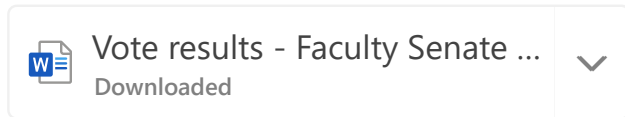
Jason Wilby



To: Jason Wilby

Fri 4/14/2023 8:17 AM

Cc: Sheila Jurnak; Amber Trujillo McClure; Danielle Isabelle-Berrien; Stephanie Hands **+5 others**



Dear All,

I hope this email finds you well! As you all know the Faculty Senate Admissions and Registration committee has been considering issues with the current dual enrollment program policy and potential solutions. The committee thanks everyone who has contributed ideas and insights during this process.

Below and attached are the results of the committee's deliberations and vote on recommendations. I am currently in the process of drafting a memo with these recommendations and assessing how to implement the actual changes to the catalog.

Please reach out with any questions, feedback or ideas on implementation.

Thank you again,

Jason Wilby & the A&R committee

Faculty Senate Admissions and Registration Committee: Vote on dual enrollment policy changes:

Summary:

- 1) The item in **green** below: The committee (in consultation with a range of stakeholders, listed below) did not support the dual track solution to the “at high school” GPA requirement, and in fact reiterated the importance of the GPA as a means of protecting students from unintended consequences of poor grades for dual enrollment classes should they transfer to a four-year institution after high school graduation.
- 2) The items in **yellow** below were supported and approved by the committee. These items were voted on individually.

Stakeholders and stakeholder offices consulted in the decision process were:

Office of Advising Strategies (Dual enrollment coordinator)

Office of the Registrar

EVP for Academic Affairs

Office of the Provost

Office of Admissions &

Enrollment Management

Proposed Eligibility Criteria for the UNM ABQ/Main Dual Credit Program
Both “At High School” and “At UNM” Dual Credit Students
<ul style="list-style-type: none">• A current Master Agreement is in place between UNM Albuquerque/Main and your high school (or you are home schooled)• High school junior or senior standing• Minimum cumulative high school GPA of 2.5 (unweighted or flat GPA).• Minimum college GPA of 2.5 (for returning students to the UNM Dual Credit Program and/or for new students who have taken dual credit courses at other institutions)• Earned a "C" or better in all attempted college courses. Students who earn grades of C-, D+, D, D-, F, NC, or W in any college courses are ineligible to continue in the UNM ABQ/Main Dual Credit Program.• Students must be at least 16 years old at the time of application.• Returning students with a UNM GPA between 2.5 and 2.99 may take one course.• Returning students with a UNM GPA of 3.0 or higher can take up to two courses.• Seniors in their last semester who have a UNM GPA of 3.0 or higher and have completed all high school graduation requirements other than electives can take up to 4 courses.

Dual Credit Policies & Procedures

Introduction & Definitions

SB 943 (Laws 2007, Chapter 227) created a dual credit program in state statute. Postsecondary institutions and Local Education Agencies (LEAs) must refer to 6.30.7 New Mexico Administrative Code (NMAC) for rules regarding dual credit program implementation)

According to the Statewide Dual Credit Master Agreement, *Dual credit* is a program “...that allows high school students to enroll in college-level courses offered by a post-secondary institution that may be academic or career-technical but not remedial or developmental, and simultaneously to earn credit toward high school graduation and a post-secondary degree or certificate.” The entire Master Agreement can be found on the NM Public Education Department website under “dual credit program”.

The legislation, which became effective in 2008, requires that dual credit courses be articulated between the school district and the college and approved by the HED and PED.

Concurrent enrollment also offers college credit to high school students but does not require that the college course be aligned with a corresponding high school course. Consequently, the student is not guaranteed that the high school will accept the college credit towards high school graduation requirements. Unlike dual credit, concurrent enrollment is an option available to private and home-schooled students.

Dual credit courses are offered through UNM-Valencia in three different ways:

1. The student enrolls in regularly-scheduled UNM-Valencia courses, either at the UNM-Valencia Campus, the high school campus, at other off-campus sites, or online.
2. The student enrolls in a web-based UNM-Valencia course with the high school teacher providing supplemental instruction. Students will correspond with their professors through Blackboard Learn (a web-based classroom management system) and email using a PC at home or in a high school lab. In addition, the professor will visit with students and lecture at the high school class periodically throughout the semester.
3. For career-technical courses only, the student enrolls in a high school course approved and designated as a college-level course.

Qualifying Students

To qualify for dual credit courses, a high school student must:

1. Be enrolled in a public school, locally or state chartered school, state-supported school, or Bureau of Indian Education (BIE)-funded high school for one half or more of the minimum course requirements approved by PED for high school students.
2. Be at least 14 years old and in 9th grade or higher.
3. Complete the UNM-Valencia Campus Dual Credit admission application and the Statewide Dual Credit Request forms provided by UNM-Valencia.
4. Provide an official high school transcript.

FOR ACADEMIC COURSES:

- a. Students must have a minimum 2.5 GPA.
- b. Achieve minimum qualifying score on the ACT, SAT, or ACCUPLACER tests (this applies to English and mathematics courses and courses which require college-level English or mathematics prerequisites).

- *FOR CAREER-TECHNICAL COURSES:*

- a. Have a minimum 2.0 GPA.

Qualifying Courses

According to the Statewide Dual Credit Master Agreement, college courses that are academic or career technical and that simultaneously earn credit toward high school graduation and a postsecondary degree or certificate shall be eligible for dual credit. Remedial, developmental and physical education activity courses are not eligible for dual credit. Dual credit courses may be taken as elective or core course high school credits. Core course means a course required for high school graduation as defined in 22-13-1.1 NMSA.

In addition, only courses which have been articulated for dual credit between UNM-Valencia and the public school district may be applied to this program. Guidelines are as follows:

1. It is the high school's responsibility to ensure that a dual credit student receives high school credit for a dual credit course.
2. The following are the procedures for the articulation and approval process:
 - a. For each course to be articulated, the high school will prepare and submit a package of information to the college which will include the high school teacher's credentials (vitae and college transcripts), textbook, and syllabus.
 - b. The dual credit coordinator at the college will submit the package of information to the division chair who will examine the materials and, in consultation with a faculty member in the field, make a determination as to the viability of the high school course for purposes of dual credit .
 - c. The professor offering a dual credit course will meet with the high school teacher to coordinate details of the course delivery.
 - d. The dean will make a final decision.

3. The "Listing of Authorized Dual Credit Courses and Location of Delivery" form [Appendix in Statewide Dual Credit Master Agreement] will be completed, signed by the appropriate school and college officials, and submitted to the HED & PED for final processing and approval.

Qualifying Faculty

All college faculty must meet minimum requirements as detailed in UNM-Valencia's Instructional Council Policies & Procedures Manual.

Administration of Dual Credit Program

The dual credit program is administered through The Registrar's Office at UNM-Valencia. The Recruitment Specialist also serves in the role of coordinating the dual credit program and will be referred to as the *dual credit coordinator* or simply *coordinator* in this document. The coordinator reports to the Branch Registrar and works in cooperation with the Dean of Instruction, faculty, Student Services personnel involved with testing, advisement, and registration activities, and with Academic Support staff in the Dean's Office.

The coordinator is responsible for all activities of the program to include:

1. Initiating contact with area high schools for establishing dual credit courses.
2. Supervising the course articulation process.
3. Supervising the collection of completed application forms and enrollment into the college course.
4. In collaboration with Student Services, promoting the dual credit program and recruiting students.

College Responsibilities

UNM-Valencia will be responsible for the following:

1. Identifying the point person for the dual credit program (i.e., the dual credit coordinator).
2. Providing applications to eligible students and collecting & processing enrollment forms for matriculating new UNM students and enrolling them in the college course.
3. Ensuring college placement tests for students enrolled in courses where it is required.
4. Promoting the program to high school students & recruiting students into dual credit courses.
5. Waiving tuition & general fees (but not course fees for courses offered at the UNM-Valencia Campus) for dual credit courses.

6. Provide notification in advance of the last day to drop without a grade (the Friday of the third week in the semester).
7. Completing and submitting "Listing of Authorized Dual Credit Courses and Location of Delivery" form [Appendix in Statewide Dual Credit Master Agreement] to the school district who is responsible to submit to the N.M. Public Education Department (PED).
8. Provide access to advisement by way of frequent visits by the UNM-Valencia dual credit advisor to the high schools or through online advisement.
9. Provide information and orientation in collaboration with the high schools to the student and parent/guardian regarding the responsibilities of dual credit enrollment.
10. Advise students, teachers and parents of FERPA rules (as described on the Statewide Dual Credit Request Form).
11. Arrange for college textbooks for high school students, and encourage college faculty to make every effort to adopt textbooks for at least three years.

High School Responsibilities

The high school will be responsible for the following:

1. Providing opportunities for college staff and faculty to address students for recruitment and promotion purposes, and facilitating meeting times between college faculty and high school faculty and students.
2. Providing students with access to the required college course textbook and, as needed, supplemental course materials.
3. Providing students access to computers with high-speed internet access.
4. Participating in the resolution of potential conflicts between college faculty, high school teachers and/or students and their parents.
5. Completing their respective portions of the "Listing of Authorized Dual Credit Courses and Location of Delivery" form [Appendix in Statewide Dual Credit Master Agreement] and submitting it to the Public Education Department (PED).
6. Identifying the point person for the dual credit program (i.e., the high school dual credit coordinator).
7. Determine the required academic standing for students eligible to participate in the dual credit program.
8. Notify the college if a student's official schedule of classes is in conflict with the school-endorsed registration.
9. Furnish an official high school transcript to the college, along with the completed UNM dual credit admissions form and the Statewide Dual Credit Request form, with all required signatures (student, parent and authorized high school representative).

Student & Parent Responsibilities

Students and/or parents will be responsible for the following:

1. Completing and submitting all necessary matriculation and enrollment forms by due dates.
2. Having access to a computer, high-speed internet (for Blackboard Learn), electronic mail, and any programs necessary for completing the course (either at home, at the high school, or at another location).
3. Communicating with the college instructor once each week or as required.
4. Completing all necessary course requirements in a timely manner.
5. Meet with the college advisor at least once per semester.
6. Comply with college and high school student code of conduct and other institutional policies.
7. Pay course fees and purchase books for courses offered at the UNM-Valencia Campus according to arrangements made by or through the high school. UNM-Valencia will not collect fees from students but will invoice the school district for required fees.
8. Independently satisfy both high school and college calendar requirements.

Faculty Responsibilities

High school teachers cooperating with a college instructor in dual credit courses are expected to:

1. Respond promptly to email, phone calls or other medium of communication from college faculty and UNM-Valencia Registrar's Office staff.
2. Distribute and/or proctor supplemental materials and return them promptly to the college instructor.
3. Allow dual credit students to meet with the college instructor and advisor as necessary, and with Registrar's Office staff for registration purposes at the beginning of each semester.
4. Report student progress to college faculty as requested.
5. Assist dual credit students with college coursework to include revision of work to be submitted for grading, reminders to submit materials by due dates, providing class time for students to access computer labs in order to complete coursework, etc.

College instructors are responsible for the following duties:

1. Consult with the high school teacher and determine the supplementary instructional materials and level of assessment needed to ensure that the course meets UNM curriculum standards.

2. Preparation of course materials (instruction and assessment) via Blackboard Learn, preferably, or other instructional management delivery system, if applicable.
3. Collaborate with the high school teacher to ensure that participating students stay on task.
4. Communicate with students by way of Blackboard Learn, email, and visit with students at the high school site regularly throughout the semester.
5. Grade student work and issue students a grade at the end of the college semester.
6. Respond promptly to email, phone calls or other medium of communication.
7. Track progress of dual credit students and provide reports as needed to the high school teacher (if applicable).
8. Inform students of course requirements in the syllabus.

Faculty Compensation

High School Teachers

When a high school teacher works with a college instructor in dual credit courses where the college instructor is the primary instructor for the course, the high school teacher will be paid for each high school section that has been designated as dual credit and for which they have students enrolled, according to the following pay scale:

1. Career-Technical Courses:

\$100 per high school section if no other obligations are required other than participating in the articulation process and reporting grades to the college instructor.

2. Allied Health Courses, i.e., PCA, CNA, EMS

\$200 per high school section with obligations that require compliance with N.M. Department of Health and federally mandated regulations.

3. Academic Courses

\$300 per high school sections where online instruction is required.

High school teachers will be paid extra compensation by their school district based on information submitted by UNM-Valencia to the high school and school district administration for each academic year. Information will include a list of teachers, courses taught for both Fall and Spring semesters, and amount to be paid and will be submitted to the District by March 31 each year. The District will invoice UNM-Valencia no later than May 31.

College Faculty

When a college instructor works with a high school teacher in dual credit courses where the high school teacher is the primary instructor for the course, the college instructor will be paid contingent on the amount of work necessary to deliver the instruction, according to the following guidelines:

1. If the college instructor has no obligations other than participating in the articulation process and entering grades issued by the high school instructor (this is the case with most career-technical dual credit courses), the college instructor will receive a \$100 stipend per college section, per semester. Established guidelines for class caps will be followed for dual credit courses.
2. College instructors will be paid \$200 per college section if, 1) they provide the syllabus; they make multiple classroom visits throughout the semester to engage with the class and the teacher for planning and assessment; and, 3) in consultation with the teacher, they determine and post the grades.
3. If the college instructor carries out instruction consistent with a typical course (traditional, hybrid or online), the instructor will be compensated according to the following guidelines:
 - A. College instructor carries out 67-100% of instruction (i.e. prepares at least two-thirds of the course materials and assignments and conducts at least two thirds of course assessments) -- full pay for the number of credits the class usually carries.
 - B. College instructor carries out 34-66% of instruction (i.e. prepares at least one-third of the course materials and assignments but less than two-thirds, and conducts at least one-third of course assessments but less than two-thirds) –
 - Paid for 2.5 cr. hrs. if it is usually a 4 cr. hr. course
 - Paid for 2 cr. hrs. if it is usually a 3 cr. hr. course
 - Paid for 1 cr. hr. if it is usually a 2 cr. hr. course
 - C. College instructor carries out 0-33% of instruction (i.e. prepares some of the course materials and assignments but less than one-third of them, and conducts some of the course assessments but less than one-third of them) –
 - Paid 1.5 cr. hrs. if it is usually a 4 cr. hr. course
 - Paid 1 cr. hr. if it is usually a 3 cr. hr. course
 - Paid 0.5 cr. hr. if it is usually at 2 cr. hr. course.

*The fraction of instruction provided by the college faculty will be determined by what is presented in the syllabus and what portion the college faculty actually grades. Final determination of faculty pay levels will be approved by the division chair.

4. If the instructor is full-time, contractual faculty, the course may be part of the instructor's full-time load or may be an overload, in which case it would be paid according to the current adjunct faculty pay scale.
5. If the number of students enrolled in a class exceeds the normal class cap, the instructor will be paid according to the Faculty Handbook policy for an additional section if the number of students that exceeds the cap is at least 12.

General Operational Guidelines

The effective operation of the dual credit program is of vital importance to the students' current & future education, first and foremost, the overall social & economic welfare of the community,

and the reputation of the college and the public schools. Consequently, care must be taken to ensure that this program is carried out according to state regulations, UNM and local school board policies and with an attitude of excellence in every respect. To this end, the following operational guidelines apply:

1. During the preparation of the summer & fall schedules of classes (February & March) and again during the preparation of the spring semester schedule of classes (September & October) the dual credit “team” (dual credit coordinator and Student Services personnel in recruitment and enrollment management), should meet with high school “team” (principals, counselors and other school personnel involved in the program), to review list of approved dual credit classes and determine if new courses should be considered for dual credit.
2. If the high school teacher, textbook, or syllabus changed since the last time a course was offered, the course/s will need to be re-articulated.
3. Along with the articulation process, college faculty should be identified as soon as possible and the expected degree of work required of the faculty member (and salary schedule—see “Faculty Compensation”) should be determined.
4. According to the Statewide Dual Credit Master Agreement, “unless otherwise approved by the cabinet secretaries of higher education and the public education departments, successful completion of three (3) credit hours of postsecondary instruction shall result in the awarding of one high school unit . . . “
5. High school courses which are offered throughout the academic year are preferable for purposes of dual credit, but single-semester courses are also acceptable, albeit with a greater degree of urgency with regards to preparation if they’re offered in the fall. The following guidelines will apply:
 - a. For high school courses offered throughout the academic year, the fall semester is a time of preparation for:
 - i. Presenting the program to students in qualified and selected courses.
 - ii. Testing students if required.
 - iii. Matriculating qualifying students at UNM and issuing them their UNM Banner ID and email address (same as Blackboard Learn login ID).
 - iv. Enrolling students in the college course at the very start of the enrollment period.
 - v. Meetings between college faculty and high school teachers and students.
 - b. For high school courses offered on a semester basis, or throughout the academic year but which articulate with two sequenced college-level courses, the same guidelines listed above also apply, but with a much shortened preparation period. To maximize the use of time the following guidelines should be applied:
 - i. Preparations (as previously described) should be made during the previous semester.

- ii. If at all possible, meetings between college & high school faculty should take place either in the summer months; when high school faculty report for duty; or during the first week of classes.
 - iii. Students should be presented with the program during the first week of classes.
 - iv. If testing is required, it is preferable that students be tested at the end of the Spring semester for the following school year; or at the latest, during the first two weeks of the new school year.
 - v. Qualifying students should be matriculated and enrolled no later than the third week of the high school semester which generally coincides with the first or second week of college classes).
6. College faculty should visit their students regularly throughout the semester. These visits should be planned in advance and included in the syllabus.
7. Students may drop the course at any point in the semester or may be dropped by the college instructor for reasons of non-participation, non-communication, or other reasons as stated in the college instructor's syllabus. Students who transfer out of the high school class will be dropped from the college class.
8. Students can only be enrolled for the duration of one semester. In effect, students must complete whatever UNM course they're enrolled in before the end of the same semester.
9. At the end of the semester students will be issued a grade by the college instructor. If students miss the "deadline to drop without a grade—Friday of the third week of class for 16-week courses, or the Friday of the second week of class for 8-week courses, they may request to be dropped, or they may be dropped by the instructor, and they will receive a grade of "W".
10. Any disputes between a student, high school teacher, and/or the college instructor will be handled first by the college instructor; then by the dual credit coordinator; and, if the matter is not resolved at that level, by the dean or the high school principal. Under normal conditions, parents would not be involved in such disputes. However, since high school students are minors, parents wishing to intervene should directly speak with the dual credit coordinator or the dean, but not the college instructor.
11. Issues outside the scope of this policy may be addressed by the HED/PED Dual Credit Council.

Effective Date for Policy & Procedures: This policy and its related procedures will be in effect for the start of the 2020 fall semester.