DUAL CREDIT CORNER

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CSN Shines at 2025 NACEP Conference in Los Angeles Amid Record Attendance

2025 NACEP
National Conference
25TH
ANNIVERSARY

The College of Southern Nevada (CSN) made a powerful statement at *NACEP's 2025 National Conference* in Los Angeles, held October 26–28, by sending 27 faculty and staff—the largest group from any single institution in

actionable insights for improving CSN's own dual and concurrent enrollment initiatives.

About NACEP: Ensuring Quality and Equity Nationwide

attendance. Their strong presence underscored CSN's growing leadership in dual and concurrent enrollment, as well as their commitment to expanding equitable access to early college opportunities for Nevada's students.

This year's conference theme, "Lights, Camera, Access!", set the tone for three days of innovation, collaboration, and professional growth. As the premier event for dual and concurrent enrollment professionals, the NACEP National Conference brought together college officials, high school leaders, policymakers, and researchers from across the country to explore best practices and shape the future of college access.

A Standout Showing From CSN

With 27 representatives, CSN's delegation attended sessions, workshops, and networking events designed to build stronger, more equitable pathways between high school and college. Their participation in such large numbers signals CSN's dedication to:

- Strengthening partnerships with local school districts
- Ensuring high-quality, rigorous dual-credit opportunities
- Expanding access to college-level coursework for Nevada's diverse student populations
- Bringing back proven strategies to enhance CSN's programs and support student success

The National Alliance of Concurrent Enrollment Partnerships (NACEP) is the nation's sole accrediting body for concurrent enrollment programs. NACEP works to ensure that college courses taught by high school instructors meet the same academic standards as those taught on college campuses—supporting seamless transitions for students and meaningful professional development for teachers.

NACEP's work is driven by a clear vision: *a future where all secondary students have equitable access to quality college courses that support their postsecondary goals.*

Its mission centers on fostering equity in dual and concurrent enrollment through accreditation, advocacy, research, and professional development. Guided by values such as access, community, education, equity, and excellence, NACEP supports the field through four core areas:

1. Professional Development
2. State and Federal Policy and Advocacy
3. Standards and Accreditation
4. Connection

Looking Ahead

The NACEP National Conference is more than an annual gathering—it is a catalyst for improving educational pathways nationwide. For CSN, attending in such an impactful way means new momentum for expanding student opportunities and reinforcing our

CSN's attendees engaged with experts from across the nation, explored innovative models for dual enrollment, and participated in discussions on accreditation, policy, and instructional excellence. They returned with fresh ideas, expanded networks, and leadership in college access within Nevada. With 27 dedicated professionals in attendance, CSN embraced that call—and is better positioned than ever to shape the future of dual and concurrent enrollment in Southern Nevada and beyond.

CSN Launches New Concurrent Enrollment Guiding Committee to Advance Excellence in Jumpstart Program

Leticia Wells, Director of Dual Credit and Early College Programming, and Kevin Mitchell, Professor in the Department of Communication will be cochairing the new Concurrent Enrollment Guiding Committee.

Spring semester marks the launch of the Concurrent Enrollment Guiding Committee, a major step forward in equitable, seamless, and academically sound transition into college-level coursework.

strengthening the academic integrity and long-term vision of the college's Jumpstart Concurrent Enrollment program. Co-chaired by Kevin Mitchell, Professor in the Department of Communication, and Leticia Wells, Director of Dual Credit and Early College Programming, the committee brings together ten faculty and staff members from across the institution who share a commitment to high-quality, dual credit learning experiences for high school students.

A Committee Built on Collaboration and Standards

The new committee will hold its inaugural meeting during Spring Convocation, with regular monthly meetings scheduled throughout the academic year. Its purpose is clear and ambitious:

- To ensure the integrity, quality, and effectiveness of the Jumpstart Concurrent Enrollment program
- To establish and uphold standards aligned with NACEP's nationally recognized guidelines
- To develop and recommend practices that enhance instructional excellence and promote student success
- To position Southern Nevada as a leader in implementing NACEP national standards

Looking Ahead to Spring 2026: Building a Strong Foundation

The committee has already outlined its Spring 2026 agenda, which focuses on two cornerstone objectives for sustaining a high-quality concurrent enrollment program:

1. Identify minimum standards and best practices for onboarding new Jumpstart Instructors
2. Develop guidelines to maintain Jumpstart Instructor Status

These priorities reflect CSN's emphasis on ensuring that all concurrent enrollment instructors—whether new or continuing—are supported with clear expectations, robust professional development, and strong connections to CSN academic departments.

Supporting Student Success Through Quality and Consistency

As dual and concurrent enrollment opportunities expand across Nevada, CSN's new committee stands as a proactive investment in program quality and student success. By bringing faculty, staff, and academic leadership together under a unified mission, the committee will help shape a more consistent, equitable, and academically rigorous Jumpstart program for years to come.

By grounding its work in the rigorous expectations set by the National Alliance of Concurrent Enrollment Partnerships (NACEP), the committee aims to reinforce CSN's commitment to offering high school students an

The creation of this committee signals CSN's commitment not only to meeting national standards—but to leading the way in concurrent enrollment excellence across Southern Nevada.

Reflections on the NACEP Conference

Naser Heravi
Department Chair, Computing & Information Technology

"The thing that I found very helpful was the concept of embedded faculty liaisons so that the faculty liaison can really get a good sense of what faculty is doing and how that dual enrollment program is going.

The other thing that caught my eye was the industry pathways that map curriculum to employment. Having well defined industry pathways. I also found the session about a job shadowing process interesting. A course kind of like our current internship class in CIT, but instead of our students finding the internship companies, we find it for them. They had a dedicated person who created the schedules, connected with the industry people and provided that pathway."

Amber Mayes

Senior Specialist, Dual Credit & Early College Programming

“In a couple of the sessions, college outreach started really early-- in elementary school, building awareness about dual credit programs available in local high schools. The community college hosted camps for kids to gain awareness of careers and programs at the college. 3rd grade campers would learn about three different programs. Another three careers would be introduced in 5th grade, and an additional four careers would be presented in 8th grade. These sessions were at different touch points in the student's journey, building awareness about the dual credit programs through their Community College. And I thought that was really cool because it keeps Dual Credit front-of-mind and students can prepare years before even taking dual credit classes in high school.”

Khaled Elzayyat
Dean, School of Advanced and Applied Technology

“One of the sessions that really attracted my attention is the Ivy Tech journey in dual enrollment. I really was impressed. They have a very successful program. They invested in numerous areas, including infrastructure support, scholarships, experimental course offerings, program personnel, and marketing. They had thousands of students enrolled in multiple programs all over the state. So this taught me that to be successful in dual enrollment, all of us have to participate. We need to be creative and invest in personnel and faculty, scholarships, infrastructure, allocate and use all resources so that we can have a successful dual enrollment program that covers most of CSN's offerings.”

Kimiko Walton
Associate Vice President, Academic Partnerships

"I enjoyed the conference thoroughly. The silver party kicked it off for me. It was a very friendly, uplifting, vibrant conference. And so I enjoyed the spirit of the conference. For me, the takeaway is the investment states have made in dual credit and early college programming from a funding model, just aside from the thousands of students that are being supported by larger states that have stronger infrastructures. I was really impressed by the states that actually put the money behind the work for these students to be able to take college courses. I'm not going to say Nevada is behind, but we have a lot of work to do and policy drives that. And so Leticia and I and others have talked about what we can do here in Nevada to drive us towards policy implementation so that we can find funding, we can have a shared vision, we can all be on the same page as far as how we can support our students in this work. I learned a lot. And I hope that we can implement some of the best practices that we learned throughout the conference over time."

Anthony Herrera
Assistant Director, Recruitment & Retention

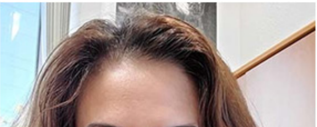
"I really enjoyed the conference. For me, it was a deeper dive into truly understanding the ins and outs of dual credit and early college. When our recruitment team is out talking to high school students, it's important that we know how to guide them on what comes next—especially for those who already have college credits before they graduate.

One session focused on student pathways, from starting in dual credit to the opportunities that follow, like kickoff celebrations, research symposiums, and more. It really sparked ideas about how recruitment can better support students through that transition. We often meet students who are already dual credit with us but don't realize it or have forgotten. This made me think about how we can clear those lines and make the path forward even clearer for them."

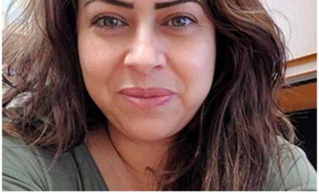
Kayla Buscher
Manager, Dual Credit & Early College Programming

"My main focus was mostly around academic advising. Many states, community colleges, and universities co-exist together and utilize what they call college and career coaches or college connection coaches both within the high school setting and within the university and community college settings. Someone that can directly connect students with their high school requirements and their college requirements for the pathways they are pursuing. A lot of the colleges had pre-planned pathways incorporating AP, IB, CLEP, all of the things that earn college credit. So having folks that are versatile in both our areas, the high school areas and all of those different aspects was fun to learn about and I think would benefit a lot of our dual enrollment students."

Natalie Lorenzano
Manager, Dual Credit & Early College Programming



“The NACEP Bootcamp, it's amazing. They spoke about the 16 NACEP standards. The national statistics show how these programs are helping our students and how it is allowing these students to continue with their education. This program should be accessible for everyone, including our group that has disabilities. It is important to have faculty collaborate with our high school teachers and provide them with training. It is a component to have advising present as well.”



Somer Rodgers
Assistant Director, CTE College Credit

“I attended one of the pre-conference sessions on students with disabilities and dual enrollment, and there are a lot of things that I think CSN and the state as a whole can do better. A college in Georgia markets directly to students with disabilities, so families don't have to search for what they need to do. As a parent with a student with an IEP, I don't know what to do for my son to participate in dual enrollment. And it's not just a CSN thing, the information isn’t easily found, you have to dig for it.

Nationwide, it is common for high schools to partner with multiple institutions. For families with students with disabilities and IEPs, those processes can be confusing. Not all parents fully understand what accommodations are available or not available to their students with IEPs and 504s when their students are in dual credit or transition to college.

We discussed forming consortiums, and I would like to see CSN initiate that within Nevada. Information varies from institution to institution, and because we’re part of the same system, it shouldn’t be that way. That was my main takeaway.”

Leticia Wells
Director, Dual Credit & Early College Programming

“This is a great conference to learn about best practices. One of my takeaways was starting a Nevada NACEP Chapter. This way more conversations about dual credit can happen on an ongoing basis and include dual credit stakeholders across the state. Together we can tackle larger issues and find ways to better assist students and parents to make more informed decisions about dual credit. I can see us creating a dual credit month where we bring together stakeholders for a mini conference on dual credit and highlight the work we do at CSN and in our state.”

Scott Gallegos
Manager, Dual Credit & Early College Programming

“As part of my master’s program, I participated in the accreditation pre-conference. I have been working alongside CSN Leadership to evaluate our college’s current standing towards NACEP Accreditation. The experience was highly insightful, allowing us to identify both areas of strength and opportunities for improvement. By the end of the spring semester, I expect to compile a comprehensive overview of where we are now and where we can continue to grow. One of the most valuable takeaways was gaining a deeper understanding of the various roles within the student journey—from the moment students and their families decide to apply, through their high school dual-enrollment experience, to final grade posting and preparation for transfer or entry into the workforce. Examining the perspectives of each stakeholder—including parents, students, faculty liaisons, and teachers—highlighted the importance of clear, standardized processes. This accreditation work will help us refine these processes and develop a more formal onboarding system for each stakeholder group, ensuring everyone is well-informed and better equipped to support student success."

Erika Hamilton
Recruiter/Success Coach

"I was really, really excited to get to attend those sessions and learn a little bit more about Dual Credit. As a recruiter, of course, I'm in the high schools, trying to help students make their next step. A lot of students, when we meet with them in 11th grade, they say, "oh man, I wish I would have known (dual credit) was an opportunity beforehand to be more involved and to get that extra college credit because within this economy, it's difficult to pay for college." So when they hear it's a discounted price they wish they would have done dual credit. One of the key takeaways from a session was specifically marketed and branded events for middle school students. They had an eighth grade cohort come to the college campus. On the campus, they got to do activities to put their hands on the material way ahead of when we normally would start to recruit or market towards them. The presenter said it made a really big difference to introduce the kids that young to general concepts. They simplified the college subjects to bring the career pathway back to their level. I thought it was really interesting that they focus on students who are a little bit younger than we traditionally reached out to."

Dr. Janna Bernstein Rogers
Director, Office of Sponsored Projects

"My world is not exactly Dual enrollment, but we do work closely when it comes to Career and Technical Education (CTE), specifically the Perkins Grant. For me, it was important to attend the NACEP conference to be further exposed to this critical area.

Being able to obtain a better understanding of dual enrollment and the many roles associated was much appreciated. I also loved the opportunity to connect with each of the participants and get to know them better. One of the sessions that I attended focused on pushing the connection with dual enrollment and CTE students. From my perspective, I feel that CSN is ahead of the bar when it comes to that collaboration. It seems we just need to educate folks more to ensure everyone is aware of the amazing programs available."

Esther Pla-Cazares
Counselor, Academic Counseling

"Engaging the family early on is super important and so is breaking down terminology. What does it mean? Our higher ed implications if students drop a class or withdraws. We really want to inform the student and their families of the consequences if they don't do well with these college courses. How it can affect their financial aid whether they choose to stay at CSN or transfer.

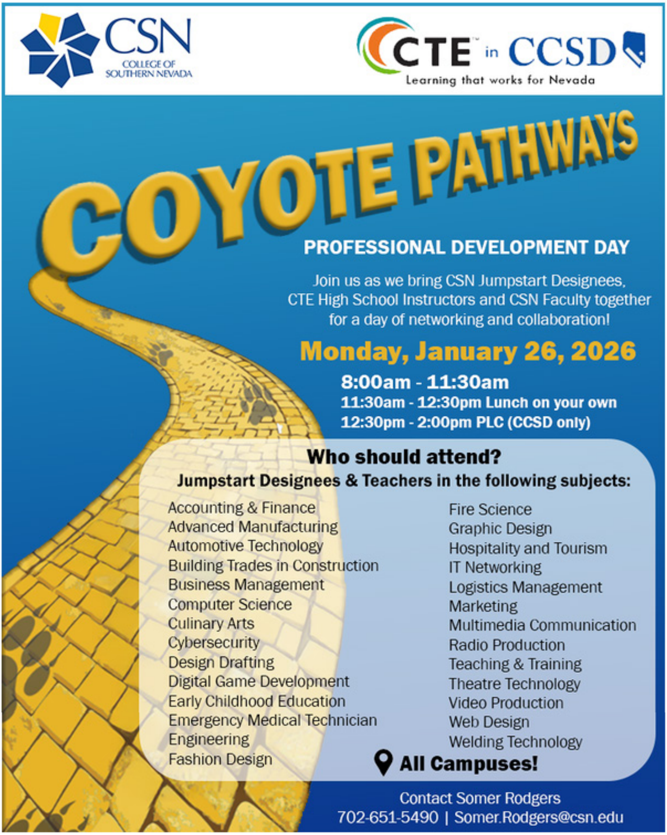
Heights Philadelphia is a third party helping different high schools in the community with dual enrollment. Their focus was college and career pathways using dual enrollment as economic mobility catalyst. They talked about interning and job shadowing. They talked about their population being very much black and Latinx and how their retention rate had gone up to 30%. So I started jotting down potential CSN partners. They emphasized how we can better engage our corporate partners and truly capitalize on those relationships. Many of them hold dedicated service days, which we can use as a bridge to strengthen our connection with them."

Kari Cramer
Program Officer, CTE College Credit

“House Bill 8 is legislation that changed how Texas community colleges are funded from a system based on enrollment to one based on student success and outcomes. In the Dual Credit space House Bill 8 provides funding incentives for high schools and community colleges. A student who completes at least 15 semester credit hours of dual credit prior to high school graduation can earn up to $3,500 incentive for the college. The goal is to increase the number of students to complete the college courses and are prepared for high demand careers.”

Kevin Mitchell
Professor, Department of Communication

"The annual 2025 NACEP was one of the most inspirational conferences I have attended in a long time. There were full panels, excellent discussions and great times with colleagues. CSN had the largest contingent this year! The conference was a great opportunity for the many different units of colleges to come together and focus on how to best deliver dual enrollment programs while considering best practices learned from institutions across the nation. The conference provided me with a better understanding about how many units in a college are working to support dual enrollment. I believe we will have a much stronger program vision for our dual enrollment program as a result of this conference."



CSN
COLLEGE OF SOUTHERN NEVADA

CTE™ in CCSD
Learning that works for Nevada

COYOTE PATHWAYS

PROFESSIONAL DEVELOPMENT DAY

Join us as we bring CSN Jumpstart Designees, CTE High School Instructors and CSN Faculty together for a day of networking and collaboration!

Monday, January 26, 2026

8:00am - 11:30am
11:30am - 12:30pm Lunch on your own
12:30pm - 2:00pm PLC (CCSD only)

Who should attend?

Jumpstart Designees & Teachers in the following subjects:

Accounting & Finance
Advanced Manufacturing
Automotive Technology
Building Trades in Construction
Business Management
Computer Science
Culinary Arts
Cybersecurity
Design Drafting
Digital Game Development
Early Childhood Education
Emergency Medical Technician
Engineering
Fashion Design
Fire Science
Graphic Design
Hospitality and Tourism
IT Networking
Logistics Management
Marketing
Multimedia Communication
Radio Production
Teaching & Training
Theatre Technology
Video Production
Web Design
Welding Technology

All Campuses!

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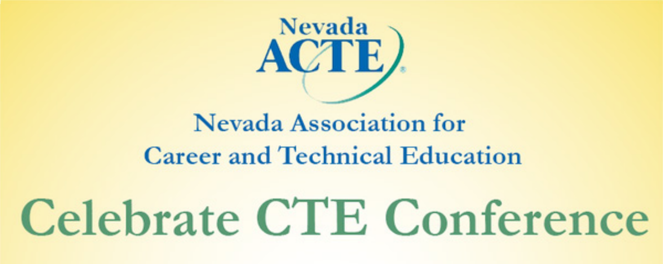

Nevada ACTE

Nevada Association for
Career and Technical Education

Celebrate CTE Conference

Planting Possibilities,
Growing Futures,
Celebrating CTE

February 21, 2026
9am - 3pm

College of Southern Nevada - Charleston Campus
6375 W. Charleston Blvd., Las Vegas, NV 89146

CTE Academy Pathways

Learn about articulated credit students may earn and Jumpstart classes your high school may offer in each CTE program area.

CTE Academy Pathways PDF

Become a
JUMPSTART INSTRUCTOR

To apply, complete the following:

- **Credential Review Form**
- **Resume**
- **Resume Detail Form (for CTE subjects)**
- **Unofficial Transcripts**

Email the Credential Review Packet to: DualCredit@csn.edu.

Jumpstart Approved Courses and Instructor Qualifications

Jumpstart Benefits

Instructor	**Student**
$1000 Per Course	Save $
Part-Time Instructor at CSN	Save 🕒
Professional Development	Earn Certificate or Associate's Degree in High School

Dual Credit College Cost Savings

(Approximate Cost Per 3 Credit Course)

	Tuition & Fees	Books
Regular CSN Enrollment	$426.75	$100
Dual Enrollment	$297	$0-$100
Jumpstart	$100	$0
CTE College Credit	$0	$0

CTE Academy Pathways

We have developed college credit options for CTE concentrators in the following CTE high school programs:

- Accounting
- Advanced Computer Science
- Advanced Manufacturing
- Automotive Technology

- Aviation Technology
- Building Trades in Construction
- Culinary Arts
- Cybersecurity
- Design Drafting
- Digital Game Development
- Early Childhood Education
- Electronic Technology
- Emergency Medical Technician *Pilot 2025-26
- Fashion, Textiles & Design
- Fire Science
- Forensic Science
- Graphic Design
- Hospitality & Tourism
- IT Networking
- Law Enforcement
- Multimedia Communications
- Radio Production
- Teaching and Training
- Theatre Technology
- Video Production
- Web Design & Development
- Welding Technology

CSN Dual Credit Definitions

Ways for a student to earn college credit from CSN while in high school.

	Articulated Credit	Concurrent Enrollment	Dual Enrollment
Name of Program:	**CTE College Credit**	**Jumpstart Concurrent Enrollment**	**Dual Enrollment**
Type of Class:	**High School CTE Classes**	**College Course**	**College Course**
Instructor:	**High School Teacher**	**High School Teacher**	**College Faculty**
Location:	**High School**	**High School Campus or Online**	**College Campus, Center, or Online**
Tuition and Fees:	**No Cost - Free**	**Per Course Fee**	**Per Credit Fee**
Textbooks:	**Provided by the High School**	**Provided by the High School**	**Provided by the High School or Purchased by the Student**

Do you have an idea for a Dual Credit Corner article? Tell us about a special student, educator, program, or event for a future newsletter.

Send to: DualCredit@csn.edu

CSN Dual Credit includes programs such as Jumpstart Concurrent Enrollment, CTE College Credit, Dual Enrollment as well as many other partnerships and initiatives which award college credit to high school students.

If you would like to explore new programming options in Jumpstart Concurrent Enrollment and/or Dual Enrollment, would like to obtain Credential Review Packet Forms, or are an existing partner that needs day-to-day program support, please contact the Dual Credit Manager for your region. Use this **PDF** to identify your manager.

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If you have questions about CTE College Credit, please contact the program assistant director.

Somer Rodgers
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For any other questions, please contact the CSN Dual Credit Office to speak with the director.

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