

**Mooreville Graded School District**  
**Credit by Demonstrated Mastery (CDM)**  
**Long-Term Considerations**



When a student and family are working through the CDM process, it is critical that they consider the long-term implications associated with earning course credit(s) at an accelerated rate. Students and parents should meet with a school counselor to discuss these long-term implications. It is critical to discuss all aspects of a student's development, including academic, cognitive and social/emotional development, when CDM is being considered. This will ensure that students/families are able to make an informed decision about participating in the CDM process. It is the responsibility of the entire CDM team to counsel students/ families; not just one person.

Below are common long-term issues to discuss and consider with your students/families who are interested in CDM:

**Advanced Courses through Grade 12**

Discuss current options available for advanced curriculum and instruction. Discuss CDM as well as other possible pathways for advanced learning through grade 12. Review how programs such as high school courses in middle school, AP/IB/Honors courses, CCP opportunities, and whole-grade acceleration may also support a student's needs. If a child does indeed subject accelerate with CDM or through other means, create a long-term plan to ensure the student, family and school are all working together and are aware of future opportunities. The availability of advanced courses may be limited for students who successfully complete the CDM process in multiple courses.

**Athletic/Extra-Curricular Activities**

CDM can potentially impact a student's eligibility in athletic and other extra-curricular activities. It is important that the CDM team discuss these possible implications. Because the CDM process is a relatively new process, some external organizations do not have concrete policies in place at this time. Organizations such as the NC High School Athletic Association (NCHSAA) and the National Collegiate Athletic Association (NCAA) should be contacted to verify eligibility implications for students considering the CDM option. Discussions surrounding how earning CDM may impact a student's participation in these school activities are important.

**GPA and Quality Points**

CDM courses will not earn grades or quality points towards GPA. Credit for CDM courses will be granted to meet high school graduation requirements. This may be a concern for some students and families; however, CDM should be pursued when a student truly wants to benefit

from a more challenging learning experience and move towards more advanced coursework. Students may earn CDM for all standard-level high school courses in grades 9-12 and those high school courses offered in middle school.

### **High School Diploma Endorsements**

Discuss the criteria for High School Diploma Endorsements (SBE, GCS-L-007), Career, College and Academic Scholars. Walk through the CDM implications for interested Diploma Endorsements to ensure appropriate coursework is completed. For example: If a student desires to work towards the NC Academic Scholars Endorsement and achieves CDM for a standard-level course instead of enrolling in an honors-level course, develop a plan to meet the criteria of the honors-level or above course criteria needed to attain the NC Academic Scholars Endorsement.

### **Opportunity for Early Graduation**

The CDM process may open an opportunity for completing high school graduation requirements (state and local) early. Discussions concerning post-graduation options that meet the student needs are important. Walk through examples of the implications on courses required for graduation and intended High School Diploma Endorsements (SBE, GCS-L-007) if a student earns CDM. CDM may help prevent some students from leaving high school to pursue other options before graduating.