



# THE ADVOCATE



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Employee Federation of NHMCCD

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## EMBEDDED DUAL CREDIT COURSES: Is there any common ground? The Story of Embedded Dual Credit Government Courses Part One of Three Parts

The mission of the College District is to provide quality educational programs for the development of knowledge, skills, and attitudes in a changing world. In this spirit, the District over the years added two academic avenues whereby high school students could receive college credits. Before these avenues were opened, the only option available to the high school student to receive college credit was to either pass the Advanced Placement Test with a score of 3, 4 or 5 or take the CLEP exam at a college, or on his own, bypassing the AP exam.

The first of the academic avenues open by NHMCCD to the high school student was to come to the college campus to take college courses. The second option involved the college professor teaching the college course at the high school site. The NHMCCD Articulation Procedures Manual (Spring 1997) now refers to these Dual Credit Courses as Concurrent Dual Credit courses even though theoretically the student could be taking the course only for college credit.

For years, NHMCCD approved these courses as either separate college credit or dual credit courses. Both of these alternatives were completely explained to the entire faculty at each Fall In-service and any and all objections were heard and many remedied before the courses were actually offered.

The story of Embedded Dual Credit courses is quite different. The NHMCCD Articulation Manual describes Embedded Dual Credit courses as "high school courses which also carry college credit."

Concurrent Dual Credit Courses are described as "college courses taught at the high school and/or the college." Therein lies the faculty's concern.

Furthermore, unlike the dual credit courses in the past, Embedded Dual Credit Courses were never introduced to the faculty at any In-Service Day (or conference, or through the Faculty Senate, or by e-mail, or by memo) at North Harris College or any of the other colleges in the District.

### The History of Embedded Dual Credit Courses (EDC)

Original legislation passed by the Texas Legislature creating Embedded Dual Credit Courses was permissive; it was left up to each college district whether or not to offer the EDC courses, and many have opted not to offer these courses or to limit them to nonacademic, technical or freshman level courses only.

In August, 1994, NHC Vice President, Bill Richards, chaired a District committee that developed the policies, processes and procedures for EDC.

Members of the committee included Vice Chancellor Linda Stegall, Associate VC Bonnie Longnion, all four colleges' Academic VP's or Deans, some Associate Deans and a Student Services Representative. Contrary to all prevailing professional literature on creating EDC programs, no full-time academic faculty member from any of the four colleges was included on the committee.

### In this Issue:

1. Embedded Dual Credit Courses by Carrie Davis
2. Famous Union Members by Neil Newsom

College committees were also established at NHC to deal with articulation agreements with Spring and Aldine ISD, and again, not one full-time academic faculty member was appointed to the committees. Upon completion of all of the committees' work, Dr. Richards and the Associate Deans of the academic fields involved informed the program coordinators of the upcoming courses. It was a fait accompli before any academic faculty member had input!

When the Political Science coordinator made known his grave concerns about the entire idea of EDC courses (verbally and in writing), he was told by the Associate Dean that it was going to happen, regardless of what he said or did. He was never shown any syllabi, testing or student evaluation, course activities, or textbooks. Neither he nor the Associate Dean ever observed the teaching effectiveness of the EDC courses as the Articulation Procedures Manual requires.

Once an EDC course was approved, the course was apparently approved forever, rather than on a semester by semester basis, as the Articulation Procedures Manual also requires.

When the Political Science coordinator continued to voice his concerns, a meeting with the involved high school faculty was arranged, but this was long after the articulation agreements had been worked out and the courses had been established. Regardless, no course paperwork follow-up or application was ever submitted to any member of the Political Science faculty at NHC.

The Articulation Procedures Manual requires that for an embedded course to qualify for dual credit, it must "meet the curriculum requirements of the college department" and that "ISD and college faculty members must agree on the appropriateness of topics and outcomes, methods of evaluating student work and course activities." No full-time Political Science faculty member at NHC ever approved any Embedded Dual Credit

Course curriculum or was involved in any evaluation of students or course.

At Kingwood College, Humble ISD made application for an EDC course in government, but after review by the Political Science Department, it was decided that the course was not considered the same course as the college's American Government 2301 course (the course for which the EDC course had been submitted). Kingwood reported that Humble ISD personnel asked for a delay of one year so that they could make changes in their curriculum to meet Kingwood's requirements and their own needs. When New Caney ISD then made application to Kingwood, the course was never presented to the Political Science faculty. It was simply approved by Steve Davis, Associate Dean, who stated, "To the best of my knowledge and recall, either Ken Bowman or Rose Austin must have run it by me. I simply said 'fine'. I never consulted the Political Science faculty. Although I did know that the faculty had refused to approve the Humble ISD course, I knew Ken Bowman; he has taught for us for ten years and the course was much different than the Humble proposal. I never ran it by the Political Science folks. Sometimes I just don't want to bother people."

When the Kingwood administration was asked to respond to this lack of faculty approval they stated, "The Associate Deans are not expected to seek faculty approval for classes of this nature. At Kingwood College, it is the responsibility of the Associate Dean and Vice-President to ensure that our academic standards and integrity are maintained." This is in clear violation of the NHMCCD Dual Credit Articulation Procedures Manual which states, "College and ISD faculty members must agree on the appropriateness of topics and outcomes. . . A department representative will monitor dual credit classes by observing the instruction. . . A portfolio of the work of dual credit students may be included as part of the classroom observation and follow-up activities required by the college department."

At Montgomery College, two brand-new Political Science professors

(before they had ever entered their first day of full-time teaching at the District) were told that the EDC government courses had been taught through NHC and KC for some time which implied that they reviewed and approved by the Political Science faculty at both colleges.

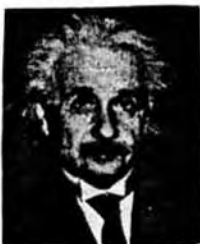
These new professors were then asked to review and determine if approval would be given to such a course at Oak Ridge North High School. Even under the pressure of the status of new probationary employees they still held to a year long (not one semester) requirement to receive three hours of college credit and they set very high standards for textbooks and the course in general.

At Montgomery, students must enroll in both the American Government course which lasts one semester and the Advanced Texas Studies which is another semester. This is the only EDC government course in the history of NHMCCD to actually receive approval from the Political Science faculty at the college in the ISD area.

Carrie Davis  
Professor of Political Science

Professor Davis' report will be continued in the next issue of the Advocate. Read about Tomball College and Embedded Dual Credit Government Courses.

## FAMOUS UNION MEMBERS



**A**lbert Einstein (1879-1955) German born American physicist revolutionized the science of physics. Of course, he is best known for his Theory of Relativity. In historical company with many other brilliant students, public school was not a place that Einstein found remotely tolerable. At 16, he was devising a way to leave school (without hindering his entrance into the university) when the teacher expelled him. It seems he was rebellious and thus a negative role model for his fellow classmates.

At 26, Einstein completed the work for his doctoral degree and wrote the

first of his revolutionary scientific papers. These efforts made Einstein famous and universities began competing for him.

In the 1920's, while he was honorary visiting Professor at the University of Leiden, Einstein accompanied Chaim Weizmann, the future president of the state of Israel, on extensive worldwide travels in the cause of Zionism. Attacks on Einstein began. Two Nobel prize winning physicists, Johannes Stark and Philipp Lenard, began characterizing Einstein's theory of relativity as "Jewish physics." The attacks on Einstein increased, and he resigned from the Prussian Academy of Science in 1933. He was expelled from the Bavarian Academy of Science, also in 1933, and in that same year, Einstein came to America.

It was while he was working at Princeton that Einstein joined the American Federation of Teachers. It may seem unlikely that such an independent thinker, was profoundly conscious of social responsibilities as well as social injustices. On his reasons for joining the AFT, he said, "I consider it important, indeed urgently necessary, for intellectual workers to get together, both to protect their own economic status and also, generally speaking, to secure their influence in the political field."

When Einstein's famous equation  $E=mc^2$  was demonstrated in the most terrifying of ways by using the bomb to destroy Hiroshima in 1945, Einstein, the pacifist and humanitarian, was deeply shocked and for a long time could only mutter "horrible, horrible." On April 18, 1955, Einstein died at Princeton.

An interesting and much quoted remark by Einstein is that the "less knowledge a scholar possesses, the farther he feels from God. But the greater his knowledge, the nearer is his approach to God."

Albert Einstein - The AFT is proud of his membership.  
Nell Newsom  
Editor

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To encourage democratization of higher education

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To initiate and support state legislation which will  
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To maintain and promote the aims of the American  
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