“Let others praise ancient times…I’m glad I was born in these.”
OVID (43 B.C. ~ A.D. 17)

GOVERNMENT FACULTY HANDBOOK
2006-2007

www.austincc.edu/govtdept/
# ACC Government Department Faculty Handbook

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STATEMENT OF PURPOSE
GOVERNMENT DEPARTMENT
Austin Community College

The Texas Education Code (51.301) mandates that “every college and university receiving state support or state aid from public funds shall give a course of instruction in government or political science that includes consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. This course shall have a credit value of not less than six semester hours or its equivalent.”

Therefore, the Government Department of Austin Community College has established the following goals:

- To provide six semester hours of instruction in politics and government that acquaint students with the basic concepts used in studying politics and government and that meet the requirements of the Texas Education Code for every student receiving a degree from a state-supported college or university in Texas.
- To offer an Associate of Arts degree in Government and provide all Government majors with an educational foundation that will allow them to successfully pursue a baccalaureate degree in government or political science at a four-year college or university.

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GOVERNMENT COURSE DESCRIPTIONS

GOVT 2305 – United States Government. This course is an introduction to United States national government. The course includes an introduction to a framework for understanding United States government and politics, the constitutional basis for United States government and politics, the processes of United States government and politics, the institutions of United States government and politics, and the policies of United States government and politics.

GOVT 2305 – United States Government, Open Campus (PCM). This course is an introduction to United States national government. The course includes an introduction to a framework for understanding United States government and politics, the constitutional basis for United States government and politics, the processes of United States government and politics, the institutions of United States government and politics, and the policies of United States government and politics. However, students do not attend scheduled classes, but study a textbook and use web-based resources to complete assignments. Students must complete an online orientation during the first week of classes, take all exams in ACC Testing Centers, and maintain satisfactory progress in the course to remain enrolled. Students are required to have an Internet account to take this course. ACC does not provide Internet accounts.

GOVT 2306 – Texas State & Local Government. This course is an introduction to Texas state and local government. The course includes an introduction to a framework for analyzing Texas government and politics, the constitutional basis for Texas government and politics, the processes of Texas government and politics, the institutions of Texas government and politics, and the policies of Texas government and politics.

GOVT 2306 – Texas State & Local Government, Open Campus (PCM). This course is an introduction to Texas state and local government. The course includes a framework for analyzing Texas government and politics, the constitutional basis for Texas government and politics, the processes of Texas government and politics, the institutions of Texas government and politics, and the policies of Texas government and politics. However, students do not
attend scheduled classes, but study a textbook and use web-based resources to complete assignments. Students must complete an online orientation during the first week of classes, take all exams in ACC testing centers, and maintain satisfactory progress in the course to remain enrolled. Students are required to have an Internet account to enroll in this course. ACC does not provide Internet accounts.

**GOVT 2306 – Texas State & Local Government, Emphasis on Land Use Policy.** This course is an introduction to Texas state and local government with an emphasis on land use policy. The course includes the powers and practices of local governments in controlling land use. Topics include annexation, extraterritorial jurisdiction (ETJ), the legal issue of “takings”, eminent domain, zoning, Municipal Utility Districts (MUDs), environmental impact considerations, subdivision ordinances, and deed restrictions. This course substitutes for GOVT 2306 for degree and graduation requirements.

The goal of this course is to introduce students to the Mexican-American political experience. Students will explore the political forces that have been integral to the inclusion/exclusion of political development of Mexican-Americans in the United States.

**GOVT 2311-State Government Internship.** This course consists of experiential learning as an intern to a state legislator or another government agency.

**Honors Courses.** The Government Department offers a variety of Honors classes in both GOVT 2305 and GOVT 2306. These offerings vary by semester and by topic. For more information about the Honors program at ACC and the courses that are offered, please go to [www.austincc.edu/honors](http://www.austincc.edu/honors).

**GOVT 2304 – Introduction to Political Science.** This course is an introductory survey of the discipline of political science, focusing on the history, scope, and methods of the field and the substantive topics in the discipline.

**GOVT 2311-Mexican American Politics.**
DUTIES AND RESPONSIBILITIES OF GOVERNMENT FACULTY

According to Board Policy D-3, each full-time faculty member is “expected to share responsibilities related to the total concerns of the College. Such responsibilities include instructional development, faculty meetings, committee and task force assignments, registration duties, student advising, other assigned responsibilities, and appropriate self-directed professional activities.” Furthermore, Board Policy D-3 says that the “total responsibilities of [full-time] faculty positions shall require at least 40 hours per week on a full-time basis.”

Under Administrative Rule 4.03.004, full-time faculty are required to work a minimum of 40 hours per week. The full-time workload for the academic year (Fall, Spring, and Summer) is 36 LEH (lecture equivalent hours) during a 10.5 month contract (15 LEH in the Fall, 15 LEH in the Spring, 6 LEH in the Summer) or 30 LEH during a nine-month contract. Hours above the 36 LEH (or 30 LEH for a nine month contract) will constitute an overload and be paid at the adjunct faculty rate of pay. The maximum load for a faculty member in any 16-week semester is 21 LEH, including overloads.

A maximum load for the entire summer is 16 LEH, including overloads (six LEH at full-time rate; ten LEH maximum as overloads). No one may teach more than ten LEH per short summer session.

In addition to full-time teaching responsibilities, full-time faculty shall make themselves available to students, staff, and other faculty as follows.

Office Hours:

- Full-time faculty are required to work a minimum of 40 hours per week. Teaching and office hours are structured to allow a minimum of fifteen unscheduled hours per week for instructional preparation/development and other college-related activities.
- Five (5) scheduled and posted hours per week.
- Five (5) hours per week available by appointment.
- One (1) hour per week for each overload.
- For any faculty member who teaches a Distance Learning course, office hours commensurate with the time that would have been spent in the classroom must be added to the above.
- Office hours, office location, faculty phone number, and email must be publicized to students through the course syllabus, faculty web page, online office hours system, and must also be posted outside the office each semester.

Department meetings:

- Required of all full-time faculty.
According to Board Policy D-3, **adjunct faculty** members “are hired by the college on an as-needed basis for direct instruction. Their course-based compensation, which is proportional to the number of lecture hours taught (or the equivalent), covers the time used for direct instruction, course preparation, grading, and at least one office hour per course per week for individual consultation with students.”

**Office Hours:** One (1) hour per week per section.

For any faculty member who teaches an Open Campus course, office hours commensurate with the time that would have been spent in the classroom must be added to the above.

**Teaching Loads:**

- Fall and Spring semesters: Three to nine LEH per semester (one to three sections).
- Summer: Three to eight LEH (one to two sections).

**Dept. meetings:** All adjunct faculty may attend and be heard at Department meetings.

Under Administrative Rule 4.06.009, all adjuncts in the department are eligible to serve as a voting member. The minimum number of designated voting adjuncts within the department shall be equal to the number of full-time faculty in the department.

Each adjunct who is willing to serve must express his/her interest in writing to the Department Chair no later than March 15. If the number of adjuncts who express interest is greater than the number of seats allowed, an election will be held in which all adjuncts in the department can vote.

All adjuncts that are appointed shall have the full voting rights of any full-time faculty member on any issue, including the right to vote for the selection of Chair. Adjunct faculty who serve in their Departments are compensated for their service and are eligible to participate in all Department activities except the evaluation of adjunct or full-time faculty and the hiring of new full-time faculty.

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**PROFESSIONAL EXPECTATIONS OF ALL FACULTY**
Throughout the academic year –

Professional Development - All faculty members are expected to engage in professional development activities throughout the year. All faculty members can check their professional development hours at any time by using the link on the Government Department’s Web page to the Workshop and Event Registration page.

Full-time faculty must complete 12 hours of professional development activities each academic year and adjunct faculty must complete at least four hours of professional development activities each academic year. Additional professional development hours above the minimum may be required of an individual employee based on a performance improvement plan. Professional development activities will be proposed by the faculty member as part of their personal professional development plan included in their three-year portfolio. The deadline for completion of these hours is July 30 each year. 25% of the required hours may be “banked” for one year with the approval of the supervisor based on a multi-year professional development plan.

Professional development activities must be documented and submitted to the Department Chair in a timely fashion so they can be entered into the online database for faculty members. Professional development opportunities are frequent and widespread both within the Government Department and across the College.

Course Materials - All faculty members are expected to keep copies of their course materials to submit to the Department’s Faculty Evaluation Committee as part of the teaching portfolio. The deadline for portfolio submissions is November 1 of each academic year. (For more information about Faculty evaluations, see page 26 in this handbook.)

Adjunct faculty who fail to submit required portfolios or Faculty Input Forms by the College deadline may be removed from the eligibility list.

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Each semester - Each semester all faculty members are expected to update their online office hours linked to the College’s online course schedule.

Each semester all faculty members are expected to send a copy of their syllabus for each course taught to the Department Chair (paper copy, please).

Each semester all faculty members are expected to call roll every class day during the first two weeks of the semester using an updated roster printed out via ACC’s Faculty Online Services-See Appendix). This is to ensure that no student is attending a class without being registered for it. Remember that students are dropped for nonpayment (after registration period and following add/drops) but may believe they are still enrolled in the course. After the third class meeting, please ask students who are not on the updated roster to leave class and go to the Admissions Office to check their status. Faculty members teaching Distance Learning classes are expected to monitor student submissions to ensure that students submitting assignments are on the class roll for that class.
Each semester all faculty members are expected to answer students’ e-mails within three working days. In addition, each faculty member is expected to check his/her ACC e-mail account regularly and often and insure that the email account and voice mailbox are not too full to receive additional emails and voice messages.

Each semester all faculty members are expected to teach all their classes for their scheduled times. “Research” days or other off days should not be scheduled. If a faculty member knows ahead of time that s/he cannot teach a class, a substitute should be found. If a faculty member must cancel class due to illness, the class should be cancelled by calling the appropriate campus manager’s office so that a notice will be posted outside the classroom. It is recommended that each faculty member make his/her policy clear about how long students should wait if the instructor is delayed. If there is a traffic delay or a parking problem, students should know that they are expected to wait at least 15 minutes beyond the scheduled start time of the class.

Each semester all faculty members are expected to submit their grades by the deadline via the College online system. Print and retain a copy of your grades as submitted in paper form as well as your copy of the gradebook or spreadsheet you have used to record grades during the semester. You can access current rosters by choosing Class Roster from the Faculty Online menu. You can access the grade rolls by clicking on Grading from the Faculty Online menu. If you do not have a password, you may request one at https://onlineserv.austincc.edu/datatel/openweb/fc/fcccontact.html.

Faculty are encouraged to attend an ACC Faculty Online training session to learn how to access online class rosters and grade rolls. The training also covers how to retrieve student contact information, review student withdrawals, and check grades from previous semesters. Register for training by going to the Department’s Web page and clicking on Workshop and Event Registration.

Each semester all faculty members are expected to keep abreast of developments within the Government Department. Minutes of Department meetings are made available to all Government Faculty via the Department’s Web page. (www.austincc.edu/govtdept/accgovttf.html)

Fall semester - All faculty members who teach in the Fall are expected to conduct in-class student evaluations in each section taught. (For more information about the faculty evaluation process, see page 26 in this handbook.) Faculty members required to submit portfolios and are expected to submit them by the college deadline.

Faculty members will be asked to participate in the Government Department’s student assessment process by submitting samples of student work in order to assess basic intellectual competencies and abilities as described in the ACC Catalog. (For more information about the Department’s method of assessing student learning, turn to page 24.)

Spring semester - All faculty members (even those who are not submitting portfolios that year) are expected to complete and submit the Faculty Evaluation Input form by
the college deadline as part of the evaluation process. (For more information about the content of faculty input forms and how they will be evaluated, see page 31 in this Handbook.)

Faculty members who are teaching at ACC for the first time are expected to conduct student evaluations in class.

Once the Department completes its work on the Government Department’s approved textbook list for the next academic year, all faculty members will be expected to update their textbook selection for the next academic year for each course they teach.

Record keeping - In order to better serve students, solve students’ problems, answer students’ questions, and settle grade disputes, all faculty members are expected to maintain reliable and sufficient class records from each class taught. The following standards reflect good practices in record-keeping.

- Retain copies of old syllabi and class grade sheets in for at least five years. The grade sheets should include students’ scores on all class work, not just students’ final course grades. This is particularly helpful when grade disputes (including disputes over withdrawals) arise. Students often come back years after they took the course and claim that the syllabus promised that students would be withdrawn for non-attendance. Instead the student has an ‘F’ on his/her transcript. Copies of the syllabus from the semester in question immediately resolve this sort of dispute.
- Make sure that you state your policies clearly in your syllabus. This includes policies on withdrawals (including retroactive withdrawals), attendance, grading, and incompletes.
- Retain for at least one year all student materials that students did not pick up during the semester. Most grade disputes occur within a year of taking the course, and most such disputes revolve around student performance. Memories are faulty and a paper trail is invaluable.

Assign course grades with care. Change final course grades with equal care. Changes to final course grades should only occur when there is indeed a mistake or injustice involved.

Academic Freedom and Responsibility - The following is Austin Community College Board Policy D-2 on Academic Freedom and Responsibility:

(1) Institutions of higher education are conducted for the common good. The common good depends upon a free search for truth and its free expression. Hence it is essential that faculty members at Austin Community College be free to pursue scholarly inquiry without unreasonable restriction, and to voice and publish their conclusions without fear of institutional censorship or discipline. They must be free from the possibility that others of differing vision, either inside or outside the college community, may threaten their professional careers.
(2) The concept of academic freedom in Austin Community College is accompanied by an equally demanding concept of responsibility, shared by the Board of Trustees, administration, and faculty members.
(3) The essential responsibilities of the Board of Trustees and administrators regarding academic freedom are set forth in the Criteria For Accreditation, adopted by the Southern Association of Colleges and Schools, as updated and revised.

(4) In the classroom or in College-produced telecommunications, faculty members should strive to be accurate, to exercise appropriate restraint, and to show respect for the opinions of others. In addition, instructors should be judicious in the use of material and should introduce only material that has a clear relationship to the subject field.
SYLLABUS REQUIREMENTS

All faculty at Austin Community College are expected to include the following components in their course syllabi. All faculty are expected to send a copy of each course syllabus to the Department Chair at the beginning of each semester.

ACC students should expect to be provided clear statements of course expectations, requirements, and policies. A well-written syllabus is essential for this. Your individual policies (with exceptions noted below) are up to you, but you must include clearly stated policies as required according to the following.

- Heading with identifying information, including:
  - Instructor’s name
  - Course name and number
  - Semester and year
  - Section and synonym number, Campus location
  - Office location and office hours
  - Office phone number and/or ACC voice mail phone number
  - ACC e-mail address and ACC instructional Web page address
  - Fax number

- Course overview or course description. (See catalog course descriptions on page 4 in this handbook.)

- Required textbook, including accurate publishing information (the ISBN would be helpful). Textbooks used must be on the Government Department’s list of approved texts (see page 23 in this handbook.)

- Course rationale, course objectives/outcomes, instructional methodology.

- Course requirements, including the number and type of exams, the required written work, any quizzes that will be given, group work, and so forth.

- Course grading system. Be specific and be clear.

- Course policies, including:
  - Attendance policy.
  - Grading policy.
  - Make-up policy and/or retest policy.
  - Incomplete policy.
  - Withdrawal policy, including College withdrawal deadline.
  - Scholastic Dishonesty policy (see recommended wording below).
  - Academic Freedom policy (see recommended wording below).
  - Office for Students with Disabilities policy (see recommended wording below).
  - Testing Center policy, if applicable.
  - Student discipline policy.

- Course outline/calendar with relevant chapter readings and dates (for instance, when each test is scheduled and what it will cover). This must be included in the syllabus.

Government PCM Courses
Reminder for those teaching PCM courses: The Government Department has adopted standardized components for all Government PCM courses. Each Government PCM course must contain the following components:

- A syllabus which meets Department guidelines
- An online orientation procedure
- Tests administered by the ACC Testing Centers
- A research component using Internet sources
- Online discussion forums
- Online practice quizzes or review sheets
- An online study guide or online learning objectives

**Policy Wording for Syllabus**

**Scholastic Dishonesty**

Acts prohibited by the College for which discipline may be administered include scholastic dishonesty. Scholastic dishonesty includes but is not limited to cheating on an exam or quiz, plagiarism (using another author’s words or arguments without attribution), and collusion (the unauthorized collaboration with another person in preparing written work for fulfillment of any course requirement).

Academic work submitted by students shall be the result of their thought, research, or self-expression. Academic work is defined as, but not limited to, tests, quizzes (whether taken electronically or on paper), projects (either individual or group), classroom presentations, papers, and homework.

If a student commits any of the above actions, the instructor will seek disciplinary action in the form of an academic penalty (which will include a zero on the academic work in question and may include a course grade of ‘F’). Such disciplinary action will be at the discretion of the instructor following College procedures outlined in the Student Handbook.

**Academic Freedom**

Each student is strongly encouraged to participate in class discussions. In any classroom situation that includes discussion and critical thinking, particularly about political ideas, there are bound to be many differing viewpoints. Students may not only disagree with each other at times, but the students and instructor may also find that they have disparate views on sensitive and volatile topics.

It is the instructor’s hope that these differences will enhance class discussion and create an atmosphere where students and instructor alike will be encouraged to think and learn from each other. Therefore, be assured that students’ grades will not be adversely affected by any beliefs or ideas expressed in class or in assignments. Rather, we will all respect the views of others when expressed in classroom discussions.

**Office for Students with Disabilities**

Each ACC campus offers support services for students with documented physical, cognitive, or psychological disabilities. Students with disabilities must request reasonable accommodations through the Office for Students with Disabilities on the campus where they expect to take the majority of their classes. Students are encouraged to do this three weeks before the start of the semester.
CORE CURRICULUM
THECB EXPECTATIONS

Senate Bill 148, enacted in 1997 by the 75th Legislature, requires the Higher Education Coordinating Board to adopt rules that include “a statement of the content, component areas, and objectives of the core curriculum” and its accompanying intellectual competencies.

The Government Department’s courses are part of the core curriculum. All faculty in the Department must be rigorous in meeting THECB standards as well as the Department’s learning outcomes and learning objectives. THECB insists that the basic intellectual competencies – reading, writing, speaking, listening, critical thinking, and computer literacy – should inform the components of any core curriculum. Moreover, a core curriculum should contain courses that provide multiple perspectives about the individual, political, and social aspects of life so students understand ways in which to exercise responsible citizenship. THECB also insists on courses that enable students to integrate knowledge and understand the interrelationships of the disciplines.

These basic intellectual competencies are essential to the learning process in any discipline and have been defined by THECB as follows:

Reading. Reading at the college level means the ability to analyze and interpret a variety of printed materials. A core curriculum should offer students the opportunity to master both general methods of analyzing printed materials and specific methods for analyzing the subject matter of individual disciplines.

Writing. Competency in writing is the ability to produce clear, correct, and coherent prose adapted to purpose, occasion, and audience. Although correct grammar, spelling, and punctuation are each a sine qua non in any composition, they do not automatically ensure that the composition itself makes sense or that the writer has much of anything to say. Students need to be familiar with the writing process, including how to discover a topic, how to develop and organize it, and how to phrase it effectively for their audience. These abilities can be acquired only through practice and reflection.

Speaking. Competence in speaking is the ability to communicate orally in clear, coherent, and persuasive language that is appropriate to purpose, occasion, and audience. Developing this competency includes acquiring poise and developing control of the language through experience in making presentations to small groups, to large groups, and through the media.

Listening. Listening at the college level means the ability to analyze and interpret various forms of spoken communication.

Critical Thinking. Critical thinking embraces methods for applying both qualitative and quantitative skills analytically and creatively to subject matter in order to evaluate arguments and to construct alternative strategies. Problem solving is one of the applications of critical thinking, used to address an identified task.

Computer Literacy. Computer literacy at the college level means the ability to use computer-based technology in communicating, solving problems, and acquiring information. Core-educated students should have an understanding of the limits, problems, and possibilities associated with the use of technology, and should have the tools necessary to
evaluate and learn new technologies as they become available.

Some of these intellectual competencies have traditionally been tied to specific courses required of all students during their first two years of college. However, if a core curriculum is to prepare students effectively, THECB believes that it is imperative that these intellectual competencies be included among the objectives of many individual core courses and reflected in their course content.

Another imperative of a core curriculum is that core courses help students attain the following:
- Establish broad and multiple perspectives on the individual in relationship to the larger society and world in which s/he lives, and to understand the responsibilities of living in a culturally and ethnically diversified world.
- Stimulate a capacity to discuss and reflect upon individual, political, economic, and social aspects of life in order to understand ways in which to be a responsible member of society.
- Recognize the importance of maintaining health and wellness.
- Develop a capacity to use knowledge of how technology and science affect their lives.
- Develop personal values for ethical behavior.
- Develop the ability to make aesthetic judgments.
- Use logical reasoning in problem solving.
- Integrate knowledge and understand the interrelationships of the scholarly disciplines.

**Instruction and Content**

Education, as distinct from training, demands a knowledge of various contrasting views of human experience in the world. The social and behavioral sciences deal with the principles and norms that govern human interaction in society and in the production of goods and services. Each discipline, using its own methodologies, offers a different perspective on human experience. The learning outcomes that are specified for disciplinary areas are thus intended primarily to provide students with a perspective on their experience through an acquaintance with the subject matter and methodology of each discipline. They provide students with the opportunity to understand how these disciplines present varying views of the individual, society, and the world, and of appreciating the methods by which scholars in a given discipline organize and evaluate data. The perspectives acquired in these studies describe the potential, as well as the limitations, of each discipline in understanding the human experience.

THECB argues that the objective of discipline-specific studies within the core curriculum is to foster multiple perspectives as well as to inform and deliver content. Disciplinary courses within a core curriculum should promote outcomes focused on the intellectual core competencies, as well as outcomes related to establishing multiple perspectives, and the basic concepts in the discipline, including methods of analysis and interpretation specific to that discipline.

THECB has provided exemplary educational objectives to be used as basic guidelines for component areas such as social and behavioral sciences, natural sciences, or communication. The objectives and outcomes for social and behavioral sciences are suggested by THECB to meet the intent of SB 148. The outcomes for student learning provide both guidelines for instruction and a profile of students as they complete each component of a core curriculum.
The objective of a social and behavioral sciences component of a core curriculum is to increase students’ knowledge of how social and behavioral scientists discover, describe, and explain the behaviors and interactions among individuals, groups, institutions, events, and ideas. Such knowledge will better equip students to understand themselves and the roles they play in addressing the issues facing humanity.

**Exemplary Educational Objectives, Social and Behavioral Sciences**

- To employ the appropriate methods, technologies, and data that social and behavioral scientists use to investigate the human condition.
- To examine social institutions and processes across a range of historical periods, social structures, and cultures.
- To use and critique alternative explanatory systems or theories.
- To develop and communicate alternative explanations or solutions for contemporary social issues.
- To analyze the effects of historical, social, political, economic, cultural, and global forces on the area under study.
- To comprehend the origins and evolution of U.S. and Texas political systems, with a focus on the growth of political institutions, the constitutions of the U.S. and Texas, federalism, civil liberties, and civil and human rights.
- To understand the evolution and current role of the U.S. in the world.
- To differentiate and analyze historical evidence (documentary and statistical) and differing points of view.
- To recognize and apply reasonable criteria for the acceptability of historical evidence and social research.
- To analyze, critically assess, and develop creative solutions to public policy problems.
- To recognize and assume one’s responsibility as a citizen in a democratic society by learning to think for oneself, by engaging in public discourse, and by obtaining information through the news media and other appropriate information sources about politics and public policy.
- To identify and understand differences and commonalities within diverse cultures.

For more information about the Texas Higher Education Coordinating Board, go to [www.thecb.state.tx.us](http://www.thecb.state.tx.us)

**Departmental Expectations and Course Content**

In the summer of 2000, the Government Department established explicit learning outcomes and learning objectives for both GOVT 2305, U.S. Government, and GOVT 2306, Texas State and Local Government.

Faculty in the Government Department are expected to offer course work that ensures that students learn, in both general and specific ways, the material included in the Department’s learning outcomes and learning objectives.

**Learning Outcomes, 2305**

**GOVT 2305 - U.S. Government**

This course is an introduction to United States national government. The course includes an introduction to a framework for understanding United States government and politics, the constitutional basis for United States government and politics, the processes of United States government and politics, the institutions of United States government and politics, and the policies of United States government and politics.
Constitutional Foundations
Learning Outcome: The student will understand the foundations, development, and features of the U.S. Constitution.
Learning Objectives: After completing this section of the course, the student should be able to:
1. define democracy.
2. distinguish among direct, representative, and pluralist democracy.
3. describe separation of powers.
4. describe checks and balances.
5. describe the importance of the Declaration of Independence.
6. describe the nature and impact of the Articles of Confederation.
7. describe the members and operation of the Constitutional Convention of 1787.
8. describe the compromises reached at the Constitutional Convention of 1787.
9. describe the ratification process of the U.S. Constitution.
10. define federalism.
11. describe the evolution of federalism.
12. distinguish among enumerated (delegated, express), inherent, implied, concurrent, and reserved powers.
13. describe McCulloch v. Maryland (1819) and its impact.
14. describe the obligations of states to each other.
15. describe the obligations of the national government to the states.
16. describe the process for amending the U.S. Constitution.
17. describe the substantive changes made in the U.S. Constitution through the amending process.
18. describe the informal methods for changing the U.S. Constitution.
19. define judicial review.
20. describe Marbury v. Madison (1803) and its impact.

Linkage Institutions
Learning Outcome: The student will understand how media, interest groups, and political parties serve as institutions to connect people to government.
Learning Objectives: After completing this section of the course, the student should be able to:
1. describe how the government regulates the media.
2. distinguish between objective and interpretive reporting.
3. describe the influence of the media on the political system today.
4. define interest group.
5. describe the types of interest groups in the United States today and their goals.
6. describe the resources and tactics used by interest groups to influence public policy.
7. describe the impact of interest groups on politics and government in the United States.
8. describe political action committees (PACs) and their significance.
9. distinguish between iron triangles and issue networks.
10. define political party.
11. describe the functions of the two major parties today.
12. describe the evolution of the U.S. political party system.
13. compare and contrast the issue positions of the two major parties today.
14. describe the reasons for the two-party system in the United States.
15. describe minor parties and their impact.
16. describe the organization of the two major parties.
17. define party identification and its significance.
18. describe the changes in the distribution of partisan attachments in the United States over the last fifty years.
19. distinguish between realignment and dealignment.

Political Learning
Learning Outcome: The student will understand how political values, attitudes, and behaviors are learned, organized, and expressed.
Learning Objectives: After completing this section of the course, the student should be able to:
1. define political socialization.
2. describe the agents of political socialization and their impact.
3. describe the U.S. political culture.
4. define political ideology.
5. define public opinion.
6. describe the methods for measuring public opinion.
7. describe the impact of public opinion on U.S. government and politics.

Campaigns and Elections
Learning Outcome: The student will understand the operation of a political campaign, types of elections, and the factors that affect election outcomes.
Learning Objectives: After completing this section of the course, the student should be able to:
1. define suffrage.
2. describe the expansion of the right to vote in the United States.
3. define voter turnout.
4. describe the factors that influence voter turnout.
5. describe the factors that influence vote choice.
6. distinguish between primary elections and general elections.
7. distinguish among the types of primaries.
8. describe the factors that affect elections.
9. describe current campaign finance regulations and their impact.
10. describe the organization of the executive branch.
11. describe the legislative process.
12. describe the influences on the voting behavior of members of Congress.
13. describe the process by which the parties nominate their presidential candidates.
14. describe the process by which a president is elected.
15. describe the constitutional powers of the president.
16. describe the formal and informal roles of the president today.
17. describe the jurisdiction of the federal courts.
18. describe the structure and operations of the federal courts.
19. describe the process by which federal judges are selected.
20. distinguish between judicial activism and judicial restraint.

Institutions of Government
Learning Outcome: The student will understand the structure, functions, and operations of the institutions of U.S. government.
Learning Objectives: After completing this section of the course, the student should be able to:
1. describe the bicameral structure of Congress and its impact.
2. describe the organization of Congress, including the leadership structure and the committee system.
3. describe the powers and functions of Congress.
4. describe the impact of incumbency.
5. distinguish between reapportionment and redistricting.
6. describe gerrymandering and its impact.
7. describe the legislative process.
8. describe the influences on the voting behavior of members of Congress.
9. describe the process by which the parties nominate their presidential candidates.
10. describe the process by which a president is elected.
11. describe the constitutional powers of the president.
12. describe the formal and informal roles of the president today.
13. describe the organization of the executive branch.
14. describe the jurisdiction of the federal courts.
15. describe the structure and operations of the federal courts.
16. describe the process by which federal judges are selected.
17. distinguish between judicial activism and judicial restraint.

Civil Liberties and Civil Rights
Learning Outcome: The student will understand how civil liberties and civil rights protect both the individual and categories of people.
Learning Objectives: After completing this section of the course, the student should be able to:
1. distinguish between civil liberties and civil rights.
2. describe the nature of the Bill of Rights.
3. describe the First Amendment freedoms.
4. describe the landmark decisions of the Supreme Court in First Amendment cases and their impact.
5. describe the rights of accused criminals as guaranteed in the Fourth, Fifth, Sixth, and Eighth amendments.
6. describe the landmark Supreme Court decisions in interpreting the rights of the accused and their impact.
7. describe the development of the right to privacy.
8. describe selective incorporation and its application.
9. describe the Fourteenth Amendment’s equal protection and due process clauses and their significance.
10. describe Plessy v. Ferguson (1896) and its impact.
12. describe the Civil Rights movement and its impact.
13. describe the Civil Rights Act of 1964 and its impact.
15. define affirmative action.
16. describe the landmark Supreme Court cases in the area of affirmative action and their impact.
17. describe the Americans with Disabilities Act of 1990 and its impact.

Public Policy
Learning Outcome: The student will understand the development and implementation of both foreign and domestic policies.
Learning Objectives: After completing this section of the course, the student should be able to:
1. distinguish between fiscal and monetary policy.
2. describe the Federal Reserve Board and its role.
3. describe the Social Security program.
4. describe the Medicare and Medicaid programs.
5. describe the food stamp program.
6. describe the TANF (Temporary Assistance for Needy Families) program.
7. describe the processes by which foreign and defense policies are made.

Learning Outcomes, GOVT 2306

GOVT 2306 - Texas State & Local Government
This course is an introduction to Texas state and local government. The course includes an introduction to a framework for analyzing Texas government and politics, the constitutional basis for Texas government and politics, the processes of Texas government and politics, the institutions of Texas government and politics, and the policies of Texas government and politics.

Constitutional Foundations
Learning Outcome: The student will understand the foundations, development, and features of the Texas Constitution of 1876.
Learning Objectives: After completing this section of the course, the student should be able to:
1. define democracy.
2. distinguish between direct and representative democracy.
3. distinguish between pluralist democracy and elitism.
4. describe separation of powers.
5. describe checks and balances.
6. describe the legacy of Texas’ first five constitutions (1827, 1836, 1845, 1861, 1866).
7. describe the provisions of the Texas Constitution of 1869 and the operation of Texas government from 1870 to 1874.
8. describe the delegates to the Constitutional Convention of 1875.
9. describe the nature and impact of Texas’ constitutions prior to the Constitution of 1876.
10. describe the nature and characteristics of the 1876 Constitution.
11. describe the major provisions of the 1876 Constitution.
12. describe the major criticisms of the 1876 Constitution.
13. describe the comprehensive constitutional revision efforts of 1971-1975.
14. describe the process for amending the 1876 Constitution.
15. describe the results of the amending process in terms of the number and nature of the amendments that have been adopted.
16. define federalism.
17. describe the evolution of federalism.
18. describe how changes in federalism affect Texas state and local government.

**Linkage Institutions**

**Learning Outcome:** The student will understand how media, interest groups, and political parties serve as institutions to connect people to Texas state and local governments.

**Learning Objectives:** After completing this section of the course, the student should be able to:
1. describe the influence of the media on the Texas political system today.
2. define interest group.
3. describe the types of interest groups in Texas today and their political goals.
4. describe the resources and tactics used by interest groups to influence public policy in Texas.
5. describe the impact of interest groups on politics and government in Texas.
6. describe political action committees (PACs) and their significance.
7. distinguish between iron triangles and issue networks.
8. define political party.
9. describe the functions of political parties in the Texas political system.
10. describe the evolution of the party system in Texas.
11. compare and contrast the issue positions of the two major parties in Texas today.
12. describe the organization of the two major parties in Texas.
13. define party identification in Texas and describe its significance.
14. describe the changes in the distribution of partisan attachments in Texas over the last fifty years.
15. distinguish between realignment and dealignment.
16. describe the impact of realignment and dealignment on the Texas political system.

**Political Learning**

**Learning Outcome:** The student will understand how political values, attitudes, and behaviors are learned, organized, and expressed.

**Learning Objectives:** After completing this section of the course, the student should be able to:
1. define political socialization.
2. describe the agents of political socialization and their impact.
3. describe the Texas political culture.
4. define political ideology.
5. describe the various political ideologies found in the Texas political system.
6. define public opinion.
7. describe the methods for measuring public opinion.
8. describe the impact of public opinion on the Texas political system.

**Campaigns and Elections**

**Learning Outcome:** The student will understand the operation of a political campaign, types of elections, and the factors that affect election outcomes in the Texas political system.

**Learning Objectives:** After completing this section of the course, the student should be able to:
1. define suffrage.
2. describe the expansion of the right to vote in Texas.
3. describe the restrictions placed on suffrage in Texas.
4. describe the provisions and impact of the 1965 Voting Rights Act on suffrage in Texas.
5. define voter turnout.
6. describe early voting and its impact.
7. describe the reasons for low voter turnout in Texas.
8. distinguish between primary elections and general elections.
9. describe the types of special elections and local elections in Texas.
10. describe the type of primary election used in Texas.
11. describe the factors that affect elections in Texas.
12. describe current campaign finance regulations and their impact.

Institutions of State Government
Learning Outcome: The student will understand the structure, functions, and operations of the institutions of state government in Texas.
Learning Objectives: After completing this section of the course, the student should be able to:
1. describe the bicameral structure of the Texas Legislature and its impact.
2. describe the organization of the Texas Legislature, including its leadership structure and committee system.
3. describe the impact of incumbency.
4. describe the powers and functions of the Texas Legislature.
5. describe redistricting and gerrymandering and their effects.
6. describe the legislative process.
7. describe the influences on the voting behavior of members of the Texas Legislature.
8. describe the constitutional powers of the Texas governor.
9. describe the formal and informal roles of the Texas governor.
10. describe the key functions and responsibilities of the plural executive in Texas.
11. describe the organization of the bureaucracy in Texas state government.
12. describe sunset review and its impact.
13. describe the jurisdiction of the Texas courts.
14. describe the structure and operations of the Texas courts.
15. describe the process for selecting judges in Texas and its impact.
16. describe the criticisms of the judicial selection process in Texas.
17. describe the alternative methods of judicial selection and their effects.

Institutions of Local Government
Learning Outcome: The student will understand the structure, functions, and operations of the institutions of local government in Texas.
Learning Objectives: After completing this section of the course, the student should be able to:
1. distinguish between general-law and home-rule cities.
2. distinguish among the forms of city government in Texas and their strengths and weaknesses.
3. distinguish among the methods of selecting city councils in Texas and their effects.
4. define extraterritorial jurisdiction (ETJ) and describe its impact.
5. define zoning and describe its significance.
6. describe the laws concerning municipal annexation in Texas.
7. describe the powers and functions of county government in Texas.
8. describe the organization of county government in Texas.
9. describe the criticisms of county government in Texas.
10. describe the major proposals for reform of county government in Texas.
11. describe the various types of special districts in Texas.
12. describe how special districts are created in Texas.
13. describe the sources of revenue and major expenditures of local governments in Texas.

Public Policy in Texas
Learning Outcome: The student will understand the development and implementation of public policy in Texas.
Learning Objectives: After completing this section of the course, the student should be able to:
1. describe the policy-making process in Texas.
2. describe the efforts to further the quality of public education in Texas.
3. describe the efforts to ensure equality in funding of public education in Texas.
4. describe the sources of revenue and major expenditures of state government in Texas.
5. describe the types of taxes levied by the State of Texas.
6. distinguish between progressive and regressive taxes.
7. describe the regulatory policymaking process in Texas and its impact.
8. describe the criminal justice system in Texas.
9. describe health and welfare policies in Texas.

APPROVED TEXTBOOK LIST
Fall 2006 through Summer 2007
GOVT 2305-United States Government


GOVT 2306-Texas State and Local Government


GOVT 2305 United States Government, Minorities (Open Campus)


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ASSESSMENT OF STUDENT LEARNING

The Government Department has made a concerted effort since 1997 to develop, administer, and appropriately respond to reliable institutional effectiveness measures that help us assess what our students are learning.

We began the effort in 1997 with a randomly administered exit test. The results led to the initial development of this Government Faculty Handbook, which, in its first edition, included a list of key terms (approved by the Department) that should be covered in GOVT 2305 and GOVT 2306. The following year (1998-1999) we administered a pre-test during the first week of the Fall semester and a post-test during the last week of the Fall semester to randomly selected sections of both courses. The results showed movement (correct answers on the pre-test vs. correct answers on the post-test), but the movement did not meet our goal of one standard deviation improvement, nor did the overall results on the post-test show that students completing the course scored an average of 70% correct.

In the 1999-2000 academic year we again administered a multiple-choice pre-test and post-test to randomly selected sections. Once again, while the results showed movement, they did not meet the Department’s standards of 70% correct on the post-test.

In Fall 2000 we administered a multiple-choice exit exam to all 2305 and 2306 sections in hopes of more accurately measuring what students had learned by the end of the semester. Our goal was a mean for correct answers of 70%; we did not meet this goal. After lengthy debate, the Government faculty in Spring 2001 decided to move to a short essay assessment test in an effort to assess whether students are learning to think critically and analytically about politics and government. Randomly selections sections were given the short essay exams in Fall 2001. We used short essay questions again in Fall 2002.

In Spring 2003 the Department decided to try a different approach. We felt that we had evidence compiled over several years telling us the major content areas where we do well and the areas where we fall short. In the 2003-2004 academic year we attempted to assess intellectual competencies that ACC has established for courses in the core curriculum, including reading writing, and critical thinking. (See page 14 for a discussion of the core curriculum and intellectual competencies.)

To assess student learning in Government courses at Austin Community College in 2003-2004, the Government Task Force decided to collect samples of the work being submitted by students in GOVT 2305 and GOVT 2306 classes. Faculty members were asked to select an assignment that they required of their students in Fall 2003 (a paper, an assignment, a book report, an essay exam, etc.), randomly select five completed assignments from the stack (before they were graded), photocopy those five, and send them (along with the instruction sheet or essay question given to students) to the Student Assessment Committee for analysis. This committee developed the standards or rubrics with which we assessed students’ acquisition of the skills described earlier.

Once the results were compiled and analyzed, the Assessment of Student Learning Committee reported the results to the Department. On average, on a scale of one to five, the artifacts that were submitted and graded by two graders received a writing score of 3.55.
What We’ve Learned
This student assessment process has helped the faculty in the Government Department discover some interesting things regarding what our students are and aren’t learning.

In general, students in GOVT 2305 seem to develop a good understanding of the constitutional foundations of our system (such things as Marbury v. Madison, separation of powers, etc.). They are also learning the basics of the institutions of national government, civil liberties (First Amendment, e.g.), and civil rights (Brown v. Board of Education).

Where we seem less effective as a discipline in GOVT 2305 is in the areas of linkage institutions, political learning, campaigns and elections, and fiscal vs. monetary policy: pluralism, interest group strategies, PACs, iron triangles come up year after year as concepts we have not helped our students understand.

In GOVT 2306 we have done well in teaching federalism, the institutions of state government, voting and elections. We don’t seem to be as effective in teaching the institutions of local government, Texas political culture, the nature of the 1876 Constitution, realignment vs. dealignment, and political socialization.
FACULTY EVALUATION PROCESS

Overview
To foster excellence in teaching and learning, ACC, with guidance from the Southern Association of Colleges and Schools (SACS), evaluates the job performance of all faculty members. This process begins with student evaluations which are conducted each Fall in every section taught, including Distance Learning sections. In addition, each faculty member completes and submits a self-evaluation each Spring (known as a faculty input form), and finally, faculty members submit portfolios according to the College’s three-year portfolio schedule. The Department’s Faculty Evaluation Committee, in consultation with the Department Chair, is responsible for conducting the peer review of these elements each Spring semester. See the Appendix for a sample of the evaluation forms used by the Committee.

The self-evaluation Faculty Input Form (See Appendix) is submitted by each individual faculty member in the Spring semester. This form provides faculty members the opportunity to respond in a thoughtful and detailed way to comments from students and the statistical analysis from students’ evaluations of the instructor and his/her course, and to document plans for instructional performance gains in the coming year. Adjunct faculty who fail to submit the Faculty Input form by the college deadline may be removed from the eligibility list.

Peer evaluation of instructional performance is conducted through the Department’s Faculty Evaluation Committee composed of full-time faculty members. (Administrative rules do not allow adjunct faculty to participate in the faculty evaluation process.) Peer evaluation is based on review of a portfolio reflecting instructional performance that is submitted by the faculty member. Portfolios are due by November 1 of the academic year. Adjunct faculty who fail to submit required portfolios by the college deadline may be removed from the eligibility list. There are three types of portfolios: the First Year, the Second Year, and the Third Year.

First Year Portfolio: All new faculty submit a first year portfolio. Please submit the portfolio in a three-ring binder. If you taught both Texas Government and U. S. Government, have two separate sections of the portfolio. Please organize each section using dividers so that the Faculty Evaluation Committee members can easily turn to the syllabi, study aids/handouts, assignments, exams, etc. In a first year portfolio, include all of the following:

a) syllabi for GOVT 2305 and/or GOVT 2306, whichever you taught during that academic year
b) copies of all study aids and handouts given to students; copies of overheads used in class; if you use videos in class to enhance the learning process, include a list of the titles here
c) copies of both in-class and out of class assignments required of students
d) copies of all exams given during the first year of teaching
the portfolio. Please organize each section using dividers so that committee members can easily turn to the syllabi, study aids/handouts, assignments, exams, etc. A second year portfolio should reflect both years, not just the last semester of the evaluation period. In a second year portfolio, include all of the following:

a) syllabi for GOVT 2305 and/or GOVT 2306, whichever you taught during that evaluation period
b) copies of all study aids and handouts given to students during the evaluation period; copies of overheads used in class; if you use videos in class to enhance the learning process, include a list of the titles here
c) copies of both in-class and out-of-class assignments required of students during the evaluation period
d) copies of all exams given during the evaluation period
e) Statement of Teaching Philosophy (see the description on page 28)

Third Year Portfolio: Third year faculty submit this portfolio as do any faculty members who are on the third-year portfolio list. Please submit the portfolio in a three-ring binder. If you taught both Tx and US anytime during the evaluation period, have two separate sections of the portfolio. Please organize each section using dividers so that committee members can easily turn to the syllabi, study aids/handouts, assignments, exams, etc. A three year portfolio should reflect all three years, not just the last semester of the evaluation period. Please include the following:

a) Syllabi: if your syllabus has not changed over the three year period (aside from moving to a new edition of the same textbook), include one copy and indicate that it has not changed (just write on the syllabus itself). If you’ve made changes to your syllabus, include copies from each semester and highlight (via sticky notes or writing in the margin) what has changed. Discuss why you’ve changed what you have in the Course Commentary.
b) Study aids and handouts: If you use a handout every semester, please indicate that. If you’ve tweaked that handout, include both the before and after handout and highlight the changes via a note in the margin or sticky note. If you only use a handout during a presidential election year or Texas legislative session year, for example, indicate that on the handout. Include copies of any study guides you’ve provided to students. If you’ve changed your study guides during the portfolio period, include copies and highlight the changes. Include copies of overheads you’ve used in class. If you use videos in class to enhance the learning process, include a list of the titles here. Discuss why you’ve changed what you have in the Course Commentary.
c) Assignments: include copies of both in-class assignments or activities as well as copies of all out-of-class assignments, research papers, essays etc. given during the evaluation period. If you’ve changed an assignment or activity during the portfolio period please include copies and highlight the changes. Discuss why you’ve changed what you have in the Course Commentary.
d) Exams: Include samples of exams you’ve given during the evaluation period. If you’ve
made substantial changes to your exams or assessment method, highlight those changes and discuss why you've changed what you have in the Course Commentary.
e) Other: You may include other information such as a sample lecture notes or examples of student's graded work, so the committee can see the feedback students receive.
f) Statement of Teaching Philosophy (see the description below)
g) Course Commentary (see the description below)
h) Faculty Development Plan (see the description below)

The committee would like to look at a faculty member's portfolio and know what the faculty member does in her/his class and how and why they do it. They would like to know what you've changed over the evaluation period, why you made these changes, and how those changes have improved the learning process.

The **Statement of Teaching Philosophy** is a fundamental element of the second and third year portfolios that should provide insight into why an instructor teaches as he or she does. Faculty are describing the overall objectives of their teaching and the broad goals they have for their students, as well as explaining how the goals are accomplished. For example, if you say "I run a student-centered classroom" , you can't just leave it at that; you have to provide an explanation of how you accomplish this.

The **Course Commentary** is specific to one course (either TX State and Local Government or U.S. Government) and is a statement of what goes on in your course and how the portfolio elements reflect the teaching philosophy. The commentary should provide an explanation of the specific methods and tools used and their effectiveness in the classroom. Instructors should describe how those methods and tools (syllabus, study aids, assignments, and exams) have been adapted and refined over the portfolio period, and explain how these changes better facilitate learning.

A **faculty development plan** should reflect the faculty member's specific instructional goals and include a plan for achieving those goals in the next three years. This plan should be specific regarding what and how an instructor hopes to improve in his/her teaching effectiveness. This plan should then be updated each year in the subsequent faculty input forms.

The Faculty Evaluation Committee strongly urges faculty members to get into the habit of maintaining a running file for their portfolio submissions. In other words, as you progress through a semester, file away a copy of everything you hand out in each course (syllabus, writing assignments, quizzes, learning objectives, classroom handouts, in-class projects, tests, etc.). This is the easiest way to develop the habit of documenting your classroom teaching. Maintaining such a file makes submitting your portfolio much easier.

Questions about the faculty evaluation process can be answered by visiting ACC's Faculty Evaluation web site at [http://fe.austincc.edu/](http://fe.austincc.edu/) or by asking the Department Chair or the Chair of the Department's Faculty Evaluations Committee.

The Faculty Evaluation Committee of the Task Force has the job of examining the portfolios, faculty input form self-evaluations, and student evaluations, and then providing comments and suggestions to each faculty member, and finally determining an overall
ranking for each faculty member based on the following scale: excellent, very good, good, needs improvement, unacceptable.

What follows are the detailed evaluation standards adopted by the Government Department in 2004. These standards will be used to evaluate faculty performance via portfolios and faculty input forms.

**Evaluation Standards, Portfolio Years**

**Excellent:** delivers outstanding performance, significantly exceeding “good” performance standards

In general, an excellent instructor has a thorough knowledge of the course content, knows how to organize discipline content for a community college survey course, and submits a portfolio that meets the following standards:

1. A syllabus that complies with all the requirements of the department and the College as outlined in the Government Faculty. Furthermore, the syllabus should be clear, concise, and relevant and considered binding on both instructor and students. Because the syllabus is for the student’s benefit, an excellent syllabus should let the student know exactly what is expected day by day, week by week, for the entire semester. In addition, an excellent syllabus should be aesthetically pleasing to the eye, easy to read, and user-friendly.

2. A variety of up-to-date handouts that illustrate the instructor’s effort to help the students learn. These should include learning objectives or other study tools that reflect the course goals and objectives, and supplemental materials (charts, graphs, overheads, classroom handouts) that clarify key concepts and highlight recent developments in the political system that aren’t addressed in a textbook.

3. A variety of up-to-date projects or assignments that stimulate student learning and that clearly relate to the course goals and objectives as well as to students’ lives. Assignments that give students the tools to take beyond the Government classroom will meet the definition of instructional excellence.

4. Assessments that reflect the course goals and objectives, that are technically proficient, and that are matched to the content of the syllabus and the learning objectives. Tests should reflect a close alignment between the course description, the course materials and handouts presented in the portfolio, and instruction. Excellent tests include a variety of question formats and reflect more than merely a reliance on a publisher’s general-purpose test bank.

5. A statement of teaching philosophy that clearly states pedagogical intent. All elements of a teaching portfolio should be a reflection of the content of the philosophy statement.

6. A course commentary that clearly explains how each element of the course fulfills the teaching philosophy.

7. A faculty input form that shows a thoughtful and detailed response to student ratings and comments.

8. A faculty development plan that is a clear, organized, and detailed statement of the specific methods the instructor will use to develop new tools or techniques for the classroom, increase his/her knowledge of the field of political science, keep up with developments in the political system, and in other ways improve as an instructor.

**Very good:** exceeds “good” performance standards

In general, a very good instructor has a thorough knowledge of the course content and submits a portfolio that meets the following standards:

1. A syllabus that complies with all the requirements of the department and the
College as outlined in the Government Faculty. A very good syllabus lets students know what is expected of them throughout the semester and is binding on both instructor and students.

2. A variety of handouts that illustrate the instructor’s effort to help the students learn and that reflect the course goals and objectives. In addition, a very good instructor provides supplemental materials that clarify key concepts and highlight recent developments in the political system that aren’t addressed in a textbook.

3. A variety of projects or assignments that stimulate student learning and that clearly relate to the course goals and objectives as well as to students’ lives.

4. Assessments that reflect the course goals and objectives, that are technically proficient, and that are matched to the content of the syllabus and the learning objectives. Tests should reflect a close alignment between the course description, the course materials and handouts presented in the portfolio, and instruction. Tests should include a variety of question formats and reflect more than merely a reliance on a publisher’s general-purpose test bank.

5. A statement of teaching philosophy that clearly states pedagogical intent. All elements of a teaching portfolio should be a reflection of the content of the philosophy statement.

6. A course commentary that clearly explains how each element of the course fulfills the teaching philosophy.

7. A faculty input form that shows a thoughtful and detailed response to student ratings and comments.

8. A faculty development plan that clearly maps out strategies for achieving stated goals.

**Good:** performs satisfactorily, meeting minimum performance standards

In general, a good instructor has a thorough knowledge of course content and submits a portfolio that meets the following standards:

1. A syllabus that complies with all the requirements of the department and the College as outlined in the Government Faculty handbook.

2. Handouts that illustrate the instructor’s effort to help the students learn and that reflect the course goals and objectives.

3. Projects or assignments that stimulate student learning and that clearly relate to the course goals and objectives as well as to students’ lives.

4. Assessments that reflect the course goals and objectives, that are technically proficient, and that are matched to the content of the syllabus and the learning objectives. Tests should reflect a close alignment between the course description, the course materials and handouts presented in the portfolio, and instruction.

5. A statement of teaching philosophy that clearly states pedagogical intent. All elements of a teaching portfolio should be a reflection of the content of the philosophy statement.

6. A course commentary that clearly explains how each element of the course fulfills the teaching philosophy.

7. A faculty input form that shows a thoughtful and detailed response to student ratings and comments.

8. A faculty development plan that identifies areas for improvement and clearly maps out strategies for achieving stated goals.

**Needs improvement:** improvement required to fully meet minimum performance standards

The Government Department’s definition of “good” sets the minimum performance standards. A rating of
“needs improvement” means failure to meet some of the Department’s minimum standards. Failure to meet minimum standards could include submitting a portfolio that lacks some required components and/or contains some components that do not meet the standards for a rating of “good”. The instructor who receives a rating of “needs improvement” is automatically on probation and will be expected to work with the Department Chair and Faculty Evaluations Committee Chair in developing a plan designed to bring all elements of the portfolio up to minimum standards. This plan should be developed within 90 days of receiving the evaluation and will be reviewed by the instructor and the Department Chair throughout the following academic year.

An instructor who receives a rating of “needs improvement” two years in a row is subject to dismissal.

Unacceptable: fails to meet performance standards

The Government Department’s definition of “good” sets the minimum performance standards. A rating of “unacceptable” means that a majority of the Department’s minimum performance standards have not been met. The instructor who receives a rating of “unacceptable” is automatically on probation and will be expected to work with the Department Chair and Faculty Evaluations Committee Chair in developing a plan designed to bring all elements of the portfolio up to minimum standards. This plan should be developed within 90 days of receiving the evaluation and will be reviewed by the instructor and the Department Chair throughout the following academic year.

An instructor who receives a rating of “unacceptable” two years in a row is subject to dismissal.

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NON-PORTFOLIO YEAR STANDARDS, FACULTY INPUT FORMS

Excellent
- Thoroughly and thoughtfully responds to statistical analysis included in student evaluations.
- Thoroughly and thoughtfully responds to student comments included in student evaluations.
- Sets specific goals for instructional gains in the coming year based on student evaluations, both statistical and narrative.
- Sets specific goals for instructional gains in the coming year reflecting personal plans for improvement.

Very Good
- Thoroughly and thoughtfully responds to statistical analysis included in student evaluations.
- Thoroughly and thoughtfully responds to student comments included in student evaluations.
- Sets general goals for instructional gains in the coming year based on student evaluations, both statistical and narrative.
- Sets general goals for instructional gains in the coming year reflecting personal plans for improvement.

Good
- Responds in a general way to statistical analysis included in student evaluations.
- Responds in a general way to student comments included in student evaluations.
- Sets general goals for instructional gains in response to student evaluations.
Sets general goals for instructional gains reflecting personal plans for improvement.

**Needs Improvement**
- Responds in a general way to either student comments or statistical analysis included in student evaluations, but not to both.
- Sets either general goals for instructional gains in response to student evaluations or general goals for instructional gains reflecting personal plans for improvement, but not both.

**Unacceptable**
- No faculty input form submitted.

Professional development is an important component of a faculty member’s role and is required by the College. The Government Department seeks to provide opportunities for professional development for ACC’s Government faculty by offering several “brown bag” seminars each semester on Friday afternoons (prior to Department meetings) as well as organizing a two to four hour symposium once in the Fall semester and once in the Spring semester. In addition, the College offers a variety of professional development opportunities through the Instructional Technology and Faculty Development Office. The ITFD Web page can be found at [http://itfd.austincc.edu](http://itfd.austincc.edu)

The College requires adjunct faculty members to complete at least four hours of professional development; full-time faculty members must complete at least twelve hours of professional development. Professional development hours must be documented and submitted to the Department Chair to be entered into a database. The database requires the name of the activity, the number of hours of development, and the date the activity was completed.

Faculty development activities must be directly related to the faculty member’s teaching duties. They may not include activities that are part of the faculty member’s regular duties or activities for which ACC pays the faculty member an additional stipend. Administrative rules require the Department Chair to pre-approve activities other than those offered by the Government Department or ACC’s Instructional Technology and Faculty Development offices.

At the Government Task Force meeting on November 9, 1999, the Task Force approved the following activities as acceptable faculty development for Government faculty. This list was amended at the Department’s meeting on September 30, 2005.

1. attendance at political science conferences, lecture series, and other such discipline-specific activities
2. attendance at in-house brown-bag seminars or other professional development opportunities provided by the Government Department
3. completion of political science or related graduate courses (including discipline-specific continuing education)
4. completion of ITFD offerings related to effective teaching
5. publications
6. participation in the Department’s “book club”
7. participation in the Department’s dialogues on teaching and learning

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GOVERNMENT DEPARTMENT ORGANIZATIONAL STRUCTURE

The Government Department Task Force is composed of each full-time Government faculty member plus appointed adjunct faculty members. All adjunct faculty may attend and be heard at Department meetings.

Under Administrative Rule 4.06.009, all adjuncts in the Department are eligible to serve as a voting member. The minimum number of designated voting adjuncts within the Department shall be equal to the number of full-time faculty in the Department.

Each adjunct who is willing to serve must express his/her interest in writing to the Department Chair no later than March 15 of each academic year. If the number of adjuncts who express interest is greater than the number of seats allowed, an election will be held in which all adjuncts in the Department can vote.

All adjuncts that are appointed shall have the full voting rights of any full-time faculty member on any issue, including the right to vote for the selection of Department Chair. Adjunct faculty who serve as voting members of their Department are compensated for their service and are eligible to participate in all Department activities except the evaluation of adjunct or full-time faculty and the hiring of new full-time faculty.

The Chair of the Government Department is chosen for a three year term in a Department election. It is the Chair’s responsibility to call and conduct Department meetings. The Department meets regularly to conduct business and to ensure college-wide agreement among all Government faculty on goals, tasks, procedures, and policies. The following committees will serve to assist the Chair in accomplishing the goals of the Department for the 2005-2006 academic year.

Assessment of Student Learning Committee
Cecile Durish, Chair (3-3383, cdurish@)

1. Update and administer (in the Fall semester each year) a student assessment system as part of ongoing institutional effectiveness.
2. Develop assessment rubrics for assessment instrument and train “graders”. Present results of assessment to the Department in the Spring semester each year.
3. Review and update as needed the common student learning outcomes and learning objectives for 2305 and 2306 courses.
4. Gather the information needed for the following institutional effectiveness measures adopted as part of IPR in 2002-2003: course completion rate comparison, GOVT vs. academic transfer; grade distribution comparison, GOVT vs. academic transfer; completion rates of students in GOVT Honors courses; completion rates of students in Learning Communities GOVT courses; success rates of GOVT students when compared to their reading scores.
5. Undertake systematic program review within the College’s program evaluation system.
6. Participate in student advising and the planning, design, and update of degree plans.
7. Review and recommend, as appropriate, revisions of all program requirements, catalog descriptions, and prerequisites for courses, including reading, writing, and math requirements.

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Faculty Evaluation Committee
Marilyn Mote-Yale, Chair (3-4054; mmyale@)

1. Conduct evaluation of adjunct faculty in the discipline by examining portfolios, statements of teaching philosophy, course commentaries, faculty input forms, and student evaluations. Provide feedback, including Evaluation Summary Form, to each adjunct faculty member.
2. Assist the Chair with full-time faculty evaluations by examining and evaluating portfolios. Provide feedback to each full-time faculty member.
3. Assist the Chair in developing the adjunct eligibility list each semester, including the MSTA and “highest priority to hire” lists that are updated annually to reflect the adjunct faculty evaluation results.
4. Assist the Chair in offering an annual “how to” session regarding portfolios and their content.

Adjunct Faculty Committee
Jeff Millstone, Chair (3-1795, x25824; jmillsto@)

1. Evaluate applicants for adjunct faculty pool, including all applicants referred by Human Resources, to ensure minimum SACS criteria are met (a Masters degree and at least 18 graduate hours in political science).
2. Interview qualified applicants and make recommendations to the Chair regarding placement on the eligibility list.
3. Serve as liaison to and resource for adjunct faculty in the discipline.
4. Assist the Department Chair in conducting an orientation for new adjunct faculty members prior to their first semester teaching at ACC.

Faculty Development Committee
Lisa Perez-Nichols, Chair (3-9212; lperez@)

1. Propose and coordinate faculty professional development opportunities within the discipline.
2. Schedule brown bag seminars and guest speakers to ensure the Department fulfills its obligation to provide ongoing professional development for all faculty.
3. Develop Department’s Blackboard page to serve as a resource for Government faculty, providing teaching tips, active learning tools, Web assignments, and so forth.
4. Provide template and support so that each faculty member can develop and maintain a faculty Web page.

Curriculum Committee
Stefan Haag, Chair (3-8134; shaag@)

1. Develop standards for Hybrid courses offered in the Government Department.
2. Review and revise standards for Distance Learning courses offered in the Government Department.
3. Review all honors and hybrid course proposals prior to being presented to the Department.

Distance Learning Orientation Sub-committee

4. Develop online assessment instrument to help students ascertain whether they are capable of succeeding in a Government Distance Learning course.
5. Create a streaming video orientation for all Distance Learning students who enroll in a Government DL class.
6. Develop and disseminate “best practices” for faculty who teach Government Distance Learning courses.
eSTAFFING

ACC has a system for adjunct faculty staffing that is Web-based. Each semester all eligible adjunct faculty (those on the Department’s Eligibility List including those not teaching in that particular semester) receive a letter from Human Resources describing the elements of the eStaffing system and providing eStaffing deadlines. Adjunct faculty are expected to utilize this system and to meet the eStaffing deadlines.

Adjunct Faculty who do not use this system in accordance with College deadlines cannot expect to receive a teaching assignment in the subsequent semester.

The eStaffing system was developed as a means to make staffing more systematic and predictable, and also to recognize excellence amongst the adjuncts. The eStaffing system reflects categories of adjuncts: MSTA (Multiple Semester Term Appointments), HPH (Highest Priority to Hire), and all other adjuncts. Within the first two categories, “Senior” adjuncts are also designated. These are adjuncts who taught a full load in a single Fall or Spring semester (9 LEH) prior to summer 1999. Under the administrative rules, Senior MSTAs and Senior HPHs can continue to teach a full load (three classes in the Fall, three in the Spring, and two in the Summer). All other adjuncts are allowed to teach two classes in the Fall, two in the Spring, and one in the Summer.

The eStaffing system also intentionally randomizes names within each category. When the Department Chair begins the “assignment loop” (as it’s called), Senior MSTA names come up at random; next MSTA names come up at random; next Senior HPH names come up at random; next HPH names come up at random. This then completes the “first round” of eStaffing. The second round includes all other adjuncts, in which seniority is not recognized, and again, names come up at random.

The eStaffing page can be found at https://www2.austincc.edu/afs. This page allows adjunct faculty to determine their course eligibility, enter date, time and campus preferences for the upcoming semester, and to accept or decline teaching assignments. This is also the system through which adjunct faculty will designate their textbook choice for each course they are assigned once they have accepted it.

For information regarding how to order materials in eStaffing, go to http://www.austincc.edu/ITdocs/eStaffing/Materials/materials.html.

The following has been provided by an adjunct faculty member in the Government Department as a “User’s Guide” to eStaffing.

Sign in with your id and password. (This is based on your ACC e-mail account). If you do not know your password, call the Help Desk at 223-HELP (4357) and they will help you get the correct password.

After you are admitted to the eStaffing system, there are several tabs for viewing and inputting information.

**My Information**
This includes your name, phone number, e-mail, etc. You can verify the accuracy of this information and contact the Office of Human Resources as appropriate to correct the information.

**Term**
This indicates the semester for which staffing is being done.

**Campus Preferences**
At this tab you can indicate your preferences by campus. There are lots of choices—you can list first, second, third, fourth, and fifth choices by campus or indicate North Campuses, South Campuses, or all campuses.

**Term Preferences**
Here you indicate how many LEH (lecture equivalent hours) you wish to be assigned. A Government class at ACC is three LEH. You can also add comments about your preferences under this tab.

**Days and Times Preferences**
This tab displays a complete week with boxes for each hour from 7:00 a.m. to midnight which lets you indicate which days and times you are not available to teach.

**Section Preferences**
This tab will display all sections which are at the campuses and at the times of day you indicated on the previous tabs. You can select the sections you prefer and rank order them from #1 on down as far as you care to go.

**Eligibility**
This tab shows your classification, such as MSTA, senior, Highest Priority to Hire, etc., as well as the courses you are eligible to teach.

**Show Assignments**
This tab is where you go to view your tentative assignment and to accept it or decline it. If you check here before the time frame for accepting assignments, you will see an error message. If you go to this tab during the time frame for accepting assignments, you will be able to click on “accept assignments.” If you go here after accepting your classes, you will see your assignments for the semester.

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**Textbook (Materials) Preference**
Part of the process of accepting assignments for a semester is the selection of the textbook you will be using for those courses. Be sure to make your selection at the same time you accept your class assignments.

**Final Reminder**
The only other thing to remember is to be sure you enter your preferences within the dates announced in the letter you get in the mail at the beginning of the process and, similarly, to accept or refuse your assignments within the designated dates.

 FirebaseDatabase
INSTRUCTIONAL PROGRAM REVIEW

Instructional program review is an integral part of ACC’s Institutional Effectiveness initiative required by the Southern Association of Colleges and Schools (SACS). In the 2002-2003 academic year, the Government Department went through this program review process.

A self-study team conducted the review in the Fall 2002 semester. The process was faculty driven and was intended to allow the Department to ask that most basic question, “What are we doing in terms of teaching and learning?” Once the review was finished, the self-study team wrote a report, which is considered the final product of the Instructional Program Review (IPR) process.

The Self-Study Report summarizes the review findings, explains the impact of the findings on the quality of instruction, and concludes with recommendations and plans for future program improvement. The report is organized into eight sections: statement of purpose, vision summary, identification of strengths, weaknesses, opportunities and threats, summary analysis of the indicators of program effectiveness, the program’s institutional effectiveness measures, the recommendations, the detailed action plans, and final comments.

The following recommendations were made in the Self-Study Report.

- Create a Government Department-specific Distance Learning online assessment instrument to help students ascertain whether they are capable of succeeding in a Government Distance Learning course.
- Create a streaming video orientation for all Distance Learning students who enroll in a Government class.
- Develop a Government Department Blackboard page for faculty to serve as a resource for faculty to share assignment ideas, in-class projects, interactive learning tools, interesting Web sites, etc.
- Put a permanent computer projector in every Government classroom so that all Government faculty can effectively use such things as PowerPoint and the Web as teaching and learning tools.
- Schedule Government classes in the active learning classrooms that are to be provided at every campus under the Master Plan.
- Provide every full-time faculty member with a laptop computer to facilitate teaching and learning.
- Expand Honors course offerings.
- Create a new special topics course to offer as an alternative to Civil Liberties/Civil Rights and U.S. Foreign Policy.
- Expand Learning Communities course offerings.
- Continue to internationalize the curriculum, e.g., by getting involved in the Model OAS program or the Model Arab League program to complement our NMUN offering.
- Develop an effective relationship with our sister institutions to offer cooperative faculty development opportunities.
- Support faculty attendance at professional conferences with adequate travel budgets.
- Offer a symposium once a year for students as well as faculty.

As part of this process, the Department Chair in future years will submit an annual Action Plan Follow-up Report addressing the status of each action plan. The program review cycle then begins again in the fourth year of the action plan.
USEFUL PHONE NUMBERS AND WEB ADDRESSES

Government Department Chair
Glen Hunt, 2113 Northridge
223-4770; ghunt@austincc.edu

Assistant Chair
Marilyn Mote-Yale, 2132A Northridge
223-4054; mmyale@austincc.edu

Administrative Assistant III
Debra Peterson, 2114 Northridge
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Dean, Social and Behavioral Sciences
Gaye Lynn Scott, 1-E Peach Street Office
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223-3770; gls@austincc.edu

Senior Administrative Assistant
Amanda Cummings, 1-E PSO, Rio Grande
223-3770; cummings@austincc.edu

Instructional Development Services
http://itdl.austincc.edu/development

Faculty Lounge
http://itdl.austincc.edu/development/FacLounge/

ACC Help Desk
http://accweb.austincc.edu/helpdesk/

ACC Library
http://library.austincc.edu

Faculty Development Database
https://workshops.austincc.edu

Adjunct Faculty Association
www2.austincc.edu/afa/

Full-Time Faculty Senate
www2.austincc.edu/ftfac

Human Resources
www.austincc.edu/hr/

Faculty Handbook
http://irt.austincc.edu/facultyhandbook

Board Policies
www.austincc.edu/board/policies/

Administrative Rules Directory
www.austincc.edu/admrule/

ACC Bookstore
www.austincc.edu/campuses/books.htm

ACC Intranet Page
http://insideacc.austincc.edu/

Faculty Online Services
https://onlineserv.austincc.edu/datatel/openweb/fc/fcmenu.html

Remember that many links can be found by visiting the Government Department’s Web page at
http://www.austincc.edu/govtdept

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APPENDIX

Faculty Online Services Page

Government Department Evaluation Committee Form

Faculty Input Form

Evaluation of Faculty Input Form

Evaluation Summary-Adjunct Faculty

Family Educational Rights and Privacy Act (FERPA) Fact Sheet