



**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.



## 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 2305 – United States Government: Minorities (PCM).**

This course views national government through the perspectives of its political cultures. Four groups are identified and studied: African-Americans, Hispanics, Asian-

Americans, and Native Americans. Study of the U.S. Constitution and the institutions and processes of the U.S. government are an integral part of this course. 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.



**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.** 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 2389-Internship in Government.** This course consists of experiential learning as an intern to a state legislator or another government agency.



## **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, the Lighthouse 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.

**Office hours, office location, faculty phone number, and email must be publicized to students through the course syllabus, the Lighthouse system, and must also be posted outside the office each semester.**

**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.



## 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 August 31 each year.

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 the first Friday in November 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.**



***Each semester*** - Each semester all faculty members are expected to update their online office hours and syllabus information in the Lighthouse system.

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 three class periods of the semester using an updated roster printed out via ACC's Faculty Online Services** ( <https://onlineserv.austincc.edu/WebAdvisor/WebAdvisor> ). 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 each of the first three class meetings, please ask students who are not on the updated roster to go to the Admissions Office to check their status. Students should not be allowed back into the

class until they appear on the online class roll. 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 and by notifying the department chair's office. 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. A grade must be assigned for each student on the grade roll. 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.

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/accgovtff.html](http://www.austincc.edu/govtdept/accgovtff.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 who taught in the preceding fall or summer (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. A grade must be assigned for each student on the grade roll. 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] Opportunity for students to examine and question the pertinent data and assumptions of a given discipline, guided by the evidence of scholarly research, is appropriate in a learning environment. This right is accompanied by an equally demanding expectation of responsibility on the part of the student.

(3) 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.

(4) 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.

(5) 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
  - Meeting days, times and room number
  - 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 which are a component of the course grade
- 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.

### **Prerequisites**

Some of our colleagues are placing an advisory similar to what appears on the course schedule for Government in their syllabus. This wording is: **The government department strongly recommends that students complete ENGL 1301 or the equivalent with a grade of C or higher prior to enrolling in GOVT 2305 or GOVT 2306.**



## **CORE CURRICULUM THECB EXPECTATIONS**

Senate Bill 148, enacted in 1997 by the 75<sup>th</sup> 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.theccb.state.tx.us](http://www.theccb.state.tx.us)

## **Departmental Expectations and Course Content**

During the 2008-09 academic year, the Government Department revised explicit learning outcomes and learning objectives for both GOVT 2305, U.S. Government, and GOVT 2306, Texas State and Local Government.

The units are indicated by a one digit number (1.), the learning outcomes are designated with a two digit number (1.1), and the learning objectives are designated with a three digit number (1.1.1).

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.

## **GOVT 2305-US Government Outcomes and Objectives**

### **Units:**

- 1 Constitutional Foundations
- 2 Linkage Institutions
- 3 Political Learning
- 4 Institutions of Government
- 5 Civil Liberties and Civil Rights
- 6 Public Policy

### **1. Constitutional Foundations**

- 1.1. Analyze the purposes, functions and roles of government and politics
  - 1.1.1. Differentiate between government and politics
  - 1.1.2. Describe various forms and functions of government
  - 1.1.3. Define democracy
  - 1.1.4. Describe the various theories and forms of democracy
  - 1.1.5. Describe how politics influences policy making
- 1.2. Evaluate the foundations, features, and development of the Constitution of the United States as it applies to the political system today
  - 1.2.1. Examine the nature and impact of the Declaration of Independence and the Articles of Confederation
  - 1.2.2. Describe the Constitutional Convention of 1787 including the delegates and compromises
  - 1.2.3. Describe the principles of the constitution; popular sovereignty, limited government, separation of powers, checks and balances, federalism
  - 1.2.4. Describe judicial review and its development
  - 1.2.5. Describe the ratification process of the U.S. Constitution
  - 1.2.6. Describe the formal and informal methods for amending the U.S. Constitution, and the changes that resulted.
  - 1.2.7. Distinguish among enumerated (delegated, express), inherent, implied, concurrent, and reserved powers

1.2.8. Trace the evolution of federalism.

## **2. Linkage Institutions**

2.1. Analyze the political and policy making impact of media today

2.1.1. Describe how the government regulates the media

2.1.2. Describe the influence of the media on the political system today

2.2. Analyze the political and policy making impact of interest groups today

2.2.1. Define and describe the types of interest groups in the United States today and their goals

2.2.2. Describe the resources and tactics used by interest groups to influence public policy

2.2.3. Describe the impact of interest groups on politics and government in the United States

2.3. Analyze the political and policy making impact of political parties

2.3.1. Define and describe the evolution, functions, and organization of political parties in the US political system

2.3.2. Compare and contrast the issue positions of the two major parties today

2.3.3. Describe the reasons for the two-party system in the United States

2.3.4. Describe minor parties and their impact

2.4. Analyze the conduct of elections and campaigns

2.4.1 Evaluate the process and impact of elections today

2.4.2 Describe the expansion of the right to vote in the United States

2.4.3 Distinguish among the various types of candidate selection processes

2.4.4 Describe the differences between primary and general elections

2.4.5 Describe the factors that influence both voter turnout and voting behavior

2.4.6 Describe current campaign finance regulations and their impact.

## **3. Political Learning**

3.1. Evaluate the elements and impact of political culture on politics and policy making today.

3.1.1. Define and describe the US political culture

3.1.2. Describe the impact of political culture on politics and policy

3.2. Assess the formation and impact of public opinion on politics and policy making today

3.2.1. Describe methods for measuring public opinion

3.2.2. Describe the impact of public opinion on politics and policy making

## **4. Institutions of Government**

4.1. Analyze the functions and operations of the legislative branch and its role in policy making today

- 4.1.1. Describe the bicameral structure and its impact
- 4.1.2. Describe the leadership structure, the committee systems and the legislative process
- 4.1.3. Describe the powers and functions of Congress
- 4.2. Analyze the functions and operations of the executive branch and its role in policy making today
  - 4.2.1. Describe the process by which a president is elected
  - 4.2.2. Describe the constitutional powers of the president
  - 4.2.3. Describe the formal and informal roles of the president today
  - 4.2.4. Describe the organization of the executive branch bureaucracy
- 4.3 Analyze the functions and operations of the judicial branch and its role in policy making today
  - 4.3.1 Describe the structure, jurisdiction, and operations of the federal courts
  - 4.3.2 Describe the process by which federal judges are selected
  - 4.3.3 Describe the judicial decision making process and its impact

## **5. Civil Liberties and Civil Rights**

- 5.1. Evaluate the origin, development and impact of civil liberties on individuals and groups
  - 5.1.1. Describe the civil liberties granted in the Constitution.
  - 5.1.2. Analyze the impact of major legislation dealing with civil liberties.
  - 5.1.3. Analyze the impact of major Supreme Court cases dealing with civil liberties.
- 5.2 Evaluate origin, development, and impact of civil rights on individuals and groups
  - 5.2.1 Describe the civil rights granted in the Constitution
  - 5.2.2 Analyze the impact of major civil rights legislation
  - 5.2.3 Analyze the impact of social movements on the expansion of civil rights
  - 5.2.4 Analyze the impact of major Supreme Court cases dealing with civil rights
  - 5.2.5 Discuss the impact of the civil rights movement on American society
  - 5.2.6 Discuss the role of the states with respect to the history of civil rights

## **6. Public Policy**

- 6.1 Examine the domestic policy making process and the interrelationship between policy and politics
  - 6.1.1 Examine the politics and political actors involved in the budgetary and monetary process
  - 6.1.2 Describe domestic policymaking and the major issues in the U.S. political system

- 6.1.3 Describe the political disputes that arise with domestic policymaking in the U.S. political system
- 6.1.4 Describe the impact of those disputes on policymaking.
- 6.2 Analyze the development and implementation of U.S. foreign policy both domestically and internationally
  - 6.3.1 Describe the role of the US government in foreign policy making
  - 6.3.2 Describe the major foreign and defense issues facing the U.S.



**GOVT 2306—TEXAS GOVERNMENT  
Outcomes and Objectives**

**Units:**

- 1 Context of Texas Politics
- 2 Constitutional Foundations
- 3 Linkage Institutions
- 4 Political Learning
- 5 Campaigns and Elections
- 6 Institutions of State Government
- 7 Institutions of Local Government
- 8 Public Policy in Texas
- 9 Fiscal Policy in Texas

**1. Context of Texas Politics**

- 1.1 Analyze the context of Texas Politics
  - 1.1.1 Analyze the historical legacy of Texas politics
  - 1.1.2 Examine the history of the Texas economy
  - 1.1.3 Define Democracy
  - 1.1.4 Describe the political cultures of Texas

**2. Constitutional Foundations**

- 2.1 Analyze separation of powers in Texas Government
  - 2.1.1 Describe the checks and balances among the branches of Texas Government
- 2.2 Describe the legacy of the Texas Constitution
  - 2.2.1 Describe the creation of Texas' first six constitutions (1827, 1836, 1845, 1861, 1866, 1869).
  - 2.2.2 Describe the political events that affected these constitutions
- 2.3 Describe the nature and characteristics of the 1876 Constitution
  - 2.3.1 Evaluate the creation of the Texas Constitution

- 2.3.2 Describe the limitations on governance embedded in the 1876 Constitution
- 2.3.3 Describe the process for amending the 1876 Constitution
- 2.3.4 Describe the major criticisms of the 1876 Constitution
- 2.4 Discuss the nature of the relationship between national and state government.
  - 2.4.1 Define federalism
  - 2.4.2 Describe how changes in federalism affect Texas state and local government

### **3. Linkage Institutions**

- 3.1 Analyze the political and policymaking impact of the media in Texas
- 3.2 Analyze the political and policymaking impact of interest groups in Texas
  - 3.2.1 Define and describe the types and goals of interest groups in Texas
  - 3.2.2 Describe the resources and tactics used by interest groups in Texas to influence public policy
  - 3.2.3 Describe the impact of interest groups on government and politics in Texas
- 3.3 Analyze the political and policymaking impact of political parties in Texas
  - 3.3.1 Define and describe the evolution, functions, and organization of political parties in Texas
  - 3.3.2 Compare and contrast the issue positions of the two major parties in Texas
  - 3.3.3 Describe the reasons for the two-party system
  - 3.3.4 Describe party identification in Texas, including the impact of realignment and dealignment on the Texas political system
- 3.4 Analyze the process and impact of elections and campaigns in Texas
  - 3.4.1 Describe the expansion of the right to vote in Texas, including restrictions placed on voting
  - 3.4.2 Describe the different types of elections used in Texas
  - 3.4.3 Describe voter turnout in Texas, including factors that influence voter turnout and voting behavior
  - 3.4.4 Describe current campaign finance regulations and their impact

### **4. Political Learning**

- 4.1 Evaluate how political values, attitudes, and behaviors are learned
  - 4.1.1 Define political socialization and the agents that influence it
  - 4.1.2 Describe the various political ideologies found in the Texas political system
  - 4.1.3 Define public opinion and the methods of how it is measured.

### **5. Campaigns and Elections**

- 5.1 Describe elections and voting in Texas Government

- 5.1.1 Evaluate the different type of elections used in Texas
- 5.1.2 Describe campaign financing in Texas
- 5.1.3 Describe the restrictions placed on suffrage in Texas
- 5.1.4 Describe the expansion of the right to vote in Texas
- 5.1.5 Describe the provisions and impact of the 1965 Voting Rights Act on suffrage in Texas
- 5.1.6 Evaluate voting behavior and voter turnout in Texas

## **6. Institutions of State Government**

- 6.1 Analyze the functions and operations of the legislative branch and its role in policy making today
  - 6.1.1 Describe the bicameral structure and its impact
  - 6.1.2 Describe the leadership structure, the committee systems, and the legislative process and role of political parties and seniority
  - 6.1.3 Describe the functions, powers, and limits of the Texas Legislature
  - 6.1.4 Describe the legislative process
  - 6.1.5 Describe redistricting and gerrymandering and their effects
  - 6.1.6 Describe the influences that affect voting behavior of members of the Texas Legislature
- 6.2 Analyze the functions and operations of the executive branch and its role in policy making today
  - 6.2.1 Describe the process by which a governor is elected
  - 6.2.2 Describe the constitutional powers of the governor
  - 6.2.3 Describe the formal and informal roles of the governor today
  - 6.2.4 Describe the organization of the executive branch bureaucracy
  - 6.2.5 Describe the key functions and responsibilities of the plural executive in Texas
- 6.3 Analyze the functions and operations of the judicial branch and its role in policy making today
  - 6.3.1 Describe the structure, jurisdiction, and operations of the Texas courts
  - 6.3.2 Describe the process for selecting judges in Texas and its impact
  - 6.3.3 Describe the criticisms and discuss alternative methods of the judicial selection process in Texas
  - 6.3.4 Describe the judicial decision making process and its impact

## **7. Institutions of Local Government**

- 7.1 Analyze the structure, functions, and operations of local government
  - 7.1.1 Describe how Texas cities are classified and distinguish among the forms of city government in Texas
  - 7.1.2 Distinguish among the methods of selecting city councils in Texas
  - 7.1.3 Describe the powers of local governments

- 7.1.4 Describe the powers and functions of county government in Texas
- 7.1.5 Describe the organization of county government in Texas
- 7.1.6 Describe the criticisms of county government in Texas as well as reforms
- 7.1.7 Describe the various types of special districts in Texas

## **8. Public Policy in Texas**

- 8.1 Describe education policy in Texas
  - 8.1.1 Describe public education policy implementation in Texas
  - 8.1.2 Describe the efforts to ensure funding equality of public education in Texas
  - 8.1.3 Describe higher education policy implementation in Texas
- 8.2 Describe health and human services policy implementation in Texas
- 8.3 Describe environmental policy implementation in Texas
- 8.4 Describe criminal justice policy in Texas
  - 8.4.1 Describe law enforcement policy implementation in Texas
  - 8.4.2 Describe incarceration policy implementation in Texas
- 8.5 Describe emergency management and border security policy implementation in Texas

## **9. Fiscal Policy in Texas**

- 9.1 Describe fiscal policy in Texas Government
  - 9.1.1 Describe the sources of revenue and expenditures of state government.
  - 9.1.2 Describe the sources of revenue and expenditures of local government in Texas
- 9.2 Describe how budgets are developed and managed in Texas government
  - 9.2.1 Describe budget and fiscal management procedures for Texas state government
  - 9.2.2 Describe budget and fiscal management procedures for local government in Texas



## **TEXTBOOK LIST Fall 10 through Summer 11\*\*\***

## GOVT 2305-United States Government

Edwards, Wattenberg, & Lineberry. **Government in America: People, Politics, and Policy** . Brief Study Edition (10/E), [Pearson](#), 2009. 9780205662883 0205662889

Ginsberg, Lowi, Weir. **We the People: An Introduction to American Politics**. 7<sup>th</sup> Edition, Essentials Edition, soft cover. [Norton](#) , 2009. 9780393932669

Greenberg, Page. **The Struggle for Democracy**. Ninth Edition, [Pearson](#), 2009. 9780205648467 0205648460

\*\*\*Janda, Berry, Goldman, Hula. **The Challenge of Democracy**. Brief Edition, Seventh Edition, [Houghton Mifflin](#), 2009. 1111289220 (packaged set including atlas and 2008 election report) (Regular stand alone text is 9780547216317)

Losco, Baker. **Am Gov 2010** . [McGraw-Hill](#) 2010. 9780073379111 0073379115

Patterson. **We the People: A Concise Introduction to American Politics**. Eighth Edition. [McGraw-Hill](#) , 2008. 9780073378961 0073378968

\*\*\*Sidlow, Henschen. **GOVT2 2nd Edition**, [Cengage](#), 2011. 1111289212 (packaged set including atlas and 2008 election report) (Regular stand alone text is 9781439082189)

## GOVT 2306-Texas State and Local Government

Brown, Trotter, Langenegger, Garcia & Lewis. **Practicing Texas Politics**. Thirteenth edition. [Houghton-Mifflin](#) , 2010. 9780547227634 0547227639

Keith, Haag. **Texas Politics and Government: Roots and Reforms** . Third edition, [Pearson](#), 2010. 9780205734603 020573460X

Newell, Prindle & Riddlesperger.. **Texas Politics**, Eleventh Edition, [Cengage](#) 2011. 0495802247

Maxwell, Crain. **Texas Politics**. 2009-2010 Edition. [Cengage](#) 2010. 9780495570257 0495570257 (Study Guide also approved)

University of Texas, **Texas Politics**, <http://texaspolitics.laits.utexas.edu/> , Liberal Arts Instructional Technology Services, University of Texas 2007.

## GOVT 2305 United States Government, Minorities (Open Campus)

\*\*\*Janda, Berry, Goldman, Hula. **The Challenge of Democracy**. Brief Edition, Seventh Edition, [Houghton Mifflin](#), 2009. 1111289220 (packaged set including atlas and 2008 election report)

McLain & Stewart, Jr. **Can We All Get Along: Racial and Ethnic Minorities in American Politics**. Fifth edition. [Westview Press](#), 2009. 9780813344232 0813344239

## 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 and a discipline specific score of 3.01. Although this was a small sampling of the work our students are doing, the Department decided to try this assessment method again in the 2004-2005 academic year and widen the scope of submissions by randomly selecting sections and requiring faculty to submit artifacts if their section is chosen.

Since 2006 we have selected a different learning outcome each year. The Student Assessment Committee selects a set of questions in Government 2305 and 2306 appropriate to the selected learning outcome. These questions are administered as a pre and post test to randomly selected sections of both courses. The results are reviewed by the Department each spring and used in planning Professional Development activities.

In addition, as a result of the Instructional Program Review that the Government Department went through in 2002-2003, several new institutional effectiveness measures have been developed for the future. Thus we will:

- ❑ Compare completion rates of students in GOVT 2305 and GOVT 2306 with completion rates of students in all courses on the academic (transfer) side.
- ❑ Compare grade distributions (A, B, C, D) in GOVT 2305 and GOVT 2306 with grade distributions in all courses on the academic (transfer) side.
- ❑ Track success rates of students in GOVT 2305 and GOVT 2306 against their incoming reading scores on the TASP test.
- ❑ Assess completion rates of students in Learning Communities in which a Government section is partnered with another course.
- ❑ Assess completion rates of students in Government Honors courses and Government Internship courses.



### **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**

<http://www.austincc.edu/govtdept/faculty-evals/index.html>

## 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 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 faculty member in the Spring semester. This form provides the opportunity to respond in a thoughtful and detailed way to comments from students and the statistical analysis from students' evaluations of you and your course, and to document your plans for instructional performance gains in the coming year. Adjunct faculty failing to submit the Faculty Input Form by the college deadline may be removed from the eligibility list.

**Peer evaluation** of instructional performance is based on review of a **portfolio** conducted by the Department's Faculty Evaluation Committee composed of full-time faculty members. The portfolio showcases your instructional performance by demonstrating how you teach and assess student learning of a "single significant subject," allowing you to illustrate what you do in a class and explain how and why you do it.

**Note:** The phrase "single significant subject" describes a section of a course. You may interpret "single significant subject" as narrowly as a single topic such as the Executive, Legislative, or Judicial branches or as broadly as an entire unit such as Institutions. The subject should be substantial enough to provide the Faculty Evaluation Committee with enough material to fairly evaluate your instructional performance.

Portfolios are due by **the first Friday in November** of the academic year. Adjunct faculty failing 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. Submit the portfolio in a three-ring binder. Divide the portfolio into two separate sections if you taught both Texas Government and U. S. Government. Organize each section using dividers so Faculty Evaluation Committee members can easily turn to the syllabi, study aids/handouts, assignments, exams, and so on. Include the following in a first year portfolio:

- A Statement of Teaching Philosophy (see the description below)
- A Course Commentary for each course (GOVT 2305 and/or GOVT 2306) taught during the academic year. The Course Commentary is the portfolio's focal point, guiding the Evaluation Committee through your portfolio. A First Year Course Commentary explains a faculty member's approach to teaching and assessing student learning of a "single significant subject." See the lengthier description below
- Your most recent syllabi for GOVT 2305 and/or GOVT 2306, whichever you taught during that evaluation period
- Copies of all study aids and handouts given to students for the single significant subject; copies of overheads or presentations for the single significant subject; the titles of any audio video media used to enhance the learning process for the single significant subject
- Copies of any assignments required for the single significant subject

- Copies of exam(s) covering the single significant subject, highlighting relevant questions
- The requirements, descriptions, and instructions for your most substantial assignment(s). These assignments may or may not be related to the single significant subject highlighted in the rest of the portfolio. You may submit multiple assignments if the assignments are cumulative or add up individually to a substantial body of work. You may also submit examples of student work generated by these assignments.

**Second Year Portfolio:** Second year faculty submit this portfolio. Submit the portfolio in a three-ring binder. Divide the portfolio into two separate sections if you taught both Texas Government and U. S. Government. Organize each section using dividers so that committee members can easily turn to the syllabi, study aids/handouts, assignments, exams, etc. Include the following in a second year portfolio:

- A Statement of Teaching Philosophy (see the description below)
- A Course Commentary for each course (GOVT 2305 and/or GOVT 2306) taught during the academic year. The Course Commentary is the portfolio's focal point, guiding the Faculty Evaluation Committee through your portfolio. A Second Year Course Commentary explains a faculty member's approach to teaching and assessing student learning of a "single significant subject" and highlights evolutionary changes to these approaches over the portfolio period. See the lengthier description below.
- Your most recent syllabi for GOVT 2305 and/or GOVT 2306, whichever you taught during that evaluation period
- Copies of all study aids and handouts given to students for the single significant subject; copies of overheads or presentations for the single significant subject; the titles of any audio video media used to enhance the learning process for the single significant subject
- Copies of any assignments required for the single significant subject
- Copies of exam(s) covering the single significant subject, highlighting relevant questions
- The requirements, descriptions, and instructions for your most substantial assignment(s). These assignments may or may not be related to the single significant subject highlighted in the rest of the portfolio. You may submit multiple assignments if the assignments are cumulative or add up individually to a substantial body of work. You may also submit examples of student work generated by these assignments.

**Third Year Portfolio:** Third year faculty submit this portfolio as do any faculty members who are on the third-year portfolio list. Submit the portfolio in a three-ring binder. Divide the portfolio into two separate sections if you taught both Texas Government and U. S. Government. Organize each section using dividers so that committee members can easily turn to the syllabi, study aids/handouts, assignments, exams, etc. Include the following:

- A Statement of Teaching Philosophy (see the description below)
- A Course Commentary for each course (GOVT 2305 and/or GOVT 2306) taught during the evaluation period. The Course Commentary is the portfolio's focal point, guiding the Evaluation Committee through your portfolio. A Third Year Course Commentary explains a faculty member's approach to teaching and assessing student learning of a "single significant subject" and highlights evolutionary changes to these approaches over the evaluation period. See the lengthier description below.
- Your most recent syllabi for GOVT 2305 and/or GOVT 2306, whichever you taught during that academic year
- Copies of all study aids and handouts given to students for the single significant subject; copies of overheads or presentations for the single significant subject; the titles of any audio video media used to enhance the learning process for the single significant subject
- Copies of any assignments required for the single significant subject
- Copies of exam(s) covering this single significant subject, highlighting relevant questions
- The requirements, descriptions, and instructions for your most substantial assignment(s). These assignments may or may not be related to the single significant subject highlighted in the rest of the portfolio. You may submit multiple assignments if the assignments are cumulative or add up individually to a substantial body of work. You may also submit

examples of student work generated by these assignments.

❑ A Three-Year Faculty Development Plan (see the description below)

The **Course Commentary** is detailed description of what goes on in your course(s) when you are teaching and assessing student learning of a single significant subject and explains how the items you've included in your portfolio reflect your teaching philosophy. The Course Commentary is the portfolio's focal point, guiding the Evaluation Committee through your portfolio. Explain your specific teaching methods and tools (syllabus, study aids, supplementary materials, assignments, and exams), and critically evaluate their effectiveness. What works and what does not? Describe how your methods and tools have evolved over the evaluation period, and explain how these changes better facilitate learning.

**Note:** A Course Commentary is required for each course (GOVT 2305 or GOVT 2306) you teach during the evaluation period.

For a second year portfolio the Course Commentary should include a description of any changes you made to your syllabi and course materials from your first year of teaching to the second.

For a third year portfolio the Course Commentary should include changes made to the course in the past three years.

The **Statement of Teaching Philosophy** provides insight into how and why you teach. A statement of teaching philosophy contains your overall values, goals, and objectives for teaching as well as the broad objectives students should learn from your course(s). The teaching philosophy expresses what you do as a teacher and why you do it.

A **Faculty Development Plan** details anticipated professional development activities you plan to participate in over the next three-year portfolio cycle. Development activities should include growth opportunities, activities designed to close gaps in your subject matter content knowledge, or to correct deficiencies or pedagogical concerns identified through the faculty evaluation process. The Faculty Development Plan provides the opportunity for you to demonstrate the specific actions you will take to enhance teaching performance. This plan should be updated each year in your subsequent Faculty Input Forms.

The Faculty Evaluation Committee urges you to get into the habit of maintaining a running file for your portfolio submissions. As you progress through a semester, think about the single significant subject you wish to use in your portfolio and file away a copy of everything you hand out in each course (syllabus, assignments, quizzes, learning objectives, classroom handouts, in-class projects, tests, and so on) for that single significant subject. This is the easiest way to develop the habit of documenting your classroom teaching. Maintaining such a file makes assembling and submitting your portfolio easier.

Questions about the faculty evaluation process can be answered by visiting ACC's Faculty Evaluation web site at <http://www.austincc.edu/hr/eval> or by consulting the Department Chair or the Chair of the Department's Faculty Evaluation Committee.

The Government Department Faculty Evaluation Committee reviews the portfolios, Faculty Input Form self-evaluations, and student evaluations, provides comments and suggestions to each faculty member, and finally determines an overall ranking for each faculty member based on the following scale: excellent, very good, fair, needs improvement, unacceptable. These are the evaluation standards adopted by the Government Department in 2004 and revised in 2009.

## Portfolio Evaluation Standards

**Excellent:** delivers outstanding performance, significantly exceeding “fair” 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 Statement of Teaching Philosophy that clearly states pedagogical intent.
2. A Course Commentary that provides a detailed description of what goes on in your course(s) when you are teaching and assessing student learning of a single significant subject and explains how those approaches and the items you've included in your portfolio reflect your teaching philosophy.
3. A syllabus that complies with all the requirements of the Department and the College as outlined in the *Government Faculty Handbook*. The syllabus should be clear, concise, 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, easy to read, and user-friendly.
4. A variety of up-to-date handouts/supplemental materials that illustrate your efforts to help 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.
5. 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 meet the definition of instructional excellence.
6. 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 (such as multiple choice, true/false, short answer, fill in the blank, matching, and essay) that go beyond measuring simple factual knowledge and reflect more than reliance on a publisher's general-purpose test bank.
7. Writing components that are substantial and meaningful (in construction and grade value). These may include items such as essay questions on exams, term papers, reaction papers, and so on.
8. A Faculty Development Plan that is a clear, organized, and detailed statement of the specific methods you will use to develop new tools or techniques for the classroom, increase your knowledge of the field, keep up with developments in the political system, and in other ways improve as an instructor.

**Very good:** exceeds “fair” 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 Statement of Teaching Philosophy that clearly states pedagogical intent.
2. A Course Commentary that provides a description of what goes on in your course(s) when you are teaching and assessing student learning of a single significant subject and explains how those approaches and the items you've included in your portfolio reflect your teaching philosophy.
3. A syllabus that complies with all the requirements of the Department and the College as outlined in the *Government Faculty Handbook*. A very good syllabus lets students know what is expected of them throughout the semester and is binding on both instructor and students.
4. A variety of handouts/supplemental materials that illustrate your efforts to help 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.

5. 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.
6. 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 include a variety of question formats (such as multiple choice, true/false, short answer, fill in the blank, matching, and essay) that go beyond measuring simple factual knowledge and reflect more than reliance on a publisher's general-purpose test bank.
7. Writing components that are substantial or meaningful (in construction and grade value). These may include items such as essay questions on exams, term papers, reaction papers, and so on.
8. A Faculty Development Plan that clearly summarizes the methods you will use to develop new tools or techniques for the classroom, increase your knowledge of the field, keep up with developments in the political system, and in other ways improve as an instructor.

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

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

1. A Statement of Teaching Philosophy that clearly states pedagogical intent.
2. A Course Commentary that provides a description of what goes on in your course(s) when you are teaching and assessing student learning of a single significant subject and explains how those approaches and the items you've included in your portfolio reflect your teaching philosophy.
3. A syllabus that complies with all the requirements of the Department and the College as outlined in the *Government Faculty Handbook*.
4. Handouts/supplemental materials that illustrate the your efforts to help students learn and that reflect the course goals and objectives.
5. Projects or assignments that stimulate student learning and that clearly relate to the course goals and objectives as well as to students' lives.
6. 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.
7. 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 "fair" 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 "fair." An instructor receiving a rating of "needs improvement" is automatically on probation and is 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 receiving 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 “fair” sets the minimum performance standards. A rating of “unacceptable” means that a majority of the Department's minimum performance standards have not been met. An instructor receiving a rating of “unacceptable” is automatically on probation and is expected to work with the Department Chair and Faculty Evaluation 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.

## **Faculty Input Form Evaluation Standards**

### **Excellent**

- Thoroughly and thoughtfully responds to statistical analysis included in student evaluations, addressing the statistical differences (if they exist) between your section(s), your courses and the discipline, and your courses and the college.
- 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 or thoughtfully responds to statistical analysis included in student evaluations, addressing the statistical differences (if they exist) between your section(s), your courses and the discipline, and your courses and the college.
- Thoroughly or 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.

### **Fair**

- 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.

### **Adjunct Evaluation Ratings**

Two members of the Faculty Evaluation Committee review each portfolio and Faculty Input Form. Their ratings and commentary are then forwarded to the Evaluation Committee Chair who compiles the material and completes the "Evaluation Summary-Adjunct Faculty Form" for adjunct faculty members. The Committee Chair then sends the form to the Department Chair who completes the Professional Development and Administrative Performance section of the form, signs it and sends it to the Dean of Social and Behavioral Sciences. The Dean then mails (interoffice or U.S. mail) the form to each faculty member.

In determining ratings, if both committee members rate a portfolio or Faculty Input Form (FIF) as excellent, for example, then the committee chair records a rating of excellent. If the ratings are one rating apart (for example, excellent and very good) the chair uses the higher rating of the two. If the two committee ratings are more than one rating apart (for example, Excellent and Fair) the committee chair will ask the two committee members to review the submission again.

In portfolio years the Instructional Performance (IP) rating is a combination of the portfolio rating and the FIF rating. If the two ratings are the same (for example, Excellent) then the IP rating is Excellent. If the two ratings are one rating apart (for example, Excellent on one and Very Good on the other) then the Portfolio rating is used for the IP rating. If the two ratings are two ratings apart (for example, Excellent and Fair) then the rating is between the two (Very Good). In non-Portfolio years, the FIF form rating is the Instructional Performance rating.

The Overall Rating is a combination of the Student Evaluation and the Instructional Performance rating. If the two ratings are the same (for example, Excellent) then the Overall rating is Excellent. If the two ratings are one rating apart (for example, Excellent on one and Very Good on the other) then the Instructional Performance rating is used for the Overall Rating. If the two ratings are two ratings apart (for example, Excellent and Fair) then the rating is between the two (Very Good).

**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>

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

### **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.



### **Assessment of Student Learning Committee**

Marilyn Yale, Chair (3-2144, mmyale@)

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. 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.

4. 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.

#### **Department Blackboard Subcommittee**

Cecile Durish, Chair (34767, cdurish@)

1. Develop a Blackboard site for the Government Department to be used for sharing activities, projects, assignments, etc. with our colleagues.

#### **Faculty Evaluation Committee**

Kris Seago, Chair (34231; lkseago@)

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 as needed 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**

Lynn Lehle, Chair (32021; lynlehle@)

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**

Jeff Millstone, Chair (33383; jmillsto@)

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. Provide template and support so that each faculty member can develop and maintain a faculty Web page.

**Curriculum Committee**

Paz Pena, Chair (3-6158; paz@)

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.



## 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 reflect 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/matorfac.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.

### **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.



## **APPENDIX**

Family Educational Rights and Privacy Act (FERPA) Fact Sheet  
Appendix A

FAQ on FERPA  
Appendix B

FERPA Release/Reference Request  
Appendix C

Govt. Dept. Evaluation Committee Portfolio Instrument  
Appendix D

Govt. Dept. Evaluation of Faculty Input Form Instrument  
Appendix E

Sample Completed Faculty Input Form  
Appendix F

Evaluation Summary-Adjunct Faculty  
Appendix G

### **USEFUL PHONE NUMBERS AND WEB ADDRESSES**

Government Dept. Chair Glen Hunt, 2113 Northridge 223-4953; [ghunt@austincc.edu](mailto:ghunt@austincc.edu)

Assistant Chair Kris Seago, 2142 NRG 223-4231; [kseago@austincc.edu](mailto:kseago@austincc.edu)

Admin. Assistant Debra Peterson, 2114 Northridge 223-4770; [peterson@austincc.edu](mailto:peterson@austincc.edu)

Dean, Social and Behavioral Sciences Gaye Lynn Scott,  
3360, Rio Grande 223-3770; [gl@austincc.edu](mailto:gl@austincc.edu)

Sr. Admin. Asst. Amanda Cummings, 3360, Rio Grande 223-3770;  
[cummings@austincc.edu](mailto:cummings@austincc.edu)



Instructional Development Services	<a href="http://irt.austincc.edu/ids/">http://irt.austincc.edu/ids/</a>
ACC Help Desk	<a href="http://accweb.austincc.edu/helpdesk/">http://accweb.austincc.edu/helpdesk/</a>
ACC Library	<a href="http://library.austincc.edu">http://library.austincc.edu</a>
Faculty Development Database	<a href="https://workshops.austincc.edu">https://workshops.austincc.edu</a>
Adjunct Faculty Association	<a href="http://www2.austincc.edu/afa/">www2.austincc.edu/afa/</a>
Full-Time Faculty Senate	<a href="http://www2.austincc.edu/ftfac">www2.austincc.edu/ftfac</a>
Human Resources	<a href="http://www.austincc.edu/hr/">www.austincc.edu/hr/</a>
Faculty Handbook	<a href="http://www.austincc.edu/hr/FacultyHandbook/">http://www.austincc.edu/hr/FacultyHandbook/</a>
Board Policies	<a href="http://www.austincc.edu/board/policies/">www.austincc.edu/board/policies/</a>
Administrative Rules Directory	<a href="http://www.austincc.edu/admrule/">www.austincc.edu/admrule/</a>
ACC Bookstore	<a href="http://irt.austincc.edu/bookstore/bookstore.html">http://irt.austincc.edu/bookstore/bookstore.html</a>
ACC Intranet Page	<a href="http://insideacc.austincc.edu/">http://insideacc.austincc.edu/</a>
Faculty Online Services	<a href="https://onlineserv.austincc.edu/WebAdvisor/WebAdvisor">https://onlineserv.austincc.edu/WebAdvisor/WebAdvisor</a>
Lighthouse (office hours, syllabus)	<a href="http://www5.austincc.edu/lighthouse/index.php">http://www5.austincc.edu/lighthouse/index.php</a>
Government Dept. Evaluation Website	<a href="http://www.austincc.edu/lperez/faculty-evals/index.html">http://www.austincc.edu/lperez/faculty-evals/index.html</a>

Remember that many links (including links to our textbook websites) can be found by visiting the Government Department's Web page at <http://www.austincc.edu/govtdept>

