PART I – Course Information

Course Type
☐ Existing/Restructured
☒ New Course Proposed Fall 2013

If new, have you submitted a Form B to the SHSU Curriculum Committee? ☒ Yes ☐ No

Course Prefix & Number: POLS2306

Texas Common Course Number (TCCN Matrix):

Course Title: Texas Government

Course Catalog Description (Copy and paste from online catalog for existing courses):
This course examines Texas government and politics, including political culture; the Texas Constitution; Texas' role in the federal system; individuals' political values and participation; interest groups, parties, elections, and campaigns; the legislative, executive, and judicial branches; and fiscal, social, and economic policies. Credit 3.

Course Prerequisites: None

Available Online?
☐ Yes, currently developed in online delivery mode
☒ Anticipated development in online delivery mode (Semester, Year: ☒ 2014)
☐ No

Number of Sections to be Offered per Academic Year: 14

Estimated Enrollment per Section: 45–250

Course Level (freshman, sophomore): freshman

Designated Contact Person (for follow-up communication purposes): Tamara Waggener

E-Mail Address: pols2306@shsu.edu

Phone: 936-294-1466

Approvals

Department Chair: [Signature] 10/19/12

Academic Dean: [Signature] 10/22/12
PART II – THECB Foundational Component Areas

See Appendix for full description of each component area.

Select Component Area: [Select Component Area]

In one paragraph, describe how the proposed course will fulfill the core and skill objectives of the component area: Students enrolled in POLS2305 will analyze structural features and philosophical foundations of government; discuss the content of the Texas Constitution; examine political behavior, and identify forms of civic engagement.

PART III – Course Objectives & Student Learning Outcomes (SLO)

Insert the applicable course objectives stated as student learning outcomes (e.g., Students completing the course will be able to...) that support the core component area objectives. Please reference the component rubric for additional information on core component area objectives.

Objective/SLO 1: Students completing this course will be able to analyze the origins and evolution of the Texas political system.

How will the objective be addressed (including strategies and techniques)?

The objective will be addressed through lectures, in class analyses of policies and current events, and review of documents and readings relevant to the Texas political system.

Describe how the objective will be assessed: The objective will be assessed through pre/post-tests consisting of multiple choice questions. The faculty as a whole will develop and agree upon five multiple choice questions which test students’ ability to analyze the origins and evolution of the Texas political system. Examples of possible questions can be found in Appendix 1: Sample Pre/Post-Test Questions.

Each semester 7 of the 14 sections of POLS 2305 will be randomly selected for assessment. The pre-test will be administered to students in the 7 sections during the first week of classes and the post-test will be administered the week before the final exam period begins.

We expect that at 75% of the students will provide the correct answers for 3 out 5 of the questions.

Objective/SLO 2: Students completing this course will be able to describe the role and responsibilities of governmental institutions in Texas.

How will the objective be addressed (including strategies and techniques)?

The objective will be addressed through lectures, in class analyses of policies and current events, class discussions, and a review of documents and readings relevant to the role and responsibilities of Texas governmental institutions.
Describe how the objective will be assessed: The objective will be assessed through pre/post-tests consisting of multiple choice questions. The faculty as a whole will develop and agree upon five multiple choice questions which test students’ ability to describe political institutions in Texas. Examples of possible questions can be found in Appendix 1: Sample Pre/Post-Test Questions.

Each semester 7 of the 14 sections of POLS 2305 will be randomly selected for assessment. The pre-test will be administered to students in the 7 sections during the first week of classes and the post-test will be administered the week before the final exam period begins.

We expect that at 75% of the students will provide the correct answers for 3 out 5 of the questions.

Objective/SLO 3: Students completing this course will be able to explain the civic duties and responsibilities associated with U.S. citizenship.

How will the objective be addressed (including strategies and techniques)?
The objective will be addressed through lectures, in class analyses of policies and current events, class discussions about civic engagement opportunities available to SHSU students, and readings relevant to civic engagement.

Describe how the objective will be assessed: The objective will be assessed through pre/post-tests consisting of multiple choice questions. The faculty as a whole will develop and agree upon five multiple choice questions which test students’ ability to think critically about their responsibilities as citizens in Texas. Examples of possible questions can be found in Appendix 1: Sample Pre/Post-Test Questions.

Each semester 7 of the 14 sections of POLS 2305 will be randomly selected for assessment. The pre-test will be administered to students in the 7 sections during the first week of classes and the post-test will be administered the week before the final exam period begins.

We expect that at 75% of the students will provide the correct answers for 3 out 5 of the questions.

Objective/SLO 4: Students completing this course will be able to analyze and critically assess solutions to public policy problems that face the State of Texas.

How will the objective be addressed (including strategies and techniques)?
The objective will be addressed through lectures, in class analyses of policies and current events, and a review of readings relevant to the Texas policy making process.

Describe how the objective will be assessed: The objective will be assessed through pre/post-tests consisting of multiple choice questions. The faculty as a whole will develop and agree upon five multiple choice questions which test students’ ability to analyze policy problems in Texas. Examples of possible questions can be found in Appendix 1: Sample Pre/Post-Test Questions.

Each semester 7 of the 14 sections of POLS 2305 will be randomly selected for assessment. The pre-test will be administered to students in the 7 sections during the first week of classes and the post-test will be administered the week before the final exam period begins.
We expect that at 75% of the students will provide the correct answers for 3 out 5 of the questions.
Objective/SLO 5: N/A

How will the objective be addressed (including strategies and techniques)?

Describe how the objective will be assessed:  

PART IV – THECB Skill Objectives

Address each of the THECB skill objectives required within the component area. Explain how the skill is addressed, including specific strategies to address the skill(s), and how each skill will be assessed. Address ALL skill objectives associated with the selected Component Area. (See Appendix)

1. Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

How will the skill be addressed (including strategies and techniques)?
Students enrolled in POLS2306 will be required to address the content of the course (the Texas political system, governmental institutions, political behavior, public policy, and civic engagement) using critical thinking skills. Thus critical thinking skills will be addressed in each section of the course.

Critical thinking skills will be addressed through lectures, in class analyses of policies and current events, class discussions, and review of documents and readings relevant to the course content. These activities will require students to:

1. Analyze the Texas political system.
2. Describe governmental institutions.
4. Discuss civic engagement.

Describe how the skill will be assessed:

2. Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication

How will the skill be addressed (including strategies and techniques)?
Political science faculty as a whole identified political dialogue as a theme relevant to the substantive content of this course and to the core objective of developing communication skills. Communication skills will be addressed in the Campaign and Elections and the Texas Legislative Branch sections of the course.
A variety of tools and strategies will be used to address communication skills:

1. Students will view videos of political debates, campaign communications, and legislative hearings.

2. Students will engage in class and group discussions that require them to discuss the significance of effective communication in political discourse in Texas government and politics.

Describe how the skill will be assessed: [Blank]

3. **Empirical and Quantitative Skills**: to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

How will the skill be addressed (including strategies and techniques)? [Blank]

Describe how the skill will be assessed: [Blank]

4. **Teamwork**: to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

How will the skill be addressed (including strategies and techniques)? [Blank]

Describe how the skill will be assessed: [Blank]
5. **Personal Responsibility**: to include the ability to connect choices, actions and consequences to ethical decision-making

How will the skill be addressed (including strategies and techniques)?
Political science faculty as a whole identified conflicts of interest, particularly with regulators (e.g. when campaign donors are appointed to state boards or commissions), as a theme relevant to the substantive content of this course and to the core objective of personal responsibility. Thus personal responsibility will be addressed in Texas Executive Branch section of the course.

A variety of tools and strategies will be used to address personal responsibility in the context of the public sector:

1. Lectures will include past and current cases illustrating conflicts of interest.
2. Class discussions will include address the problems caused by conflicts of interest.
3. During class discussions students will be asked to identify solutions to resolve conflicts of interest.

Describe how the skill will be assessed: 

6. **Social Responsibility**: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

How will the skill be addressed (including strategies and techniques)?
Political science faculty as a whole identified civic engagement as a theme relevant to the substantive content of this course and to the core objective of communication skills. Civic engagement will be addressed in the Campaigns and Elections and Interest Group sections of the course.

A variety of tools and strategies will be used to address social responsibility:

1. Lectures will include information about the key features of the voter registration process (e.g., who is eligible to vote, how to register to vote, etc.) and the voting process (e.g., Election Day voting, early voting, ballot by mail voting, etc.) in class lectures and discussions.
2. During class discussions students will be asked to describe how individuals engage with others to influence the civic and political processes/institutions in Texas, as well as at the national and international levels.
3. During class discussions students will learn how to engage in civil political dialogue in culturally diverse groups and communities

Describe how the skill will be assessed: 

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**PART V – SHSU Core Curriculum Committee Requirements**

Submit completed, signed form to Core Curriculum Committee - Box 2478 or Fax 4-1271
1. Using a 15-week class schedule, identify the topics to be covered during each week of the semester. Provide sufficient detail to allow readers to understand the scope and sequence of topics covered.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introduction to Texas Politics</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>The Texas Constitution</td>
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<td>Week 3</td>
<td>Texas in the Federal System</td>
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<td>Week 4</td>
<td>Texans' Attitudes and Behavior</td>
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<td>Week 5</td>
<td>Interest Groups</td>
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<td>Week 6</td>
<td>Political Parties</td>
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<td>Week 7</td>
<td>Campaigns and Elections</td>
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<td>Week 8</td>
<td>The Texas Legislative Branch</td>
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<td>Week 9</td>
<td>The Texas Legislative Branch, cont.</td>
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<td>Week 10</td>
<td>The Texas Executive Branch</td>
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<td>Week 11</td>
<td>The Texas Executive Branch, cont.</td>
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<td>Week 12</td>
<td>The Texas Judiciary</td>
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<td>Week 13</td>
<td>Public Policy: Fiscal Policy</td>
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<td>Week 14</td>
<td>Public Policy: Economic Policy</td>
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<td>Week 15</td>
<td>Public Policy: Social Policy</td>
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</table>

2. Attachments (Syllabus Required)

| Syllabus Attached? | ☑ Yes | ☐ No |

Other Attached?  ☑ Yes  ☐ No  If yes, specify: Appendix 1: Sample pre/post tests questions
Appendix: THECB Component Area Descriptions and Skill Requirements

I. Communication (Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.)

II. Mathematics (Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.)

III. Life and Physical Sciences (Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.)

IV. Language, Philosophy, and Culture (Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.)

V. Creative Arts (Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.)

VI. American History (Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.)

VII. Government/Political Science (Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.)

VIII. Social and Behavioral Sciences (Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.)

Required Skill Objectives

<table>
<thead>
<tr>
<th>Foundational Component Areas</th>
<th>Critical Thinking</th>
<th>Communication</th>
<th>Empirical &amp; Quantitative</th>
<th>Team Work</th>
<th>Social Responsibility</th>
<th>Personal Responsibility</th>
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<td>Social and Behavioral Sciences</td>
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POLS 2306: American Government

3 Credits

Professor Name

Course Description
This course examines Texas government and politics, including political culture; the Texas Constitution; Texas' role in the federal system; individuals' political values and participation; interest groups, parties, elections, and campaigns; the legislative, executive, and judicial branches; and fiscal, social, and economic policies.

Student Learning Objectives
This course provides an overview of Texas government. When you are done with this course you should be able to:

- Comprehend the origins and evolution of the political system in Texas.
- Describe the role and responsibility the governmental institutions in Texas.
- Develop as a citizen by encouraging you to critically think about your social and personal responsibility to participate in state governance and politics.
- Analyze and critically assess solutions to public policy problems that face the State of Texas.

Skill Objectives

- Critical thinking skills
- Communication skills
- Personal Responsibility
- Social Responsibility

Required Text
Required reading for the class comes from:


Grading
Grades in this course will be based on exams and in-class assignments
Weekly Schedule

Week 1: Introduction to Texas Politics
In this section of the course we will address the evolution of the Texas political system and the basic features of Texas political system.

The pre-test on course content will be administered during the first class meeting of the semester.

Skills to be addressed:
- Critical thinking skills

Student learning objective:
- Students will be able to analyze the origins and evolution of the political system in Texas.

Activities:
- Complete reading of Chapter 1
- Lecture overviewing Texas government and politics

Week 2: The Texas Constitution
In this section of the course we will address the content and key features of the Texas Constitution and we will compare the Texas Constitution to other state constitutions.

Skills to be addressed:
- Critical thinking skills

Student learning objective:
- Students will be able to analyze the origin and evolution of the Texas Constitution

Activities:
- Complete reading of Chapter 2
- Lecture analyzing the origin and content of the Texas Constitution
- Class discussion – Students and instructor will examine different interpretations of the Texas Constitution

Week 3: Texas in the Federal System
In this section of the course we will address the role of Texas in the federal system.

Skills to be addressed:
- Critical thinking skills
**Student learning objective:**
- Students will be able to analyze the origins and evolution of the political system in Texas.

**Activities:**
- Complete reading of Chapter 2
- Lecture analyzing the federalism in Texas
- Class discussion – Students and instructor will examine how the state government works with both the federal government and municipal governments in Texas.

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**Week 4:**
Local Governments in Texas: In this section of the course we will address the role of local governments in Texas.

**Skills to be addressed:**
- Critical thinking skills

**Student learning objective:**
- Students will be able to analyze the origins and evolution of the political system in Texas.

**Activities:**
- Complete reading of Chapter 3
- Lecture analyzing local governments in Texas
- Class discussion – Students and instructor will expound on the different forms of local government in Texas

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**Week 5:** Interest Groups
In this section of the course we will address the different types of interest groups in Texas and their role in the political process.

**Skills to be addressed:**
- Critical thinking skills

**Student learning objective:**
- Students will be able to analyze the origins and evolution of the political system in Texas.
Activities:
- Complete reading of Chapter 6
- Lecture analyzing the role of interest groups in Texas politics
- Class discussion – Students and instructor contrast different types of interest groups

Week 6: Political Parties
In this section of the course we will address the political parties in Texas and their role in the political process.

Skills to be addressed:
- Critical thinking skills
- Communication

Student learning objective:
- Students will be able to analyze the origins and evolution of the political system in Texas.

Activities:
- Complete reading of Chapter 4
- Lecture analyzing the role of political parties in Texas
- Class discussion – Students and instructor will analyze videos of past political debates and campaign communications

Week 7: Campaigns and Elections
In this section of the course we will address the election process in Texas and how candidates campaign for votes.

Skills to be addressed:
- Critical thinking skills
- Social Responsibility

Student learning objectives:
- Students will be able to analyze the origins and evolution of the political system in Texas.
- Students will be able to explain the civic duties and responsibilities associated with U.S. citizenship.
Activities:
- Complete reading of Chapter 5
- Lecture analyzing campaigns, elections, and voting in Texas
- Class discussion – Students and instructor will relate their own engagement in the election process and other opportunities at SHSU

Week 8: The Legislative Branch
In this section of the course we will address the role and responsibilities of the legislative branch in Texas.

Skills to be addressed:
- Critical thinking skills

Student learning objective:
- Students will be able to describe the role and responsibilities of government institutions in Texas.

Activities:
- Complete reading of Chapter 7
- Lecture analyzing the role and responsibilities of the legislative branch
- Class discussion – Students and instructor will examine the role of legislative branch by reviewing relevant documents

Week 9: The Legislative Branch, cont.
In this section of the course we will address the role and responsibilities of the legislative branch in Texas.

Skills to be addressed:
- Critical thinking skills

Student learning objective:
- Students will be able to describe the role and responsibilities of government institutions in Texas.

Activities:
- Complete reading of Chapter 7
- Lecture analyzing the role and responsibilities of the legislative branch
Class discussion – Students and instructor will examine the role of legislative branch by reviewing relevant documents

Week 10: The Executive Branch
In this section of the course we will address the role and responsibilities of the executive branch in Texas.

Skills to be addressed:
- Critical thinking skills

Student learning objective:
- Students will be able to describe the role and responsibilities of government institutions in Texas.

Activities:
- Complete reading of Chapter 8
- Lecture analyzing the role and responsibilities of the executive branch
- Class discussion – Students and instructor will examine the role of executive branch by reviewing relevant documents

Week 11: The Executive Branch, cont.
In this section of the course we will address the role and responsibilities of the executive branch in Texas.

Skills to be addressed:
- Critical thinking skills
- Personal Responsibility

Student learning objective:
- Students will be able to describe the role and responsibilities of government institutions in Texas.

Activities:
- Complete reading of Chapter 8
- Lecture analyzing the role and responsibilities of the executive branch
- Class discussion – Students and instructor analyze a current case study about conflicts of interest in the executive branch (e.g. when campaign donors are appointed to state boards or commissions)

Week 12: The Judiciary Branch
In this section of the course we will address the role and responsibilities of the judiciary branch in Texas.

Skills to be addressed:
- Critical thinking skills

Student learning objective:
- Students will be able to describe the role and responsibilities of government institutions in Texas.

Activities:
- Complete reading of Chapter 9
- Lecture analyzing the role and responsibilities of the judiciary branch
- Class discussion – Students and instructor will examine the role of judiciary branch by reviewing relevant documents

Week 13: Fiscal Policy
In this section of the course we will address the current fiscal policy issues that face Texas.

Skills to be addressed:
- Critical thinking skills

Student learning objective:
- Students will be able to analyze and critically assess solutions to public policy problems that face the State of Texas.

Activities:
- Complete reading of Chapter 11
- Lecture analyzing fiscal policy issues facing Texas
- Class discussion – Students and instructor will critically assess current fiscal issues in Texas through current events or news stories
Week 14: Economic Policy:
In this section of the course we will address the current economic policy issues that face Texas.

**Skills to be addressed:**
- Critical thinking skills

**Student learning objective:**
- Students will be able to analyze and critically assess solutions to public policy problems that face the State of Texas.

**Activities:**
- Complete reading of Chapter 10
- Lecture analyzing the origin and content of the Texas Constitution
- Class discussion – Students and instructor will critically assess current economic issues in Texas through current events or news stories

Week 15: Social Policy
In this section of the course we will address the current social policy issues that face Texas.

**Skills to be addressed:**
- Critical thinking skills

**Student learning objective:**
- Students will be able to analyze and critically assess solutions to public policy problems that face the State of Texas.

**Activities:**
- Complete reading of Chapter 10
- Lecture analyzing the origin and content of the Texas Constitution
- Class discussion – Students and instructor will critically assess current social issues in Texas through current events or news stories

_The post-test on course content will be administered during the last class meeting of the semester._
Objective 1: Origin/Evolution of Political System

1. The current constitution of Texas was ratified in ____.
   a. 1827
   b. 1836
   c. 1876
   d. 1976

2. During the Reconstruction period, the ____ was the political party most interested in expanding public works and education in Texas.
   a. Republicans
   b. Democrats
   c. Radical Republicans
   d. Radical Democrats

Objective 2: Roles and Responsibilities

1. Unlike at the federal level, in Texas we elect several members of the executive branch, including the Governor, the Attorney General, the Commissioner of Agriculture, and the Comptroller. What term describes this arrangement?
   a. the plural executive
   b. the fragmented legislature
   c. the single executive
   d. the appointed executive

2. If you wished to find out how much a group contributed to a candidate running for office in Texas you could search the databases of which agency?
   a. The Comptroller’s Office
   b. The Texas Ethics Commission
   c. The Texas Supreme Court
   d. The Secretary of State

Objective 3: Social Responsibility

1. As a citizen in Texas, your solo right and responsibility is to vote.
   a. True
   b. False

2. ____ politics is when every day citizens organize to promote candidates or issues.
a. Lobbyist  
b. Grassroots  
c. Top-down  
d. In-the-weeds

3. Interest groups ___ a legislature when they meet with them one-on-one to discuss an issue.  
   a. Lobby  
   b. Campaign  
   c. Petition

Objective 4: Public Policy

1. Which statements are true regarding education funding in Texas?  
   a. 100% of funding from education in Texas comes from the federal government  
   b. 100% of funding for education in Texas comes from a state income state  
   c. some of the funding for education in Texas comes from local property taxes  
   d. none of the funding for education in Texas comes from state sales taxes

2. If people in your neighborhood were concerned about a polluted creek in your neighborhood, you should contact which agency?  
   a. Texas Commission on Environmental Quality  
   b. Texas Health and Human Services Commission  
   c. Texas Railroad Commission  
   d. Texas Department of Transportation
This course involves an analysis of the Constitution. The course focuses on the Constitutional issues and their implications on the political process. The Constitution is the foundational document for the United States and the states. The Constitution is divided into the federal government and state governments. The Constitution outlines the powers of the federal government and the states. The Constitution also establishes the structure of government. The Constitution is a living document that evolves over time. The course covers the history of the Constitution and its impact on American society. The course also covers the process of amending the Constitution.

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*Note: The department of political science offers two courses in American Government course and a Texas Government course. The U.S. political and philosophical foundations.

| Rubric POLS 2306 (Texas Government) Core Curriculum Course Proposals Component Area VII Government/Pollitical Science |
The application provides little or no evidence of direct assessment in this area.

The proposal includes some evidence of direct assessment in this area.

The proposal includes sufficient evidence of direct assessment in this area.

The proposal provides detailed evidence of direct assessment in this area.
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<tr>
<th>Area</th>
<th>Assessment in this area provides detailed evidence of direct thorough implementation of the proposal.</th>
<th>Area</th>
<th>Assessment in this area includes sufficient evidence of some of the required elements.</th>
<th>Area</th>
<th>Assessment in this area provides evidence of direct thorough implementation of the proposal.</th>
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Texas Governance: Structural and Philosophical Features of the Application

Assess students' ability to analyze the process: The public policy-making process involves:
- Branches of government
- Federalism

This course involves the analysis of
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<th>Notes</th>
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Examine the governmental institutions' ability to assess the students' ability to:

- The bureaucracy
- The state courts
- The legislature
- The government

This course examines governmental institutions.
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</table>

This course identifies forms of evidence that are relevant to the proposal, but the assessment of their sufficiency varies. The proposal requires a detailed explanation of the evidence provided to ensure that each element is adequately supported. The assessment in this area outlines the required elements of the evidence and provides little or no evidence of the proposal. This involves an explanation of political behavior, ability to explain vote or election.