GEORGIA
CENTRAL UNIVERSITY

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GUIDELINES FOR COURSE PORTFOLIO

Introduction

This course portfolio model is designed to review and assess the educational effectiveness of an individual course at the departmental level or at the program level.

The portfolio will consist of the following components:

Part I. Course documents

☐ Current syllabus

☐ Sample outline of faculty presentation or lecture

Part II. Course Grading

☐ Graded samples of best and average anonymous student work on key assignments. Two examples for each assignment type (i.e. a best exam, an average exam; a best writing assignment, an average writing assignment) with assigned grade and comments).

☐ Summary of the grade distribution for the course

Part III. Course Evaluation

☐ Curriculum map (departmental, program level)

☐ Course alignment document (individual course)

☐ One-page (maximum) self-evaluation of how various types of course work gave evidence that the stated student learning outcomes of the course were accomplished, i.e. exams, presentations, sermons, reading reflections, papers, discussions, activities, etc.

☐ Statistical summary of student course evaluations

☐ One-page (maximum) description of teaching strategies, educational tools, etc., that were effective in teaching the course

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DESCRIPTION OF THE ELEMENTS OF THE COURSE PORTFOLIO

Part I. Course documents:

1. Supply a copy of the most recent course syllabus for the course being reviewed including the following elements:

Course information:
- ☐ Course Number and Title (e.g., "TH506 Life and Doctrine of Christ")
- ☐ Credit Hours (e.g., "(3 credits: 176 credit hours)")
- ☐ Semester and Year of the course (e.g., "Spring 2018")
- ☐ Class Dates (e.g., "1/8/2018-4/27/2018")
- ☐ Your Name (and the name of your TA if applicable)
- ☐ Your Contact Information (and your TA's contact information)
- ☐ Office hours or availability
- ☐ Technical Support Contact (online courses only)

Course Description:
- ☐ Course Description
- ☐ Course Objectives/Learning Outcomes
- ☐ Method of Instruction
- ☐ Prerequisite(s)
- ☐ Technical Requirements (online course only)
- ☐ Relationship to the Curriculum
- ☐ Required Reading
- ☐ Recommended Reading
- ☐ Assignments: (include percentage of the final grade of each assignment)

GCU Policies:
- ☐ Disability Accommodations
- ☐ Attendance Policy
- ☐ Academic Integrity Statement
- ☐ Library Services Statement
- ☐ Technical Assistance (online courses only)

Course Policies:
- ☐ Grading Rubrics
- ☐ Grading Scale

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☐ Incomplete Work

☐ Housekeeping Rules

Course Schedule and Activities:

☐ Course Schedule

☐ Due date for each assignment

☐ How should each assignment be submitted? (Email? Course site? Hard Copy)

2. Sample outline of faculty presentation or lecture: Provide an outline of a course presentation (lecture, guided discussion, PowerPoint, etc.)

Part II. Course Grading

1. Samples of best and average anonymous student work on key assignments (Just two examples for each assignment type, i.e. a best exam, an average exam; a best writing assignment, an average writing assignment with assigned grade and comments).

2. Summary of the grade distribution for the course: Please provide a summary of the number of A's, A-'s, B+'s, B's, etc. and the median course grade.

Part III. Course Evaluation

1. Curriculum map (departmental, program level)

2. Course alignment document (individual course)

3. One-page (maximum) self-evaluation of how various types of course work gave evidence that the stated student learning outcomes of the course were accomplished, i.e. exams, presentations, sermons, reading reflections, papers, discussions, activities, etc. Example: If one of the stated student learning outcomes is "an ability to identify and describe the threefold functions of Jesus Christ" you would write a paragraph on how students met or didn't meet that outcome as evidenced by the research paper assignment.

4. Statistical summary of student course evaluations: the information will be provided by the Academic Affairs Office.

5. One-page (max.) description of teaching/learning strategies, educational tools, etc., that proved especially effective in teaching the course. Simply describe   the learning processes and how they were effective.