GenEd Re-Certification
Portfolio Content Detail

Introduction

The General Education Curriculum (02.10.02) policy document established the General Education Program act in accordance with the University’s Periodic Program Review Process and also charged the General Education Executive Committee with reviewing all courses after the fourth year they are taught.

We are approaching the four-year anniversary of the program’s implementation and thus, the first phase of course recertification.

GenEd recertification seeks to answer two fundamental questions about courses scheduled for review:

- How has the course maintained fidelity to the approved proposal as the course has developed and changed over time?
- How does the course continue to meet GenEd learning goals?

This document is one of a series of documents intended to help faculty understand the recertification project. Other documents for consultation include:

the GenEd Re-Certification Memo and
the Narrative Guidelines for Re-Certification.

Portfolio Overview

In Fall 2010, GenEd solicited input from instructors on the best way to document answers to the fundamental questions, and the feedback helped craft the framework of course recertification, outlined in more detail below.

Faculty feedback identified course artifacts, such as syllabi, assignment descriptions and student work as key pieces of information to review in evaluating a course. Faculty also advocated a narrative be included with the supporting materials.

Portfolio Contents

A single portfolio should be submitted for a course up for review. Portfolio contents should represent documents and artifacts produced during the Fall and Spring semesters of the academic year a course is scheduled for evaluation.

Materials should be inclusive of all sections, departments, and faculty actively teaching the course.

* Please contact the relevant area coordinator or GenEd administration for a copy of the approved proposal if one is not available.
Course portfolios should include:

A) Syllabi
B) Key or Major Assignment Sheets
C) Sample of Student Work
D) Collaborative Narrative

Continue reading for more information on each of the course portfolio elements.

Instruction

A) Syllabi
Syllabi included in the portfolios should be inclusive of all sections, departments, and faculty actively teaching the course in the Fall and Spring semesters a course is under review.

A completed course syllabus should include:

- a course description,
- a summary or list of assignments required of students,
- the assignments’ weight in the calculated course grade,
- a schedule with readings or material to be covered and
- due dates for primary assignments.

B) Key or Major Assignment Sheets
If members of the instructional team distribute or post additional guidelines or descriptions of course assignments, including assignment prompts, research guides, rubrics, samples of previously completed assignments or other materials related to course assignments, please include in the portfolio.

C) Sample of Student Work on Key Assignment
Consider the various assignments in the course and select the one or two key assignments that highlight opportunities for students to exercise GenEd learning competencies, particularly those assignments that develop student’s critical thinking, communication and information literacy expertise.

Select and identify work that the contributor considers to be Above Average, Average and Below Average.

For each key assignment included in the portfolio, please select two to three samples at each of the achievement levels. Please include a brief written statement distinguishing the differences between the Above, Average and Below Average examples. Illustrate claims with references to the samples.

We do not need the students’ names or grades for the assignment in order to evaluate the portfolio.
D) Narrative
The narrative statement should be collaboratively developed and submitted. The narrative provides an opportunity for teams to identify specific elements of the portfolio that illustrate or support claims about continued effectiveness and/or course fidelity.

We have found discussions with colleagues to be the most effective at identifying key themes and encouraging innovation within GenEd, and we hope faculty involved will take advantage of the recertification process to review the original course proposal and speak with peers teaching the same course.

To assist teams in thinking about the narrative, GenEd has created a separate document organized thematically and presenting a series of questions to consider topics and issues relevant to recertification.

Deadline
Recertification portfolios are due Wednesday, May 16, 2012.