General Studies Council Meeting Agenda  
6 September 2012  
Warner Conference Room  
3:30 pm  
GSC website: http://www.unk.edu/academicaffairs/generalstudies.aspx?id=14844

I. Call to order:  
   1. Welcome new GSC members: Tami Moore (BT), Donna Montgomery (ED), Paul Burger (NSS).  
   2. Approve agenda

II. Open Items:  
   1. Items from summer retreat  
      a. Portal rubric revision – seconded motion  
      b. Possible “data retreat” in September / October  
      c. Distribution category subcommittees

III. New Business:  
   1. Course submission:  
      a. PSY 388 (BIOL 388) – Science of Fear

IV. Other:

2012-2013 General Studies Council

College Representatives:  
A. Jenkins – BT   K. Heelan - ED   R. Hanson – FAH   M. Sutherland - LIB  
K. Heelan (Registrar) – ex officio   K. Trantham – NSS

J. Butler (Assessment) – ex officio  
M. Daake (Academic Advising) – ex officio
K. Milks (administrative support)  
K. Schipporeit (Registrar) – ex officio
D. Snider (General Studies) – ex officio
K. Taylor (AVCAS) – ex officio

Next regular meeting: Thursday, October 4, 2012, 3:30 pm, Warner Conference Room
Portal Course Rubric

Addresses the following GS learning outcomes: **GS #1** – Evaluate information appropriate to the task; **GS #2** – Apply principles of critical thinking to demonstrate integrative learning; Program **Level #4** – Communicate effectively in written form; **GS# 5** – Analyze cultural issues within a global context; **Portal #1** – Analyze critical issues confronting the individual and society, including a global context; **Portal #2** – Interpret an argument through engaged discourse within the discipline; **Portal #3** – Construct a cogent argument pertaining to the course topic.

_Evaluators are encouraged to assign a Does not meet criteria to any work sample that does not meet Beginning level performance._

<table>
<thead>
<tr>
<th></th>
<th>Does not meet criteria for Beginning</th>
<th>Beginning</th>
<th>Developing</th>
<th>Proficient</th>
<th>Advanced</th>
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<tbody>
<tr>
<td><strong>1) Student’s Position</strong></td>
<td>P3</td>
<td>Student’s position (perspective, thesis / hypothesis) is implied but not stated.</td>
<td>Student’s position (perspective, thesis / hypothesis) is stated, but is simplistic or obvious.</td>
<td>Student’s position (perspective, thesis / hypothesis) takes into account the complexities of an issue.</td>
<td>Student’s position (perspective, thesis / hypothesis) synthesizes various viewpoints in evaluating the complexities of an issue.</td>
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<td><strong>2) Content Development</strong></td>
<td>GS4, P2</td>
<td>Uses related content to develop simple ideas in some parts of the work.</td>
<td>Uses related content to develop ideas through most of the work.</td>
<td>Uses relevant, persuasive content to develop ideas throughout the work.</td>
<td>Uses relevant and compelling content to illustrate mastery of the subject, conveying the writer’s understanding, and shaping the whole work.</td>
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<td><strong>3) Evaluation of Information &amp; Sources</strong></td>
<td>GS1, P2</td>
<td>Info is taken from source(s) without interpretation / evaluation. Viewpoints of experts are taken as fact, without question.</td>
<td>Info is taken from source(s) with some interpretation / evaluation, but not enough to develop a coherent analysis. Viewpoints of experts are taken mostly as fact, with little questioning.</td>
<td>Info is taken from source(s) with enough interpretation / evaluation to develop a coherent analysis. Viewpoints of experts are subject to questioning.</td>
<td>Info is taken from source(s) with enough interpretation / evaluation to develop a comprehensive analysis. Viewpoints of experts are questioned thoroughly.</td>
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<td><strong>4) Conclusions and Related Outcomes (Implications and Consequences)</strong></td>
<td>GS 2</td>
<td>Conclusion is stated, and is loosely connected to the information discussed.</td>
<td>Conclusion is tied to information discussed, and to some related implications.</td>
<td>Conclusion is logically tied to a range of information, including opposing viewpoints; related implications are identified.</td>
<td>Conclusions and related implications reflect fully informed evaluation.</td>
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<td><strong>5) Global context of cultural issues</strong></td>
<td>GS5, P1</td>
<td>Acknowledges the existence of global cultural differences.</td>
<td>Recognizes the impact of global cultural differences.</td>
<td>Analyzes the complexity of global cultural differences.</td>
<td>Synthesizes multiple global viewpoints in evaluating the complexities of an issue.</td>
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