

## 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
R. Konecny – BT	D. Montgomery – ED	M. Kruse - FAH	P. Burger – NSS
T. Moore – BT	J. Moore – ED	D. Mitchell – FAH	J. Carlson - NSS
			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 (AVCASA) – *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.*

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