

Global Learning*

The development of a self-aware personal identity that recognizes global interconnections, enabling learners to evaluate various viewpoints and apply their knowledge to craft sophisticated responses to complex real-world issues.

Specific Skill or Knowledge Area	Student Learning Outcomes				0
	4	3	2	1	
Self-Awareness in a Global Context	Articulates one's own identity and position within a global context to effectively address significant global topics.	Explains global topics but shows limited understanding of one's own global position.	Demonstrates basic self-awareness with limited connection to global topics.	Shows minimal awareness of the connection between personal identity and global topics.	Assign a zero for a performance that does not meet a score of one (1).
Exploring Viewpoints	Evaluates multiple viewpoints on complex topics (i.e., cultural, disciplinary, or ethical), while clearly articulating relationships between groups.	Analyzes different perspectives on complex issues and describes some group relationships, but with limited reference to various viewpoints.	Describes basic differences between perspectives but cannot explain the relationships between groups.	Recognizes that other perspectives exist but fails to describe them or their relevance to the topic.	
Engaging with Global Topics	Demonstrates deep understanding of global topics and crafts a well-defined, sophisticated response.	Demonstrates understanding of global topics and crafts a relevant response, though lacking in depth.	Shows basic understanding of global topics, but responses are undeveloped.	Identifies global topics but analysis is simplistic and does not attempt to provide a response.	

* In this rubric, "global" is used as a broad term that extends beyond geographic boundaries to encompass the full spectrum of human experiences, including, for example, cultural, social, and cognitive differences.

The purpose of a general education is to equip students with foundational skills—such as the development of a self-aware personal identity that recognizes the deep interconnections between the individual and local or global communities—necessary to pursue advanced academic work and address real-world challenges. The UCA Core is designed to ensure that every student at UCA develops the essential intellectual foundation necessary for professional adaptability, informed citizenship, and lifelong learning. The UCA Core is not exhaustive of, nor does it replace, specialized learning acquired in the several disciplines throughout UCA.

This rubric defines skills and knowledge areas for Global Learning. It is designed to assess evidence of learning and development across three student learning outcomes: Self-Awareness in a Global Context; Exploring Viewpoints; and Engaging with Global Topics.

- **Self-Awareness in a Global Context-** The development of a personal identity that recognizes the interconnections between oneself and local and global communities. It involves understanding one's own position to effectively address and relate to global topics.
- **Exploring Viewpoints-** The capacity to engage with, learn from, and evaluate differing viewpoints and experiences. This skill requires both recognizing how one's own position informs one's knowledge, and understanding the complex relationships across personal, cultural, disciplinary, and global viewpoints.
- **Engaging with Global Topics-** The ability to apply knowledge and skills gained through higher learning to address real-world global topics. It requires a deep, integrated understanding of the interrelationships between cultures, societies, and the natural world to craft sophisticated responses to complex issues.

Assignment Design Principles

To map successfully to the rubric, an assignment should be an open-ended project, such as a research paper, reflection essay, case study analysis, or capstone project. It should include the following structural requirements:

- **Prompt for Personal Positioning:** The assignment instructions must explicitly ask students to articulate their own identity and position in relation to the topic.
- **Require Engagement with Multiple Perspectives:** The prompt should require students to evaluate and analyze differing viewpoints (such as cultural, disciplinary, or ethical perspectives). Crucially, the assignment must ask students to explicitly articulate the complex relationships between these different groups or perspectives.
- **Demand Application to Real-World Issues:** The assignment prompt needs to require students to apply their acquired knowledge and skills to craft a sophisticated, well-defined response to a complex global issue.
- **Encourage a Broad Scope for Global Topics:** Faculty should design prompts that allow students to explore a broad definition of "global". Remind students that topics can encompass the full spectrum of human experiences—including cultural, social, and cognitive differences—rather than just crossing physical geographic boundaries.

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