

Responsible Living

The ability to understand complex issues and their impact on stakeholders, applying disciplinary knowledge to develop solutions that promote holistic well-being across personal, professional, and community contexts.

Specific Skill or Knowledge Area	Student Learning Outcomes				0
	4	3	2	1	
Issue Identification & Contextual Understanding Independent of a Solution.	Clearly identifies complex issues related to personal and professional life. Demonstrates strong understanding of how biological, psychological, social, financial, or environmental factors are interconnected.	Identifies issues related to personal and professional life and shows some understanding of how biological, psychological, social, financial, or environmental factors are related, but misses some relevant details or connections.	Identifies general issues in personal and professional life with limited understanding. Overlooks multiple connections or factors.	Identifies only basic issues with minimal understanding; connections are superficial when present.	Assign a zero for a performance that does not meet a score of one (1).
Stakeholder Impact Awareness	Comprehensively identifies relevant stakeholders (individuals, groups, or communities) and potential impacts of recognized issues.	Identifies some relevant stakeholders and describes some potential impacts but may omit or fail to acknowledge other relevant factors.	Identifies some stakeholders and demonstrates minimal understanding of impacts, neglecting major impacted groups or appreciation of consequences.	Stakeholder identification is largely missing; impacts are not considered.	
Theoretical Foundations of Well-Being or Ethics	Demonstrates clear understanding of appropriate principles of well-being or ethics within relevant disciplinary theories and applies them thoughtfully to the issue or scenario.	Demonstrates familiarity with appropriate principles of well-being or ethics but applies them inconsistently or with limited detail to the scenario or issue.	References appropriate principles of well-being or ethics but does not connect them clearly to the scenario; application is superficial or lacks clarity.	Minimal reference to principles of well-being or ethics; connection to the issue is absent or unclear.	
Identifying and Evaluating Courses of Action	Presents multiple realistic and relevant courses of action that are logically connected to the issue. Evaluates pros, cons, and implications of each according to disciplinary standards.	Multiple courses of action are identified, but the analysis of each is incomplete; analysis may be unbalanced or missing logical progression.	Suggests a limited range of courses of action, some of which are unrealistic or poorly justified; evaluation is minimal.	Only identifies one course of action or jumps to a solution without thoughtful consideration; evaluation of alternatives is absent.	
Application, Reasoning, and Reflection	Develops a thoughtful and informed plan or solution that promotes ethical decision making or holistic well-being. Demonstrates clear reasoning and reflection on personal, professional, or community outcomes.	Proposes a reasoned plan or solution that considers ethical decision-making or well-being, but reasoning and reflection may overlook relevant implications.	Suggests a basic plan or approach with minimal reasoning or reflection, inadequately addressing implications.	Provides an unrealistic or incomplete plan; reflection and reasoning are absent, and implications are not considered.	

The purpose of a general education is to equip students with foundational skills—such as the ability to interpret complex issues and conceptualize responsible courses of action—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 Responsible Living. It is designed to assess evidence of learning and development across five student learning outcomes: Issue Identification & Contextual Understanding; Stakeholder Impact Awareness; Theoretical Foundations of Well-Being or Ethics; Identifying and Evaluating Courses of Action; and Application, Reasoning, and Reflection.

- **Issue Identification & Contextual Understanding:** Ability to recognize and interpret complex multidimensional issues and how various life domains (biological, psychological, social, financial, environmental) interact.
- **Stakeholder Impact Awareness:** Ability to identify relevant major and minor parties affected by an issue, including individuals, groups, and communities, and describing potential impacts.
- **Theoretical Foundations of Well-Being or Ethics:** Competence in applying discipline-specific theories of well-being or ethics to analyze issues and guide decisions.
- **Identifying and Evaluating Courses of Action:** Capacity to propose and appraise multiple viable options for addressing issues.
- **Application, Reasoning, and Reflection:** The ability to synthesize analyses into a realistic plan or solution, demonstrating thoughtful reasoning, considering broad personal, professional, and community outcomes.

Assignment Design Principles

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

- **Ensure Direct Alignment:** Create assignments that directly align with the specific skills and descriptors outlined for each learning outcome. For instance, prompt students to explicitly identify problem contexts and relevant interconnected factors for issue recognition.
- **Use Authentic Assessments:** Use assessment formats that are tied to real-world or simulated cases. Examples include scenario analyses, written reports, project designs, and reflective journals.
- **Prompt Explicit Reasoning:** Require students to explicitly demonstrate their thinking and reasoning. For example, ask them to detail exactly how specific theories of wellness or ethical theories shaped their proposed courses of action.
- **Demand Multiple Perspectives:** Structure prompts to ensure students propose and appraise multiple viable options. This will help them synthesize their analysis into a realistic plan that considers broad personal, professional, and community outcomes.

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