General Education Learning Goals and Outcomes
Reimagining General Education Leadership Team and General Education Committee
University Curriculum Council (UCC)
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Following approval of OHIO's reimagined general education by UCC and Faculty Senate in Spring 2020, the following describes general education learning goals and outcomes for BRICKS.

Revised Fall 2021 to incorporate the change from OTM to OT36.

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Definitions

General Education is the set of courses and experiences that provide students with a broad exposure to multiple disciplines within the arts and sciences with the aim of providing students with the knowledge and skills needed to succeed in the 21st century.[1]

Learning goals are broad, general statements about what is to be learned. They are typically abstract, intangible, long-term, and often hard to measure. OHIO's eight *common learning goals* for its general education program are critical thinking, ethical reasoning, integrative learning, intercultural knowledge and competence, oral communication, quantitative reasoning, teamwork, and written communication.

Learning outcomes are concise statements, made in specific and measurable terms, of what learners will know and/or do as the result of having successfully completed a course, program, or other educational experience. Learning outcomes typically begin with the phrase "Students will be able to…"

Learning outcome performance levels (or quality levels) describe expectations for achievement of learning for each expected stage of progress toward achievement of learning outcomes.

Instructional learning objectives describe what a teacher intends to teach learners in a course, module, or other learning experience. At the program-level, instructional learning objectives may also refer to what a program aims to do. Instructional learning objectives typically begin with the phrase "This [instructional experience] will…"

Ohio Transfer 36 (OT36) is a subset (or in some cases, a complete set) of general education requirements at Ohio public colleges and universities that represents a body of knowledge and academic skills common across Ohio colleges and universities, containing 36-40 semester hours or 54-60 quarter hours of courses in the fields of (1) English, (2) mathematics, (3) arts/humanities (4) social and behavioral sciences (5) natural and physical sciences (6) interdisciplinary coursework (optional).

Assessment is the ongoing process of systematically gathering, analyzing, and interpreting evidence to determine how well student learning matches expectations.[2]

The *teaching-learning-assessment cycle (or assurance of learning cycle)* involves a four-step process that includes (1) establishing clear, observable expected outcomes for student learning, (2) ensuring that students have multiple, authentic, and sufficient opportunities to achieve those goals, (3) systematically gathering, analyzing, and interpreting evidence about how well student learning meets established goals, and (4) using the resulting information to understand and improve student learning.[2]

Closing the Loop is the fourth step of the teaching-learning-assessment cycle. In this step, evidence of student learning is used to understand and improve student learning by improving the other steps (1-3) in the cycle: establishing outcomes, ensuring sufficient learning opportunities, and assessing learning.

The *Assessment Clearinghouse* centrally houses college-, department-, and program-level documentation of the ongoing Teaching-Learning-Assessment Cycle and Closing the Loop processes. Based on the National Institute for Learning Outcomes Assessment (NILOA) Transparency Framework, the *Assessment Clearinghouse* has four reporting components, which align with the TLA Cycle: (1) student learning outcomes, (2) assessment plan, (3) evidence of student learning, and (4) use of student learning evidence.

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[1] Source: Ohio Department of Higher Education (April 2015)
[2] Source: Suskie, L. (2018). Assessing Student Learning: A Common Sense Guide (3e). San Francisco, CA: Jossey-Bass.

BRICKS: General Education Curriculum

The reimagined general education program is referred to as OHIO BRICKS, which is an acronym for the six statements of intent (i.e., Build, Reason, Integrate, Communicate, Know, and Synthesize).
- o Students will <u>build</u> connections between themselves and others through teamwork and intercultural knowledge.
- o Students will <u>reason</u> quantitatively, critically, and ethically.
- o Students will <u>integrate</u> learning between knowledge and experience.
- o Students will <u>communicate</u> effectively in writing and speech.
- o Students will <u>know</u> the materials and methods of inquiry in arts, humanities, social sciences, and natural sciences.
- o Students will <u>synthesize</u> skills and knowledge across the curriculum.

The reimagined general education program is designed to deliver learning outcomes for OHIO's general education breadth of knowledge and common learning goals.

<u>Breadth of Knowledge Goals</u>. OHIO's breadth of knowledge goals reflect OT-36-approved areas of distribution for general education curriculum and includes English composition, mathematics, statistics, and logic, arts and humanities, social and behavioral sciences, and natural sciences.
- Expectations and learning outcomes for breadth of knowledge goals are provided in **Appendix A**.

<u>Common Learning Goals</u>. OHIO's eight common learning goals for the reimagined general education program are critical thinking, ethical reasoning, integrative learning, intercultural knowledge and competence, oral communication, quantitative reasoning, teamwork, and written communication.
- Expectations and learning outcomes for common goals are provided in **Appendix B**.

The reimagined general education curriculum is a blended model where elements of a distribution model and integrative model are combined to create a meaningful, cohesive general education program.

The reimagined general education curriculum focuses on breadth of knowledge and common goals learning outcomes. The model blends distribution and integration requirements while emphasizing a liberal arts education. It includes a minimum of 38 credit hours across five categories:
1. <u>Foundations</u> (11 hours) emphasizes written communication, quantitative reasoning, and intercultural knowledge and competence through foundational courses.
2. <u>Pillars</u> (12 hours) emphasizes knowledge and methods associated with the humanities, natural sciences, and social sciences through distributed courses.
3. <u>Arches</u> (9 hours) will emphasize critical thinking and teamwork through the exploration of a common topic from different disciplinary perspectives.
4. <u>Bridges</u> (4 hours) emphasizes oral communication, ethical reasoning, integrative learning, and intercultural knowledge /competence through liberal arts or disciplinary course options.
5. <u>Capstones</u> (2 hours) emphasizes critical thinking and integrative learning through a culminating or capstone experience.

Details about each category are provided in **Appendix C.**

Appendix A: Breadth of Knowledge

OHIO's breadth of knowledge goals reflect OT-36-approved areas of distribution for general education curriculum and includes English composition, mathematics, statistics, and logic, arts and humanities, social and behavioral sciences, and natural sciences.

Arts

Courses designated as arts will provide opportunities for learners to achieve all of the following learning outcomes:

1. Students will be able to employ principles, terminology, and methods from at least one discipline in the arts.
2. Students will be able to analyze, interpret, and/or evaluate primary works of artistic expression.
3. Students will be able to describe creative processes involved in producing works of art and recognize connections between those processes and existing works.
4. Students will be able to explain relationships among cultural and/or historical contexts and the arts.
5. Students will be able to communicate concepts and evidence related to artistic endeavors.

Humanities

Courses designated as humanities will provide opportunities for learners to achieve all of the following learning outcomes:

1. Students will be able to employ principles, terminology, and methods from disciplines in the humanities.
2. Students will be able to analyze, interpret, and/or evaluate primary works that are products of critical thought and/or the human imagination.
3. Students will be able to describe creative processes involved in producing works of critical thought and/or the human imagination and recognize connections between those processes and existing works.
4. Students be able to explain relationships among cultural and/or historical contexts and the humanities.
5. Students will be able to communicate concepts and evidence related to humanistic endeavors.

Social or Behavioral Sciences

Courses designated as social or behavioral sciences will provide opportunities for learners to achieve all of the following learning outcomes:

1. Students will be able to explain primary terminology, concepts, and findings of the specific social or behavioral science discipline.
2. Students will be able explain the primary theoretical approaches used in the specific social and behavioral science discipline.
3. Students will be able to explain the primary quantitative and qualitative research methods used in the specific social and behavioral science discipline.
4. Students will be able to explain the primary ethical issues raised by the practice and findings of the specific social and behavioral science discipline.
5. Students will be able to explain the range of relevant information sources in the specific social and behavioral science discipline.

6. Students will be able to explain how social or behavioral sciences contribute to becoming an informed citizen.

Natural Sciences

Courses designated as natural sciences will provide opportunities for learners to achieve all of the following learning outcomes:

1. Students will be able to explain basic terminology, concepts, and methods of modern science.
2. Students will be able to outline how scientific principles are formulated, tested, and either modified or validated.
3. Students will be able to describe or predict natural phenomena using current scientific models and theories.
4. Students will be able to apply scientific methods of inquiry appropriate to a discipline to gather and analyze data and draw evidence-based conclusions.
5. Students will be able describe how scientific data are reproducible while also having intrinsic variation and possible limitations.
6. Students will be able to solve problems or address issues using foundational knowledge and discipline-specific concepts.
7. Student will be able to communicate how scientific findings contribute to the modern world.
8. Students will be able to evaluate evidence-based scientific arguments in a logical fashion and distinguish between scientific and non-scientific evidence and explanations.

Note: If the course is approved as a component that is designated for only OT36-approved courses, then course will also need to meet OT36-approval requirements. Components designated as limited to only OT36-approved courses include:
- Foundations: Written Communication
- Foundations: Quantitative Reasoning
- Pillars: Humanities: Texts and Contexts
- Pillars: Humanities: Arts
- Pillars: Natural Sciences
- Pillars: Social or Behavioral Sciences
- Arches: Constructed World
- Arches: Connected World
- Arches: Natural World

<h1 style="text-align:center">Appendix B: Common Goals</h1>

OHIO's eight common learning goals for general education consist of critical thinking, ethical reasoning, integrative learning, intercultural knowledge and competence, oral communication, quantitative reasoning, teamwork, and written communication.

Critical Thinking

Consistent with AAC&U's (2009) VALUE rubrics, Ohio University defines critical thinking as "a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion."

Consistent with the National Council for Excellence in Critical Thinking (1987), courses, programs, or other learning experiences designated as teaching critical thinking will provide opportunities for students to develop critical thinking skills through the process of actively conceptualizing, applying, analyzing, synthesizing, and evaluating information. Information can be gathered from external sources, observation, experience, reflection, reasoning, or communication.

Critical Thinking Learning Outcomes

Courses, programs, or learning experiences designated as teaching critical thinking will provide opportunities for learners to achieve all of the following five learning outcomes.
1. *Explanation of issues*. Students will be able to critically state, describe, and consider an issue or problem.
2. *Evidence*. Students will be able to use information from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis.
3. *Influence of context and assumptions*. Students will be able to systematically and methodically analyze assumptions and carefully evaluate the relevance of contexts when presenting a position.
4. *Student's position (perspective, thesis/hypothesis)*. Students will be able to state a specific position (i.e., perspective, thesis, or hypothesis) that is thoughtful, recognizes complexities, and acknowledges limitations.
5. *Conclusions and related outcomes*. Students will be able to state conclusions and related outcomes (consequences and implications) logically and in a priority order.

Ethical Reasoning

Consistent with AAC&U's (2009) VALUE rubrics, Ohio University defines ethical reasoning as "reasoning about right and wrong human conduct."

Ethical reasoning requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students' ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

Ethical Reasoning Learning Outcomes

Courses, programs, or learning experiences designated as teaching ethical reasoning will provide opportunities for learners to achieve the following five learning outcomes.
1. *Ethical self-awareness*. Students will be able to recognize one's own ethical core beliefs and how they shape ethical conduct and thinking.
2. *Perspectives / concepts*. Students will be able to understand ethical perspectives, theories, and/or concepts.
3. *Ethical issue(s)*. Students will be able to recognize, evaluate, and connect ethical issues.

4. *Application*. Students will be able to apply ethical perspectives, theories, or concepts to a decision-making situation.
5. *Evaluation*. Students will be able to evaluate alternative ethical perspectives within a decision-making situation.

Integrative Learning

Consistent with AAC&U's (2009) VALUE rubrics, Ohio University defines integrative learning as "an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus."

Integrative Learning Outcomes

Courses, programs, or learning experiences designated as teaching integrative learning will provide opportunities for learners to achieve all of the following five learning outcomes.
1. *Connection to experience*. Students will be able to connect relevant experience and academic knowledge.
2. *Connections to discipline*. Students will be able to see and make connections across disciplines and perspectives.
3. *Transfer*. Students will be able to adapt and apply skills, abilities, theories, or methodologies gained in one situation to a new situation.
4. *Integrated communication*. Students will be able to complete an assignment using a format, language, or visual representation in ways that enhance meaning.
5. *Reflection and self-assessment*. Students will be able to demonstrate a developing sense of self as a learner and build on prior experience to respond to new and challenging contexts.

Note: If designated to complete Bridges: Learning & Doing, course should also fulfill experiential learning requirements (below).

Experiential learning is an approach to education that emphasizes engaged learning through direct experience and reflection to increase knowledge, develop skills, and elucidate values. Experiential learning activities are intentionally designed to develop students' knowledge, skills, and attitudes through experience related to a field. Experiential learning may occur in curricular and co-curricular settings. Although experiences may vary, experiential learning typically involves:
1. *Engagement*. Learner involvement in the activity is sustained and/or intensive. The experience requires a substantial investment of time and attention to foster deep learning.
2. *Mentorship*. Learner receives regular, meaningful feedback about student work from activity director or supervisor. Feedback supports learner reflection and integration of learning through the activity and goal setting for future learning.
3. *Challenge*. Learner engages in activity that pushes own boundaries beyond the familiar or explores unknown territory for the purpose of developing knowledge and skills.
4. *Ownership*. Learner exercises independent judgment in defining and/or executing the activity. Learner takes ownership of the process and outcomes.
5. *Self or Social Awareness*. Learner reflects on the activity by articulating personal, civic/social, and/or academic learning. Learner identifies and articulates knowledge, values, and attitudes developed through the activity.

Experiential learning opportunities typically fall into one or more of seven categories:
1. *Community engagement*. Students are involved in mutually beneficial academic, research, and/or co-curricular partnerships with community partners that foster resilient communities.
2. *Creative endeavor*. Students innovate in their field, creating new work or new versions/interpretations of existing work.

3. *Leadership.* Students lead others to meet the goals of a group or organization.
4. *Internship.* Students are immersed in a company/agency/organization related to their field of study for the purpose of applying classroom learning and exploring career opportunities.
5. *Research.* Students engage in quantitative or qualitative research to explore questions related to their field of study.
6. *Study away.* Students are immersed in a culture different from their own, either domestically or internationally.
7. *Other.* Students engage in experiential learning through another approach other than those previously described.

Intercultural Knowledge and Competence

Consistent with AAC&U's (2009) VALUE rubrics, Ohio University defines intercultural knowledge and competence as "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts."[3]

Intercultural Knowledge and Competence Learning Outcomes

Courses, programs, or learning experiences designated as teaching intercultural knowledge and competence will provide opportunities for learners to achieve all the following six learning outcomes.
1. *Cultural self-awareness.* Students will be able to articulate insights about one's own cultural rules and biases.
2. *Cultural worldwide frameworks.* Students will be able to demonstrate an understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.
3. *Empathy.* Students will be able to interpret intercultural experience from their own and others' worldview and to act in a supportive manner that recognizes the feelings of another cultural group.
4. *Verbal and non-verbal communications.* Students will be able to demonstrate an understanding of cultural differences in verbal and non-verbal communication and to negotiate a shared understanding based on those differences.
5. *Curiosity.* Students will be able to ask complex questions of other cultures and to articulate answers to these questions that reflect multiple cultural perspectives.
6. *Openness.* Students will be able to initiate and develop interactions with culturally different others while suspending judgment in valuing their interactions with culturally different others.

Note: If designated to complete Foundations: Intercultural Explorations, course must be at the 1000 or 2000 level.

Oral Communication

Consistent with AAC&U's (2009) VALUE rubrics, Ohio University defines oral communication as "a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors."

Consistent with the Ohio Department of Higher Education (ODHE), students will be provided opportunities to:
1. Present speeches that are consistent and appropriate for the purpose, context, and audience.
2. Present speeches using effective verbal and nonverbal delivery techniques and appropriate presentational aids.
3. Critically and constructively evaluate their own and others' speeches.

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[3] Bennett, J. M. 2008. Transformative training: Designing programs for culture learning. In Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations, ed. M. A. Moodian, 95-110. Thousand Oaks, CA: Sage.

<u>Oral Communication Learning Outcomes</u>
Courses, programs, or learning experiences designated as teaching oral communication will provide opportunities for learners to achieve the following five learning outcomes.
1. *Organization*. Students will be able to group and sequence ideas and supporting material such that the organization reflects the purpose of the presentation, is cohesive, and accomplishes the goal(s).
2. *Language*. Students will be able to use unbiased vocabulary, terminology, and sentence structure appropriate to the topic and audience
3. *Delivery*. Students will be able to use posture, gestures, eye contact, and voice to enhance the effectiveness of a presentation and to make the speaker appear polished / confident.
4. *Supporting material*. Students will be able to provide credible, relevant, and convincing information (e.g., explanations, analogies, quotations, statistics, examples, contexts) that supports the principle ideas of the presentation or establishes the presenter's credibility on the topic.
5. *Central message*. Students will be able to articulate a precise, compelling, and memorable purpose or main point of a presentation.

Quantitative Reasoning
Consistent with AAC&U's (2009) VALUE rubrics, Ohio University defines quantitative reasoning as "a habit of mind, competency, and comfort in working with numerical data."

Individuals with strong quantitative reasoning skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence, and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

Courses, programs, or learning experiences designated as teaching quantitative reasoning will provide opportunities for learners to develop quantitative reasoning skills through the following course-embedded learning experiences.
- Learners will evaluate arguments in a logical fashion and develop competence in analysis and logical argument.
- Learners will develop and use the concepts of numeracy to investigate and explain quantitative relationships and solve problems in a variety of contexts.
- Learners will make decisions by analyzing mathematical models, including situations in which the student must recognize and/or make assumptions.
- Learners will use the language and structure appropriate to the subject matter to investigate, represent, make decisions, and draw conclusions.

<u>Learning Outcomes</u>
Courses, programs, or learning experiences designated as teaching quantitative reasoning will provide opportunities for learners to achieve the following six learning outcomes.
1. *Interpretation*. Students will be able to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).
2. *Representation*. Students will be able to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words).
3. *Calculation*. Students will be able to calculate relevant information using various mathematical formulas.
4. *Application / Analysis*. Students will be able to make judgments and draw appropriate conclusions based on the quantitative analysis of data while recognizing the limits of this analysis.
5. *Assumptions*. Students will be able to make and evaluate important assumptions in estimation, modeling, and data analysis.

6. *Communications*. Students will be able to express quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized).

Teamwork
Consistent with AAC&U's (2009) VALUE rubrics, Ohio University defines teamwork as "the behaviors under the control of individual team members (i.e., effort they put into team tasks, their manner of interacting with others on the team, and the quantity and quality of contributions they make to team discussions.)"

Accordingly, courses, programs, or experiences designated as teaching teamwork should include:
- Learners should be required to complete at least one significant project or multiple assignments spanning multiple weeks that involves collaboration in a team.
- Teams should comprise a minimum of three (3) members.
- A significant team project/assignment must be of sufficient scope to require progress and effort (individual or team) outside of the scheduled contact time for the course.
- Projects/assignments should be of sufficient duration for team dynamics to be experienced.
- Each student's performance as a team member must be assessed using the OHIO modified version of the AAC&U Teamwork VALUE rubric.
- At least 15% of the course grade should depend on some combination of (a) the student's evaluated performance as a team member and/or (b) the learner's evaluated learning about principles of successful teamwork.
- A portion of course instruction should be dedicated to (a) effectively managing a team project/assignment (e.g. establishing roles, responsibilities, milestones, and timelines) and (b) developing interpersonal communication skills and cultural awareness to create a collaborative and inclusive team environment.

Learning Outcomes
Courses, programs, or learning experiences designated as teaching teamwork will provide opportunities for learners to achieve the following six learning outcomes.
1. *Contributes to team meetings*. Students will be able to contribute ideas, solutions, and courses of action during team meetings
2. *Engagement of team members*. Students will be able to engage other team members, constructively and respectfully.
3. *Individual contributions*. Students will be able to provide meaningful contributions to the team that advances the work of the group
4. *Constructive team climate*. Students will be able to foster a constructive team climate.
5. *Conflict management*. Students will be able to manage team conflict.

Written Communication
Consistent with AAC&U's (2009) VALUE rubrics, Ohio University defines written communication as "the development and expression of ideas in writing." Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Consistent with the ODHE requirements, courses designated as developing written communication abilities will provide opportunities for learners to develop written communication abilities through the following course-embedded learning experiences.
- Learners will develop their understanding of the rhetorical situation as they read and write in several genres.
- Learners will develop their critical thinking skills as they analyze model texts and secondary sources.

- Learners will study all phases of the writing process, thus becoming better revisers and editors of their own work and learning to help peers improve their texts.
- Learners will study genre conventions and apply appropriate conventions to their own work.
- Learners will compose a substantial amount and variety of work in order to demonstrate that they have met the first four outcomes.

Consistent with the ODHE requirements, courses designated as written communication should include the following:
- Written assignments spanning a variety of texts, including at least one researched essay,
- Frequent "low-stakes" assignments, such as journals, reading responses, and in-class efforts,
- A minimum of 5000 total words of formal, edited text,
- Opportunities for students to revise written work, and
- Frequent, individual feedback from instructors and, as appropriate, peers.

Learning Outcomes

Courses, programs, or learning experiences designated as teaching written communication will provide opportunities for learners to achieve the following six learning outcomes.

1. *Context and purpose*. Students will be able to demonstrate an understanding of the context and purpose for writing such that the text has the writer's intended effect on an audience
2. *Content development*. Students will be able to use appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.
3. *Genre and disciplinary conventions*. Students will be able to use formal and informal rules for particular kinds of texts and/or media that guide formatting, organization, and stylistic choices appropriate for a specific academic field.
4. *Sources and evidence*. Students will be able to use and source texts (written, oral, behavioral, visual, or other) to extend, argue with, develop, define, or shape the writer's ideas.
5. *Control of syntax and mechanics*. Students will be able to use syntax and mechanics effectively to communicate ideas.

Appendix C: Reimagined General Education

The reimagined general education blends elements of a distribution model and integrative model to create a meaningful, cohesive general education program.

The curriculum includes a minimum of 38 credit hours across five general education categories: foundations, pillars, arches, bridges, and capstones. For each category, components limited to only courses that have Ohio Transfer Module (OT36) approval to meet state general education requirements are noted with an asterisk (*). Minimum credit hours are noted for each category and each component.

Category 1: Foundations (minimum = 11 credit hours)
Foundations provide coursework to develop students' abilities to communicate effectively through writing, to use quantitative reasoning, and to develop global and domestic intercultural knowledge and competence. For each requirement, the majority of the course content and experiences should focus on the common goal.

Requirement(s)	Min. Hrs.	Common Goal(s)
*Written Communication	3	Written Communication
Advanced Writing[i]	3	Written Communication
*Quantitative Reasoning	3	Quantitative Reasoning
Intercultural Explorations[ii]	2	Intercultural Knowledge and Competence

Category 2: Pillars[iii] (minimum = 12 credit hours)
Pillars provide an understanding of knowledge and methods associated with the humanities, natural sciences, and social sciences. Through breadth of knowledge, pillars allow students to explore multiple viewpoints, ideas, and disciplines important for any career. Courses must be accessible for all learners to explore and develop an understanding of broad disciplines important for a liberal arts education.

GE Component	Min. Hrs.	Common Goal(s)
*Humanities: Texts and Contexts	3	Arts and Humanities Knowledge & Methods
*Humanities: Arts	3	Arts and Humanities Knowledge & Methods
*Natural Sciences	3	Natural Science Knowledge & Methods
*Social or Behavioral Sciences	3	Social or Behavioral Science Knowledge & Methods

Category 3: Arches[iv] (minimum = 9 credit hours)
Arches enable students[v] to explore a single topic from different disciplinary perspectives. Arches include nine credit hours (minimum) and are multi-disciplinary.

GE Component[vi]	Min Hrs.	Common Goal(s)
*Constructed World	3	Critical Thinking and Teamwork
*Natural World	3	• as a set of courses or individual courses[vii]
*Connected World	3	

Category 4: Bridges[viii] (minimum = 4 credit hours)
Bridges focus explicitly on specific common goal learning outcomes. Course options allow students to build competencies through experiences in a liberal arts discipline and/or their major or minor field.

GE Component	Min Hrs.	Common Goal(s)
Speaking & Listening	1	Oral Communication
Ethics & Reasoning	1	Ethical Reasoning
Diversity & Practice	1	Intercultural Knowledge and Competence

| Learning & Doing | 1 | Integrative Learning |

Category 5: Capstones (minimum = 2 credit hours)
Capstones are capstone course or culminating experience that requires students to integrate and apply what they have learned. Typically offered at the end of a student's educational journey, capstones may be specific to the major, an arch requirement, or combined with a bridges course.

GE Component	Min Hrs.	Common Goal(s)
Capstone or Culminating Experience	2	Critical Thinking Integrative Learning

NOTES

[1] Course option fulfilling the Advanced Writing requirement may be at any level and may be specific to major requirements. At least one option must be OT36-approved as Second Writing.

[1] Course option fulfilling the Intercultural Explorations requirement must be at the 1000 or 2000 level. At least one option must be OT36-approved for any of the five state-defined areas of distribution. Courses fulfilling the Intercultural Explorations requirement may also fulfill ("double-count") as a Pillar or Arches requirement.

[1] Course options fulfilling Pillar requirements must be OT36-approved for the corresponding OT36 area of distribution.

[1] Course option fulfilling Arch requirements must be distinct from course options fulfilling Pillar requirements. Double-counting courses as fulfilling both Pillar and Arch requirements is not permitted.

[1] Most students will be required to complete one Arch; exceptions will be made for select populations (e.g., transfer students who complete the OT36) or select programs (e.g., degree completion).

[1] Constructed world courses must be either OT36-approved arts and humanities or OT36-approved mathematics, statistics, and logic. Connected world courses must be OT36-approved social and behavioral sciences. Natural world courses must be OT36-approved natural sciences.

[1] Students may complete Arch requirements by completing individual courses not included in an Arch topic (i.e., Breadth of Knowledge). Individual course options not included in an Arch topic must include course content and experiences to achieve both Critical Thinking and Teamwork common goal learning outcomes.

[1] Course options fulfilling Bridge requirements may be (1) standalone courses (1+ credit hours), (2) courses taken concurrently with other courses, or (3) courses with a significant portion of content and experiences is focused on common goal learning outcomes.

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[i] Course option fulfilling the Advanced Writing requirement may be at any level and may be specific to major requirements. At least one option must be OT36-approved as Second Writing.

[ii] Course option fulfilling the Intercultural Explorations requirement must be at the 1000 or 2000 level. At least one option must be OT36-approved for any of the five state-defined areas of distribution. Courses fulfilling the Intercultural Explorations requirement may also fulfill ("double-count") as a Pillar or Arches requirement.

[iii] Course options fulfilling Pillar requirements must be OT36-approved for the corresponding OT36 area of distribution.

[iv] Course option fulfilling Arch requirements must be distinct from course options fulfilling Pillar requirements. Double-counting courses as fulfilling both Pillar and Arch requirements is not permitted.

[v] Most students will be required to complete one Arch; exceptions will be made for select populations (e.g., transfer students who complete the OT36) or select programs (e.g., degree completion).

[vi] Constructed world courses must be either OT36-approved arts and humanities or OT36-approved mathematics, statistics, and logic. Connected world courses must be OT36-approved social and behavioral sciences. Natural world courses must be OT36-approved natural sciences.

[vii] Students may complete Arch requirements by completing individual courses not included in an Arch topic (i.e., Breadth of Knowledge). Individual course options not included in an Arch topic must include course content and experiences to achieve both Critical Thinking and Teamwork common goal learning outcomes.

[viii] Course options fulfilling Bridge requirements may be (1) standalone courses (1+ credit hours), (2) courses taken concurrently with other courses, or (3) courses with a significant portion of content and experiences is focused on common goal learning outcomes.