

OCEAN 2.0: BRICKS Supplement Instructions

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Guidelines and instructions for all non-BRICKS sections of the OCEAN course forms are found in the “Guidelines for Submission of New Course Proposals and Course Changes” on the [ICC webpage](#).

In preparation for the launch of BRICKS (OHIO’s new general education program) in Fall 2021, BRICKS section(s) has been added to OCEAN 2.0. This document provides instructions for the new section(s).

Basic OCEAN 2.0 Functions

Saving Your Work

Save your work frequently! Stepping away from OCEAN may result in all changes since the last save being lost.

You must also save the course document before submitting it for review and approval. Only changes made before the last save will be submitted.

The Save button

You can save a course document without submitting it by clicking the Save Course button at the top of the screen.

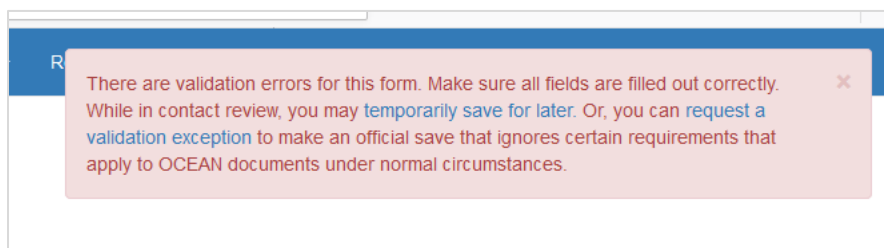
The Save Course button will only save the document if it passes OCEAN 2.0 validation logic (see below).

Otherwise, you must use Temporary Save.

Temporary save

To save before you have completed all required fields, use Temporary Save. This will preserve your changes but will not allow you to submit the course.

To use Temporary Save, click “Save Course” and then click on the blue “temporarily save for later” text in the red pop-up box:



Validation for Required Responses

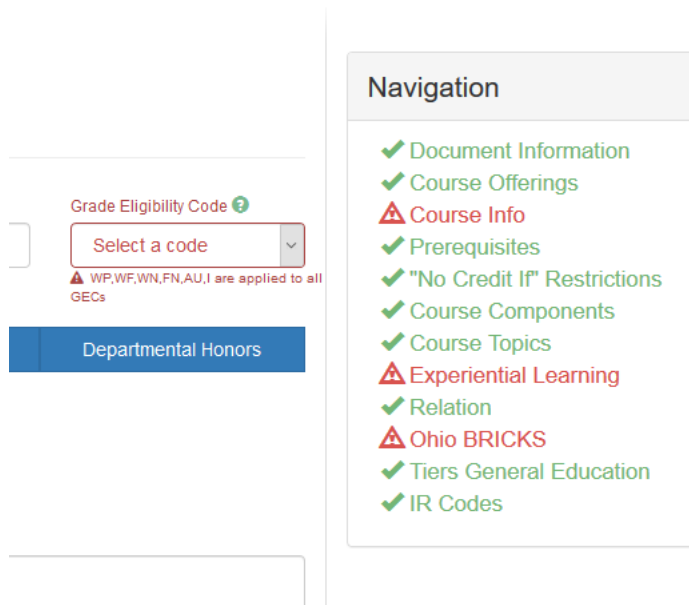
OCEAN 2.0 will generate error messages when you attempt to save and required fields are blank or when certain information entered violates ICC rules.

For required free text fields, validation will only confirm that text has been entered. Review committees at the department/school, college, and university level must evaluate the appropriateness of the responses.

All validation errors will bring up the generic Temporary Save/Validation Exception box (see Temporary Save above).

Validation for components other than BRICKS or Experiential Learning

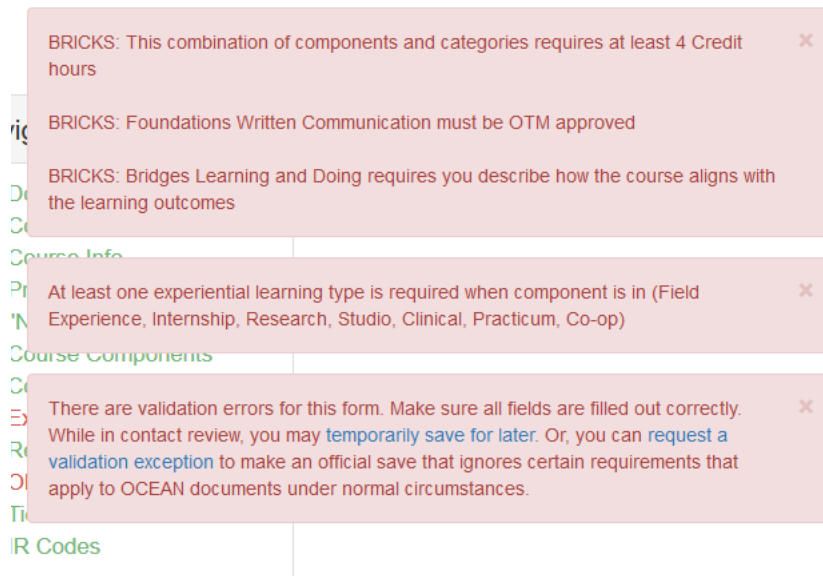
Errors in non-BRICKS fields are indicated in two ways: through the contents panel on the top right of the course document and through red outlines on the fields that do not have valid responses.



These error indications are dynamic and will turn off when a valid response is entered.

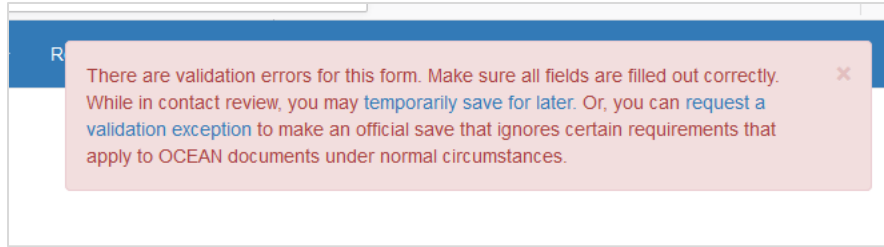
Validation for BRICKS components and Experiential Learning

BRICKS fields or required Experiential Learning fields with invalid or missing information are not highlighted with red outlines on the fields themselves. Specific pop-up messages are generated instead.

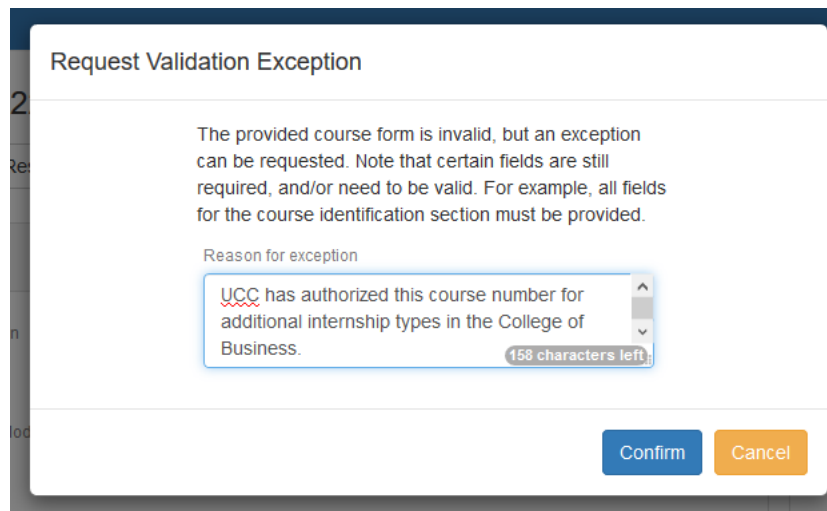


Validation exceptions

Courses that are for some reason exempt from or an exception to normal ICC rules may need to be submitted despite being flagged with validation errors. In these cases, you can submit the course for review by clicking the blue “request a validation exemption” text in the red pop-up box.



Describe the reason for the validation exception request in detail in the provided field and click “Confirm” to apply the exception.



Once a validation exception request is applied, it will override all OCEAN 2.0 validation checking. For that reason, you should **make sure that the only error on the form is the one for which you seek an exception before making the request.**

It is recommended that the College Curriculum Committee chair and/or the ICC chair be consulted before submitting a course with a validation exception request.

NOTE: Most courses created through Q2S did not include all required information. This missing information will generate validation errors. If this is the first change since Q2S, those fields must be completed before a change is approved — exemptions are not granted on the grounds that the course document was previously incomplete.

Experiential Learning

For any course (BRICKS and non-BRICKS courses), OCEAN 2.0 provides a new feature designed to allow OHIO to better track experiential learning courses. As appropriate, faculty may opt to select one or more of the seven types of experiential learning.

Experiential Learning

- Community engagement** Students are involved in mutually beneficial academic, research, and/or co-curricular partnerships with community partners that foster resilient communities
- Creative endeavor** Students innovate in their field, creating new work or new versions/interpretations of existing work
- Leadership** Students lead others to meet the goals of a group or organization
- 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
- Research** Students engage in quantitative or qualitative research to explore questions related to their field of study
- Study away** Students are immersed in a culture different from their own, either domestically or internationally
- Other** Students engage in experiential learning through another approach other than those previously described

Note:

- For all courses submitted for Bridges: Learning & Doing, indicating the type(s) of experiential learning is required.
- For all C-courses, community engagement will be automatically checked and required.

Entering OHIO BRICKS Information

The BRICKS section of the OCEAN 2.0 course document specifies which BRICKS requirement(s) you would like the course to meet for any student who is eligible to take the course. It also requires information about how the course will meet the BRICKS requirement(s).

BRICKS Category and Component

Begin by selecting the primary (or only) [category](#) of your BRICKS course. (Please refer to [Appendix A](#) for category descriptions).

Ohio BRICKS

BRICKS Category 1 ▼

Foundations Pillars Arches Bridges Capstones

BRICKS Category 2 >

BRICKS Category 3 >

Next, click on the button that indicates the [component](#) of your BRICKS course within that category. (Please refer to [Appendix A](#) for component descriptions).

BRICKS Goals and Learning Outcomes

The BRICKS program requires courses to provide course content and learning opportunities for students to achieve all learning outcomes associated with the BRICKS component. Each component is thus associated with a BRICKS breadth of knowledge goal, one or more common goals, or both.

BRICKS goals

Select the breadth of knowledge and/or common goal(s) using the drop-down menu. For most components, only one goal will be available to select. For some components, faculty must choose among a set list of goals.

BRICKS learning outcomes

Selecting a goal will populate associated learning outcomes. BRICKS courses must meet **all** learning outcomes for each selected goal.

Learning outcomes for breadth of knowledge goals are provided in [Appendix B](#).

Learning outcomes for common goals are provided in [Appendix C](#).

Bridges Ethics and Reasoning

Foundations Pillars Arches **Bridges** ✓ Capstones

Bridges Component

Speaking and Listening Diversity and Practice **Ethics and Reasoning** ✓ Learning and Doing

Common Goal(s)

Ethical Reasoning

Common Goal Learning Outcomes

- Ethical self-awareness. Students will be able to recognize one's own ethical core beliefs and how they shape ethical conduct and thinking.
- Perspectives / concepts. Students will be able to understand ethical perspectives, theories, and/or concepts.
- Ethical issue(s). Students will be able to recognize, evaluate, and connect ethical issues.
- Application. Students will be able to apply ethical perspectives, theories, or concepts to a decision-making situation.
- Evaluation. Students will be able to evaluate alternative ethical perspectives within a decision-making situation.

For each of the BRICKS component options, the following table lists the learning goals and the number of learning outcomes per goal.

BRICKS Component	Required Learning Goal (# of outcomes)
Foundations: Written Communication	Written Communication (5)
Foundations: Quantitative Reasoning	Quantitative Reasoning (6)
Foundations: Advanced Writing	Written Communication (5)
Foundations: Intercultural Explorations	Intercultural Knowledge and Competence (6)
Pillars: Humanities: Texts and Contexts	Humanities (4)
Pillars: Humanities: Arts	Arts (3)
Pillars: Natural Sciences	Natural Sciences (4)
Pillars: Social and Behavioral Sciences	Social and Behavioral Sciences (4)
Arches: Constructed World	Arts (3) or Humanities (4) or Quantitative Reasoning (6) AND Critical Thinking (5) and/or Teamwork (5)
Arches: Connected World	Social and Behavioral Sciences (4) AND Critical Thinking (5) and/or Teamwork (5)
Arches: Natural World	Natural Sciences (4) AND Critical Thinking (5) and/or Teamwork (5)
Arches: Other	Critical Thinking (5) and/or Teamwork (5)
Bridges: Speaking & Listening	Oral Communication (5)
Bridges: Ethics & Reasoning	Ethical Reasoning (5)
Bridges: Diversity & Practice	Intercultural Knowledge and Competence (6)
Bridges: Learning & Doing	Integrative Learning (5)
Capstones	Critical Thinking (5) AND Integrative Learning (5)

Reminder: As necessary, course learning outcomes, topics, and grade components should be revised to reflect all required learning outcomes for the selected goal. Please refer to [Appendix D](#) for guidelines and expectations.

Alignment of the course with BRICKS outcomes

In the textbox below the learning outcomes, you must describe how the course aligns with the learning outcomes.

To do this, describe teaching and learning activities that are intended to achieve each of the required learning outcomes. **Submissions that do not fully justify the course as meeting all required learning outcomes will be returned for clarification.**

Describe How the Course Aligns with the Learning Outcomes Above

BOB 3010 is submitted as Bridges: Speaking & Listening and is designed to achieve all five learning outcomes for Oral Communication. Throughout the semester, course topics teaching Oral Communication learning outcomes represent a total of five weeks (10 class periods). Topics taught include presentation organization, language, delivery considerations (e.g., posture, gestures, voice, eye contact), content (e.g., references, explanations), and central message. Readings and videos relevant to each topic are required.

In teams, students deliver presentations in class three times per semester. Students are provided instructor and peer feedback after each presentation. Student achievement of oral communication learning outcomes is assessed during the last presentation.

OTM Approval for BRICKS courses

Select BRICKS components require OTM-approval to meet the Ohio Department of Higher Education (ODHE) guidelines for general education at all state public institutions. If you have selected a component that requires OTM-approval, OCEAN 2.0 will display a message with a check box (*see below*).

Current OTM Approval Status: Not Submitted

This course must be OTM approved. I understand that I must successfully submit this course for OTM approval before it will have final approval for BRICKS.

You may check the box even if the course you are submitting to OCEAN 2.0 has not yet been granted OTM-approval by ODHE. Instead, the requirement is that the process for being designated as OTM-approval is in-process.

Second BRICKS Category and Component (Optional)

Unlike OHIO's tier-based general education program, the BRICKS program allows courses to achieve more than one BRICKS component in limited combinations.

After you have selected a category and component in BRICKS Category 1, OCEAN 2.0 only displays permissible BRICKS categories and components in BRICKS Category 2.

Pillars Humanities: Arts ▼

Foundations
Pillars ▼
Arches
Bridges
Capstones

Pillars Component

Humanities: Text and Contexts
Humanities: Arts ▼
Natural Sciences
Social or Behavioral Sciences

Breadth of Knowledge Goal(s)

BRICKS Category 2 ▼

Foundations
Bridges

Note: If the system does not provide you with a BRICKS category and component that you wanted, then the combination is not permitted. Permitted combinations are provided in [Appendix E](#).

Reminder: As necessary, course learning outcomes, topics, and grade components should be revised to reflect all required learning outcomes for the selected goal. Please refer to [Appendix D](#) for guidelines and expectations.

Appendix A: BRICKS Category and Component Definitions

BRICKS include five categories:

1. **Foundations** include four components and emphasize written communication, advanced writing, quantitative reasoning, and intercultural knowledge and competence.
2. **Pillars** include four components and emphasize knowledge and methods associated with the arts, humanities, natural sciences, and social sciences through distributed courses.
3. **Arches** include at least three, interrelated components and emphasize critical thinking, teamwork, and discipline-specific knowledge.
4. **Bridges** include four components and emphasize oral communication (speaking & listening), ethical reasoning (ethics & reasoning), integrative learning (learning & doing), and intercultural knowledge and competence (diversity & practice).
5. **Capstones** include one component and emphasize critical thinking and integrative learning.

Some categories include components limited to courses approved for general education by the Ohio Department of Higher Education (ODHE) through the Ohio Transfer Module (OTM). Faculty may submit courses for consideration to be OTM-approved.

CATEGORY 1: FOUNDATIONS

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 learning outcomes.

- **Written Communication** (minimum credit hours = 3). Written Communication courses must be OTM-approved as *First Writing*. The majority of the course content and experiences should focus on achieving all of the Written Communication common goal learning outcomes. Similar to the tier-based general education program, this component is typically limited to ENG 1510 (per the OTM guidelines).
- **Advanced Writing** (minimum credit hours = 3). Advanced Writing courses may be at any undergraduate level and from any discipline. The majority of the course content and experiences must be focused on achieving all of the Written Communication common goal learning outcomes.
- **Quantitative Reasoning** (minimum credit hours = 3). Quantitative Reasoning courses must be OTM-approved as *Mathematics, Statistics, and Logic*. The majority of the course content and experiences should focus on achieving all of the Quantitative Reasoning common goal learning outcomes.
- **Intercultural Explorations** (minimum credit hours = 2). Intercultural Explorations courses must be 1000 or 2000 level and must focus on achieving Intercultural Knowledge and Competence learning outcomes (both domestic and global).

CATEGORY 2: PILLARS

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.

- **Humanities: Texts and Contexts** (minimum credit hours = 3). Humanities: Texts and Contexts courses must be at the 1000 or 2000 level and must be [OTM-approved](#) as *Arts and Humanities*. The course content and experiences should focus on achieving all of OHIO's Humanities breadth of knowledge learning outcomes.
- **Humanities: Arts** (minimum credit hours = 3). Humanities: Arts courses must be at the 1000 or 2000 level and must be [OTM-approved](#) as *Arts and Humanities*. The course content and experiences should focus on achieving all of OHIO's Arts breadth of knowledge learning outcomes.
- **Natural Sciences** (minimum credit hours = 3). Natural Sciences courses must be at the 1000 or 2000 level and must be [OTM-approved](#) as *Natural Sciences*. The course content and experiences should focus on achieving all of OHIO's Natural Science breadth of knowledge learning outcomes.
- **Social and Behavioral Sciences** (minimum credit hours = 3). Social and Behavioral Sciences courses must be at the 1000 or 2000 level and must be [OTM-approved](#) as *Social and Behavioral Sciences*. The course content and experiences should focus on achieving all of OHIO's Social or Behavioral Science breadth of knowledge learning outcomes.

CATEGORY 3: ARCHES

Arches enable students to explore a topic or problem from different disciplinary perspectives. Arches include nine credit hours (minimum), are multi-disciplinary, and connected to other courses through a shared topic. Courses must be accessible for all learners to explore and develop an understanding of a topic or problem from broad disciplinary perspectives. Students who complete the full set of courses for the Arch topic will earn a general education credential.

- **Constructed World** (minimum credit hours = 3). Constructed World courses must be at the 1000 or 2000 level and must be [OTM-approved](#) as *Arts and Humanities* or as *Mathematics, Statistics and Logic*. If submitted as an Arts or Humanities course, the course content and experiences should focus on achieving all of OHIO's Humanities or Arts breadth of knowledge learning outcomes and all of either (or both) the Critical Thinking or Teamwork common goal learning outcomes. If submitted as Mathematics, Statistics, or Logic course, the course content and experiences should focus on achieving all of the Quantitative Reasoning common goal learning outcomes and all of either (or both) the Critical Thinking or Teamwork common goal learning outcomes.
- **Natural World** (minimum credit hours = 3). Natural World courses must be at the 1000 or 2000 level and must be [OTM-approved](#) as *Natural Sciences*. The course content and experiences should focus on achieving all of OHIO's Natural Science breadth of knowledge learning outcomes and all of either (or both) the Critical Thinking or Teamwork common goal learning outcomes.
- **Connected World** (minimum credit hours = 3). Connected World courses must be at the 1000 or 2000 level and must be [OTM-approved](#) as *Social and Behavioral Sciences*. The course content and experiences should focus on achieving all of OHIO's Social or Behavioral Science breadth of knowledge learning outcomes and all of either (or both) the Critical Thinking or Teamwork common goal learning outcomes.

- **Other** (minimum credit hours = 1). Other Arch courses may be at any level and from any discipline. OTM-approval is not required. Instead, other Arch courses must fit into an Arch topic. Courses must achieve all of either (or both) the Critical Thinking or Teamwork common goal learning outcomes. Other Arch courses are not required for general education.

CATEGORY 4: BRIDGES COURSES

Bridges focus explicitly on specific common goal learning outcomes. Course options should encourage students to build competencies through experiences in a liberal arts discipline and/or their major or minor field.

Options may be standalone courses (1+ credit hours) focused exclusively on common learning outcomes, courses taken concurrently with other courses (e.g., similar to a lab taken concurrently with the lecture), standalone courses (3+ credit hours) where learning opportunities and experiences achieve the common goal learning outcomes in addition to other course-level learning outcomes, or a sequence of courses where students are provided opportunities to learn and achieve common goal learning outcomes through a combination of courses.

- **Speaking & Listening** (minimum credit hour = 1). Speaking & Listening courses may be at any undergraduate level and from any discipline. At least one credit hour of course content and experiences must be focused on achieving all of the Oral Communication common goal learning outcomes.
- **Diversity & Practice** (minimum credit hour = 1). Diversity & Practice courses may be at any undergraduate level and from any discipline. At least one credit hour of course content and experiences must be focused on achieving all of the Intercultural Knowledge & Competence common goal learning outcomes.
- **Ethics & Reasoning** (minimum credit hour = 1). Ethics & Reasoning courses may be at any undergraduate level and from any discipline. At least one credit hour of course content and experiences must be focused on achieving all of the Ethical Reasoning common goal learning outcomes.
- **Learning & Doing** (minimum credit hour = 1). Ethics & Reasoning courses may be at any undergraduate level and from any discipline. At least one credit hour of course content and experiences must be focused on achieving all of the Integrative Learning common goal learning outcomes.

CATEGORY 5: CAPSTONE COURSES

Capstones are capstone courses or culminating experiences that require 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.

- Capstone or Culminating Experience (minimum credit hours = 2). Capstone or Culminating Experience courses must be at the 3000 or 4000 level and may be specific to the major, an Arch requirement, or combined with a Bridge requirement. Capstone or Culminating Experience courses must achieve both Critical Thinking and Integrative Learning common goal learning outcomes.

Appendix B: Breadth of Knowledge Goals and Outcomes

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

LEARNING OUTCOMES (GOALS) FOR THE OTM AS A WHOLE

Ohio University’s common goals are aligned with the five broad OTM learning goals (which the state calls “learning outcomes”). Specific components of the OHIO BRICKS address each OTM learning goal through at least one of the following: 1) identification of the OTM goal with a common goal or part of a common goal, and/or 2) incorporation of more specific learning outcomes for individual OTM categories into the learning outcomes for BRICKS components.

<i>OTM Learning Outcome</i>	<i>OTM Description</i>	<i>BRICKS Alignment</i>
Communicate effectively	All general education programs include a component for writing; many also include a component for oral communication or presentation.	<ul style="list-style-type: none"> ✓ Foundations: Written Communication ✓ Foundations: Advanced Writing ✓ Bridges: Speaking & Listening
Evaluate arguments in a logical fashion	Competence in analysis and logical argument are explicit learning goals for most general education programs, although these skills go by a variety of names (e.g., critical thinking, analysis, logical thinking, etc.)	<ul style="list-style-type: none"> ✓ Foundations: Written Communication (through OTM-required outcomes) ✓ Foundations: Quantitative Reasoning (through Ohio University definition) ✓ Arches (all) ✓ Capstones
Employ the methods of inquiry characteristic of natural sciences, social sciences, and the arts and humanities	The tools for solving problems vary across disciplines; general education introduces students to methods of inquiry in several fields of study and thereby prepares students to integrate information from different disciplines	<ul style="list-style-type: none"> ✓ Pillars (all) ✓ Arches (all)
Acquire an understanding of our global and diverse culture and society	<i>none</i>	<ul style="list-style-type: none"> ✓ Foundations: Intercultural Exploration ✓ Bridges: Culture & Diversity
Engage in our democratic society	One of the overarching goals of general education is to prepare students to be active and informed citizens, the development of a disposition to participate in and contribute to our democracy is full of equal importance to the goal of having the skills to do so intelligently.	<ul style="list-style-type: none"> ✓ Foundations: Intercultural Exploration ✓ Bridges Culture & Diversity ✓ Bridges: Learning & Doing

Courses meeting breadth of knowledge learning outcomes meet the following guidelines:

- Course is not remedial or developmental.
- Course does not cover variable content from term to term.
- Course is not a special topics course.
- Course meets all learning outcomes for the breadth of knowledge category.

ARTS

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

1. Students will 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 explain relationships among cultural and/or historical contexts and the arts.

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 the human imagination.
3. Students will be able to communicate concepts and evidence related to humanistic endeavors.
4. Students be able to explain relationships among cultural and/or historical contexts and the humanities

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 apply scientific methods of inquiry appropriate to a discipline to gather and analyze data and draw evidence-based conclusions.
3. Students will be able to evaluate evidence-based scientific arguments in a logical fashion and distinguish between scientific and non-scientific evidence and explanations.
4. Student will be able to communicate how scientific findings contribute to the modern world.

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 to apply the logic and methods of social or behavioral scientific inquiry.
3. Students will be able to explain how social or behavioral sciences contribute to becoming an informed citizen.
4. Students will be able to describe ways that the fields of the social and behavioral sciences and their findings are influenced by the social identities of the investigators.

Appendix C: Common Learning Goals and Outcomes

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."¹¹

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 his / her 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.

Oral Communication Learning Outcomes

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.

Quantitative Reasoning Learning Outcomes

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.

Teamwork 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.

Written Communication 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 D: Learning Outcomes, Topics, and Grade Factors

For any course, OHIO requires specific and measurable learning outcomes. Learning outcomes are concise statements, made in specific and measurable terms, of what learners will know and/or be able to do as the result of having successfully completed a course, program, or other educational experience.

Per [UCC Individual Course Committee Guidelines](#), all courses are expected to have measurable and actionable learning outcomes. Specifically, each course learning outcome must:

- Start with “Students will be able to…”
- Include action words (e.g., define, explain, describe, solve, apply, analyze, compare, evaluate, create, etc.)
- Form the basis for the learning outcomes on course syllabi
- Be formatted for publication in OHIO’s Undergraduate Catalog

In addition, learning outcomes have several major characteristics:

- They specify an action by the students/learners that is observable
- They specify an action by the students/learners that is measurable
- They specify an action that is done by the students/learners (rather than the faculty members)
- They describe an action the students/learners are capable of carrying out after completing and as a result of completing the course

For BRICKS, UCC has approved generic measurable and actionable learning outcomes for each of the breadth of knowledge (**Appendix B**) and common learning goals (**Appendix C**).

BRICKS Key Words / Phrases

Faculty are expected to use key words or phrases from BRICKS learning outcomes to modify and adapt their course learning outcomes. The following provides examples of key words from BRICKS learning outcomes normally expected within the learning outcomes for BRICKS courses.

Learning Goal	Example Key Word(s) / Phrase(s)
Arts	principles, terminology, concepts, theories, methods, primary works of artistic expression, relationship between cultural context and the arts, relationship between historical contexts and the arts
Humanities	principles, terminology, concepts, theories, methods, primary works of the human imagination, relationship between cultural context and humanities, relationship between historical contexts and humanities
Natural Sciences	principles, terminology, concepts, theories, methods, scientific inquiry, scientific evidence, scientific arguments, evidence-based conclusions
Social or Behavioral Sciences	principles, terminology, concepts, theories, methods, scientific inquiry, scientific evidence, scientific arguments, evidence-based conclusions, informed citizen, social identities
Critical Thinking	explanation of issues, use of evidence, analysis, synthesis, assumptions, context, student’s position, conclusions
Ethical Reasoning	ethical self-awareness, ethical theories, ethical concepts, ethical issues, ethical decision-making, alternative perspectives

Integrative Learning	connections between theory and practice, knowledge transfer, communication, reflection, self-assessment
Intercultural Knowledge and Competence	Cultural self-awareness, cultural frameworks, intercultural communications, cultural bias, multicultural differences, shared understanding, empathy, curiosity, openness,
Oral Communication	presentation, organization, language, vocabulary, delivery, voice, non-verbal communication, evidence, information, content, central message, audience
Quantitative Reasoning	quantitative evidence, quantitative information, interpretation, representation, calculation, application, judgments, assumptions, communication
Teamwork	peers, team meetings, team engagement, team climate, contributions to the team, conflict management, conflict resolution, communication, responsibility, respect
Written Communication	context, purpose, content, genre, disciplinary conventions, sources, evidence, syntax, mechanics, audience

Although references to some key words are expected, faculty should not simply copy-and-paste BRICKS learning outcomes as-is for their course. Submissions that do not fully include references to BRICKS learning outcome key words translated for the specific course topic will be returned for revision.

BRICKS Topics List and Key Grade Factors

As necessary, faculty are expected to modify course topics lists and key grade factors to achieve intended learning outcomes. The following briefly describes expectations for BRICKS components.

BRICKS Component	Topics List	Key Grade Factors
Written Communication	Must OTM's <i>First Writing</i> course requirements	Must provide opportunities to write at least 5000 total words of formal, edited text
Quantitative Reasoning	Must meet OTM's <i>Mathematics, Statistics, and Logic</i> requirements	n/a
Advanced Writing	At 50% of the course topics must be focused on teaching written communication learning outcomes	Must provide opportunities to write at least 5000 total words of formal, edited text
Intercultural Explorations	At 50% of the topics must be focused on teaching intercultural knowledge and competence learning outcomes	Must provide significant opportunities to demonstrate intercultural knowledge and competence (e.g., self-assessments, reflections, role playing, etc.)
Humanities: Texts and Contexts	Must meet OTM's <i>Arts and Humanities</i> requirements	n/a
Humanities: Arts	Must meet OTM's <i>Arts and Humanities</i> requirements	n/a
Natural Sciences	Must meet OTM's <i>Natural Sciences</i> requirements	n/a
Social and Behavioral Sciences	Must meet OTM's <i>Social and Behavioral Sciences</i> requirements	n/a
Constructed World	Must meet OTM's <i>Arts and Humanities</i> or <i>Mathematics, Statistics, and Logic</i> requirements	Must provide opportunities to demonstrate critical thinking or teamwork (e.g., case studies, critical

		analysis, research projects, assignments, teamwork, etc.)
Connected World	Must meet OTM's <i>Natural Sciences</i> requirements	Must provide opportunities to demonstrate critical thinking or teamwork (e.g., case studies, critical analysis, research projects, assignments, etc.)
Natural World	Must meet OTM's <i>Social and Behavioral Sciences</i> requirements	Must provide opportunities to demonstrate critical thinking or teamwork (e.g., case studies, critical analysis, research projects, assignments, etc.)
Speaking & Listening	At 25% of the topics must be focused on teaching oral communication learning outcomes	Must provide opportunities to demonstrate oral communication (e.g., presentations, role-playing, etc.)
Ethics & Reasoning	At 25% of the topics must be focused on teaching ethical reasoning learning outcomes	Must provide opportunities to demonstrate ethical reasoning (e.g., case studies, simulations, reflections, analysis, critiques, etc.)
Diversity & Practice	At 25% of the topics must be focused on teaching intercultural knowledge and competence learning outcomes	Must provide opportunities to demonstrate intercultural knowledge and competence (e.g., self-assessments, reflections, role playing, etc.)
Learning & Doing	At 25% of the topics must be focused on teaching integrative learning outcomes	Must provide opportunities to demonstrate integrative learning (e.g., self-assessments, reflections, etc.)
Capstones	n/a	Must provide opportunities to demonstrate critical thinking and integrative learning (e.g., case studies, critical analysis, research projects, self-assessments, reflections, etc.)

Appendix E: Combining BRICKS

The BRICKS program allows courses to achieve more than one BRICKS component in limited combinations. Requirements that cannot be combined in a single class are grayed out. Where a single course can fulfill two requirements, the minimum number of credit hours is given.

	Written Communications	Quantitative Reasoning	Advanced Writing	Intercultural Explorations	Humanities: Texts & Contexts	Humanities: Arts	Pillars: Natural Sciences	Social & Behavioral Sciences	Constructed World	Connected World	Natural World	Arches: Other	Speaking & Listening	Ethics & Reasoning	Diversity & Practice	Learning & Doing	Capstone
Foundations: Written Communications													4	4	4	4	
Foundations: Quantitative Reasoning													4	4	4	4	
Foundations: Advanced Writing				5								3	4	4	4	4	
Foundations: Intercultural Explorations			5		3	3	3	3	3	3	3	2	3	3		3	
Pillars: Humanities: Texts & Contexts				3									4	4	4	3	
Pillars: Humanities: Arts				3									4	4	4	3	
Pillars: Natural Sciences				3									4	4	4	3	
Pillars: Social & Behavioral Sciences				3									4	4	4	3	
Arches: Constructed World				3									4	4	4	3	
Arches: Connected World				3									4	4	4	3	
Arches: Natural World				3									4	4	4	3	
Arches: Other			3	3									1	1	1	1	2
Bridges: Speaking & Listening	4	4	4	3	4	4	4	4	4	4	4	1		2	2	2	3
Bridges: Ethics & Reasoning	4	4	4	3	4	4	4	4	4	4	4	1	2		2	2	3
Bridges: Diversity & Practice	4	4	4		4	4	4	4	4	4	4	1	2	2		2	3
Bridges: Learning & Doing	4	4	4	3	3	3	3	3	3	3	3	1	2	2	2		3
Capstone			5										3	3	3	3	

- **Combined Credit Hours.** For select BRICKS components, credit hours can be added together to determine the minimum credit hours required for the course. For example, a single three-credit hour course may offer content, experiences, and learning outcomes to achieve both Capstones (minimum = two credit hours) and Bridges: Learning & Doing (minimum = one credit hour).
- **Double-Use Credit Hours.** For select BRICKS components, credit hours may be double used without combining credit hours. For example, a single three-credit hour course may offer content, experiences, and learning outcomes to achieve both Pillars: Social or Behavior Sciences (minimum = three credit hours) and Foundations: Intercultural Explorations (minimum = three credit hour).