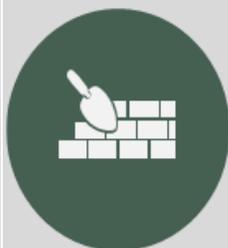


# BRICKS

Spring 2021

*Advisor  
Handbook*

## OHIO BRICKS



Foundations | Pillars | Arches | Bridges | Capstones

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This handbook is intended to help you advise students about **BRICKS** – which is the name of OHIO's reimagined general education program. The handbook is limited to university-level general education requirements – which may be different than college-level general education requirements. Please work with your college to identify additional college-level general education requirements.

## ABOUT BRICKS

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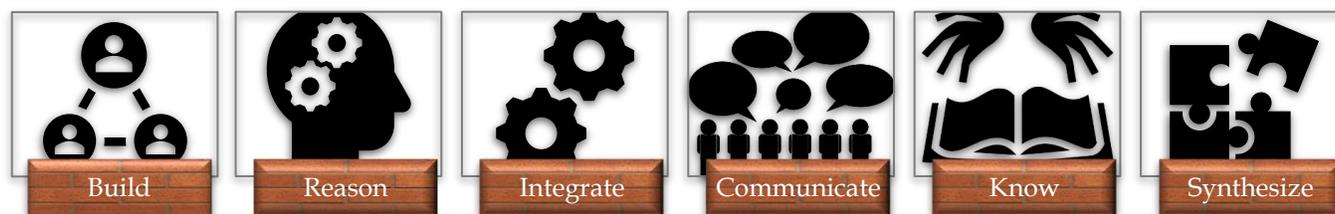
This section focuses on sharing information about the BRICKS program, including statements of intent, learning goals, categories, and components.

### What are BRICKS?

BRICKS is the name of OHIO's reimagined general education program. As stated in the undergraduate catalog, Ohio University believes that, as an educated person, students need specific intellectual skills to participate effectively in society. Accordingly, BRICKS is an acronym that describes the intentions of OHIO's general education program.

<b>B</b>	Students will <b>build</b> connections between themselves and others through teamwork and intercultural knowledge.
<b>R</b>	Students will <b>reason</b> quantitatively, critically, and ethically.
<b>I</b>	Students will <b>integrate</b> learning between knowledge and experience.
<b>C</b>	Students will <b>communicate</b> effectively in writing and speech.
<b>K</b>	Students will <b>know</b> the materials and methods of inquiry in arts, humanities, social sciences, and natural sciences.
<b>S</b>	Students will <b>synthesize</b> skills and knowledge across the curriculum.

Figure 1: BRICKS Statements of Intent



To help achieve these, Ohio University has instituted a five-category General Education requirement known as BRICKS. Courses offer learning opportunities to achieve a breadth of knowledge and common goal learning outcomes. All baccalaureate degree-seeking students (except those in Honors Tutorial

College) must complete Ohio University's BRICKS requirements starting with the 2021-22 university undergraduate catalog.<sup>1</sup>

## What are the BRICKS learning goals?

BRICKS was designed to achieve the specified breadth of knowledge and common learning goals. Each course approved for BRICKS achieves one or more learning goals.

### *Breadth of Knowledge Learning Goals*

OHIO's breadth of knowledge goals aligns with Ohio Department of Higher Education (ODHE) requirements for general education curriculum at all public universities in the state of Ohio. This is known as the Ohio Transfer Module (OTM). The required areas of distribution required are:

- ✓ English composition
- ✓ Mathematics, statistics, and logic
- ✓ Arts and humanities
- ✓ Social and behavioral sciences
- ✓ Natural sciences

Additional details about the breadth of knowledge learning goals are provided in **Appendix A**.

### *Common Learning Goals*

OHIO's eight common learning goals for the BRICKS program are:

- ✓ Critical thinking
- ✓ Ethical reasoning
- ✓ Integrative learning
- ✓ Intercultural knowledge and competence
- ✓ Oral communication
- ✓ Quantitative reasoning
- ✓ Teamwork
- ✓ Written communication

Additional details about common learning goals are provided in **Appendix B**.

**Figure 2: BRICKS Common Learning Goals**



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<sup>1</sup> OHIO's tier-based general education will be required for all baccalaureate degree-seeking students (except those in Honors Tutorial College) whose undergraduate catalog is 2020-21 or prior. OHIO's tier-based general education requirements will be run simultaneously with BRICKS until 2026-27.

## What are the BRICKS categories?

The BRICKS program blends distribution and integration requirements while emphasizing a liberal arts education. It includes five categories.

Figure 3: BRICKS Categories



1. **Foundations** *ground* general education. Foundation coursework provides opportunities to develop students' abilities to communicate effectively through writing, use quantitative reasoning, and develop global and domestic intercultural knowledge and competence.
2. **Pillars** *support* breadth of knowledge. Pillar courses provide an understanding of knowledge and methods associated with arts, humanities, natural sciences, or social/behavioral sciences. Through breadth of knowledge, pillar courses allow students to explore multiple viewpoints, ideas, and disciplines important for any career. Courses are designed to be accessible for all learners to explore and understand broad disciplines important for a liberal arts education.
3. **Arches** *span* disciplinary perspectives. Arch courses emphasize critical thinking and/or teamwork as well as knowledge and methods knowledge and methods associated with arts, humanities, natural sciences, or social/behavioral sciences. Students have the option to select Arch courses that explore a common topic from different disciplinary perspectives. For AY21-22, there are five Arch topics: Global Connections, Health and Wellness, Science, Technology, and Society, Society and Justice, and Sustainability. Please contact the UCC General Education Committee Chair for a list of courses approved for each Arch topic.
4. **Bridges** *connect* disciplines to common goals. Bridge courses focus explicitly on specific common goal learning outcomes, including oral communication, ethical reasoning, integrative learning, and intercultural knowledge /competence. Bridge courses allow students to build competencies through experiences offered by any discipline.
5. **Capstones** *complete* general education. Typically offered at the end of a student's educational journey, capstone courses require students to integrate and apply what they have learned. Capstone courses emphasize critical thinking and integrative learning through a culminating or capstone experience. Capstone courses may be specific to an academic program or available to any student.

## What are the BRICKS components?

The BRICKS program includes a minimum of 38 credit hours across 16 components. Table 1 lists each component by category, the minimum credit hours required to complete the university-level BRICKS requirements, and similarity to the Tier-based general education components.

**Table 1: BRICKS Components**

Category	Component	Min. Hrs.	Learning Goal(s)	Tier Similarity
Foundation	Written Communication	3	Written Communication	1E
Foundation	Advanced Writing	3	Written Communication	1J
Foundation	Quantitative Reasoning	3	Quantitative Reasoning	1M / 2AS
Foundation	Intercultural Explorations	2	Intercultural Knowledge/Competence	<i>none</i>
Pillar	Humanities: Texts and Contexts	3	Humanities	2HL
Pillar	Humanities: Arts	3	Arts	2FA
Pillar	Natural Sciences	3	Natural Science	2NS
Pillar	Social or Behavioral Sciences	3	Social or Behavioral Science	2SS
Arch	Constructed World	3	Arts, Humanities, or Quantitative Reasoning & Critical Thinking and/or Teamwork	<i>none</i>
Arch	Natural World	3	Natural Science & Critical Thinking and/or Teamwork	<i>none</i>
Arch	Connected World	3	Social or Behavioral Science & Critical Thinking and/or Teamwork	<i>none</i>
Bridge	Speaking & Listening	1	Oral Communication	<i>none</i>
Bridge	Ethics & Reasoning	1	Ethical Reasoning	<i>none</i>
Bridge	Diversity & Practice	1	Intercultural Knowledge/Competence	<i>none</i>
Bridge	Learning & Doing	1	Integrative Learning	<i>none</i>
Capstone	Capstone	2	Critical Thinking and Integrative Learning	3E

### Component Notes

- Most courses approved for Tiers were not automatically approved for BRICKS. Please refer to the undergraduate catalog for approved BRICKS courses.
- Unless otherwise restricted by college/major, BRICKS courses may also fulfill ("double-count") college, major, minor, and/or certificate requirements.
- Select courses may complete more than one BRICKS component.
- Colleges/majors may have additional BRICKS requirements. Please consult your college/major advisors for details.
- Unlike J-courses and JE-courses, Advanced Writing courses may be at any level.
- Arch courses are distinct from Pillar courses. Double counting a course to fulfill both Pillar and Arch requirements is not permitted.
- Many Bridge courses are more than one credit hour. For these courses, the course likely includes the general education learning outcome as a significant component of the course.

## What do BRICKS guarantee?

Through BRICKS, OHIO guarantees that undergraduate students will have the opportunity to take courses that deliver hands-on learning and high impact learning experiences designed to meet the career readiness competencies most frequently sought by employers.

### **#1: BRICKS emphasize skills most frequently sought by employers.**

Through BRICKS, students have opportunities to learn career readiness competencies that employers consistently identify as crucial for a successful transition into the workplace. OHIO refers to these as Common Goals, including critical thinking, ethical reasoning, integrative learning, intercultural competence, oral communication, quantitative reasoning, teamwork, and written communication.

For example, the NACE (National Association of Colleges and Employers) consistently identifies critical thinking/problem solving (i.e., the ability to exercise sound reasoning to analyze issues, make decisions, and overcome problems) as one of the most critical career readiness competencies sought by employers. BRICKS include four components (11-12 credit hours) that include developing critical thinking skills.

### **#2: BRICKS incorporate high impact learning.**

High-impact learning practices, or HIPs, are active learning practices that promote deep learning by promoting student engagement. HIPs have been shown to increase learning and have a positive impact on student success.

Combined, BRICKS guarantee four high-impact educational practices available to students enrolled in any major:

- ✓ *Writing-intensive courses.* Written Communication courses emphasize first-year writing, while Advanced Writing courses emphasize writing skill development through a disciplinary lens. The effect of repeated writing practice develops communication skills using a variety of formats for different audiences.
- ✓ *Diversity/global learning.* Intercultural Explorations and Diversity & Practice courses emphasize exploring diverse cultures, life experiences, and worldviews. Courses are designed to deliver opportunities to build cultural self-awareness, cultural understandings, empathy, communications, curiosity, and openness.
- ✓ *Common intellectual experience.* Through Arches, students may select courses focused on a common topic or problem explored through diverse disciplinary perspectives. Starting in Fall 2021, Arch topics available to all students include Global Connections, Health and Wellness, Science, Technology, and Society, Society and Justice, and Sustainability.
- ✓ *Capstone courses.* Often offered as upper-level courses through majors, capstone courses provide students with a culminating experience that integrates and applies what they have learned throughout their learning journey. Capstones emphasize integrative learning and critical thinking.

### ***#3: BRICKS include hands-on learning through experiential learning.***

Experiential learning is an approach to education that emphasizes engaged learning through direct experience and reflection. Experiential learning activities develop knowledge, skills, and attitudes through an experience related to a field.

Through the Bridge: Learning & Doing requirement, students may participate in any number of experiential learning courses to meet their own educational goals. OHIO offers experiential learning through community engagement, creative endeavors, leadership, internships, research, study away, and other hands-on learning opportunities.

### **What value do BRICKS provide to students' learning journeys?**

BRICKS provides opportunities for students to explore a variety of disciplines, skills, and experiences.

- ✓ BRICKS courses provide a wide breadth of learning opportunities and skills that can be applied to everyday life – including broad knowledge of liberal arts and sciences, intellectual and practical skills, personal/social responsibilities, and integrative/applied learning.
- ✓ BRICKS courses contribute to developing broad career readiness competencies necessary for post-graduation success – including critical thinking/problem solving, reasoning, communication, teamwork/collaboration, and diversity/intercultural competence.
- ✓ BRICKS courses foster an intellectual community where students with diverse backgrounds, interests, and educational goals can explore and discover new ideas and thinking together.
- ✓ BRICKS offers a combination of experiences both inside and outside the major, such that deep learning is integrated into each student's primary interests and career goals.

## FREQUENTLY ASKED QUESTIONS (FAQS)

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### *Q: When will BRICKS begin?*

BRICKS will become the university-approved general education requirements starting with the 2021-22 undergraduate catalog of entry.

### *Q: How will BRICKS impact current students?*

Students whose university catalog of entry is before the 2021-22 undergraduate catalog will be required to complete the tier-based general education requirements. However, a student may opt to update their university catalog to a newer catalog.

After June 2021 students will be able to run a BRICKS “what-if” DARS to determine if it is advantageous for them to meet the Tier requirements or move to the BRICKS requirements. Here are some specific options, cases, and policies to remain aware of:

- Students in 2020-21 or prior catalog year → May update their gen ed and major to new catalog
- Students in 2020-21 or prior catalog year → May not update only their gen ed to new catalog (*they must also update their major catalog year if they want the new BRICKS requirements*)
- Students in 2020-21 or prior catalog year → May update only their major to new catalog year
- DARS ‘what-if’ catalog year → Will now default to the earliest available catalog year
- College Credit + students → Will be in the catalog year of their first “degree seeking” semester, not the catalog from their first semester as a CC+ student

### *Q: How will BRICKS impact transfer students?*

The goal is to make transferring general education credits easier for students who have earned an associate degree or completed a substantial number of credits at another institution. Ease of transfer will be developed through both program design and transfer credit policy. For example, students will be permitted to transfer credits earned from OTM-approved coursework from other universities to complete BRICKS requirements limited to OTM-approved courses, including English Composition, Quantitative Reasoning, Pillars, and Arches.

### *Q: Will we offer both tier-based general education and BRICKS at the same time?*

YES. Because graduation requirements follow students' catalog of entry, the two general education programs (i.e., tier-system and BRICKS) will overlap for at least five years. This does not necessarily mean offering a more extensive range of courses because some courses that fulfill tier requirements will also fulfill a BRICKS requirement. Courses developed for the new curriculum may also be approved for tier credit, which will reduce the need to offer older general education courses that departments plan to phase out.

### *Q: Do BRICKS increase the number of general education credit hours?*

YES. The Ohio Department of Higher Education (ODHE) expects public institutions' general education program to include a minimum of 36 credit hours across five areas of distribution. Ohio University's

Tier-based general education program only requires 27 credit hours that fit ODHE's requirement. However, the minimum number of credit hours required by Ohio University for general education is somewhat misleading for three reasons:

1. *Junior Composition*. Ohio University's junior composition requirement does not technically meet the ODHE requirements because all junior composition requirements are at the upperclassman level (3000 or 4000). BRICKS allows for courses to be at any level (1000 – 4000). As such, BRICKS will enable OHIO to offer options that meet ODHE requirements.
2. *Tier II*. For many majors, Tier II courses also count as major coursework. "Double-counting" courses to count for both general education and major requirements are permitted in BRICKS.
3. *Tier III*. Many Tier III courses also count as major coursework. "Double-counting" courses for both BRICKS and major requirements are permitted in BRICKS.

We recommend that majors with relatively high credit hour requirements (i.e., 90 credit hours or more) consider the extent to which current or revised major requirements can deliver learning opportunities and learning outcomes associated with BRICKS requirements. Specifically, majors with relatively high credit hour requirements should consider ways to double-count major and BRICKS requirements.

***Q: Can courses count for both BRICKS and major requirements?***

YES. BRICKS allows double-counting courses or experiences for both general education and major requirements.

***Q: Can courses count for different BRICKS requirements?***

NO (generally). For almost all requirements, courses may only be classified into one requirement. For example, courses listed as Pillars: Natural Science cannot count for Arches: Natural World. However, BRICKS allow for "double-counting" in the following ways:

- *Foundations: Intercultural Explorations*. A course listed as an option to complete the Intercultural Explorations requirement may double-count for a course taken to complete any Pillar or Arch requirement. In other words, hours may be *double used* to complete both requirements.
- *Bridges*. Courses may combine hours to double-count for more than one requirement. For example, a three-hour Capstone may combine the learning opportunities and outcomes to meet the requirements Capstone (2 hours) and Ethics & Reasoning (1 hour). In other words, hours may be *combined* to complete requirements.

***Q: Can learning outcomes be distributed across courses?***

YES. BRICKS allows for majors or disciplines to distribute learning outcomes through concurrent or sequential requirements to deliver minimum learning opportunities and achieve minimum learning outcomes. For example, a major may include learning outcomes for Ethics & Learning across multiple required courses to achieve minimum learning and achieve minimum learning outcomes.

***Q: Can colleges or majors have more general education requirements than the minimum required by BRICKS?***

YES. BRICKS is the minimum requirement for all OHIO undergraduate students (except those in Honors Tutorial College). Colleges, majors, or degree programs may require additional courses, outcomes, or learning experiences beyond the minimum general education requirements. For example,

the College of Arts and Sciences currently requires all candidates for a B.A. degree to complete a foreign language requirement. Maintaining this additional requirement is acceptable (and encouraged) under BRICKS.

**Q: Can BRICKS courses be more than the required minimum hours?**

**YES.** The minimum hours for BRICKS components are only the absolute minimum credit hour requirement. For example, Capstones are a minimum of two credit hours, but most capstones will be three-credit hours. The minimum allows departments to combine minimum credit hour requirements into a single course – such as combining the minimum hours required for Capstones (2 hours) and the minimum hours required for Learning & Doing (1 hour) into a single three-credit hour course.

**Q: Are BRICKS required for Associate Degrees?**

**YES** (see below). The BRICKS required for Associate Degrees are the minimum Ohio Transfer Module (OTM) requirement by the Ohio Department of Higher Education.

### **General Education Requirements for Applied Associate Degrees**

Students completing Ohio University's applied associate degrees are required to complete 15 credit hours of OTM-approved coursework including:

- **Written Communication** (3 hours). Either ENG 1510 or 1610 (for non-native English speakers only) will satisfy the Written Communication requirement.
- **Quantitative Reasoning** (3 hours). Courses that fulfill the Quantitative Reasoning requirement are marked in this catalog with the designation (FQR) as the general education code.
- **Pillars or Arches** (6 hours). Credit hours must be completed from at least two different requirement areas:
  - **Humanities: Arts or Humanities: Texts and Contexts.** Courses that fulfill the *Humanities: Arts* requirement are marked in this catalog with the designation (PHA) as the general education code. Courses that fulfill the *Humanities: Texts and Contexts* requirement are marked in this catalog with the designation (PHTC) as the general education code.
  - **Social or Behavioral Science or Connected World.** Courses that fulfill the Social or Behavioral Science requirement are marked in this catalog with the designation (PSBS) as the general education code. Courses that fulfill the Connected World requirement are marked in this catalog with the designation (ACNW) as the general education code.
  - **Natural Science or Natural World.** Courses that fulfill the Natural Science requirement are marked in this catalog with the designation (PNS) as the general education code. Courses that fulfill the Natural World requirement are marked in this catalog with the designation (ANW) as the general education code.

To complete the minimum 15 credit hours of OTM-approved coursework, students may also complete OHIO's OTM-approved Second Writing course (ENG 2820) and/or OHIO's OTM-approved Oral Communication course (COMS 1030).

### **General Education Requirements for Associate of Arts and Associate of Science Degrees**

Students completing Ohio University's Associate of Arts and Associate of Science degrees are required to complete 36 hours of OTM-approved coursework with a minimum of 24 semester hours from the following:

- **Written Communication** (3 hours). Either ENG 1510 or 1610 (for non-native English speakers only) will satisfy the Written Communication requirement.
- **Quantitative Reasoning** (3 hours). Courses that fulfill the Quantitative Reasoning requirement are marked in this catalog with the designation (FQR) as the general education code.
- **Humanities: Arts** (3 hours). Courses that fulfill the *Humanities: Arts* requirement are marked in this catalog with the designation (PHA) as the general education code.
- **Humanities: Texts and Contexts** (3 hours). Courses that fulfill the *Humanities: Texts and Contexts* requirement are marked in this catalog with the designation (PHTC) as the general education code.
- **Social or Behavioral Science or Connected World** (6 hours). Courses that fulfill the Social or Behavioral Science requirement are marked in this catalog with the designation (PSBS) as the general education code. Courses that fulfill the Connected World requirement are marked in this catalog with the designation (ACNW) as the general education code.
- **Natural Science or Natural World** (6 hours). Courses that fulfill the Natural Science requirement are marked in this catalog with the designation (PNS) as the general education code. Courses that fulfill the Natural World requirement are marked in this catalog with the designation (ANW) as the general education code.

*Q: Who do I contact for more information and/or training about BRICKS?*

Additional information about BRICKS is available through UCC's General Education Committee [website](#). The website includes lists of approved courses, weekly office hours, and various documents. You may also contact the Chair of UCC's General Education Committee (Katie Hartman, email: hartmank) for individual or group training sessions.

## APPENDICES

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## Appendix A: Breadth of Knowledge Goals and Outcomes

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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"> <li>✓ Foundations: Written Communication</li> <li>✓ Foundations: Advanced Writing</li> <li>✓ Bridges: Speaking &amp; Listening</li> </ul>
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"> <li>✓ Foundations: Written Communication (through OTM-required outcomes)</li> <li>✓ Foundations: Quantitative Reasoning (through Ohio University definition)</li> <li>✓ Arches (all)</li> <li>✓ Capstones</li> </ul>
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"> <li>✓ Pillars (all)</li> <li>✓ Arches (all)</li> </ul>
Acquire an understanding of our global and diverse culture and society	<i>none</i>	<ul style="list-style-type: none"> <li>✓ Foundations: Intercultural Exploration</li> <li>✓ Bridges: Culture &amp; Diversity</li> </ul>
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"> <li>✓ Foundations: Intercultural Exploration</li> <li>✓ Bridges Culture &amp; Diversity</li> <li>✓ Bridges: Learning &amp; Doing</li> </ul>

Courses meeting breadth of knowledge learning outcomes adhere to 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.

*Note:* If the course is approved as a component that is designated for only OTM-approved courses, then course will also need to meet OTM-approval requirements. Components designated as limited to only OTM-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

## Appendix B: Common Learning Goals and Outcomes

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### 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." <sup>11</sup>

### 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 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.