

BRICKS

A Summary of OHIO's Reimagined General Education

Thank you for your interest in OHIO's reimagined general education known as BRICKS. The purpose of this document is to provide a brief summary of BRICKS. Additional details and documents are available through UCC's [General Education Committee](#) website.

GENERAL EDUCATION COMMON GOALS

In 2014, OHIO's Faculty Senate passed a resolution endorsing the **general education common goals**.

The resolution outlined steps for implementing the common goals into a revised general education including:

1. Developing learning outcomes,
2. Proposing possible changes to general education to meet the learning objectives, and
3. Incorporating learning outcomes and assessment into proposed changes.

OHIO's eight common goals (**Figure 1**) are critical thinking, quantitative reasoning, oral communication, written communication, teamwork, integrative learning, intercultural knowledge and competence, and ethical reasoning.

In 2018, UCC translated eight common goals into 42 learning outcomes. Learning outcomes for each common goal are available through the available through the UCC [General Education Committee](#) website.

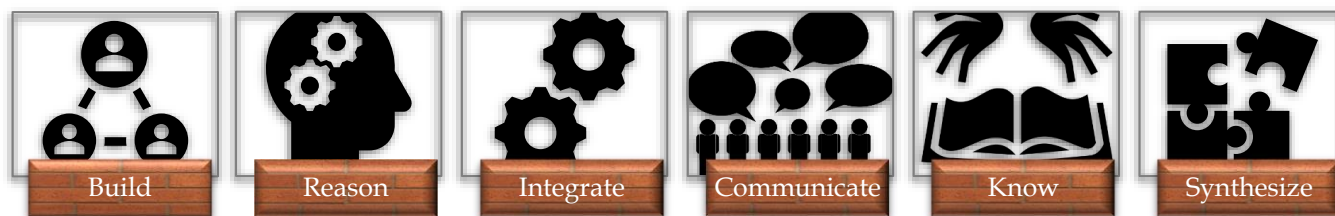
FIGURE 1: OHIO COMMON GOALS



GENERAL EDUCATION STATEMENTS OF INTENT

Using the Faculty Senate Resolution and common goals as a guide, the Reimagining General Education leadership team developed and proposed a reimagined general education. In 2020, UCC and Faculty Senate approved a revised general education program referred to as BRICKS. BRICKS focus on student learning outcomes to be achieved through general education (**Figure 2**).

FIGURE 2: BRICKS STATEMENTS OF INTENT



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

The approved statements of intent articulate student learning outcomes:

1. **Build** articulates the importance of developing interpersonal connections and references to two common goals: teamwork and intercultural knowledge & competence.
2. **Reason** articulates the importance of developing independent thinking and references three common goals: critical thinking, quantitative reasoning, and ethical reasoning.
3. **Integrate** articulates the importance of transferring knowledge to experience and references one common goal: integrative learning.
4. **Communicate** articulates the importance of communication abilities and references two common goals: written communication and oral communication.
5. **Know** articulates the importance of breadth of knowledge gained from courses in the arts, humanities, social or behavioral sciences, and natural sciences.
6. **Synthesize** articulates the important of integrating knowledge and abilities learned throughout general education.

GENERAL EDUCATION PROGRAM

Guided by the statements of intent, the BRICKS program blends distribution and integration requirements while emphasizing a liberal arts education. BRICKS include a minimum of 38 credit hours across five categories (**Figure 3**).

Combined, BRICKS offer six high-impact educational practices: common intellectual experience, writing-intensive courses, collaborative assignments, diversity learning, experiential learning, and capstone courses.

FIGURE 3: BRICKS GENERAL EDUCATION PROGRAM

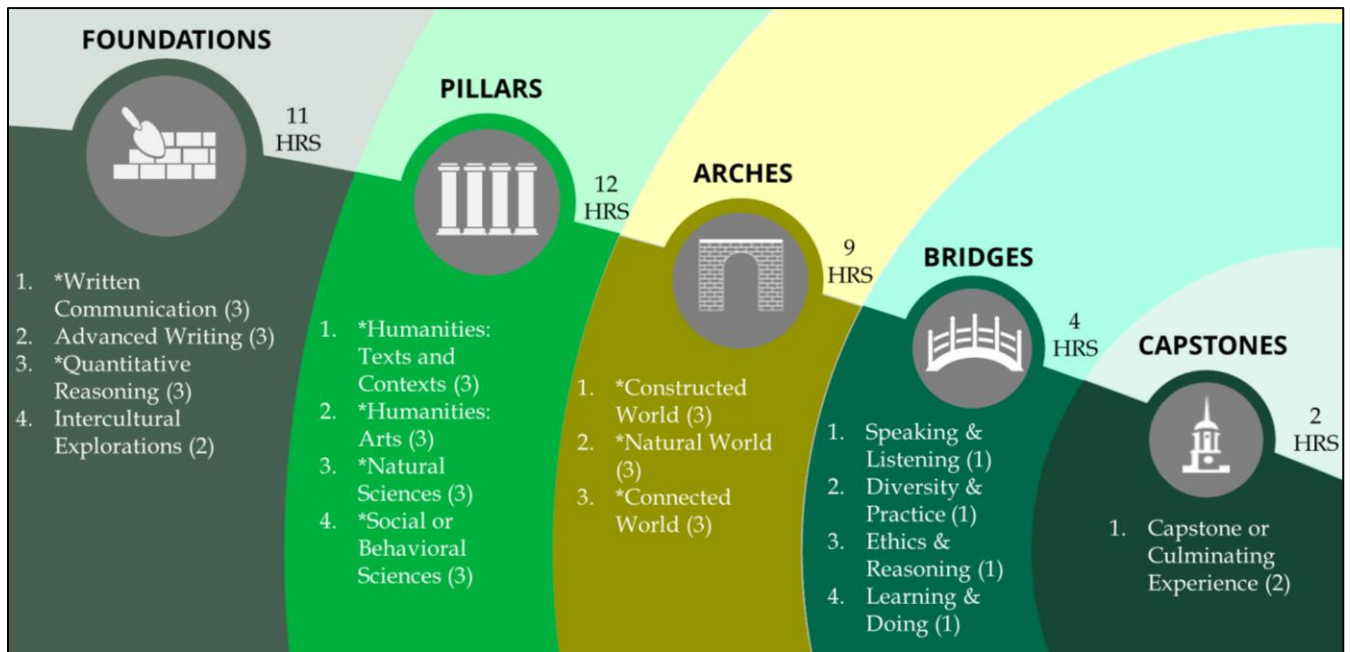


Figure Note: BRICKS components noted with an asterisk (*) are limited to courses that have been approved for one of the [Ohio Transfer Module \(OTM\)](#) general education areas of distribution. Generally, these courses are not remedial, special topics, upper division (3000 or 4000), or narrowly defined / technical. Areas of distribution also have area-specific guidelines and limitations. Instructions for how to submit courses for OTM approval are available through the UCC [General Education Committee](#) website.

The five categories of BRICKS include:

1. **Foundations** include four components and emphasize written communication, 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 three, interrelated components and emphasize critical thinking, teamwork, and discipline-specific knowledge.
4. **Bridges** include four components and emphasize oral communication, ethical reasoning, integrative learning, and intercultural knowledge /competence.
5. **Capstones** include one requirement and emphasize critical thinking and integrative learning.

Learning outcomes for breadth of knowledge areas of distribution and common goals are available through the UCC [General Education Committee](#) website.

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.

1. ***Written Communication** courses must be OTM-approved as *First Writing* and a minimum of three credit hours. The majority of the course content and experiences should focus on achieving all of the Written Communication common goal learning outcomes.
2. **Advanced Writing** courses may be at any undergraduate level and from any discipline. However, at least one course must be OTM-approved as *Second Writing*. All courses must be a minimum of three credit hours with the majority of the course content and experiences focused on achieving all of the Written Communication common goal learning outcomes.
3. ***Quantitative Reasoning** courses must be OTM-approved as *Mathematics, Statistics, and Logic* and a minimum of three credit hours. The majority of the course content and experiences should focus on achieving all of the Quantitative Reasoning common goal learning outcomes.
4. **Intercultural Explorations** courses must be at the 1000 or 2000 level, a minimum of two credit hours, and focused on achieving Intercultural Knowledge and Competence learning outcomes (both domestic and global). Courses fulfilling the Intercultural Explorations requirement may also fulfill a Pillar or Arch requirement. However, Intercultural Exploration courses cannot also complete the Bridges: Diversity & Practice requirement.

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.

1. ***Humanities: Texts and Contexts** courses must be OTM-approved as *Arts and Humanities* and a minimum of three credit hours. The majority of the course content and experiences should focus on achieving all of OHIO's Humanities breadth of knowledge learning outcomes.
2. ***Humanities: Arts** courses must be OTM-approved as *Arts and Humanities* and a minimum of three credit hours. The majority of the course content and experiences should focus on achieving all of OHIO's Arts breadth of knowledge learning outcomes.
3. ***Natural Sciences** courses must be OTM-approved as *Natural Sciences* and a minimum of three credit hours. The majority of the course content and experiences should focus on achieving all of OHIO's Natural Science breadth of knowledge learning outcomes.
4. ***Social or Behavioral Sciences** courses must be OTM-approved as *Social and Behavioral Sciences* and a minimum of three credit hours. The majority of the course content and experiences should focus on achieving all of OHIO's Social or Behavioral Science breadth of knowledge learning outcomes.

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.

1. ***Constructed World** courses must be OTM-approved as *Mathematics, Statistics, and Logic* or *Arts and Humanities* and a minimum of three credit hours. If the course is approved as Mathematics, Statistics, and Logic, the course content and experiences should achieve all of Quantitative Reasoning learning outcomes. If the course is approved as Arts and Humanities, the course content and experiences should achieve all of OHIO's Arts or Humanities breadth of knowledge learning outcomes. Courses must also achieve either critical thinking or teamwork common goal learning outcomes.
2. ***Natural World** courses must be OTM-approved as *Natural Sciences* and a minimum of three credit hours. Course content and experiences should focus on achieving all of OHIO's Natural Science breadth of knowledge learning outcomes. Courses must also achieve either critical thinking or teamwork common goal learning outcomes.
3. ***Connected World** courses must be OTM-approved as *Social and Behavioral Sciences* and a minimum of three credit hours. Course content and experiences should focus on achieving all of OHIO's Social or Behavioral Science breadth of knowledge learning outcomes. Courses must also achieve either critical thinking or teamwork common goal learning outcomes.

BRIDGES

Bridges focus on specific common goals. Course options 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.
1. **Speaking & Listening** courses may be at any undergraduate level and from any discipline. Courses must provide learning opportunities and experiences for students to achieve Oral Communication common goal learning outcomes.
 2. **Ethics & Reasoning** courses may be at any undergraduate level and from any discipline. Courses must provide learning opportunities and experiences for students to achieve Ethical Reasoning common goal learning outcomes.
 3. **Diversity & Practice** courses may be at any undergraduate level and from any discipline. Courses must provide learning opportunities and experiences for students to achieve Intercultural Knowledge and Competence learning outcomes (both domestic and global). *Note:* courses that

fulfill the Diversity & Practice requirement courses cannot also complete the Bridges: Diversity & Practice requirement.

4. **Learning & Doing** courses may be at any undergraduate level and from any discipline. Courses must provide learning opportunities and experiences for students to achieve Integrative Learning common goal learning outcomes.

CAPSTONES

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 courses must be a minimum of two credit hours and must achieve both Critical Thinking and Integrative Learning common goal learning outcomes. Capstones may be specific to the major, an Arch requirement, or combined with a Bridge requirement. For example, a three-credit hour capstone may be approved to achieve minimum credit hours for the Capstone (2 hours) and Learning & Doing (1 hour).