University of Pittsburgh | Office of the Provost

Gen Ed Task Force

GENERAL EDUCATION IMPLEMENTATION PLAN

October 15, 2026

Submitted by Dr. Belkys Torres, Associate Vice Provost for Curricular Innovation on behalf of the Gen Ed Reform Task Force

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EXECUTIVE SUMMARY

Since January 2024, the General Education Reform Task Force has been working collaboratively with faculty, students, staff, and alumni to design general education as a purposeful start-to-end program that allows students to understand, articulate, and showcase the value of a liberal arts education.

The General Education Framework Proposal (February 5, 2026) — developed through two years of benchmarking, listening sessions, and iterative engagement across Pitt's schools and campuses — sets forth a vision for a University-wide, outcomes-based curriculum centered on undergraduates' breadth of knowledge, essential skills, and habits of mind for personal and professional success.

This implementation plan translates recommendations into concrete action items and correlates to timelines, responsible parties, and resource requirements. Once approved, this plan is intended to serve as a roadmap for the General Education Task Force overseeing program launch through Fall 2027, as well as the new General Education Curriculum Committee and General Education Assessment Committee once those bodies are constituted for long-term program oversight.

PROGRAM LAUNCH

A Note on Phased Enrollment

As the University works toward a Fall 2027 program launch, the new General Education curriculum will be open exclusively to incoming first-year or transfer students in term 2281 and thereafter. Continuing students — sophomores, juniors, and seniors enrolled prior to Fall 2027 — may complete existing general education requirements at the discretion of their home school or campus through exceptions processes developed by dean's offices. This approach will allow advisors, faculty, and the General Education Task Force to manage the transition thoughtfully, identify and address implementation challenges at a manageable scale, and ensure that all students — whether on the new or legacy curriculum — receive consistent, high-quality advising and support throughout the transition period.

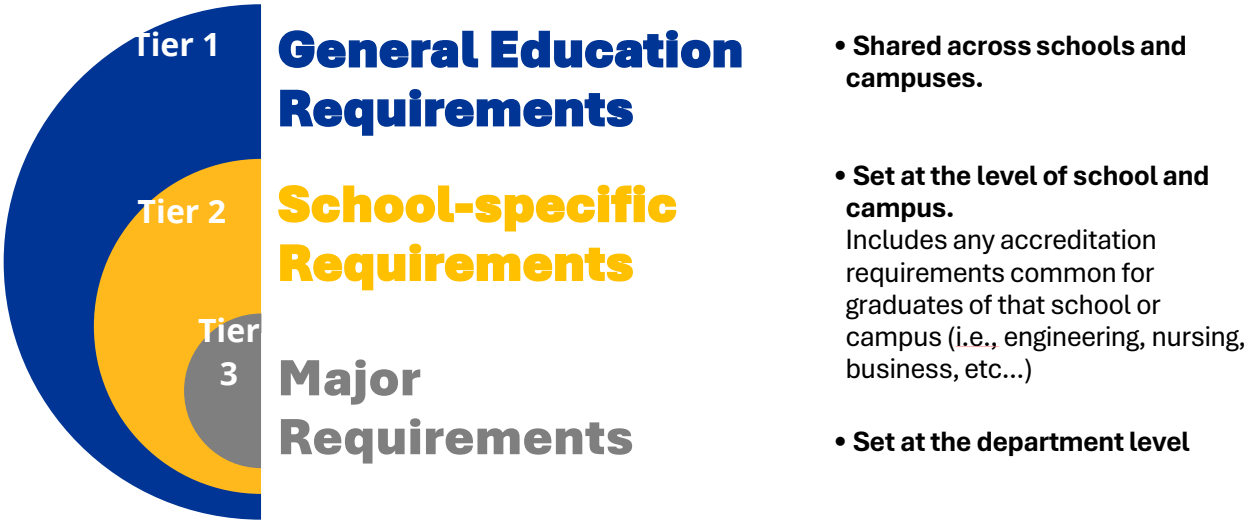
GENERAL EDUCATION CURRICULAR STRUCTURE

The General Education Task Force **recommends coalescing nine sets of existing General Education requirements into one unified curriculum**. A unified model strengthens the articulation of shared learning outcomes across the University and supports the transferability of courses between colleges and regional campuses, while remaining flexible enough for each campus or college to determine how requirements are best met within its own context. To this end, we recommend:

- Sharing a **singular curriculum** across all undergraduate-serving schools and regional campuses to enhance access, affordability, credit mobility, and timely degree completion for all students. Specific course selection and sequencing will be determined by students and advisors at the school, campus and/or department level.

- Creating an **outcomes-based general education experience** for undergraduate students' foundational learning that clearly articulates what and why students develop breadth of knowledge, skills, and habits of mind for personal and professional success.

- Adopting a **tiered model of undergraduate studies**[1] that includes general education requirements (Tier 1: managed and supported by university-wide committees); school- or campus-level requirements (Tier 2: managed and supported by academic leaders and curricular committees in each unit); major requirements (Tier 3: managed and supported by faculty and committees in each department). This approach aligns with revisions to academic regulations that encourage students to focus on foundational learning as building blocks to and reflections on progressive learning. *See APPENDIX C: General Education Course Standards & Guidelines for FAQs on additional school- or campus-level requirements beyond general education.*



General Education Competencies, Learning Goals, and Outcomes

By centering student learning goals and outcomes (inspired by what Pitt curricular committees across schools and campuses have spent years developing), **we can show students how completing required general education coursework leads to the acquisition of foundational competencies necessary to succeed in upper-division courses.** In some cases, course offerings required in Tier 2 and Tier 3 may also fulfill learning goals of the General Education curriculum. *See APPENDIX A: General Education Competencies & Learning Outcomes for a full list of general education competencies, learning goals and outcomes.* Sample curricular maps appear in *APPENDIX B: Sample Curricular Maps for Completing Gen Ed Pathways.*

We can also offer students:

1. flexibility in course selection;

2. a succinct rationale for learning that they can understand and articulate to others; and

3. tools for self-reflection and metacognition to showcase how foundational learning inspired their pursuit of majors, minors, and other credentials.

All undergraduates will gain competencies (interrelated knowledge, skills, and dispositions) in 4 key areas. They will meet learning goals through the completion of courses that are primarily focused on the learning goals shown below.

COMPETENCIES	LEARNING GOALS
Inquiring, Analyzing, Problem Solving	• Data and AI Fluency • Historical Thinking & Analysis • Quantitative Reasoning • Scientific Literacy • Social Systems & Human Behaviors
Communicating, Creating, Expressing	• Communication • Interpretive Arts & Humanities • Writing
Engaging Responsibly	• Ethical Reasoning • Health & Wellbeing • Innovation & Entrepreneurship • Sustainability
Understanding Local-Global Contexts & Challenges	• Civil Discourse & Dialogue • Global Understanding • Intercultural Competence • Language Learning

This unified general education curriculum not only encourages students' essential skills development[2] but will also allow Pitt to measure and assess students' foundational learning across schools and campuses. Recent revisions to university Academic Regulations, already permit individual courses to satisfy requirements in multiple curricular pathways to ensure that student learning plays a meaningful role in a student's gen ed experience without contributing to requirement overload.

General Education Curricular Mapping

This model requires a 40-credit minimum to comply with *Pennsylvania Code*[3] and Middle States[4] accreditation standards while honoring our commitment to student agency, flexibility, affordability, and improved transfer experience. Students will make course selections in consultation with an academic advisor to ensure they are meeting foundational learning goals alongside expectations for completion of their major(s) and minor(s). More information on the curriculum appears in Table 1 below.

COMPETENCIES	LEARNING GOALS	COURSE REQUIREMENTS	40 MINIMUM CREDITS
Inquiring, Analyzing, Problem Solving	• Data and AI Fluency • Historical Thinking & Analysis • Quantitative Reasoning • Scientific Literacy • Social Systems & Human Behaviors	Minimum 1 course per learning goal	~15 credits
Communicating, Creating, Expressing	• Communication • Interpretive Arts & Humanities • Writing	Minimum 1 course per learning goal	~9 credits
Engaging Responsibly	• Ethical Reasoning • Health & Wellbeing • Innovation & Entrepreneurship • Sustainability	Minimum 2 courses across any of the 4 learning goals; students may focus on 1 goal area or select courses across multiple learning goals.	~6 credits
Understanding Local - Global Contexts & Challenges	• Civil Discourse & Dialogue • Global Understanding • Intercultural Competence • Language Learning	Minimum 2 courses across any of the 4 learning goals; students may focus on 1 goal area or select courses across multiple learning goals.	~6 credits
Experiential Learning	Curricular experiential learning consists of credit-bearing opportunities that include structured reflection and assessment and are approved through established curricular governance processes.	At least 1 course completed to meet requirements above should include an ExL course attribute.	
	Available courses may be assigned 1-4 credits. To meet the 40-credit minimum requirement, students should complete remaining course credits in their preferred learning goal area associated with the general education competencies listed above.		

Table 1. General Education Curricular Structure

We **embrace the opportunity to make learning visible to undergraduates and centering progressive experiential learning as a signature component of foundational learning**. This general education program allows undergraduates to curate meaningful integrative learning opportunities when amplifying the real-world or hands-on experiences (already available inside and outside the classroom) to build their knowledge, skills, and abilities for personal and professional success. We have designed clear course designations, centered interdisciplinary

thinking, and offered coordinated advising to make foundational learning more intelligible and accessible to our students.

Two Pathways for Gen Ed Completion

In consultation with academic advisors, students may choose to complete the general education program via one of 2 pathways that ensure learning is collective and cross-disciplinary:

1. **General:** complete minimum number of courses to meet learning goals and gain proficiency across 4 competencies; if less than 40 credits, students may complete additional courses in their preferred learning goal(s).

2. **Distinct:** complete minimum number of courses to meet "Inquiring, Analyzing, Problem Solving" and "Communicating, Creating, Expressing" competencies; complete "Engaging Responsibly" and "Understanding Local to Global Contexts" by selecting one thematic learning goal (i.e. civil discourse & dialogue; health & wellbeing; etc…); matriculate in the corresponding Interdisciplinary Distinction; complete 4 courses (including a experiential learning course); complete co-curricular and high-impact practices; earn an Interdisciplinary Distinction. This option may best serve students seeking to complement curricular with co-curricular experiences that build professional skills. See *APPENDIX E: Experiential Learning in the General Education Curriculum for Interdisciplinary Distinction requirements.*

As a public institution, the University of Pittsburgh approaches experiential learning as part of its responsibility to prepare students for engagement beyond the classroom, including in the communities and regions it serves. This includes ensuring that interactions with community partners, organizations, and professional settings are structured in ways that are respectful, reciprocal, and attentive to the expertise and priorities of those partners. Given the clear educational value of experiential learning, **the University will establish a credit-bearing experiential learning requirement within the general education curriculum**. This requirement ensures that all students complete a structured, applied learning experience as part of their academic program. The University will support this requirement through clear standards, governance processes, and mechanisms for documenting, tracking, and measuring the student experience. *See APPENDIX C: General Education Course Standards & Guidelines for more information on experiential learning course standards.*

Additional information on the two pathways are described in Table 2 below. See also the sample curricular maps appear in *APPENDIX B: Sample Curricular Maps for Completing Gen Ed Pathways.*

Table 2. Pathways for Completing General Education

	GENERAL	DISTINCT
Inquiring, Analyzing, Problem Solving	Minimum 5 courses	Minimum 5 courses
Communicating, Creating, Expressing	Minimum 3 courses	Minimum 3 courses
Engaging Responsibly	Minimum 2 courses	Complete at least 4 courses in one of the learning goals below (at least 1 course should include an ExL course attribute): • Civil Discourse & Dialogue • Digital and AI Literacy • Global Understanding • Health & Wellbeing • Innovation & Entrepreneurship • Sustainability **requires matriculation in one of the following Interdisciplinary Distinctions:* • *Civic Learning & Leadership* • *Responsible Applications of Data and AI* • *Global Learning* • *Health & Wellbeing* • *Innovation & Entrepreneurship* • *Sustainability*
Understanding Global Contexts & Challenges	Minimum 2 courses	
Experiential Learning	At least 1 course should include an ExL course attribute	
**dependent on available courses on each campus*	To meet 40-credit minimum requirement, students should complete remaining coursework in their preferred learning goal area.	To earn an Interdisciplinary Distinction, students should also complete the co-curricular requirements for the chosen micro-credential. To meet 40-credit minimum requirement, students should complete remaining coursework in their preferred learning goal area.

Courses and Credentials

A key principle of the new program is that **all general education courses will count consistently across schools and campuses — meaning that if a course satisfies a general education learning goal in one school or campus, it will satisfy the same learning goal if a student completes required courses and then transfers to another school or campus.** Beyond that, transfer credit evaluation will follow established university practices. Per existing university Academic Regulations, general education courses may also double-count toward school- or campus-level requirements, as well as major and minor requirements, to reduce requirement overload and support timely degree completion.

The new general education program will expand students' intellectual range, train them as flexible thinkers, help build transferable skills, cultivate a global and ethical lens, and foster lifelong curiosity. To achieve this vision, students should enroll in a broad range of foundational courses across fields and disciplines. **To preserve cross-disciplinary thinking, general education courses will be tagged with no more than 3 course attributes correlated to learning goals and/or experiential learning. So, one course may encourage students to meet 2 general education learning goals. Courses that also offer experiential learning opportunities may receive an additional "ExL" designation.** *See APPENDIX C: General Education Course Standards & Guidelines for general education course attribute standards for additional information.*

We **will scale the existing Interdisciplinary Distinctions to allow any student completing the general education program the opportunity to also earn this credential, which will appear on their transcript**. In this way, students learn to translate their knowledge into practical applications and are prepared to communicate these experiences to a broad audience. *See APPENDIX E: Experiential Learning in the General Education Curriculum for Interdisciplinary Distinction requirements.*

- Students' learning is also made visible to prospective employers or admissions personnel as they receive a notation on their transcript, a virtual co-curricular transcript to showcase their learning, and access to NACE competency assessment tools.

- Students will benefit from the creation of new Interdisciplinary Distinctions (in addition to existing ones) to align with the student learning goals of the new general education program, namely: innovation & entrepreneurship; health & wellbeing; and emerging technologies. Interdisciplinary Distinctions may serve as steppingstones for student learning inside and outside the classroom, as well as academic "on ramps" to certificates, minors, or majors. Interdisciplinary Distinctions may also offer low-stakes opportunities for students to rely on general education courses to learn about topics that may not be directly related to their intended majors or minors.

- Students will access NACE tools, identify co-curricular and high-impact practices, and complete Interdisciplinary Distinctions via a general education dashboard to be developed on the Suitable platform.

Course Codes, Course Attributes, and AARs

To ensure we can meet a Fall 2027 program launch, **courses currently counting toward general education requirements across schools and campuses will initially be carried over to the new general education curriculum and will be tagged using course attributes that align with the proposed learning goals.** This process will be supported by an interactive mapping tool[5] aligning current general education requirements to the new competencies and learning goals developed by the General Education Task Force for each school or campus. During the continuous assessment process, legacy courses will be reviewed one by one for alignment with the new curriculum. Over time, course attributes or general education designations may be adapted or removed in cases where the initial course mapping was imprecise. *See APPENDIX C: General*

Education Course Standards & Guidelines for general education course attribute standards for additional information.

In prioritizing new general education learning goals—such as "Data Fluency", "Sustainability," "Civil Discourse & Dialogue"—we will find that foundational courses are available to meet students' needs but are not currently designated part of the general education curriculum. To address this potential gap, associate deans and vice presidents (in consultation with unit-level academic leaders) will identify additional undergraduate courses that may be appropriate for the new general education program — particularly in schools and departments that have courses well-suited to new pathways but that do not currently carry general education course designation. Sustainability is one example: it is a new learning goal with few existing general education courses mapped to it, but there are many sustainability courses across the university that could be strong candidates for designation under the new curriculum. This outreach will help ensure broad and equitable course offerings across the institution before the program launches. *See APPENDIX C: General Education Course Standards & Guidelines for general education course mapping standards and guidelines.*

The University's current approach to course tagging for General Education Requirements (GER) relies on course attributes that are maintained within PeopleSoft and appear in tools such as Class Search, the Academic Advisement Report (AAR), and the University Catalog. Class Search remains the only publicly accessible search tool for finding GER aligned courses. However, **the new general education course attributes and values (with definitions) will be added to the Course Attribute page of the Office of the University Registrar (OUR) website** at Course Attributes. This will **serve as the official public-facing repository for students and faculty to verify which codes correspond to specific general education requirements.** These definitions will also be available in PeopleSoft/HighPoint Campus Experience under the Class Information menu.

PeopleSoft allows for a two-level naming convention for course attributes: a course attribute and related course attribute values. It is proposed that a course attribute be created for each of the four competencies. The new GE Learning Outcomes (GELOs) should follow the format of: General Education requirement, followed by Learning Outcome. For example, the GELO "Inquiring, Analyzing, Problem Solving" category would be represented as "GE-IAPS." This structure ensures that both the broad requirement and the specific outcome are clearly visible to students and staff on the Course Catalog, Class Search, unofficial transcript and Academic Advisement Reports. The Academic Advisement Report and the Class Search remain the best options for finding approved GELO courses.

The process for applying GELO designations involves submitting course identifiers (Course number, subject, catalog number, title) and effective terms to the Office of the University Registrar (OUR). Questions remain about whether updates will be allowed annually with catalog revisions or on a term-by-term basis. So, the new GELOs will only be applicable to incoming students. There will be some issues associated with allowing currently active students to adopt the new GELOs. Previously taken courses of current students will not receive GELO attributes retroactively after implementation, and as a result, GELOs will not appear on academic records. Furthermore, the

Requirement Term on a student's PeopleSoft record will determine which general education requirements (old GE or new GELOs) appear on the student's Academic Advisement Report. School administrators can change the student's Requirement Term to control which version of the Gen Eds the student must follow to meet degree requirements. OUR will need to create validation queries to ensure GELOs are correctly added and consistently applied across all course sections.

FACULTY LEADERSHIP & DEVELOPMENT

General Education Curriculum Committee & General Education Assessment Committee

To shape and maintain the quality and coherence of the University's general education program, The University Senate (during Faculty Assembly on September 9, 2026; and Senate Council on September 17, 2026) voted to approve the creating of two new **university-wide committees to ensure Faculty oversight of the new program. The curriculum review committee**—the General Education Curriculum Committee (GECC)—will be comprised of content specialists that are made up of faculty and staff whose service commitments would include a multi-year role serving on this team. They will review existing and proposed general education courses based on the new model at Pitt. Since this is a new committee, a charter will need to be created with membership, terms, selection process, tasks, and bylaws. Drafts are in progress for review by University Senate/Faculty Assembly. *See APPENDIX F: Faculty Leadership & Development Supporting Documents for draft committee charter.*

The **university-wide assessment committee**—the General Education Assessment Committee (GEAC)—will include representation from faculty, advisors, students, and staff, who serve on this team to coordinate and support assessment efforts across departments and campuses. *See APPENDIX F: Faculty Leadership & Development Supporting Documents for draft committee charter.*

In the meantime, the existing Ad Hoc Senate Committee on General Education Reform has been significantly expanded to oversee and support the batch approval of courses needed in PeopleSoft by December 2026. Interest in serving on the ad hoc committee was solicited over the summer and into early fall, with course mapping validation currently underway by subject matter experts. Dr. John Stoner's role as interim Senate Vice President and Chair of the Ad Hoc Committee provides a direct and timely connection between this implementation work and the University Senate's shared governance structures, ensuring that the committees being designed are well-positioned for Senate review and approval.

The **new committees will not change the function or purpose of existing curricular committees at the school or campus level** (e.g., DSAS Undergraduate Council, UPG Educational Policies and Programs Committee, etc.). Instead, new assessment tools or rubrics will be developed for use by existing curricular bodies across departments, schools, and campuses. Faculty will continue to work within established processes in their departments to propose course syllabi for consideration. As is already the case, proposed courses will then be reviewed by school- or campus-level curriculum committees. Syllabi approved by unit-level curricular committees and deans would then be shared with the GECC for final review and approval.

Faculty Fellows Program

To support Pitt faculty in delivering innovative courses aligned with the new GELOs, **we endorse creating a Faculty Fellows Program in partnership with UCTL**. The program envisions supporting 2–4 faculty members annually through stipends to serve as champions of the Gen Ed program and mentors to colleagues seeking support in course development or assessment practices.

Fellows would serve as the primary link between the General Education office and academic departments, monitor course quality and curricular alignment within their disciplines, and facilitate professional development for instructors teaching General Education courses.

Full details on the Faculty Fellows Program, including draft incentive structures and roles, are included in *APPENDIX F: Faculty Leadership & Development Supporting Documents*.

Assessment and Continuous Improvement

The new general education program requires a continuous, faculty-engaged assessment process that goes beyond compliance and drives meaningful improvement in teaching and learning. To accomplish this, the Gen Ed Assessment Project Team is developing a comprehensive implementation plan for adoption by the General Education Assessment Committee (GEAC) when it is formally convened. The team — comprised of faculty and staff with expertise in assessment design, institutional research, and accreditation — is working to establish an institutional vision and guiding principles for General Education outcomes assessment; design a cyclical process for collecting and analyzing student learning; build curriculum maps linking GELOs to specific courses across the university; develop rubrics aligned to each competency area in coordination with the GELOs team; and create faculty development programming to support meaningful participation in assessment. *See APPENDIX D: Assessment Supporting Documents for additional information.*

A core principle of the team's approach is balancing rigor with sustainability. Rather than creating new assessment burdens, the team aims to build on evaluation work faculty are already doing at the unit level— bringing it together at the institutional level in a coherent way. The GEAC will form smaller working groups based on areas of expertise, evaluating one GELO quadrant at a time on an annual 5 year rotating review cycle, with "closing the loop" mechanisms built into the following year's work. This means that assessment findings are actively used to improve the general education program, then revisited to evaluate whether those changes had the intended effect. To support this work, subject matter experts were asked to provided multiple rounds of feedback on the new assessment rubrics intended as new tools to support program improvement. Straightforward edits related to grammar or syntax were incorporated directly into the working draft, while structural or conflicting feedback were held for discussion by the Gen ed Assessment Project Team.

The assessment process will combine direct measures of student learning (such as artifacts and rubric-based evaluations) with indirect measures drawn from existing university surveys and other self-assessment tools. Three surveys are particularly well-positioned to serve as institutional

assessment tools and are detailed in the Survey and Institutional Data Resource Guide in *APPENDIX D: Assessment Supporting Documents*: the annual Pitt Student Satisfaction Survey, the Pitt Senior Survey, and the Student Experience in the Research University (SERU) survey, which also allows for benchmarking against peer institutions. Administrative data such as retention and graduation rates can complement these survey sources at the institutional level.

Faculty & Staff Training Program

The General Education Task Force, in partnership with the Advising Coordination Initiative and the University Center for Teaching and Learning, will develop and offer tools, workshops, and consulting services for all faculty and staff seeking training on the new general education program. This project is underway and materials should be available in Spring 2027. In addition, professional advisors will receive hands-on training during the Advisor Professional Development Day series beginning Fall 2027.

STUDENT EXPERIENCE

Experiential Learning Initiative

This general education program intentionally bridges learning that happens inside and outside the classroom while credentialing those experiences. Undergraduates will not only understand, but also curate (with advisors) a selection of foundational courses as the intellectual scaffolding that supports everything they will learn as they progress in their academic pathways. In addition, they can explore co-curricular activities and high-impact practices that help them practice and expand upon classroom learning.

At Pitt, experiential learning is defined as an intentionally designed educational process in which learners engage in activities which are connected to real-world contexts. Through collaboration with others, students engage in structured guidance and feedback, critical reflection, and integrate theory with practice to develop new knowledge, skills, perspectives, and values in ways that are rigorous, meaningful, and transferable.

Through experiential learning, students gain the ability to:

- Use their ideas, creativity, and skills to design, create, or produce work that addresses real challenges or communicates meaningful ideas.
- Approach problems with curiosity and critical thinking, using what they learn in the classroom to better understand and respond to real–world situations.
- Work with and learn from people, organizations, and communities, while understanding how local experiences connect to broader social and global issues.
- Take responsibility for their work and actions, collaborate effectively with others, and act with integrity in professional and community settings.

Experiential learning connects theory to practice and advances Pitt's priorities in student success, career readiness, civic engagement, and academic distinction. Additional information on the implementation of experiential learning within the general education program is available in *APPENDIX D: Assessment Supporting Documents*.

We **propose a credit-bearing experiential learning requirement as part of the new General Education curriculum, fulfilled through courses carrying ExL course attributes.** A cursory review of offerings with existing course attributes in high-impact practices (HIPs), confirms abundant course availability in credit-bearing internship, research, service-learning, capstone, study abroad, writing intensive courses across schools and campuses[1]. However, the Experiential Learning Project Team will conduct a more thorough course inventory review this summer to ensure all courses are appropriately tagged.

Non-credit-bearing co-curricular experiential learning will remain a complementary option for students to pursue, with formal recognition through Interdisciplinary Distinctions and proposed badge-based credentials.

To support this institutional commitment, we should establish a central coordinating hub to bring cohesion to currently siloed experiential learning efforts and make high-impact practices accessible at scale to all Pitt undergraduates. The Experiential Learning Project Team is convening a Community of Practice to formalize this structure, organized around four pillars: curricular innovation, partner engagement, faculty development and support, and advising and student success.

The project team will continue over Summer 2026 and into the Fall to finalize the credit-bearing requirement language, conduct a campus-wide inventory of existing ExL opportunities, and launch the gen ed dashboard on Suitable for all students across the Pittsburgh, Bradford, Greensburg, and Johnstown campuses. The team will also work towards finalizing Interdisciplinary Distinctions and badge-based milestones.

Transfer Student Experience

Determining what a transfer course equals at Pitt is a single lookup, and it is not changing: the same articulation agreements, PA TRAC framework, and Transfer Evaluation System (TES) process determine the Pitt-equivalent course exactly as before.

What is different is what comes attached to that equivalent course once TES identifies it. Every Gen Ed course already carries its new learning-goal attributes as part of its own course record — so the moment TES resolves a transfer course to, say, ENGCMP 0200, that course's current Gen Ed tags come with it automatically. There is no separate second lookup for staff to run. See *APPENDIX E: Advising Supporting Documents* for Transfer Student FAQs.

[1] See course attributes listing: Office of the Registrar: Course Attributes

Advising Support

The Advising Project Team — comprising advising directors and staff from schools and campuses across the University — proposes a comprehensive advising implementation plan to be embedded into the larger university-wide advising initiative. The team has created working documents on advising roles, communication needs, technology guidance, and a student onboarding checklist — available in *APPENDIX E: Advising Supporting Documents*— as a foundation for the next phase of work.

The team will need approximately six months to develop and deploy a multimodal training curriculum, updated degree audit tools, and a resource toolkit of checklists and quick-reference materials — all integrated into existing training channels including Pitt ACT, micro-credentials, workshops, UUAC meetings, and PD Days.

A central complexity throughout will be dual-curriculum management, as advisors will need to simultaneously support continuing students under existing requirements and incoming students under the new program. The team also sees "exploratory advising" — helping students navigate pathways across schools — as one of the most meaningful opportunities the new Gen Ed framework creates.

The General Education Task Force, in partnership with the Advising Coordination Initiative and the University Center for Teaching and Learning, will develop and offer tools, workshops, and consulting services for all faculty and staff seeking training on the new general education program. This project is underway and materials should be available in Spring 2027. In addition, professional advisors will receive hands-on training during the Advisor Professional Development Day series beginning Fall 2026.

Marketing and Communications

The Marketing and Communications Project Team is currently proposing/reviewing options to/from University Marketing and Communications for the program's name and visual identity and exploring alternative approaches if needed. The strategy is organized around three pillars: real-world learning, student agency, and lifelong learning.

Key deliverables include a program name and visual identity, a redesigned program website, a multimedia asset suite, a faculty and advisor communications toolkit, and a communications calendar to support both the launch and ongoing engagement.

IMPLEMENTATION TIMELINE & TASK FORCE MEMBERS

The target is to receive feedback and approval for this implementation plan in early fall 2027, so that those bodies can begin using this document as a roadmap for operationalizing and maintaining the new General Education program.

All project teams are working toward a Fall 2027 launch of the new General Education Program for incoming students. While that remains the objective, meeting this goal will depend on timely approvals and decision-making throughout the remainder of this calendar year, as well as ongoing collaboration with deans and campus presidents to determine whether changes to school- or campus-level requirements are warranted in light of the proposed curriculum changes. The timeline below consolidates key milestones across workstreams; dates are targets contingent on timely approval and feedback from senior leadership and governance bodies.

Timeframe	Team	Milestone
Fall 2026	Assessment	Assessment framework piloted; curriculum maps drafted.
Fall 2026	Advising	Pilot advisor training cohort launched.
Fall 2026	Office of the Provost	Project Manager position posted.
Fall 2026	Office of the Provost	GECC and GEAC proposed; charters approved. Framework and Implementation Plan approved.
Fall 2026–Spring 2027	Experiential Learning	HIPs inventory complete; hub/office proposal finalized; Experiential Learning Director hired.
Spring 2027	All Teams	University-wide advisor and faculty training; website and communications soft launch.
Spring 2027	Office of the Provost	Executive Director and Experiential Learning Director in role.
Summer 2027	All Teams	Final systems testing; incoming class preparation; full communications launch.
Fall 2027	All Teams	New General Education Program launches for incoming class.

General Education Reform Task Force
Full Member List (2024–2026)

Compiled October 2026

Members (114)

- Bobby Ackerman — UCTL – Pittsburgh
- Miranda Mae Acosta — OTP – Pittsburgh
- Liz Adams — FHC – Pittsburgh
- Paul Adams — Political Science – Greensburg
- Mercy Akanmu — SGB – Pittsburgh
- Erik Arroyo — UCTL – Pittsburgh
- Karin Asher — Student Affairs – Pittsburgh
- James Baldwin — Registrar – Bradford
- April Belback — OTP – Pittsburgh
- Emily Ann Bennett — SCI – Pittsburgh
- Carrie Benson — OEDI – Pittsburgh
- Mary Besterfield-Sacre — Engineering – Pittsburgh
- Grace Bohl — SGB – Pittsburgh
- Luis Van Fossen Bravo — UCIS – Pittsburgh
- Betty Braxter — Nursing – Pittsburgh
- Jen Brunner — Nursing – Pittsburgh
- Keith Caldwell — Engagement & Community Affairs – Pittsburgh
- Sophia Chebli — SGB – Pittsburgh
- Larissa Ciuca — Student Success Hub – Pittsburgh
- Christopher Coat — Registrar – Pittsburgh
- Kelsey Cole — Education – Pittsburgh
- Louise Sciannameo — OTP – Pittsburgh
- Luke Condra — SPIA – Pittsburgh
- Kevin Conley — SHRS – Pittsburgh
- Jennifer Cooper — Student Success Hub – Pittsburgh
- Catherine Cordova — FHC – Pittsburgh
- Margarita Delgado Creamer — CGS – Pittsburgh
- Michael Davila — Student Affairs – Pittsburgh
- Alicia Davin — Student Affairs & Alumni Relations – Pittsburgh
- Allyson Delnore — UCIS – Pittsburgh
- Lorraine Denman — DSAS – Pittsburgh
- Sofia Doval — SGB – Pittsburgh
- Jamie Ducar — Engagement & Community Affairs – Pittsburgh
- Bonnie Falcione — Pharmacy – Pittsburgh
- Derek Fischer — DSAS – Pittsburgh
- David Fitz — Office of the President – Bradford
- William Garrison — SCI – Pittsburgh
- Nancy Gauvin — SHRS – Pittsburgh
- Ed Giles — DSAS – Pittsburgh
- Adrian Gonzales — Public Health – Pittsburgh
- Deborah Good — Business – Pittsburgh
- Sayre Greenfield — DSAS – Greensburg
- Michael Gunzenhauser — Education – Pittsburgh
- Jill Harvey — Engineering – Pittsburgh
- Wes Heirs — DSAS – Pittsburgh
- Adriana Helbig — DSAS – Pittsburgh
- Stephanie Hoogendoorn — OTP – Pittsburgh
- David Hornyak — FHC – Pittsburgh
- Jacqueline Horrall — Academic Affairs – Greensburg
- Lina Insana — DSAS – Pittsburgh
- Braydan Issermoyer — SGB – Pittsburgh
- Max Jensen — Communication & the Arts – Bradford
- Jeffrey Johnson — Academic Affairs – Bradford
- Toya Jones — Social Work – Pittsburgh
- Hillary Koller — PittGEO – Pittsburgh
- Adam Lee — OTP – Pittsburgh
- Andrew Lotz — DSAS – Pittsburgh
- Sera Mathew — UCTL – Pittsburgh
- Sarah Mayer — SGB – Pittsburgh
- Denise McCloskey — OTP – Pittsburgh
- Melissa Micco — CFO – Pittsburgh
- Sara Moeller — Business – Pittsburgh
- Gretchen Natter — Student Affairs – Pittsburgh
- Lindsay Onufer — UCTL – Pittsburgh
- Erica Owen — SPIA – Pittsburgh
- Rachel Parkes — SCI – Pittsburgh
- Jane Petersen — Pitt Digital – Pittsburgh
- Marley Pinksy — SGB – Pittsburgh
- Caro Pirri — DSAS – Pittsburgh
- Suzanne Pritzker — Social Work – Pittsburgh
- Kristine Pugliese — SCI – Pittsburgh
- John Radzilowicz — UCTL – Pittsburgh
- Melanie Reyes — Dental Medicine – Pittsburgh
- Elizabeth Richey — DSAS – Pittsburgh
- Kevin Riley — Business – Pittsburgh
- Stephen Robar — Behavioral & Social Sciences – Bradford
- Kaitlyn Roberts — Registrar – Pittsburgh
- Josie Rush — UCTL – Pittsburgh
- Jason Russell — FHC – Pittsburgh
- Elise Ryan — DSAS – Pittsburgh
- Steven Sachs — Engineering – Pittsburgh
- Ashlyn Salvage — Education, GSA for Task Force – Pittsburgh
- Joe Samosky — Engineering – Pittsburgh
- Brett Say — OTP – Pittsburgh
- Leo Schumann — OTP – Pittsburgh
- Will Slaughter — Engineering – Pittsburgh
- Carissa Slotterback — SPIA – Pittsburgh
- Brett Soltysiak — OTP – Pittsburgh
- Abdesalam Soudi — DSAS – Pittsburgh
- Oksana Stalczynski — PittGEO – Pittsburgh
- John Stoner — DSAS – Pittsburgh
- Sybil Streeter — DSAS – Pittsburgh
- Molly Swagler — OAFA – Pittsburgh
- Ryan Sweeney — Career Center – Pittsburgh
- Shawn Thomas — Business – Pittsburgh
- Taylor Thomas — OTP – Pittsburgh
- Belkys Torres — OTP – Pittsburgh
- Elizabeth Tiedeman — Advising & Registrar – Greensburg
- Liann Tsoukas — DSAS – Pittsburgh
- Devin Ulm — Engineering – Pittsburgh
- Lisa Votodian — UCTL – Pittsburgh
- David Wert — SHRS – Pittsburgh
- Patty Wharton-Michael — Humanities – Johnstown
- Tim Whisler — Business & Enterprise – Johnstown
- Brendan White — SGB – Pittsburgh
- Brenda Whitney — DSAS – Pittsburgh
- Michael Wood-Vasey — DSAS – Pittsburgh
- Ada Youk — Public Health – Pittsburgh
- Ryan Young — SGB – Pittsburgh
- Chloe Young — Student Success Hub – Pittsburgh
- Andrea Zito — Education – Pittsburgh

APPENDIX A: General Education Competencies & Learning Outcomes

The Gen Ed curriculum is organized into competency areas (inner quadrants: coral, teal, grey, blue) with bidirectional arrows showing how the curriculum is interconnected, co-dependent and collective versus based on discipline. *(see Figure.1)*

- Each competency area is supported by multiple learning goals (outer quadrants)
- Each learning goal includes a defined set of learning outcomes
- Each learning goal can be fulfilled by course offerings across departments/schools/campuses

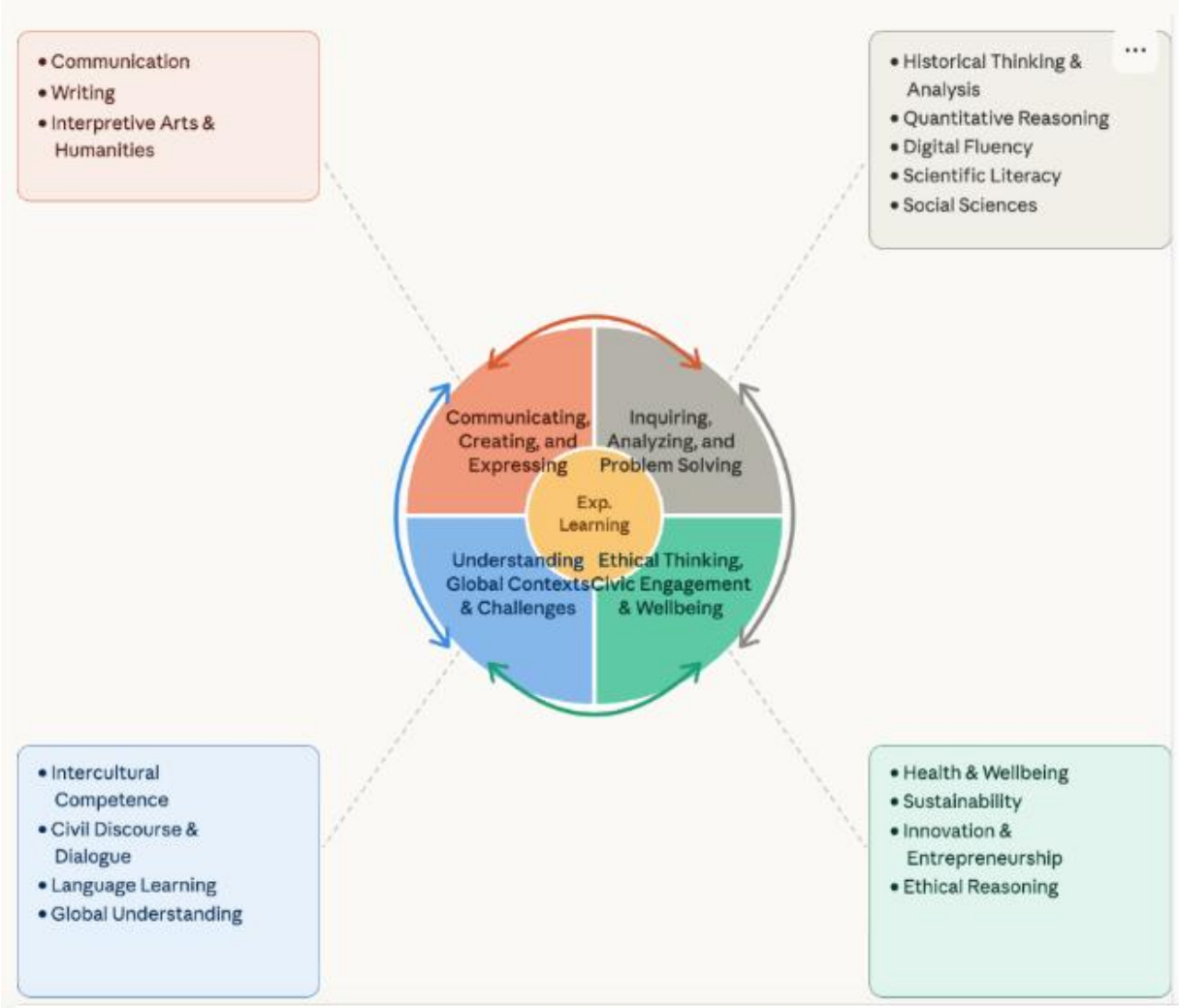


Figure 1. Updated Model

COMPETENCY #1: COMMUNICATING, CREATING AND EXPRESSING

Learning Goal: Communication
What you'll learn to do:

- **Communicate across formats** -Write, speak, and create using digital, visual, and multimedia tools, adjusting your style and message for different audiences and situations. These outcomes may be fulfilled in English or in a second, third, or other learned language.
- **Engage across difference** -Listen, respond, and exchange ideas respectfully with people whose backgrounds and perspectives differ from your own.

- **Find and use information well-** Evaluate the credibility, relevance, and limitations of sources, and apply them to support well-reasoned arguments and decisions.
- **Critically interpret communication** -Analyze the impact of communication across formats by examining how different kinds of messages construct meaning, influence audiences, and reflect particular perspectives or power dynamics.
- **Make a clear argument-** Use media and technology to build and present well-organized, persuasive messages suited to your purpose and audience.
- **Communicate responsibly-** Evaluate the ethical implications of your communication choices including attribution, representation, and platform and make decisions that account for their impact on others.

Learning Goal: Writing
What you'll learn to do:

- **Write to discover-** Use writing to pose complex questions, challenge assumptions, and develop your thinking across disciplines and formats, including digital platforms.
- **Consider your audience-** Make intentional choices about genre, style, structure, and medium to write effectively across different audiences, purposes, and contexts.
- **Build an argument-**Develop informed, nuanced positions by engaging with sources integrating your own voice with the perspectives of others to participate in academic, professional, and public conversations.
- **Use sources responsibly-** Engage with discipline-appropriate evidence and reasoning, citing sources accurately and ethically through proper attribution, quotation, and paraphrasing.
- **Read to write-** Read critically and with curiosity your own writing and others' through peer response and a process-based approach that sharpens both your reading and your thinking.
- **Revise meaningfully-** Rethink the logic, organization, evidence, and persuasiveness of your drafts in response to feedback and self-assessment, considering writing as a flexible, adaptive process.

Learning Goal: Interpretive Arts and Humanities
What you'll learn to do:

- **Practice close attention** -Analyze artworks, texts, objects, performances, and built environments through sustained attention to form, materiality, space, and the processes of human making.
- **Read visual and textual evidence-** Interpret texts, images, objects, and spaces as evidence, building meaning from complex or open-ended sources.
- **Situate meaning in context** -Place cultural artifacts within their historical, cultural, and theoretical contexts, tracing how meanings shift across time and social conditions.
- **Apply theory and method** -Use discipline-grounded vocabularies, scholarly frameworks, and humanities methods across media, traditions, and perspectives.
- **Ask original questions -** Formulate interpretive questions and develop well-supported arguments by identifying, evaluating, and synthesizing primary and secondary sources.
- **Communicate your interpretation -** Express analytical and creative responses in written, oral, visual, or multimodal forms, making intentional choices for your audience, purpose, and context.

COMPETENCY#2: INQUIRING, ANALYZING AND PROBLEM SOLVING

Learning Goal: Historical Thinking & Analysis
What you'll learn to do:

- **Evaluate sources** Assess credibility, context, perspective, and evidence -asking not just *what* a source says, but *who* made it and *why*.

- **Read primary sources** -Interpret firsthand documents and artifacts to build, consider and challenge historical arguments.
- **Think transhistorically-**Trace how cultural, political, religious, and socioeconomic systems develop and change across time.
- **Compare narratives** -Weigh competing interpretations and examine why historical accounts differ.
- **Connect past to present** -Link historical events, patterns, and decisions to today's issues and challenges, situating contemporary problems within their longer histories.
- **Communicate your analysis-**Construct and defend evidence-based historical arguments clearly in writing and discussion.

Learning Goal: Quantitative Reasoning
What you'll learn to do:

- **Build quantitative foundations**- Apply core algebraic, mathematical, and statistical techniques to solve problems accurately.
- **Select and apply the right methods**- Use appropriate models, statistical approaches, or computational methods to analyze data, identify patterns, and generate solutions.
- **Evaluate evidence critically**- Assess the assumptions, reliability, and limitations of data sources, models, and methods.
- **Draw sound conclusions**- Develop well-supported, appropriately qualified conclusions from quantitative analysis.
- **Communicate your reasoning**- Express quantitative ideas clearly using symbolic, visual, numerical, and verbal forms for academic, professional, and civic audiences.

Learning Goal: Scientific Literacy
What you'll learn to do:

- **Know the science** –Explain foundational scientific principles, concepts, and terminology across disciplines.
- **Apply the scientific method** -Use observation, inquiry, hypothesis, and experimentation to explain natural phenomena and solve real-world problems.
- **Interpret data and evidence** -Gather, analyze, and draw conclusions from scientific data presented in graphs, tables, and public-facing claims.
- **Assess science in context** -Evaluate the ethical, cultural, and global implications of scientific discoveries and their applications.
- **Think critically about claims** -Evaluate scientific claims encountered in everyday life, weighing evidence, uncertainty, and the limits of current knowledge.

Learning Goal: Data and AI Fluency
What you'll learn to do:

- **Critically evaluate data**. Assess data as an informational and persuasive tool, attending to source credibility, algorithmic bias, and the ways data can be selectively presented or misrepresented.
- **Understand how data works**- Recognize how data are generated, stored, maintained, processed, and interpreted, including the associated costs the role and limits of algorithms in shaping what we see and know.
- **Navigate technology as a tool and a system.** Use modern computing tools, including generative and classification-based AI tools, purposefully and critically, considering what they can and cannot do, recognizing AI-generated and AI-modified content, and making intentional decisions about when and how to use them.
- **Use technology responsibly**. Engage with digital tools ethically, applying principles of attribution, transparency, and accountability across questions of equity, privacy, and knowledge production.

- **Communicate with data**. Use data analysis and visualization to convey information clearly to diverse audiences, while acknowledging the limitations of different communication modes.
- **Work across expertise**. Collaborate with others across varying levels of technical skill and develop the ability to explain and evaluate data-driven work across those differences.

Learning Goal: Social Systems and Human Behaviors
What you'll learn to do:

- **Apply social science methods.** Select and use appropriate disciplinary approaches and methodologies to investigate social questions and phenomena, explaining your choice of method and its limitations.
- **Analyze social issues critically**. Use theoretical frameworks and empirical evidence to examine social questions and phenomena, evaluating the assumptions, strengths, and limitations of competing arguments.
- **Communicate social science findings**. Present research findings and conclusions clearly and accurately using discipline-appropriate evidence, terminology, and frameworks tailored to a specific audience and purpose.
- **Evaluate social science's real-world impact.** Assess how social science inquiry contributes to understanding and addressing local and global challenges.

COMPETENCY #3: UNDERSTANDING GLOBAL CONTEXTS AND CHALLENGES

Learning Goal: Intercultural Competence
What you'll learn to do

- **Enhance your awareness of other cultures and social groups.** Examine cultural products, practices, and perspectives from societies and groups beyond your own to build awareness, respect, and appreciation for cultural difference.
- **Engage with curiosity.** Approach unfamiliar perspectives, practices, and cultural viewpoints with active listening and suspended judgment in order to build authentic cross-cultural understanding.
- **Navigate ambiguity.** Explore topics and perspectives that are different or even challenging to you to navigate uncertain or precarious situations.
- **Adapt across cultural contexts.** Adjust your communication style and behavior to engage appropriately and effectively in unfamiliar cultural settings, recognizing that flexibility is essential to meaningful cross-cultural interaction.
- **Develop critical self-reflection.** Think about your role in social situations and how your experiences may shape how you react or behave.

Learning Goal: Language Learning
What you'll learn to do:

- **Communicate in the target language**. Learn to listen/receive actively to communicate effectively in the target language. Learn how to communicate about a range of topics, from everyday life to academic topics.
- **Demonstrate your literacy skills in the target language**. Read and create texts of various kinds in the target language that may range from everyday activities (texts, emails, videos, podcasts) to longer texts related to academic content (essays, reports, narratives).
- **Demonstrate improved comprehension of spoken and written English.** Comparing your learned language with English will help you better understand the lexical and grammatical structures of spoken and written English and improve your speaking and writing skills.

- **Develop intercultural competence.** Learn about cultural products, practices, and perspectives from societies and social groups other than your own to better understand others and build respect for other cultures.
- **Develop an appreciation of the target language and culture.** Engage your curiosity about the target cultures, peoples, and histories to gain an "insider" perspective and practice intercultural competence.

Learning Goal: Global Understanding
What you'll learn to do:

- **Analyze global issues.** Examine major global challenges such as climate change, migration, public health, and technology access using critical thinking.
- **Use ethical reasoning**. Consider questions of fairness, sustainability, and human well-being when thinking about global issues and systems.
- **Demonstrate global and/or regional knowledge**. Apply knowledge of history and current events to analyze global issues and develop informed interpretations.
- **Make interdisciplinary connections**. Bring together ideas, methods, and evidence from different fields to better understand complex global systems.
- **Engage with diverse perspectives**. Reflect on your own identity and experiences while learning from different cultures and viewpoints and consider how these shape your understanding.
- **Act with global responsibility**. Think about your role in the world and reflect on how your actions and decisions affect others locally and globally.

Learning Goal: Civil Discourse and Dialogue
What you'll learn to do:

- **Engage in civil dialogue.** Listen actively, communicate across differences, and consider multiple perspectives in respectful and meaningful exchange.
- **Apply civic knowledge and skills.** Use what you know about civic systems, history, and current events to evaluate information, collaborate with others, and navigate conflict.
- **Assess information critically.** Distinguish facts from misinformation, interrogate sources, and form independent, evidence-based opinions.
- **Act with ethical purpose**. Reflect on your identity and values, engage respectfully with diverse communities, and contribute to positive social change.
- **Advocate for constructive change.** Build coalitions across difference, translate dialogue into action, and contribute to meaningful social impact in your community and beyond.

COMPETENCY #4: ENGAGING RESPONSIBLY

Learning Goal: Sustainability
What you'll learn to do:

- **Examine sustainability as a system.** Explain sustainability as an integrated concept, examining the interactions and tradeoffs between ecological, social, and economic systems that support human society.
- **Connect issues to global frameworks.** Identify current sustainability challenges and relate them to global sustainability goals and frameworks.
- **Build and defend solutions.** Propose solutions to sustainability challenges and communicate why they are more sustainable, making your case clearly to a broad audience.
- **Engage ethically and collaboratively.** Consider the ethical dimensions of sustainability decisions and work with peers across disciplines to foster conversation, collaboration, and shared problem-solving.

Learning Goal: Entrepreneurial Thinking & Action
What you'll learn to do:

- **Define the problem.** Identify and frame complex, open-ended challenges clearly, recognizing the contextual factors, constraints, resources, biases, and stakeholder needs.
- **Generate and evaluate strategies** .Develop multiple approaches to solving a problem, assess their feasibility, logic, and potential impact, and select among them with evidence and reasoning.
- **Propose and defend solutions.** Design solutions that are responsive to the specific context of a problem.
- **Take informed action.** Implement your solution in a way that accounts for real-world constraints, measure your outcomes, and reflect critically on what worked, what didn't, and why.
- **Create value for others.** Think beyond individual gain to consider how your ideas can make and impact on society, improve communities, and contribute to economic and civic life.
- **Collaborate across difference.** Work with others across disciplines, skill sets, and perspectives, understanding that innovation depends on diverse expertise and shared problem-solving.
- **Adapt and iterate**. Embrace uncertainty, learn from failure, and revise your thinking in response to new information.

Learning Goal: Health and Wellbeing
What you'll learn to do:

- **Apply health knowledge to personal decisions.** Identify and practice the skills, attitudes, and behaviors that support lifelong physical, mental, and social wellbeing.
- **Examine social determinants of health.** Recognize how individual health is shaped by and connected to the people, places, policies, and environments around us.
- **Analyze wellbeing across perspectives.** Examine health and wellbeing through theoretical, systems-based, socioeconomic, cultural, policy, and personal lenses.
- **Promote healthier communities**. Identify and apply strategies for fostering health and wellbeing at the community level.

Learning Goal: Ethical Reasoning
What you'll learn to do:

- **Apply ethical frameworks.** Explain and contrast major ethical theories and traditions, recognizing how different frameworks lead to different conclusions about what is right, fair, and just.
- **Identify ethical issues.** Recognize ethical dimensions in academic, professional, civic, and everyday contexts, including questions of power, inequality, and social responsibility.
- **Apply ethics to real problems.** Use ethical theories and principles to analyze complex, real-world dilemmas across multiple fields, weighing competing values and the interests of different stakeholders.
- **Navigate the ethics of AI and emerging technologies.** Examine the ethical implications of artificial intelligence and other emerging technologies. Apply ethical frameworks to decisions about how, when, and whether to use these tools responsibly.

APPENDIX B: Sample Curricular Maps for Completing Gen Ed Pathways

All examples below were created using Pitt's course catalogues and Claude Projects for illustrative purposes only. However, academic leaders, advisors and students will have the option of using Degree Planner and What If Report tools in PeopleSoft to curate sample curricula once the new general education program appears in Academic Advising Reports.

UNIVERSITY OF PITTSBURGH — DIETRICH SCHOOL OF ARTS & SCIENCES

SAMPLE 4-YEAR PLAN: ENGLISH LITERATURE, BA + DNID, BA/BS + LINGUISTICS MINOR

Integrating the New General Education Curriculum with Two Majors and a Minor

Purpose and Assumptions

This plan is merely intended as an example and requires further review and refinement by academic leaders and advisors. This plan extends the English Literature, BA + Digital Narrative and Interactive Design, BA/BS (DNID) plan to add the Linguistics Minor (catoid=241, poid=79068).

This produces an unusually clean overlap: the certificate version of this plan already included 5 Linguistics courses — LING 1000, LING 1578 (Phonetics and Phonemics), LING 1777 (Syntactic Theory), LING 1682 (Introduction to Semantic Theory), and LING 1330 (Introduction to Computational Linguistics) — as certificate prerequisites and core courses. Those same 5 courses satisfy the Linguistics minor's entire structure exactly (1 required + 4 electives, all at the 1000 level), so swapping the certificate for the minor keeps the same Linguistics coursework while dropping every Computer-Science-specific certificate course (CS 0012, STAT 1000, CS 1684, CS 1671, CS 1675, CS 1571, CS 1950 — 7 courses, 22 credits) that had no other purpose in this plan.

Net effect: total program credits are 125 —6 free-elective slots remain open. The English+DNID overlap itself should still be confirmed with an advisor given typical double-major minimum-unique-credit rules.

English Literature, BA Requirements (Catalog Summary — 36 credits, 12 courses)

Requirement Category	Credits	Notes
Foundational Course	3 cr / 1 course	ENGLIT 0506 (Literary Field Studies) — English-only, no DNID overlap
Period Courses (choose 2)	6 cr / 2 courses	From the department's approved period-course list — English-only, no DNID overlap; exact list published at englishlit.pitt.edu, not in the provided crosswalk data
Electives at the 0500-level or above (choose 7)	21 cr / 7 courses	All 7 are shared with Gen Ed or DNID in this plan — see "Also Satisfies" notes in the tables below. ≥ 4 within a concentration (assumed: Digital/Media Studies, given the DNID overlap); ≥ 3 at the 1000-level; ≤ 2 from Composition/Film/Writing; ≥ 1 fulfilling breadth-of-study (advisor to confirm)
Advanced Capstone Courses	6 cr / 2 courses	ENGLIT 1900 (shared with DNID's English/DSAS Capstone) + ENGLIT 1910 (English-only)

Digital Narrative and Interactive Design, BA/BS Requirements (Computed — 40 credits, 13 courses)

Requirement Category	Credits	Notes
Gateway Course (choose 1)	3 cr / 1 course	ENGLIT 0512 (also an English major elective)
Core DNID Course (choose 1 section)	3 cr / 1 course	ENGLIT 1201 (English-side section, also an English major elective) or CMPINF 1201 (SCI-side, no overlap)
Intermediate Programming	4 cr / 1 course	CMPINF 0401 (or INFSCI 0201) — no English overlap
Interaction and Narrative Course (choose 1)	3 cr / 1 course	ENGLIT 1002 (also an English major elective, 1000-level); cannot reuse the Gateway course
Media Literacy Course (choose 1)	3 cr / 1 course	ENGFLM 0570 (also an English major elective, via the “up to 2 from Film” allowance)
Data Analytics and Processing (choose 1)	3 cr / 1 course	INFSCI 0510 — no English overlap
User-Centered Design Cluster (3 courses)	9 cr / 3 courses	INFSCI 0410 (required) + 1 Web Design course (INFSCI 1420) + 1 HCI course (CS 1637) — no English overlap
DSAS Elective Courses (choose 2)	6 cr / 2 courses	ENGCMP 0610 + ENGLIT 1355 (both also English major electives, 1355 at the 1000-level)
English/DSAS Capstone (choose 1)	3 cr / 1 course	ENGLIT 1900 — the same Project Seminar already required by the English major
INFSCI Capstone (choose 1)	3 cr / 1 course	INFSCI 1750 (Digital Narrative and Interactive Design Capstone) — no English overlap

Linguistics Minor Requirements (Catalog Summary — 15 credits, 5 courses)

Note: the catalog cautions that courses already counted toward another certificate or minor (e.g., ASL, Arabic) may not double-count for this minor. None of the 5 courses below are used elsewhere for a certificate or minor in this plan, so that restriction does not apply here.

Requirement Category	Credits	Notes
Required Course	3 cr / 1 course	LING 1000 (Introduction to Linguistics)
Electives, 1000-level Linguistics courses (choose 4)	12 cr / 4 courses	LING 1578 (Phonetics and Phonemics), LING 1777 (Syntactic Theory), LING 1682 (Introduction to Semantic Theory), LING 1330 (Introduction to Computational Linguistics)

Gen Ed Courses Used in This Plan (40 credits, 13 courses)

Competency	Learning Goal	Course	Title	Cr.	Note
Communicating, Creating, Expressing	Writing	**ENGCMP 0200**	Seminar in Composition	3	—
Communicating, Creating, Expressing	Communication	**COMMRC 0520**	Public Speaking (tagged "Creative Work"; ExL: Undergraduate Research)	3	*BEST FIT + ExL*
Communicating, Creating, Expressing	Interpretive Arts & Humanities	**ENGLIT 0560**	Children and Culture	3	*English Major Elective (1 of 7)*
Inquiring, Analyzing, Problem Solving	Data Fluency	**STAT 1060**	Data Science Foundations	4	*PROPOSED*
Inquiring, Analyzing, Problem Solving	Historical Thinking & Analysis	**HIST 0100**	Western Civilization 1	3	—
Inquiring, Analyzing, Problem Solving	Quantitative Reasoning	**MATH 0002**	College Algebra	3	—
Inquiring, Analyzing, Problem Solving	Scientific Literacy	**ASTRON 0101**	Introduction to Astronomy	3	—
Inquiring, Analyzing, Problem Solving	Social Systems & Human Behaviors	**SOC 0010**	Introduction to Sociology	3	—
Engaging Responsibly	Ethical Reasoning	**PHIL 0080**	Intro to Philosophical Problems	3	—
Engaging Responsibly	Sustainability	**GEOL 0880**	Introduction to Climate Change	3	*PROPOSED*
Understanding Local-Global Contexts & Challenges	Civil Discourse & Dialogue	**COMMRC 1073**	Interpersonal Comm. in a Diverse Workplace (tagged "Diversity")	3	***REVIEW***
Understanding Local-Global Contexts & Challenges	Intercultural Competence	**COMMRC 1170**	Cross-Cultural Communication	3	—
— (any competency)	Learning Goal Elective (reinforces Social Systems)	**ECON 0100**	Intro Microeconomic Theory	3	*Gen Ed Elective*

Key: *"BEST FIT" = a real, currently-offered course that is a plausible fit but not officially tagged to this specific Learning Goal. "PROPOSED" = drawn from DSAS's own draft algorithmic course-tagging exercise for the five newest Learning Goals, not yet a finalized designation. "REVIEW" = tagged to the old Diversity category, which the crosswalk flags as splitting across two Learning*

Goals and requiring course-level review before formal re-tagging. "ExL" = carries the Experiential Learning course attribute. "Gen Ed Elective" = the flexible course used to reach the 40-credit minimum. "English Major Elective" = also satisfies one of the major's 7 required electives.

Semester-by-Semester Plan

Shading below matches the competency colors used in the Gen Ed table above for Gen Ed courses: orange = Communicating, Creating & Expressing; green = Inquiring, Analyzing & Problem Solving; yellow = Engaging Responsibly; blue = Understanding Local-Global Contexts & Challenges; grey = a Gen Ed Learning Goal Elective not tied to one competency. Tan marks courses shared between the English and DNID majors; steel blue marks DNID-only courses; sage green marks Linguistics Minor courses. English-major-only and Free Elective rows are left unshaded.

Year 1 – Fall

Course	Title / Notes	Cr.	Type
ENGCMP 0200	Seminar in Composition (Gen Ed: Writing)	3	*Gen Ed*
MATH 0002	College Algebra (Gen Ed: Quantitative Reasoning)	3	*Gen Ed*
ENGLIT 0506	Literary Field Studies (English Major: foundational, required; no DNID overlap)	3	*English Major*
LING 1000	Introduction to Linguistics (Linguistics Minor: required)	3	*Linguistics Minor*
Free Elective	Open elective	3	*Elective*
	Semester Total	**15**	

Year 1 – Spring

Course	Title / Notes	Cr.	Type
COMMRC 0520	Public Speaking (Gen Ed: Communication — best fit; satisfies Experiential Learning — ExL: Undergraduate Research)	3	*Gen Ed*
ASTRON 0101	Introduction to Astronomy (Gen Ed: Scientific Literacy)	3	*Gen Ed*
CMPINF 0401	Intermediate Programming (DNID: required; no English overlap)	4	*DNID Major*
LING 1578	Phonetics and Phonemics (Linguistics Minor elective)	3	*Linguistics Minor*
Free Elective	Open elective	3	*Elective*
	Semester Total	**16**	

Year 2 – Fall

Course	Title / Notes	Cr.	Type
SOC 0010	Introduction to Sociology (Gen Ed: Social Systems & Human Behaviors)	3	*Gen Ed*
HIST 0100	Western Civilization 1 (Gen Ed: Historical Thinking & Analysis)	3	*Gen Ed*
Period Course 1	e.g., early British literature (English Major: Period Course 1 of 2; no DNID overlap)	3	*English Major*

Course	Title / Notes	Cr.	Type
LING 1777	Syntactic Theory (Linguistics Minor elective)	3	*Linguistics Minor*
Free Elective	Open elective	3	*Elective*
	Semester Total	**15**	

Year 2 – Spring

Course	Title / Notes	Cr.	Type
ENGLIT 0560	Children and Culture — English Major (Elective 1 of 7) + Gen Ed: Interpretive Arts & Humanities	3	*Gen Ed + Major*
COMMRC 1170	Cross-Cultural Communication (Gen Ed: Intercultural Competence)	3	*Gen Ed*
Period Course 2	e.g., American literature (English Major: Period Course 2 of 2; no DNID overlap)	3	*English Major*
LING 1682	Introduction to Semantic Theory (Linguistics Minor elective)	3	*Linguistics Minor*
Free Elective	Open elective	3	*Elective*
	Semester Total	**15**	

Year 3 – Fall

Course	Title / Notes	Cr.	Type
PHIL 0080	Intro to Philosophical Problems (Gen Ed: Ethical Reasoning)	3	*Gen Ed*
STAT 1060	Data Science Foundations (Gen Ed: Digital Fluency — proposed)	4	*Gen Ed*
ENGLIT 0512	Narrative and Technology — DNID Gateway + English Major (Elective 2 of 7)	3	*English + DNID*
INFSCI 0410	Human-Centered Systems (DNID: User-Centered Design Cluster, Introduction; no English overlap)	3	*DNID Major*
LING 1330	Introduction to Computational Linguistics (Linguistics Minor elective)	3	*Linguistics Minor*
	Semester Total	**16**	

Year 3 – Spring

Course	Title / Notes	Cr.	Type
GEOL 0880	Introduction to Climate Change (Gen Ed: Sustainability — proposed)	3	*Gen Ed*
COMMRC 1073	Interpersonal Comm. in a Diverse Workplace (Gen Ed: Civil Discourse & Dialogue — tagged Diversity, needs review)	3	*Gen Ed*
ENGLIT 1201	Digital Narrative and Interactive Design, English-side section — DNID Core + English Major (Elective 3 of 7)	3	*English + DNID*
INFSCI 0510	Data Analysis (DNID: Data Analytics and Processing; no English overlap)	3	*DNID Major*

Course	Title / Notes	Cr.	Type
Free Elective	Open elective	3	*Elective*
	Semester Total	**15**	

Year 4 – Fall

Course	Title / Notes	Cr.	Type
ECON 0100	Intro Microeconomic Theory (Gen Ed: Learning Goal Elective / Social Systems)	3	*Gen Ed*
ENGCMP 0610	Composing Digital Media — DNID DSAS Elective 1 of 2 + English Major (Elective 4 of 7)	3	*English + DNID*
ENGFLM 0570	Introduction to New Media — DNID Media Literacy + English Major (Elective 5 of 7)	3	*English + DNID*
INFSCI 1420	User-Centered Design (DNID: User-Centered Design Cluster, Web Design; no English overlap)	3	*DNID Major*
Free Elective	Open elective / minor	3	*Elective*
	Semester Total	**15**	

Year 4 – Spring

Course	Title / Notes	Cr.	Type
ENGLIT 1002	Game, Story, Play — DNID Interaction & Narrative + English Major (Elective 6 of 7, 1000-level)	3	*English + DNID*
ENGLIT 1355	Virtual Reality — DNID DSAS Elective 2 of 2 + English Major (Elective 7 of 7, 1000-level)	3	*English + DNID*
ENGLIT 1900	Project Seminar — English Major Capstone + DNID English/DSAS Capstone (shared)	3	*English + DNID*
ENGLIT 1910	Senior Seminar (English Major: Advanced Capstone; no DNID overlap)	3	*English Major*
CS 1637	Intro to Human-Computer Interaction (DNID: User-Centered Design Cluster, HCI; no English overlap)	3	*DNID Major*
INFSCI 1750	Digital Narrative and Interactive Design Capstone (DNID: INFSCI Capstone; no English overlap)	3	*DNID Major*
	Semester Total	**18**	

Summary

Gen Ed: 40 credits / 13 courses, all four competencies satisfied. Of these, 1 course (ENGLIT 0560) also fulfills an English major elective. Experiential Learning satisfied via COMMRC 0520 (Year 1 Spring).

English Literature, BA: 36 credits / 12 courses. All 7 electives are shared with either Gen Ed (1 course) or DNID (6 courses), and 1 of the 2 capstones (ENGLIT 1900) is shared with DNID. Only 4 courses (12 credits) are unique to the English major alone.

Digital Narrative and Interactive Design, BA/BS: 40 credits / 13 courses (computed). 7 courses are shared with English (including the Gateway course, ENGLIT 0512); the remaining 6 courses are unique to DNID alone.

Linguistics Minor: 15 credits / 5 courses (LING 1000, 1578, 1777, 1682, 1330), all of which are net-new to this plan — none overlap with Gen Ed, English, or DNID, but all fit cleanly into free-elective slots that would otherwise sit empty.

Total program credits across the 8 semesters shown: 125 with 6 free-elective slots (18 credits) still open for a second minor or general electives.

Sources

- Pitt_GELG_Courses_DSAS.xlsx — course-level DSAS inventory (1,754 rows) used to select real example courses, verify credit values, and check Experiential Learning attributes.
- DSAS_GER_to_GELOS_Crosswalk_7_31_26.xlsx — crosswalk logic from old GER categories to new Learning Goals for DSAS, including flagged gaps and splits.
- Proposed_GELG_DSAS.xlsx — draft algorithmic course-tagging exercise (430 rows) for the five newest Learning Goals, including a Learning Goal Definitions reference sheet.
- UPP Catalog, English Literature, BA (catoid=241, poid=79334) — major requirement categories and required courses.
- UPP Catalog, Digital Narrative and Interactive Design, BA/BS (catoid=241, poid=79339) — joint-major requirement categories and required/elective courses.
- UPP Catalog, Linguistics Minor (catoid=241, poid=79068) — minor requirement categories and elective structure.

UNIVERSITY OF PITTSBURGH — DIETRICH SCHOOL OF ARTS & SCIENCES

SAMPLE 4-YEAR PLAN: ENGLISH LITERATURE, BA + DNID, BA/BS + LINGUISTICS MINOR

Gen Ed via the Distinct Pathway (Emerging Technologies Interdisciplinary Distinction)

Purpose and Assumptions

This plan reworks the English Literature, BA + DNID, BA/BS + Linguistics Minor plan to complete Gen Ed via the New Gen Ed Curricular Structure's Distinct pathway rather than the General pathway used in every earlier version. The two pathways share identical minimums for Inquiring, Analyzing & Problem Solving (5 courses) and Communicating, Creating & Expressing (3 courses) — unchanged here. The difference is in Engaging Responsibly and Understanding Global Contexts & Challenges: the General pathway requires 2 courses in each (4 total, potentially spread across up to 4 different themes), while the Distinct pathway instead requires 4 courses concentrated in a single thematic learning goal, at least 1 with an ExL attribute, plus matriculation in the corresponding Interdisciplinary Distinction.

Given DNID's strong technology focus, this plan uses the "Digital Literacy" theme, corresponding to the "Emerging Technologies" Interdisciplinary Distinction. This is a different, additional slot from the Inquiring competency's own "Digital Fluency" learning goal (still satisfied separately by STAT 1060) — the source document lists both as distinct requirements, so the 4 Digital Literacy theme courses shown below are new courses, not a repeat of STAT 1060.

One genuine gap in the provided data: none of the four Digital Literacy theme courses have a confirmed ExL attribute in the DSAS crosswalk (the two draft "PROPOSED" courses, STAT 1050 and GEOL 1445, aren't tracked for ExL at all, and the crosswalk's only ExL-bearing Computing course, CS 1510, carries prerequisites this student hasn't taken). This plan uses INFSCI 1750 — DNID's own required capstone — as an illustrative ExL course instead, on the reasoning that a capstone project is inherently experiential; this is not a confirmed designation and should be verified with a Gen Ed advisor. Because INFSCI 1750 was already required by DNID, using it here adds zero new courses to the plan.

The Distinct pathway also requires completing co-curricular requirements and earning the Interdisciplinary Distinction credential itself, per "Appendix D" of the New Gen Ed Curricular Structure — that appendix was not included in the provided document, so this plan covers only the coursework side of the Distinct pathway and cannot show the co-curricular/credential requirements. An advisor or the Gen Ed committee would need to supply Appendix D to complete this picture.

Removing the General pathway's 4 separate courses (Ethical Reasoning, Sustainability, Civil Discourse & Dialogue, Intercultural Competence) freed up 4 slots; 2 were refilled with new Digital Literacy theme courses (STAT 1050, GEOL 1445), 1 with a very light 1-credit DNID-specific course (ENGCMP 1916), and 1 with a second Gen Ed Elective (PSY 0105) to help offset the credit lost from that 1-credit swap. None of the removed courses were tied to English, DNID, or the Linguistics minor, so this change doesn't disturb those integrations at all.

English Literature, BA Requirements (Catalog Summary — 36 credits, 12 courses)

Requirement Category	Credits	Notes
Foundational Course	3 cr / 1 course	ENGLIT 0506 (Literary Field Studies) — English-only, no DNID overlap
Period Courses (choose 2)	6 cr / 2 courses	From the department's approved period-course list — English-only, no DNID overlap; exact list published at englishlit.pitt.edu, not in the provided crosswalk data

Requirement Category	Credits	Notes
Electives at the 0500-level or above (choose 7)	21 cr / 7 courses	All 7 are shared with Gen Ed or DNID in this plan — see "Also Satisfies" notes in the tables below. ≥ 4 within a concentration (assumed: Digital/Media Studies, given the DNID overlap); ≥ 3 at the 1000-level; ≤ 2 from Composition/Film/Writing; ≥ 1 fulfilling breadth-of-study (advisor to confirm)
Advanced Capstone Courses	6 cr / 2 courses	ENGLIT 1900 (shared with DNID's English/DSAS Capstone) + ENGLIT 1910 (English-only)

Digital Narrative and Interactive Design, BA/BS Requirements (Computed — 40 credits, 13 courses)

Requirement Category	Credits	Notes
Gateway Course (choose 1)	3 cr / 1 course	ENGLIT 0512 (also an English major elective)
Core DNID Course (choose 1 section)	3 cr / 1 course	ENGLIT 1201 (English-side section, also an English major elective) or CMPINF 1201 (SCI-side, no overlap)
Intermediate Programming	4 cr / 1 course	CMPINF 0401 (or INFSCI 0201) — no English overlap
Interaction and Narrative Course (choose 1)	3 cr / 1 course	ENGLIT 1002 (also an English major elective, 1000-level); cannot reuse the Gateway course
Media Literacy Course (choose 1)	3 cr / 1 course	ENGFLM 0570 (also an English major elective, via the "up to 2 from Film" allowance)
Data Analytics and Processing (choose 1)	3 cr / 1 course	INFSCI 0510 — no English overlap
User-Centered Design Cluster (3 courses)	9 cr / 3 courses	INFSCI 0410 (required) + 1 Web Design course (INFSCI 1420) + 1 HCI course (CS 1637) — no English overlap
DSAS Elective Courses (choose 2)	6 cr / 2 courses	ENGCMP 0610 + ENGLIT 1355 (both also English major electives, 1355 at the 1000-level)
English/DSAS Capstone (choose 1)	3 cr / 1 course	ENGLIT 1900 — the same Project Seminar already required by the English major
INFSCI Capstone (choose 1)	3 cr / 1 course	INFSCI 1750 (Digital Narrative and Interactive Design Capstone) — no English overlap

Linguistics Minor Requirements (Catalog Summary — 15 credits, 5 courses)

Note: the catalog cautions that courses already counted toward another certificate or minor (e.g., ASL, Arabic) may not double-count for this minor. None of the 5 courses below are used elsewhere for a certificate or minor in this plan, so that restriction does not apply here.

Requirement Category	Credits	Notes
Required Course	3 cr / 1 course	LING 1000 (Introduction to Linguistics)
Electives, 1000-level Linguistics courses (choose 4)	12 cr / 4 courses	LING 1578 (Phonetics and Phonemics), LING 1777 (Syntactic Theory), LING 1682 (Introduction to Semantic Theory), LING 1330 (Introduction to Computational Linguistics)

Gen Ed Courses Used in This Plan — Distinct Pathway (41 credits, 14 courses)

Competency	Learning Goal	Course	Title	Cr.	Note
Communicating, Creating, Expressing	Writing	**ENGCMP 0200**	Seminar in Composition	3	—
Communicating, Creating, Expressing	Communication	**COMMRC 0520**	Public Speaking (tagged "Creative Work"; ExL: Undergraduate Research)	3	*BEST FIT + ExL*
Communicating, Creating, Expressing	Interpretive Arts & Humanities	**ENGLIT 0560**	Children and Culture	3	*English Major Elective (1 of 7)*
Inquiring, Analyzing, Problem Solving	Data Fluency	**STAT 1060**	Data Science Foundations	4	*PROPOSED*
Inquiring, Analyzing, Problem Solving	Historical Thinking & Analysis	**HIST 0100**	Western Civilization 1	3	—
Inquiring, Analyzing, Problem Solving	Quantitative Reasoning	**MATH 0002**	College Algebra	3	—
Inquiring, Analyzing, Problem Solving	Scientific Literacy	**ASTRON 0101**	Introduction to Astronomy	3	—
Inquiring, Analyzing, Problem Solving	Social Systems & Human Behaviors	**SOC 0010**	Introduction to Sociology	3	—
Engaging Responsibly + Understanding Global (Distinct theme: Emerging Technologies)	Data Literacy	**STAT 1050**	Data Jam: Using Big Data for Community Good	3	*PROPOSED*
Engaging Responsibly + Understanding Global (Distinct theme: Emerging Technologies)	Data Literacy	**GEOL 1445**	GIS, GPS, and Computer Methods	3	*PROPOSED*

Competency	Learning Goal	Course	Title	Cr.	Note
Engaging Responsibly + Understanding Global (Distinct theme: Emerging Technologies)	Data Literacy	**INFSCI 1750**	Digital Narrative and Interactive Design Capstone (also DNID Major requirement)	3	*ILLUSTRATIVE ExL*
Engaging Responsibly + Understanding Global (Distinct theme: Emerging Technologies)	Data Literacy	**ENGCMP 1916**	Professional Development in DNID	1	*PROPOSED*
— (any competency)	Learning Goal Elective (reinforces Social Systems)	**ECON 0100**	Intro Microeconomic Theory	3	*Gen Ed Elective*
— (any competency)	Learning Goal Elective (reinforces Social Systems)	**PSY 0105**	Introduction to Social Psychology	3	*Gen Ed Elective*

Key: *"PROPOSED" = drawn from DSAS's own draft algorithmic course-tagging exercise, not yet a finalized designation. "ILLUSTRATIVE ExL" = not a confirmed ExL course in the provided data; used here on the reasoning that a capstone project is inherently experiential, pending advisor confirmation. "Gen Ed Elective" = flexible courses used to reach the 40-credit minimum. "English Major Elective" = also satisfies one of the major's 7 required electives.*

Semester-by-Semester Plan

Shading below matches the competency colors used in the Gen Ed table above for Gen Ed courses: orange = Communicating, Creating & Expressing; green = Inquiring, Analyzing & Problem Solving; purple = the Distinct pathway's Digital Literacy theme (replacing the General pathway's yellow/blue Engaging Responsibly and Understanding Global rows); grey = a Gen Ed Learning Goal Elective not tied to one competency. Tan marks courses shared between the English and DNID majors; steel blue marks DNID-only courses; sage green marks Linguistics Minor courses. English-major-only and Free Elective rows are left unshaded.

Year 1 – Fall

Course	Title / Notes	Cr.	Type
ENGCMP 0200	Seminar in Composition (Gen Ed: Writing)	3	*Gen Ed*
MATH 0002	College Algebra (Gen Ed: Quantitative Reasoning)	3	*Gen Ed*
ENGLIT 0506	Literary Field Studies (English Major: foundational, required; no DNID overlap)	3	*English Major*
LING 1000	Introduction to Linguistics (Linguistics Minor: required)	3	*Linguistics Minor*
Free Elective	Open elective	3	*Elective*
	Semester Total	**15**	

Year 1 – Spring

Course	Title / Notes	Cr.	Type
COMMRC 0520	Public Speaking (Gen Ed: Communication — best fit; satisfies Experiential Learning — ExL: Undergraduate Research)	3	*Gen Ed*
ASTRON 0101	Introduction to Astronomy (Gen Ed: Scientific Literacy)	3	*Gen Ed*
CMPINF 0401	Intermediate Programming (DNID: required; no English overlap)	4	*DNID Major*
LING 1578	Phonetics and Phonemics (Linguistics Minor elective)	3	*Linguistics Minor*
Free Elective	Open elective	3	*Elective*
	Semester Total	**16**	

Year 2 – Fall

Course	Title / Notes	Cr.	Type
SOC 0010	Introduction to Sociology (Gen Ed: Social Systems & Human Behaviors)	3	*Gen Ed*
HIST 0100	Western Civilization 1 (Gen Ed: Historical Thinking & Analysis)	3	*Gen Ed*
Period Course 1	e.g., early British literature (English Major: Period Course 1 of 2; no DNID overlap)	3	*English Major*
LING 1777	Syntactic Theory (Linguistics Minor elective)	3	*Linguistics Minor*
Free Elective	Open elective	3	*Elective*
	Semester Total	**15**	

Year 2 – Spring

Course	Title / Notes	Cr.	Type
ENGLIT 0560	Children and Culture — English Major (Elective 1 of 7) + Gen Ed: Interpretive Arts & Humanities	3	*Gen Ed + Major*
GEOL 1445	GIS, GPS, and Computer Methods (Gen Ed: Digital Literacy theme, 1 of 4 — proposed)	3	*Gen Ed*
Period Course 2	e.g., American literature (English Major: Period Course 2 of 2; no DNID overlap)	3	*English Major*
LING 1682	Introduction to Semantic Theory (Linguistics Minor elective)	3	*Linguistics Minor*
Free Elective	Open elective	3	*Elective*
	Semester Total	**15**	

Year 3 – Fall

Course	Title / Notes	Cr.	Type
STAT 1050	Data Jam: Using Big Data for Community Good (Gen Ed: Digital Literacy theme, 2 of 4 — proposed)	3	*Gen Ed*

Course	Title / Notes	Cr.	Type
STAT 1060	Data Science Foundations (Gen Ed: Digital Fluency — proposed)	4	*Gen Ed*
ENGLIT 0512	Narrative and Technology — DNID Gateway + English Major (Elective 2 of 7)	3	*English + DNID*
INFSCI 0410	Human-Centered Systems (DNID: User-Centered Design Cluster, Introduction; no English overlap)	3	*DNID Major*
LING 1330	Introduction to Computational Linguistics (Linguistics Minor elective)	3	*Linguistics Minor*
	Semester Total	**16**	

Year 3 – Spring

Course	Title / Notes	Cr.	Type
ENGCMP 1916	Professional Development in DNID (Gen Ed: Digital Literacy theme, 3 of 4 — proposed)	1	*Gen Ed*
PSY 0105	Introduction to Social Psychology (Gen Ed: Learning Goal Elective, reinforcing Social Systems)	3	*Gen Ed*
ENGLIT 1201	Digital Narrative and Interactive Design, English-side section — DNID Core + English Major (Elective 3 of 7)	3	*English + DNID*
INFSCI 0510	Data Analysis (DNID: Data Analytics and Processing; no English overlap)	3	*DNID Major*
Free Elective	Open elective	3	*Elective*
	Semester Total	**13**	

Year 4 – Fall

Course	Title / Notes	Cr.	Type
ECON 0100	Intro Microeconomic Theory (Gen Ed: Learning Goal Elective / Social Systems)	3	*Gen Ed*
ENGCMP 0610	Composing Digital Media — DNID DSAS Elective 1 of 2 + English Major (Elective 4 of 7)	3	*English + DNID*
ENGFLM 0570	Introduction to New Media — DNID Media Literacy + English Major (Elective 5 of 7)	3	*English + DNID*
INFSCI 1420	User-Centered Design (DNID: User-Centered Design Cluster, Web Design; no English overlap)	3	*DNID Major*
Free Elective	Open elective / minor	3	*Elective*
	Semester Total	**15**	

Year 4 – Spring

Course	Title / Notes	Cr.	Type
ENGLIT 1002	Game, Story, Play — DNID Interaction & Narrative + English Major (Elective 6 of 7, 1000-level)	3	*English + DNID*

Course	Title / Notes	Cr.	Type
ENGLIT 1355	Virtual Reality — DNID DSAS Elective 2 of 2 + English Major (Elective 7 of 7, 1000-level)	3	*English + DNID*
ENGLIT 1900	Project Seminar — English Major Capstone + DNID English/DSAS Capstone (shared)	3	*English + DNID*
ENGLIT 1910	Senior Seminar (English Major: Advanced Capstone; no DNID overlap)	3	*English Major*
CS 1637	Intro to Human-Computer Interaction (DNID: User-Centered Design Cluster, HCI; no English overlap)	3	*DNID Major*
INFSCI 1750	Digital Narrative and Interactive Design Capstone — DNID Capstone + Gen Ed: Digital Literacy theme, 4 of 4 (illustrative ExL)	3	*Gen Ed + DNID*
	Semester Total	**18**	

Summary

Gen Ed (Distinct pathway): 41 credits / 14 courses. Inquiring, Analyzing & Problem Solving: 16 cr / 5 courses; Communicating, Creating & Expressing: 9 cr / 3 courses; Emerging Technologies Distinction (replacing separate Engaging Responsibly + Understanding Global requirements): 10 cr / 4 courses, including 1 illustrative ExL course (INFSCI 1750, already required by DNID); plus 2 Gen Ed Electives (6 cr). Co-curricular and Interdisciplinary Distinction credential requirements (Appendix D) are not covered by the provided data.

English Literature, BA: 36 credits / 12 courses, unchanged from the General-pathway version — all 7 electives shared with Gen Ed or DNID, 1 of 2 capstones shared with DNID.

Digital Narrative and Interactive Design, BA/BS: 40 credits / 13 courses, unchanged, except INFSCI 1750 (its own required capstone) now also does double duty as this plan's Digital Literacy theme ExL course.

Linguistics Minor: 15 credits / 5 courses, unchanged.

Total program credits across the 8 semesters shown: 123, slightly below the General-pathway version's 125 due to the 1-credit ENGCMP 1916 swap; 6 free-elective slots (18 credits) remain open.

Sources

- New_Gen_Ed_Curricular_Structure_7_22_26.docx (updated version) — General vs. Distinct pathway structure, Interdisciplinary Distinction themes, and the Appendix D reference for co-curricular requirements (not included).
- Pitt_GELG_Courses_DSAS.xlsx — course-level DSAS inventory (1,754 rows) used to select real example courses, verify credit values, and check Experiential Learning attributes.
- DSAS_GER_to_GELOS_Crosswalk_7_31_26.xlsx — crosswalk logic from old GER categories to new Learning Goals for DSAS, including flagged gaps and splits.
- Proposed_GELG_DSAS.xlsx — draft algorithmic course-tagging exercise (430 rows) for the five newest Learning Goals, including a Learning Goal Definitions reference sheet.
- UPP Catalog, English Literature, BA (catoid=241, poid=79334) — major requirement categories and required courses.
- UPP Catalog, Digital Narrative and Interactive Design, BA/BS (catoid=241, poid=79339) — joint-major requirement categories and required/elective courses.

- UPP Catalog, Linguistics Minor (catoid=241, poid=79068) — minor requirement categories and elective structure.

UNIVERSITY OF PITTSBURGH — SCHOOL OF BUSINESS (PITT BUSINESS)

SAMPLE 4-YEAR PLAN: BSBA, FINANCE MAJOR

Integrating the New General Education Curriculum with Pitt Business's BSBA, Finance Major, and CPIE Certificate Requirements

Purpose and Assumptions

This plan refines the sample 4-year Gen Ed plan for CBA students using the actual Bachelor of Science in Business Administration (BSBA) requirements and the Finance major, both published in the Pittsburgh-campus 2026-27 course catalog (School of Business, catoid=241, navoid=27485). The BSBA catalog's own A&S Foundations and Business Prerequisites categories remain in place below; its separate "General Education" category (Humanities, Social Science, Natural Science, Foreign Culture, Civic & Cultural Understanding) has been removed from this plan, since that block is being superseded by the new 40-credit Gen Ed structure. The courses below satisfy the new Gen Ed learning goals directly, layered alongside the Business Core (45 cr / 15 courses) and the Finance major (15 cr beyond its required core course, BUSFIN 1030).

A major finding: several Business Core courses that are NOT officially tagged in the Gen Ed crosswalk are strong content matches for learning goals the earlier general CBA plan flagged as pure gaps — BUSORG 1101 Business Communication (Communication), BUSBIS 1060 Introduction to Information Systems (Digital Fluency), and BUSENV 0060 Managerial Ethics (Ethical Reasoning). BUSBIS 1060 is one of two options for a single either/or Business Core requirement (BUSECN 1010 Managerial Economics or BUSBIS 1060); choosing BUSBIS 1060 here means Managerial Economics is no longer needed, so no extra course is added. Using these three courses resolves 3 of the 6 gaps identified in the earlier general plan, though all three are flagged "ILLUSTRATIVE" since they still need formal Gen Ed course-tagging — course content being a plausible fit is not the same as an official designation.

Historical Thinking & Analysis and Sustainability remain thin: HIST 1091 (Global Health History, officially tagged "Foreign Culture" in the crosswalk) and BUSSCM 1755 (Sustainability in the Supply Chain and Operations, not GER-tagged at all) are used as best-available illustrative picks. Civil Discourse & Dialogue again uses ENGCMP 1099, tagged to the old "DEI" category that the crosswalk flags as needing course-level review. Health & Wellbeing and Innovation & Entrepreneurship remain uncovered, but Engaging Responsibly only requires 2 of its 4 goals, which Ethical Reasoning and Sustainability satisfy.

Credit values for BUS-prefixed courses are assumed to be 3 credits (standard for Pitt Business core/major courses) except where the crosswalk states otherwise (MATH 0120 = 4 credits); BUS 0010's credit value is assumed at 1 and should be confirmed. POLS 0200 fills the plan's "Gen Ed Elective" slot — the flexible 13th course needed to reach the 40-credit minimum after the 12 learning-goal-specific courses total 37 credits (per the New Gen Ed Curricular Structure's own note that remaining credits should go toward a preferred learning-goal area). It is not filling an unmet learning goal; any 3-credit elective would work equally well here.

This version adds the Certificate in Innovation and Entrepreneurship (CPIE) using 4 of the plan's 8 free-elective slots, since BUSFIN 1321 (the CPIE elective chosen) is already required by the Finance major. Two CPIE courses are term-restricted (BUSORG 1640, Fall only; BUSORG 1645, Spring only), which drove their placement in Year 4 Fall and Year 3 Spring respectively — an advisor should confirm this sequencing still works given actual course offering patterns and any prerequisites. 4 free-elective slots (12 credits) remain open after the certificate for a minor or general electives.

BSBA / Finance Major Requirements (Catalog Summary)

Requirement Category	Credits	Notes
A&S Foundations	≈ 7 cr / 3 items	BUS 0010 orientation, English Composition, Foreign Language (if needed)
Business Prerequisites	10 cr / 3 courses	MATH 0120 (Business Calculus), ECON 0100 (Micro), ECON 0110 (Macro)
Business Core	45 cr / 15 courses	All 15 core courses listed below — see Business Core table
Finance Major (beyond core)	15 cr / 5 courses	BUSFIN 1311, 1321 (required) + 3 electives, e.g. 1351, 1329, 1355
CPIE Certificate (via free electives)	15 cr / 5 courses	4 net-new courses + BUSFIN 1321 (already required by the Finance major) — see CPIE table
Free Electives (remaining)	≈ 12 cr / 4 courses	Open electives — minor, additional certificate coursework, or general credit

Business Core Courses (45 credits, 15 courses)

Course	Title	Note
BUSSPP 0020	Managing in Complex Environments	
BUSACC 0030	Financial Accounting	
BUSACC 0040	Managerial Accounting	
BUSQOM 0050	Decision Analytics	
BUSENV 0060	Managerial Ethics	also used for Gen Ed: Ethical Reasoning (illustrative)
BUSBIS 0100	Programming Essentials for Business	
BUSQOM 0101	Business Analytics 1	
BUSQOM 0102	Business Analytics 2	
BUSBIS 1060	Introduction to Information Systems (or BUSECN 1010)	also used for Gen Ed: Digital Fluency (illustrative)
BUSORG 1020	Organizational Behavior	
BUSORG 1101	Business Communication	also used for Gen Ed: Communication (illustrative)
BUSFIN 1030	Introduction to Finance	also the Finance major's required core course
BUSMKT 1040	Introduction to Marketing	
BUSQOM 1070	Operations Management	
BUSSPP 1080	Strategic Management	

Certificate in Innovation and Entrepreneurship — CPIE (15 credits, 5 courses)

The certificate's own elective category explicitly allows a course "that should correspond to elective choices within the student's business major and may also be counted towards the completion of the business major" — BUSFIN 1321 Investment Management is both a required Finance major course and an eligible CPIE elective, so it is used for both without adding a new course.

Course	Title	CPIE Category
BUSORG 1640	The Entrepreneurship Process	Required — Fall term only
BUSORG 1645	Corporate Entrepreneurship	Required — Spring term only
BUSENV 1785	Social Entrepreneurship	Selective Required (1 of 6 options)
BUSFIN 1321	Investment Management	Elective (1 of 10 options) — already required by the Finance major, so no new course is needed here
BUSENV 1790	Entrepreneurial Internship	Experiential Learning Requirement (1 of 3 options)

Gen Ed Courses Used in This Plan (40 credits, 13 courses)

Competency	Learning Goal	Course	Title / Source	Cr.	Note
Communicating, Creating, Expressing	Writing	**ENGCMP 0200**	Seminar in Composition (A&S Foundations)	3	—
Communicating, Creating, Expressing	Communication	**BUSORG 1101**	Business Communication (Business Core)	3	*ILLUSTRATIVE*
Communicating, Creating, Expressing	Interpretive Arts & Humanities	**ENGLIT 0560**	Children and Culture	3	—
Inquiring, Analyzing, Problem Solving	Digital Fluency	**BUSBIS 1060**	Introduction to Information Systems (Business Core — either/or requirement)	3	*ILLUSTRATIVE*
Inquiring, Analyzing, Problem Solving	Historical Thinking & Analysis	**HIST 1091**	Global Health History (free elective)	3	*BEST FIT*
Inquiring, Analyzing, Problem Solving	Quantitative Reasoning	**MATH 0120**	Business Calculus (Business Prerequisite)	4	—
Inquiring, Analyzing, Problem Solving	Scientific Literacy	**GEOL 0881**	Exploring Issues in Climate Change	3	—
Inquiring, Analyzing, Problem Solving	Social Systems & Human Behaviors	**ECON 0100**	Intro Microeconomic Theory (Business Prerequisite)	3	—
Engaging Responsibly	Ethical Reasoning	**BUSENV 0060**	Managerial Ethics (Business Core)	3	*ILLUSTRATIVE*

Competency	Learning Goal	Course	Title / Source	Cr.	Note
Engaging Responsibly	Sustainability	**BUSSCM 1755**	Sustainability in the Supply Chain and Operations (free elective)	3	*ILLUSTRATIVE*
Understanding Local-Global Contexts & Challenges	Civil Discourse & Dialogue	**ENGCMP 1099**	Language of Policy and Power (DEI-tagged)	3	***REVIEW* + *ExL***
Understanding Local-Global Contexts & Challenges	Intercultural Competence	**AFRCNA 0127**	Introduction to Africa	3	—
— (any competency)	Learning Goal Elective (reinforces Social Systems)	**POLS 0200**	Intro to American Government	3	*Gen Ed Elective*

Key: *"ILLUSTRATIVE" = a real, currently-offered course that is a plausible content fit but is not officially tagged to this Learning Goal in the crosswalk. "BEST FIT" = closest available course for a Learning Goal with no mapped old-GER category at all. "REVIEW" = tagged to the old DEI category, which the crosswalk flags as splitting across two Learning Goals and requiring course-level review before formal re-tagging. "ExL" = carries the crosswalk's Experiential Learning course attribute, satisfying the New Gen Ed Curricular Structure's requirement that at least one Gen Ed course include an ExL attribute. "Gen Ed Elective" = not tied to an unmet Learning Goal; simply the flexible course needed to reach the 40-credit minimum.*

Semester-by-Semester Plan

Shading below matches the competency colors used in the Gen Ed table above: orange = Communicating, Creating & Expressing; green = Inquiring, Analyzing & Problem Solving; yellow = Engaging Responsibly; blue = Understanding Global Contexts & Challenges; grey = a Gen Ed Learning Goal Elective not tied to one competency. Purple marks courses satisfying the CPIE certificate (added below). Business Core, Finance Major, Foundations/Prerequisite, and remaining Free Elective rows are left unshaded.

Year 1 – Fall

Course	Title / Notes	Cr.	Type
BUS 0010	First-Year Orientation (A&S Foundations; credit value assumed — confirm with registrar)	1	*Degree Req.*
ENGCMP 0200	Seminar in Composition (Gen Ed: Writing)	3	*Gen Ed*
MATH 0120	Business Calculus (Gen Ed: Quantitative Reasoning; Business Prerequisite)	4	*Gen Ed*
BUSACC 0030	Financial Accounting (Business Core)	3	*Degree Req.*
ENGLIT 0560	Children and Culture (Gen Ed: Interpretive Arts & Humanities)	3	*Gen Ed*
	Semester Total	**14**	

Year 1 – Spring

Course	Title / Notes	Cr.	Type
ECON 0100	Intro Microeconomic Theory (Gen Ed: Social Systems & Human Behaviors; Business Prerequisite)	3	*Gen Ed*
ECON 0110	Intro Macroeconomic Theory (Business Prerequisite)	3	*Degree Req.*
BUSACC 0040	Managerial Accounting (Business Core)	3	*Degree Req.*
Free Elective	Open elective / minor	3	*Degree Req.*
Foreign Language	Language course, if needed (A&S Foundations)	3	*Degree Req.*
	Semester Total	**15**	

Year 2 – Fall

Course	Title / Notes	Cr.	Type
BUSSPP 0020	Managing in Complex Environments (Business Core)	3	*Degree Req.*
BUSQOM 0050	Decision Analytics (Business Core)	3	*Degree Req.*
BUSENV 0060	Managerial Ethics (Business Core; Gen Ed: Ethical Reasoning — illustrative)	3	*Gen Ed*
GEOL 0881	Exploring Issues in Climate Change (Gen Ed: Scientific Literacy)	3	*Gen Ed*
POLS 0200	Intro to American Government (Gen Ed Elective — reinforces Social Systems & Human Behaviors)	3	*Gen Ed*
	Semester Total	**15**	

Year 2 – Spring

Course	Title / Notes	Cr.	Type
BUSBIS 0100	Programming Essentials for Business (Business Core)	3	*Degree Req.*
BUSQOM 0101	Business Analytics 1 (Business Core)	3	*Degree Req.*
BUSQOM 0102	Business Analytics 2 (Business Core)	3	*Degree Req.*
AFRCNA 0127	Introduction to Africa (Gen Ed: Intercultural Competence)	3	*Gen Ed*
HIST 1091	Global Health History (Gen Ed: Historical Thinking & Analysis — best fit; free elective)	3	*Gen Ed*
	Semester Total	**15**	

Year 3 – Fall

Course	Title / Notes	Cr.	Type
BUSBIS 1060	Introduction to Information Systems (Business Core — either/or requirement; Gen Ed: Digital Fluency — illustrative)	3	*Gen Ed*

Course	Title / Notes	Cr.	Type
BUSORG 1020	Organizational Behavior (Business Core)	3	*Degree Req.*
BUSORG 1101	Business Communication (Business Core; Gen Ed: Communication — illustrative)	3	*Gen Ed*
BUSFIN 1030	Introduction to Finance (Business Core; Finance major's required core course)	3	*Degree Req.*
ENGCMP 1099	Language of Policy and Power (Gen Ed: Civil Discourse & Dialogue — DEI-tagged, needs review; also satisfies the Experiential Learning requirement, ExL: Undergraduate Research)	3	*Gen Ed*
	Semester Total	**15**	

Year 3 – Spring

Course	Title / Notes	Cr.	Type
BUSMKT 1040	Introduction to Marketing (Business Core)	3	*Degree Req.*
BUSQOM 1070	Operations Management (Business Core)	3	*Degree Req.*
BUSFIN 1311	Corporate Finance (Finance Major — required)	3	*Degree Req.*
BUSFIN 1321	Investment Management (Finance Major — required; also satisfies CPIE elective requirement)	3	*Degree Req.*
BUSSCM 1755	Sustainability in the Supply Chain and Operations (Gen Ed: Sustainability — illustrative; free elective)	3	*Gen Ed*
BUSORG 1645	Corporate Entrepreneurship (CPIE required — Spring term only)	3	*CPIE Certificate*
	Semester Total	**18**	

Year 4 – Fall

Course	Title / Notes	Cr.	Type
BUSSPP 1080	Strategic Management (Business Core)	3	*Degree Req.*
BUSFIN 1351	Financial Modeling (Finance Major elective #1)	3	*Degree Req.*
BUSFIN 1329	Investments Analysis & Strategies (Finance Major elective #2)	3	*Degree Req.*
BUSORG 1640	The Entrepreneurship Process (CPIE required — Fall term only)	3	*CPIE Certificate*
BUSENV 1790	Entrepreneurial Internship (CPIE Experiential Learning requirement)	3	*CPIE Certificate*
	Semester Total	**15**	

Year 4 – Spring

Course	Title / Notes	Cr.	Type
BUSFIN 1355	Valuation (Finance Major elective #3)	3	*Degree Req.*
BUSENV 1785	Social Entrepreneurship (CPIE Selective Required course)	3	*CPIE Certificate*
Free Elective	Open elective / minor	3	*Degree Req.*
Free Elective	Open elective / minor	3	*Degree Req.*

Course	Title / Notes	Cr.	Type
Free Elective	Open elective / minor	3	*Degree Req.*
	Semester Total	**15**	

Summary

Gen Ed: 40 credits / 13 courses. Inquiring, Analyzing & Problem Solving: 16 cr / 5 courses; Communicating, Creating & Expressing: 9 cr / 3 courses; Engaging Responsibly: 6 cr / 2 courses; Understanding Global Contexts & Challenges: 6 cr / 2 courses; plus a 3-credit Learning Goal Elective. Of these 13 courses, 6 are officially crosswalk-tagged (Writing, Interpretive Arts & Humanities, Quantitative Reasoning, Scientific Literacy, Social Systems & Human Behaviors, Intercultural Competence); 5 are illustrative Business-Core or elective courses pending formal Gen Ed tagging (Communication, Digital Fluency, Historical Thinking & Analysis, Ethical Reasoning, Sustainability); and 1 (Civil Discourse & Dialogue) is tagged but flagged for DEI-split review. The Experiential Learning requirement is satisfied by ENGCMP 1099 (Language of Policy and Power), which carries the crosswalk's ExL attribute (Undergraduate Research).

BSBA Degree: A&S Foundations (≈ 7 cr), Business Prerequisites (10 cr / 3 courses), Business Core (45 cr / 15 courses, 3 of which double as new Gen Ed courses), and the Finance major (15 cr / 5 courses beyond its required core course, BUSFIN 1030). The catalog's separate “General Education” category has been removed from this plan, as it is being replaced by the new 40-credit Gen Ed structure shown above.

Certificate: the Certificate in Innovation and Entrepreneurship (CPIE, 15 cr / 5 courses) is completed using 4 net-new courses (BUSORG 1640, BUSORG 1645, BUSENV 1785, BUSENV 1790) plus BUSFIN 1321, which the Finance major already requires.

Total program credits across the 8 semesters shown: 122, comfortably above the BSBA's 120-credit minimum, with 4 free-elective slots (12 credits) remaining after the CPIE certificate — enough for a minor or additional general electives.

Sources

- New_Gen_Ed_Curricular_Structure_7_22_26.docx — competency/learning-goal framework and 40-credit minimum.
- Pitt_CBA_GER_Crosswalk.xlsx — crosswalk logic from old GER categories to new Learning Goals for CBA, including flagged gaps.
- Pitt_GELG_Courses_CBA.xlsx — course-level Pittsburgh-campus (PIT) inventory used to select real example courses and verify credit values.
- UPP Undergraduate Catalog, School of Business (catoid=241, navoid=27485) — BSBA graduation requirements, A&S Foundations/Business Prerequisites structure, Business Core, Finance major requirements, and the Certificate in Innovation and Entrepreneurship (CPIE).

UNIVERSITY OF PITTSBURGH AT GREENSBURG SAMPLE 4-YEAR PLAN:

CHEMISTRY, BS WITH HEALTHCARE MANAGEMENT AND FILM STUDIES MINORS

Integrating the New General Education Curriculum with the Chemistry Major and Two Minors

Purpose and Assumptions

This plan is merely intended as an example and requires further review and refinement by academic leaders and advisors. This plan shows how a hypothetical UPG Chemistry, BS student minoring in both Healthcare Management and Film Studies can satisfy the new 40-credit Gen Ed model across 8 semesters, using the major and minor requirements published in the UPG catalog (Chemistry, BS — poid=77193; Healthcare Management Minor — poid=77178; Film Studies Minor — poid=77229) alongside real UPG courses from the Pitt GELG Crosswalk and the Old-GER-to-New-Learning-Goal Crosswalk.

Two Chemistry major requirements happen to double as Gen Ed courses: CHEM 0110 (General Chemistry 1) is tagged "Natural Science" in the crosswalk and satisfies Scientific Literacy, and STAT 1000, chosen as the major's required Science Elective, is tagged "Q2" and satisfies Quantitative Reasoning. Together these two courses (8 credits) count toward both the major and the new Gen Ed model at no extra cost. Writing is satisfied separately by ENGCMP 0010 (College Composition 1), a standard first-year course that does not overlap with the major; CHEM 1702 (Undergraduate Research Writing) remains on the plan purely as the major's required capstone course.

The Healthcare Management minor's own required and elective courses are not Gen Ed–tagged in the crosswalk, so they add fully on top of the major and Gen Ed credits shown here. Digital Fluency, Historical Thinking & Analysis, and Sustainability still use illustrative or best-fit picks with the correct competency but a different old-category tag — including CHEM 1035 (Introduction to Environmental Chemistry), a real course on the major's own Science Elective list that is thematically well-suited to Sustainability even though the major's single Science Elective slot is already used by STAT 1000.

This version also adds a Film Studies minor, taking advantage of a striking overlap: nearly every course on the minor's approved list is tagged to "Communicating, Creating and Expressing" (Interpretive Arts & Humanities) in the crosswalk, and a few also carry "Engaging Responsibly" or "Understanding Global Contexts and Challenges." Three of the plan's existing Gen Ed picks were swapped for Film-Studies-eligible equivalents at no extra cost: ENGFLM 0400 (Introduction to Film) replaces ENGLIT 0110 for Interpretive Arts & Humanities; PHIL 1120 (Philosophy of Film and Film Theory) replaces PHIL 0300 for Ethical Reasoning; and ENGLIT 1725 (Asian North American Film & Literature) replaces HIST 1423 for Global Understanding, since it independently carries the correct competency tag via "World Perspective." Only 2 more courses (COMMRC 1180, COMMRC 0570) are net-new, using 2 of the plan's 4 free-elective slots.

The 13 Gen Ed courses shown total 41 credits — one over the 40-credit minimum — because two of the double-counted major/Gen Ed courses (CHEM 0110 and STAT 1000) are 4-credit courses rather than 3. This is a small, harmless overage rather than a problem to correct. Credit values for the 14 Chemistry "Basic Courses" are estimated from the catalog's stated category total (34 credits across 14 courses) since the catalog does not break out credits per individual course; an advisor should confirm exact values.

Chemistry, BS Requirements (Catalog Summary)

Requirement Category	Credits	Notes
Basic Courses (Chemistry)	34 cr / 14 courses	CHEM 0110–1430 — see table below; CHEM 0110 also used for Gen Ed: Scientific Literacy
Basic Math Courses	12 cr / 3 courses	MATH 0220, 0230, 0240 (Calculus 1–3)
Basic Physics Courses	10 cr / 3 courses	PHYS 0174, 0175, 0212

Requirement Category	Credits	Notes
Science Elective	4 cr / 1 course	STAT 1000 (chosen from a list of 11 options) — also used for Gen Ed: Quantitative Reasoning
Additional Requirements (Capstone)	5 cr / 2 courses	CHEM 1702 (Spring, Jr. year) + CHEM 1710 (Fall, Sr. year)

Chemistry Basic Courses (34 credits, 14 courses)

Course	Title	Cr.	Note
CHEM 0110	General Chemistry 1	4	also Gen Ed: Scientific Literacy
CHEM 0120	General Chemistry 2	4	
CHEM 0250	Introduction to Analytical Chemistry	3	
CHEM 0260	Introduction to Analytical Chemistry Lab	1	
CHEM 0310	Organic Chemistry 1	3	
CHEM 0320	Organic Chemistry 2	3	
CHEM 0330	Organic Chemistry Laboratory 1	1	
CHEM 0340	Organic Chemistry Laboratory 2	1	
CHEM 1130	Inorganic Chemistry	3	
CHEM 1250	Instrumental Analysis	3	
CHEM 1255	Instrumental Analysis Lab	1	
CHEM 1410	Physical Chemistry 1	3	
CHEM 1420	Physical Chemistry 2	3	
CHEM 1430	Physical Chemistry Laboratory 1	1	

Healthcare Management Minor (15 credits, 5 courses)

Requirement Category	Credits	Notes
Required Courses	12 cr / 4 courses	HCM 0100, 1100, 1120, 1130
Additional Course (choose 1)	3 cr / 1 course	Any HCM elective, HCM internship, or required HCM course not listed above

Film Studies Minor (15 credits, 5 courses)

The catalog allows any 5 of 20 listed courses. Three happen to be the exact courses already used to satisfy Gen Ed learning goals elsewhere in this plan — swapping them in place of the previous picks costs nothing extra. Only 2 courses (6 credits) are net-new, using 2 of the plan's 4 free-elective slots.

Course	Title	Note
ENGFLM 0400	Introduction to Film	also Gen Ed: Interpretive Arts & Humanities (replaces ENGLIT 0110)
PHIL 1120	Philosophy of Film and Film Theory	also Gen Ed: Ethical Reasoning (replaces PHIL 0300)
ENGLIT 1725	Asian North American Film & Literature	also Gen Ed: Global Understanding (replaces HIST 1423)
COMMRC 1180	Exploring Film Genres	net-new; uses 1 free-elective slot

Course	Title	Note
COMMRC 0570	Independent Film	net-new; uses 1 free-elective slot

Gen Ed Courses Used in This Plan (41 credits, 13 courses)

Competency	Learning Goal	Course	Title	Cr.	Also Satisfies / Note
Communicating, Creating, Expressing	Writing	**ENGCMP 0010**	College Composition 1	3	—
Communicating, Creating, Expressing	Communication	**COMMRC 0520**	Public Speaking (ExL: Undergraduate Research)	3	*ExL*
Communicating, Creating, Expressing	Interpretive Arts & Humanities	**ENGFLM 0400**	Introduction to Film	3	*Film Studies Minor*
Inquiring, Analyzing, Problem Solving	Data Fluency	**INFSCI 1053**	Digital Forensics (tagged "Q2")	3	*ILLUSTRATIVE*
Inquiring, Analyzing, Problem Solving	Historical Thinking & Analysis	**HIST 0600**	United States to 1877	3	*BEST FIT*
Inquiring, Analyzing, Problem Solving	Quantitative Reasoning	**STAT 1000**	Applied Statistical Methods	4	*Major (Science Elective)*
Inquiring, Analyzing, Problem Solving	Scientific Literacy	**CHEM 0110**	General Chemistry 1	4	*Major (Basic Course)*
Inquiring, Analyzing, Problem Solving	Social Systems & Human Behaviors	**CJ 0110**	Criminology	3	—
Engaging Responsibly	Ethical Reasoning	**PHIL 1120**	Philosophy of Film and Film Theory	3	*Film Studies Minor*
Engaging Responsibly	Sustainability	**CHEM 1035**	Introduction to Environmental Chemistry	3	*ILLUSTRATIVE*
Understanding Local-Global Contexts & Challenges	Global Understanding	**ENGLIT 1725**	Asian North American Film & Literature (tagged "World Perspective")	3	*Film Studies Minor*
Understanding Local-Global Contexts & Challenges	Intercultural Competence	**ANTH 1310**	Migration and Diasporas	3	—
— (any competency)	Learning Goal Elective (Writing sequence)	**ENGCMP 0020**	College Composition 2	3	*Gen Ed Elective*

Key: *"ILLUSTRATIVE" / "BEST FIT" = a real, currently-offered course that is a plausible fit but not officially tagged to this specific Learning Goal. "ExL" = carries the crosswalk's Experiential Learning attribute. "Gen Ed Elective" = the flexible course used to exceed the 40-credit minimum, not tied to an unmet goal. The "Also Satisfies" column marks courses that are also required by the Chemistry major.*

Semester-by-Semester Plan

Shading below matches the competency colors used in the Gen Ed table above: orange = Communicating, Creating & Expressing; green = Inquiring, Analyzing & Problem Solving; yellow = Engaging Responsibly; blue = Understanding Global Contexts & Challenges; grey = a Gen Ed Learning Goal Elective not tied to one competency. Purple marks courses satisfying the Healthcare Management minor; tan marks courses satisfying the Film Studies minor (courses satisfying both a Gen Ed goal and a minor keep their competency color, noted in the text). Major-only and Free Elective rows are left unshaded.

Year 1 – Fall

Course	Title / Notes	Cr.	Type
CHEM 0110	General Chemistry 1 — Major (Basic Course) + Gen Ed: Scientific Literacy	4	*Gen Ed + Major*
MATH 0220	Analytic Geometry and Calculus 1 (Major: Basic Math)	4	*Major*
COMMRC 0520	Public Speaking (Gen Ed: Communication; satisfies Experiential Learning — ExL: Undergraduate Research)	3	*Gen Ed*
HCM 0100	Introduction to Healthcare Management (Minor: Required)	3	*Minor (HCM)*
ENGCMP 0010	College Composition 1 (Gen Ed: Writing)	3	*Gen Ed*
	Semester Total	**17**	

Year 1 – Spring

Course	Title / Notes	Cr.	Type
CHEM 0120	General Chemistry 2 (Major: Basic Course)	4	*Major*
MATH 0230	Analytic Geometry and Calculus 2 (Major: Basic Math)	4	*Major*
ENGFLM 0400	Introduction to Film (Gen Ed: Interpretive Arts & Humanities; also Film Studies Minor)	3	*Gen Ed*
HCM 1100	Management, Design, and Optimization of Healthcare Processes (Minor: Required)	3	*Minor (HCM)*
ENGCMP 0020	College Composition 2 (Gen Ed Elective, continuing the composition sequence)	3	*Gen Ed*
	Semester Total	**17**	

Year 2 – Fall

Course	Title / Notes	Cr.	Type
CHEM 0310	Organic Chemistry 1 (Major: Basic Course)	3	*Major*
CHEM 0330	Organic Chemistry Laboratory 1 (Major: Basic Course)	1	*Major*
MATH 0240	Analytic Geometry and Calculus 3 (Major: Basic Math)	4	*Major*
PHYS 0174	Basic Physics for Science and Engineering 1 (Major: Basic Physics)	4	*Major*
PHIL 1120	Philosophy of Film and Film Theory (Gen Ed: Ethical Reasoning; also Film Studies Minor)	3	*Gen Ed*
	Semester Total	**15**	

Year 2 – Spring

Course	Title / Notes	Cr.	Type
CHEM 0320	Organic Chemistry 2 (Major: Basic Course)	3	*Major*
CHEM 0340	Organic Chemistry Laboratory 2 (Major: Basic Course)	1	*Major*
PHYS 0175	Basic Physics for Science and Engineering 2 (Major: Basic Physics)	4	*Major*
PHYS 0212	Introduction to Laboratory Physics (Major: Basic Physics)	2	*Major*
HCM 1120	Managed Care (Minor: Required)	3	*Minor (HCM)*
Free Elective	Open elective	3	*Elective*
	Semester Total	**16**	

Year 3 – Fall

Course	Title / Notes	Cr.	Type
CHEM 0250	Introduction to Analytical Chemistry (Major: Basic Course)	3	*Major*
CHEM 0260	Introduction to Analytical Chemistry Lab (Major: Basic Course)	1	*Major*
CHEM 1130	Inorganic Chemistry (Major: Basic Course)	3	*Major*
CJ 0110	Criminology (Gen Ed: Social Systems & Human Behaviors)	3	*Gen Ed*
HIST 0600	United States to 1877 (Gen Ed: Historical Thinking & Analysis — best fit)	3	*Gen Ed*
COMMRC 1180	Exploring Film Genres (Film Studies Minor)	3	*Minor (Film)*
	Semester Total	**16**	

Year 3 – Spring

Course	Title / Notes	Cr.	Type
CHEM 1250	Instrumental Analysis (Major: Basic Course)	3	*Major*
CHEM 1255	Instrumental Analysis Lab (Major: Basic Course)	1	*Major*
CHEM 1702	Undergraduate Research Writing (Major: Capstone, Spring of Jr. year)	3	*Major*
STAT 1000	Applied Statistical Methods — Major (Science Elective) + Gen Ed: Quantitative Reasoning	4	*Gen Ed + Major*
ANTH 1310	Migration and Diasporas (Gen Ed: Intercultural Competence)	3	*Gen Ed*
	Semester Total	**14**	

Year 4 – Fall

Course	Title / Notes	Cr.	Type
CHEM 1410	Physical Chemistry 1 (Major: Basic Course)	3	*Major*
CHEM 1710	Undergraduate Research (Major: Capstone, Fall of Sr. year)	2	*Major*
INFSCI 1053	Digital Forensics (Gen Ed: Digital Fluency — illustrative)	3	*Gen Ed*
HCM 1130	Financial Management of Healthcare (Minor: Required)	3	*Minor (HCM)*
COMMRC 0570	Independent Film (Film Studies Minor)	3	*Minor (Film)*
	Semester Total	**14**	

Year 4 – Spring

Course	Title / Notes	Cr.	Type
CHEM 1420	Physical Chemistry 2 (Major: Basic Course)	3	*Major*
CHEM 1430	Physical Chemistry Laboratory 1 (Major: Basic Course)	1	*Major*
ENGLIT 1725	Asian North American Film & Literature (Gen Ed: Global Understanding; also Film Studies Minor)	3	*Gen Ed*
CHEM 1035	Introduction to Environmental Chemistry (Gen Ed: Sustainability — illustrative)	3	*Gen Ed*
HCM Elective	Healthcare Management elective/internship (Minor: Additional Course)	3	*Minor (HCM)*
Free Elective	Open elective	3	*Elective*
	Semester Total	**16**	

Summary

Gen Ed: 41 credits / 13 courses (1 credit over the 40-credit minimum). Inquiring, Analyzing & Problem Solving: 17 cr / 5 courses; Communicating, Creating & Expressing: 9 cr / 3 courses; Engaging Responsibly: 6 cr / 2 courses; Understanding Global Contexts & Challenges: 6 cr / 2 courses; plus a 3-credit Gen Ed Elective (ENGCMP 0020, taken in Year 1 Spring right after ENGCMP 0010 in Year 1 Fall). Experiential Learning satisfied via COMMRC 0520 (Year 1 Fall). Of the 13 courses, 2 (8 credits — CHEM 0110, STAT 1000) also fulfill Chemistry major requirements. Every Learning Goal now has at least an illustrative course — no bare placeholders remain in this version.

Chemistry, BS: 65 credits / 23 courses — Basic Courses (34 cr / 14), Basic Math (12 cr / 3), Basic Physics (10 cr / 3), Science Elective (4 cr / 1, doubles as Gen Ed), and the Additional/Capstone Requirements (5 cr / 2, one of which doubles as Gen Ed).

Healthcare Management Minor: 15 credits / 5 courses (HCM 0100, 1100, 1120, 1130, plus one HCM elective/internship), fully additive — none of these double-count with the major or Gen Ed in the provided crosswalk data.

Film Studies Minor: 15 credits / 5 courses (ENGFLM 0400, PHIL 1120, ENGLIT 1725, COMMRC 1180, COMMRC 0570). Three of the five (9 credits) also satisfy Gen Ed learning goals — Interpretive Arts & Humanities, Ethical Reasoning, and Global Understanding — so only 2 courses (6 credits) are net-new.

Total program credits across the 8 semesters shown: 125, with 2 free-elective slots (6 credits) still available for additional coursework.

Sources

- UPG_Crosswalk_OLD_to_New_Gen_Eds.xlsx — crosswalk logic from old GER categories to new Learning Goals for UPG, including flagged gaps.
- Pitt_GELG_Courses_UPG.xlsx — course-level UPG inventory used to select real example courses, verify credit values, and identify major/Gen Ed overlaps.
- UPG Catalog, Chemistry, BS (catoid=238, poid=77193) — major requirement categories and required courses.
- UPG Catalog, Healthcare Management Minor (catoid=238, poid=77178) — minor requirement categories and required courses.

- UPG Catalog, Film Studies Minor (catoid=238, poid=77229) — minor requirement categories and approved course list.

University of Pittsburgh at Bradford Sample 4-Year Plan:

Criminal Justice, BA with Gender, Sexuality & Women's Studies and Spanish Minors

Integrating the New General Education Curriculum with the CJ Major and Two Minors

Purpose and Assumptions

This plan is merely intended as an example and requires further review and refinement by academic leaders and advisors. This plan shows relies in existing Criminal Justice, BA requirements and two minors, all published in the Bradford 2026-27 course catalog (Criminal Justice, BA — poid=76900; GSWS Minor — poid=76897; Spanish Minor — poid=76945). The CJ major's own "Suggested Course of Study" confirms real course codes for English Composition (ENG 0101 / ENG 0102) that the general UPB plan could only show as unconfirmed placeholders — both are used here with confidence.

Six of the 13 Gen Ed courses double up with the major or minor at no extra cost: ADMJ 0101 (Intro to Criminal Justice, a required CJ Core course) satisfies Social Systems & Human Behaviors; ADMJ 0245 (Ethics in Criminal Justice, a CJ Area Requirement elective) satisfies Ethical Reasoning; MATH 0110 (Fundamentals of Mathematics) is the CJ major's own suggested course for satisfying the University's math requirement and here fulfills Quantitative Reasoning; and three GSWS minor electives — ENG 0214 (Intro to Literature by Women), HIST 0216 (U.S. Women's History Since 1865), and PS 1354 (LGBTQ Politics) — satisfy Interpretive Arts & Humanities, Historical Thinking & Analysis, and Global Understanding respectively. PS 1354 is genuinely crosswalk-tagged to the correct "Understanding Global Contexts and Challenges" competency, not just an illustrative guess.

The GSWS minor's own catalog language explicitly allows double-counting with a student's major or other minors, provided at least 2 of its 6 courses remain unique to the minor. This plan uses 3 doubled courses (the ones above) and 3 minor-only additions (GSWS 0101, SOC 1318, PSY 1314), comfortably meeting that rule. The minor also requires electives from at least 2 disciplines and at least 3 at the 1300/1400 level; the 5 electives chosen here span English, History, Political Science, Sociology, and Psychology, with 3 at the 1300/1400 level.

The CJ major's Area Requirements (2 courses each from Law Enforcement, Corrections, and Courts/Policy/Justice, with ≥ 3 at the 1300/1400 level) are fully satisfied — see the table below. FS 0104 (First-Year Transition Seminar) appears in the major's suggested first-year plan without a stated credit value here; it is assumed to be 3 credits for consistency with the rest of this plan, but should be confirmed with the registrar. Digital Fluency, Sustainability, and Communication still rely on illustrative or partial-match picks from the general UPB plan, since neither the CJ major nor the GSWS minor offers a stronger alternative.

The general UPB plan flagged Experiential Learning as unmet, since no course in the provided crosswalk data carries the ExL attribute. This version resolves that gap: ADMJ 1496 (Field Placement), the CJ major's required supervised placement, is inherently an experiential-learning activity even though it isn't tagged "ExL" in the crosswalk — major-specific courses like ADMJ 1496 simply aren't part of that particular Gen-Ed-elective inventory. This plan treats it as satisfying the requirement.

Criminal Justice, BA Requirements (Catalog Summary — 48 credits, 16 courses)

Requirement Category	Credits	Notes
Core Course Requirements	18 cr / 6 courses	ADMJ 0101, 0205, 0206, 1320, 1321, 1451

Requirement Category	Credits	Notes
Field Placement or Directed Study	3 cr / 1 course	ADMJ 1496 (Field Placement) or ADMJ 1497 (Directed Study); ADMJ 1496 satisfies the Experiential Learning requirement
Other Core Requirements (choose 3 of 4)	9 cr / 3 courses	SOC 0101, PS 0102, PS 0205 (PSY 0101 not used)
Area Requirements (2 from each of 3 areas)	18 cr / 6 courses	Law Enforcement, Corrections, Courts/Policy/Justice — see table below; ≥ 3 courses at the 1300/1400 level

CJ Area Requirement Courses Used in This Plan

Course	Title	Area	Note
ADMJ 0230	Intro to Forensic Science	Law Enforcement	
ADMJ 1325	Criminal Evidence/Investigation	Law Enforcement	1300/1400-level
ADMJ 0102	American Corrections	Corrections	
ADMJ 1360	Reentry and the Offender	Corrections	1300/1400-level
ADMJ 0245	Ethics in Criminal Justice	Courts, Policy, & Justice	also Gen Ed: Ethical Reasoning
ADMJ 1307	Comparative Justice Systems	Courts, Policy, & Justice	1300/1400-level

Gender, Sexuality & Women's Studies Minor (18 credits, 6 courses)

Requirement Category	Credits	Notes
Required Course	3 cr / 1 course	GSWS 0101 (Intro to Gender, Sexuality, and Women's Studies)
Electives (choose 5, ≥ 2 disciplines, ≥ 3 upper-level)	15 cr / 5 courses	ENG 0214, HIST 0216, PS 1354 (also Gen Ed), SOC 1318, PSY 1314

Course	Title	Note
GSWS 0101	Intro to Gender, Sexuality, and Women's Studies	Required; minor-only
ENG 0214	Intro to Literature by Women	also Gen Ed: Interpretive Arts & Humanities
HIST 0216	U.S. Women's History Since 1865	also Gen Ed: Historical Thinking & Analysis
PS 1354	LGBTQ Politics	also Gen Ed: Global Understanding; 1300/1400-level
SOC 1318	Sociology of Sexuality	minor-only; 1300/1400-level
PSY 1314	Psychology of Gender & Sexuality	minor-only; 1300/1400-level

Spanish Minor (18 credits, 6 courses)

Uses 6 of the plan's 9 free-elective slots. Three of the six — SPAN 0201, SPAN 0202, and SPAN 1308 — are genuinely tagged “Global | Language” in the crosswalk, carrying the correct “Understanding Global Contexts

and Challenges" competency for the Language Learning goal. That goal isn't needed in this plan's Gen Ed tally, since the Understanding Global group already meets its 2-of-4 minimum via Global Understanding and Intercultural Competence — but it's a genuine, well-supported option if an advisor preferred to swap one of those in instead. This minor assumes the student places directly into Intermediate Spanish (via prior coursework or a placement exam); if starting from Elementary Spanish, 1–2 additional courses would be needed beyond the 18 credits shown.

Course	Title	Note
SPAN 0201	Intermediate Spanish 1	Required; assumes placement above Elementary Spanish
SPAN 0202	Intermediate Spanish 2	Required
SPAN 1308	Advanced Spanish	Required
CLP 0207	Short Fiction in Spanish	Required
CLP 0206	Hispanic Literature (in English)	Choice of 1 (or CLP 1350 Latina Writers)
SPAN 1315	Spanish for Professional Communication	Choice of 1 (only option currently listed)

Gen Ed Courses Used in This Plan (40 credits, 13 courses)

Competency	Learning Goal	Course	Title	Cr.	Also Satisfies / Note
Communicating, Creating, Expressing	Writing	**ENG 0101**	English Composition 1	3	—
Communicating, Creating, Expressing	Communication	**COMM 0104**	Public Speaking (tagged "Arts")	3	*BEST FIT*
Communicating, Creating, Expressing	Interpretive Arts & Humanities	**ENG 0214**	Intro to Literature by Women	3	*GSWS Minor*
Inquiring, Analyzing, Problem Solving	Digital Fluency	**GEOL 1320**	Advanced GIS (tagged "Computational Science" — partial match)	3	*ILLUSTRATIVE*
Inquiring, Analyzing, Problem Solving	Historical Thinking & Analysis	**HIST 0216**	U.S. Women's History Since 1865	3	*GSWS Minor*
Inquiring, Analyzing, Problem Solving	Quantitative Reasoning	**MATH 0110**	Fundamentals of Mathematics (CJ major's own suggested course)	3	*CJ-recommended*
Inquiring, Analyzing, Problem Solving	Scientific Literacy	**BIOL 0101**	Intro to Cell & Molecular Biology	4	—
Inquiring, Analyzing, Problem Solving	Social Systems & Human Behaviors	**ADMJ 0101**	Intro to Criminal Justice	3	*CJ Major (Core)*

Competency	Learning Goal	Course	Title	Cr.	Also Satisfies / Note
Engaging Responsibly	Ethical Reasoning	**ADMJ 0245**	Ethics in Criminal Justice	3	*CJ Major (Area Req.); ILLUSTRATIVE*
Engaging Responsibly	Sustainability	**ENVSTD 0102**	Intro to Environmental Studies (tagged "Political Science")	3	*ILLUSTRATIVE*
Understanding Local-Global Contexts & Challenges	Global Understanding	**PS 1354**	LGBTQ Politics (tagged "Political Science | Global")	3	*GSWS Minor*
Understanding Local-Global Contexts & Challenges	Intercultural Competence	**ANTH 0101**	Intro to Cultural Anthropology	3	—
— (any competency)	Learning Goal Elective (Writing sequence)	**ENG 0102**	English Composition 2	3	*Gen Ed Elective*

Key: *"BEST FIT" / "ILLUSTRATIVE" = a real, currently-offered course that is a plausible fit but not officially tagged to this specific Learning Goal (or only partially tagged). "CJ-recommended" = not a formal major requirement, but the specific course the major's own suggested plan uses to satisfy this Gen Ed area. "Gen Ed Elective" = the flexible course used to reach the 40-credit minimum. The "Also Satisfies" column marks courses required or recommended by the CJ major or GSWS minor.*

Semester-by-Semester Plan

Shading below matches the competency colors used in the Gen Ed table above: orange = Communicating, Creating & Expressing; green = Inquiring, Analyzing & Problem Solving; yellow = Engaging Responsibly; blue = Understanding Global Contexts & Challenges; grey = a Gen Ed Learning Goal Elective not tied to one competency. Purple marks courses satisfying the GSWS minor only; tan marks courses satisfying the Spanish minor. CJ-major-only and Free Elective rows are left unshaded.

Year 1 – Fall

Course	Title / Notes	Cr.	Type
ENG 0101	English Composition 1 (Gen Ed: Writing)	3	*Gen Ed*
MATH 0110	Fundamentals of Mathematics (Gen Ed: Quantitative Reasoning; CJ major's suggested course)	3	*Gen Ed*
ADMJ 0101	Intro to Criminal Justice — CJ Major (Core) + Gen Ed: Social Systems & Human Behaviors	3	*Gen Ed + Major/Minor*
FS 0104	First-Year Transition Seminar (credit value assumed — confirm with registrar)	3	*CJ Major*
Free Elective	Open elective	3	*Elective*
	Semester Total	**15**	

Year 1 – Spring

Course	Title / Notes	Cr.	Type
ENG 0102	English Composition 2 (Gen Ed Elective, continuing the composition sequence)	3	*Gen Ed*
ADMJ 0206	Criminology (CJ Major: Core)	3	*CJ Major*
ADMJ 0205	Police and Society: Race, Crime and Justice (CJ Major: Core)	3	*CJ Major*
PS 0205	Law and the Courts (CJ Major: Other Core, 1 of 3)	3	*CJ Major*
COMM 0104	Public Speaking (Gen Ed: Communication — best fit)	3	*Gen Ed*
	Semester Total	**15**	

Year 2 – Fall

Course	Title / Notes	Cr.	Type
BIOL 0101	Intro to Cell & Molecular Biology (Gen Ed: Scientific Literacy)	4	*Gen Ed*
SOC 0101	Introduction to Sociology (CJ Major: Other Core, 2 of 3)	3	*CJ Major*
ADMJ 0230	Intro to Forensic Science (CJ Major: Area — Law Enforcement)	3	*CJ Major*
ANTH 0101	Intro to Cultural Anthropology (Gen Ed: Intercultural Competence)	3	*Gen Ed*
SPAN 0201	Intermediate Spanish 1 (Spanish Minor: Required)	3	*Spanish Minor*
	Semester Total	**16**	

Year 2 – Spring

Course	Title / Notes	Cr.	Type
ENG 0214	Intro to Literature by Women — GSWS Minor + Gen Ed: Interpretive Arts & Humanities	3	*Gen Ed + Major/Minor*
HIST 0216	U.S. Women's History Since 1865 — GSWS Minor + Gen Ed: Historical Thinking & Analysis	3	*Gen Ed + Major/Minor*
PS 0102	American Political Process (CJ Major: Other Core, 3 of 3)	3	*CJ Major*
GSWS 0101	Intro to Gender, Sexuality, and Women's Studies (GSWS Minor: Required)	3	*GSWS Minor*
SPAN 0202	Intermediate Spanish 2 (Spanish Minor: Required)	3	*Spanish Minor*
	Semester Total	**15**	

Year 3 – Fall

Course	Title / Notes	Cr.	Type
ADMJ 1320	Research Methods in Criminal Justice (CJ Major: Core)	3	*CJ Major*
ADMJ 1321	Law and Social Control in Society (CJ Major: Core)	3	*CJ Major*
ADMJ 0245	Ethics in Criminal Justice — CJ Major (Area: Courts/Policy/Justice) + Gen Ed: Ethical Reasoning	3	*Gen Ed + Major/Minor*

Course	Title / Notes	Cr.	Type
ADMJ 1325	Criminal Evidence/Investigation (CJ Major: Area — Law Enforcement, 1300/1400-level)	3	*CJ Major*
SPAN 1308	Advanced Spanish (Spanish Minor: Required)	3	*Spanish Minor*
	Semester Total	**15**	

Year 3 – Spring

Course	Title / Notes	Cr.	Type
ADMJ 0102	American Corrections (CJ Major: Area — Corrections)	3	*CJ Major*
ADMJ 1360	Reentry and the Offender (CJ Major: Area — Corrections, 1300/1400-level)	3	*CJ Major*
PS 1354	LGBTQ Politics — GSWS Minor + Gen Ed: Global Understanding (1300/1400-level)	3	*Gen Ed + Major/Minor*
SOC 1318	Sociology of Sexuality (GSWS Minor, 1300/1400-level)	3	*GSWS Minor*
CLP 0207	Short Fiction in Spanish (Spanish Minor: Required)	3	*Spanish Minor*
	Semester Total	**15**	

Year 4 – Fall

Course	Title / Notes	Cr.	Type
ADMJ 1307	Comparative Justice Systems (CJ Major: Area — Courts/Policy/Justice, 1300/1400-level)	3	*CJ Major*
GEOL 1320	Advanced GIS (Gen Ed: Digital Fluency — illustrative)	3	*Gen Ed*
ENVSTD 0102	Intro to Environmental Studies (Gen Ed: Sustainability — illustrative)	3	*Gen Ed*
PSY 1314	Psychology of Gender & Sexuality (GSWS Minor, 1300/1400-level)	3	*GSWS Minor*
CLP 0206	Hispanic Literature, in English (Spanish Minor: choice of 1)	3	*Spanish Minor*
	Semester Total	**15**	

Year 4 – Spring

Course	Title / Notes	Cr.	Type
ADMJ 1451	Capstone: Criminal Justice (CJ Major: Core)	3	*CJ Major*
ADMJ 1496	Field Placement (CJ Major: Core; or ADMJ 1497 Directed Study) — satisfies the Experiential Learning requirement	3	*CJ Major*
SPAN 1315	Spanish for Professional Communication (Spanish Minor: choice of 1)	3	*Spanish Minor*
Free Elective	Open elective	3	*Elective*
Free Elective	Open elective	3	*Elective*
	Semester Total	**15**	

Summary

Gen Ed: 40 credits / 13 courses, all four competencies satisfied. Of these, 6 courses (18 credits) also fulfill CJ major or GSWS minor requirements — the richest overlap of any plan built so far.

CJ Major: 48 credits / 16 courses — Core Course Requirements (18 cr / 6), Field Placement or Directed Study (3 cr / 1), Other Core Requirements (9 cr / 3), and Area Requirements (18 cr / 6, spanning all three required areas with 3 courses at the 1300/1400 level).

GSWS Minor: 18 credits / 6 courses (GSWS 0101 + 5 electives spanning 5 disciplines, 3 at the 1300/1400 level). 3 of the 6 courses also satisfy Gen Ed; 3 are unique to the minor, meeting the catalog's “at least 2 unique” rule.

Spanish Minor: 18 credits / 6 courses (SPAN 0201, 0202, 1308, CLP 0207, CLP 0206, SPAN 1315), fully additive on top of the major and GSWS minor — none of these overlap with courses used elsewhere in this plan.

Total program credits across the 8 semesters shown: 121. This plan actually has 9 free-elective slots (27 credits) before adding a second minor — not the 7 stated in an earlier version of this document, which undercounted them. The Spanish minor uses 6 of those 9 slots, leaving 3 free-elective slots (9 credits) still open. The Experiential Learning requirement is satisfied by ADMJ 1496 (Field Placement, Year 4 Spring) — a supervised placement is inherently experiential, even though it is not tagged “ExL” in the crosswalk (major-specific courses like ADMJ 1496 are not part of that Gen-Ed-elective inventory).

Sources

- New_Gen_Ed_Curricular_Structure_7_22_26.docx — competency/learning-goal framework and 40-credit minimum.
- UPB_Crosswalk.xlsx — crosswalk logic from old GER categories to new Learning Goals for UPB.
- UPB_GELG_Courses.xlsx — course-level UPB inventory used to select real example courses, verify credit values, and identify major/minor overlaps.
- UPB Catalog, Criminal Justice, BA (catoid=237, poid=76900) — major requirement categories, required courses, and suggested course of study.
- UPB Catalog, Gender, Sexuality and Women's Studies Minor (catoid=237, poid=76897) — minor requirement categories and approved elective list.
- UPB Catalog, Spanish Minor (catoid=237, poid=76945) — minor requirement categories and course list.

APPENDIX C: General Education Course Standards & Guidelines

General Education Course Standards

Criteria for determining Gen Ed course eligibility | Draft for Academic Administrator Review | July 2026

The Gen Ed curriculum is organized into four interconnected competency areas, each supported by multiple learning goals and defined learning outcomes (see the Gen Ed Competencies & Learning Outcomes reference). Because the curriculum is designed to be collective and cross-disciplinary rather than department-bound, any course from any department, school, or campus may be proposed for Gen Ed designation provided it meets the standards below.

These standards are intended to give academic administrators and curriculum reviewers a consistent, transparent basis for evaluating whether a proposed or existing course qualifies as a Gen Ed course.

Course Eligibility Standards

Learning Outcome Alignment

- **Full outcome coverage.** A course should intentionally address at least 2 (but preferably all) learning outcomes within at least one learning goal, not merely the general competency area.
- **Assessable assignments.** A course should map the learning goal to at least one assessable assignment, activity, or artifact to that can be collected for review. Common assignments across sections are encouraged but not required.
- **Single home learning goal.** A course should be reviewed and designated against at least one primary learning goal; designation for one additional learning goal is encouraged. Please also note courses that include experiential learning opportunities.

Course Structure

- **Credit hours.** Gen Ed courses may carry 1-4 course credits.
- **Open access.** We encourage courses to remain as open as possible, since Gen Ed serves students from every major, school, and campus. That said, we value the role disciplinary courses play and recognize that some may require prerequisites to be taught effectively.
- **Consistent scheduling.** Designated courses should be offered regularly (at least once every year) so students have reliable access to seats that meet their requirements.

Syllabus Requirements

- **Designation statement.** Course syllabi should state which Gen Ed competency area and learning goal the course fulfills (e.g., "This course fulfills the Gen Ed Quantitative Reasoning learning goal.").
- **Published outcomes.** The syllabus should list the specific learning outcomes tied to the designated learning goal. If a course fulfills more than one learning goal, all relevant outcomes should be listed.

Ongoing Management

- **Departmental oversight.** The offering department or unit is responsible for ensuring

every section, instructor, and modality continues to meet these standards over time.

- **Material affordability.** Courses should prioritize no-cost or low-cost, copyright-compliant course materials whenever possible (e.g., library-licensed texts, Open Educational Resources).

Competency Areas at a Glance

Use this table to confirm which learning goal(s) a proposed course best aligns with before submitting it for review. A course must map clearly to at least one learning goal to be eligible.

Competency Area	Learning Goals
Communicating, Creating, and Expressing	Communication • Writing • Interpretive Arts & Humanities
Inquiring, Analyzing, and Problem Solving	Historical Thinking & Analysis • Quantitative Reasoning • Scientific Literacy • Digital Fluency • Social Systems and Human Behaviors
Understanding Global Contexts and Challenges	Intercultural Competence • Language Learning • Global Understanding • Civil Discourse and Dialogue
Ethical Thinking, Civic Engagement & Wellbeing	Sustainability • Entrepreneurial Thinking & Action • Health and Community Wellbeing • Ethical Reasoning

Note: *Experiential Learning sits at the center of the model as a connective thread across all four competency areas. Reviewers should look favorably on proposals that build in an experiential component (e.g., applied projects, community-based learning, research, internships) even though it is not a stand-alone learning goal.*

Special Considerations

Multiple Learning Goals or Competency Areas

A course may be designated for more than one learning goal or competency area if approved by the Gen Ed review committee and if the syllabus and assignments clearly address the full outcome set for each. Because the model treats competency areas as interconnected rather than hierarchical, there is no restriction on combining goals across different competency areas, provided each is fully met.

Cross-Listed Courses

A Gen Ed designation applies only to the specific course and section that was submitted and approved.

Team-Taught or Interdisciplinary Courses

Courses drawing on multiple departments or schools are encouraged, consistent with the Gen Ed model's emphasis on interconnection over discipline. The proposing unit(s) should identify a single point of departmental oversight responsible for maintaining these standards across all offerings.

GENERAL EDUCATION COURSE ATTRIBUTE STANDARDS

Criteria for Content, Process, and Experiential Learning attributes | Draft for Academic Administrator Review

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These standards give academic administrators and curriculum reviewers a consistent, transparent basis for evaluating whether a proposed or existing course qualifies for a Gen Ed course attribute. This is not intended to serve as a student-facing document to avoid confusion. Attributes certify that a course fulfills one of the Gen Ed Learning Goals across the four Competency Areas: Communicating, Creating and Expressing; Inquiring, Analyzing and Problem Solving; Understanding Global Contexts and Challenges; and Engaging Responsibly.

Attribute designation is defined by a single classification test, not by discipline, department, or school. Any course from any unit may be proposed for a Content, Process, or Experiential Learning attribute provided it meets the standards below, and a single course may carry more than one course attribute type at once. ***The three attribute types below are only intended for discernment purposes by academic leaders. Gen Ed courses will only be tagged with the title of the course attributes (i.e. Sustainability or Scientific Literacy) and will <u>not</u> be further identified as either "content" or "process" in PeopleSoft.***

1. Three Attribute Types

Every Gen Ed course attribute is classified as either Content, Process, or Experiential Learning. The first two answer what the attribute verifies about a course; the third answers how the course is designed to deliver learning and can be layered on top of either or both of the other two.

> *Content and Process ask: what is this attribute actually verifying — the subject matter the course covers, or the activity the course requires students to practice? Experiential Learning asks a different question: is the course intentionally designed to deliver that content or practice through real-world engagement, guided collaboration, and structured reflection?*

Content Attributes

- **Definition.** Certify that a course is substantively about a defined body of knowledge or set of issues. The attribute could not be earned by a course on an unrelated topic, regardless of how it is taught.
- **Verification standard.** Syllabus-based review of topic coverage, reading/content list, and course-specific learning outcomes that explicitly name the required subject matter.

Goals classified as Content Attributes:

  - Interpretive Arts & Humanities
  - Historical Thinking & Analysis
  - Scientific Literacy
  - Social Systems and Human Behaviors
  - Global Understanding
  - Sustainability
  - Health and Community Wellbeing
  - Ethical Reasoning

Process Attributes

- **Definition.** Certify that a course requires students to practice and develop a transferable capability — a skill or disposition — through structured activity, independent of subject matter. Two of these goals require a specific content trigger as a precondition for the activity, but the content itself is not what's being certified; the practice is.
- **Verification standard.** Assignment-sequence and activity-design review — intensity, iteration/feedback structure, and (where applicable) evidence of the qualifying content trigger and reflection component.

Goals classified as Process Attributes:

  - Communication
  - Writing
  - Quantitative Reasoning
  - Digital Fluency
  - Language Learning
  - Entrepreneurial Thinking & Action
  - Intercultural Competence *(content-trigger required — see Section 3.1)*
  - Civil Discourse and Dialogue *(content-trigger required — see Section 3.1)*

Experiential Learning Attribute

- **Definition.** Certifies that a course is an intentionally designed educational process in which students engage in activities connected to real-world contexts, working with others, receiving structured guidance and feedback, and critically reflecting to integrate theory with practice. Experiential Learning is not itself a body of knowledge or a discipline-specific skill — it is a mode of delivery that can carry any Content attribute, any Process attribute, both, or neither.
- **Verification standard.** Structural design review against defined eligibility criteria — active engagement, real-world connection and collaboration, and structured reflection tied to explicit learning outcomes — rather than syllabus topic coverage or an assignment-intensity threshold.
- **Rationale for treating this as a third, independent category.** Content and Process attributes are each verified against a single kind of evidence — what the course covers, or how much practice it requires. Experiential Learning is defined by neither; it is defined by intentional design, not by location, modality, or discipline, and applies equally to a Content-heavy course, a skills-heavy course, or both at once. Folding it into Process would force reviewers to evaluate two unrelated things — assignment intensity and experiential design — against the same rubric. Treating it as its own category lets it be added on top of a course's existing Content and/or Process designation without altering either.

Experiential Learning may be added to any course, from any department, school, or campus, that already carries a Content attribute, a Process attribute, both, or neither, provided it independently meets the standards in Section 3.

2. Categories at a Glance

Use this table to confirm which attribute type(s) a proposed course best aligns with before submitting it for review. A course may be proposed for any combination of the three.

Category	Description & Evidence
Content Attribute	The course is substantively about the required subject matter. Verified by syllabus topic coverage, reading list, and content-specific learning outcomes. Examples: Sustainability, Ethical Reasoning, Global Understanding, Scientific Literacy.
Process Attribute	The course requires structured practice of a transferable skill or disposition, independent of subject matter. Verified by assignment intensity, revision/feedback cycles, and instructional scaffolding. Examples: Writing, Quantitative Reasoning, Digital Fluency, Intercultural Competence.
Experiential Learning Attribute	The course is intentionally designed to deliver its content or skill-building through real-world engagement, collaboration, and structured reflection. Verified by structural design criteria, not subject matter or assignment volume. Can be added on top of a Content attribute, a Process attribute, or both. Examples: for-credit internships, study abroad, undergraduate research, community-engaged or semester-long projects, clinical rotations, etc....

3. Course Eligibility Standards

3.1 Content Attribute Standards

For each Content attribute, consider the following course elements:

- **Coverage statement.** Proportion of course content (by weeks, units, or credit-hour equivalent) addressing the required subject matter. Recommended floor: at least one-third of course content.
- **Learning outcomes crosswalk.** Course-specific outcomes mapped explicitly to the Gen Ed Learning Goal's published outcomes.
- **Assessment method.** At least one assessed deliverable requiring application, not just recall, of the subject matter.
- **Level of exposure designation.** Whether the course introduces, reinforces, or brings students to proficiency of each mapped outcome.

3.2 Process Attribute Standards

For each Process attribute, consider the following course elements:

- **Threshold specification.** A quantifiable minimum appropriate to the skill, reflecting the intensity required to build it:
  - *Writing:* introductory composition courses that require revising a significant portion of that writing based on instructor feedback; or Writing Intensive courses that require students to produce 20 to 24 pages of written work distributed across the term and substantially revising a significant portion of that writing based on instructor feedback.
  - *Quantitative Reasoning:* minimum number/complexity of quantitative problem sets or data-analysis tasks.
  - *Digital Fluency:* minimum number of assignments requiring evaluation or responsible use of data/AI tools.
  - *Language Learning:* proficiency benchmarks tied to a recognized scale (e.g., ACTFL).

- *Entrepreneurial Thinking:* a defined project cycle (problem definition through iteration).
- *Communication:* minimum number of distinct communication tasks/formats/audiences.

- **Instructional support requirement.** Evidence of scaffolding — explicit skill instruction, feedback prior to final submission, multiple attempts rather than single-shot assessment.
- **Skill progression evidence.** Demonstration that the course builds the skill cumulatively, with intensity increasing from low-stakes practice to a higher-stakes final task.
- **Staffing note.** Who provides feedback (instructor, writing center, TA) and at what frequency.

3.3 Content-Trigger Process Attributes (Intercultural Competence, Civil Discourse and Dialogue)

These two goals require, in addition to the Process Attribute Standards above:

- **Content trigger.** Evidence the course substantively engages material from diverse cultural, social, or civic perspectives (reviewed using the same syllabus-based method as Content Attribute Standards).
- **Practice/reflection component.** Evidence of a structured activity requiring students to exercise the disposition itself — a facilitated dialogue assignment, an intercultural exchange, a self-reflection paper on navigating ambiguity or disagreement. Content coverage alone, with no dialogic or reflective task, does not qualify.

3.4 Experiential Learning Attribute Standards

Experiential Learning is evaluated independently of a course's Content or Process designation, using its own eligibility criteria.

Learning Outcomes & Experiential Design:

- **Clearly articulated learning outcomes.** The course must state specific, assessable learning outcomes for the experiential component, not merely a general description of the activity.
- **Active engagement beyond observation.** The experience must require students to actively develop and apply skills, rather than passively observe a real-world context or setting.
- **Structured reflection.** The course must build in structured critical reflection that explicitly connects the experience back to the defined learning outcomes.
- **Real-world connection and collaboration.** The course must engage students with real-world contexts, challenges, or communities, and, where relevant, be structured in ways that are respectful, reciprocal, and attentive to the expertise and priorities of any community or professional partners involved.

Course Structure:

- **Credit-bearing status.** The course must be credit-bearing (e.g., first-year seminars, for-credit internships, study abroad/away, community-based learning, undergraduate research) and approved through established curricular governance processes (e.g., DSAS Undergraduate Council, Pitt Greensburg EPP, etc...).
- **Consistent scheduling.** Designated courses should be offered regularly (at least once every two years) so students have reliable access to seats that meet any related requirement.

3.5 Ongoing Management

- **Designation statement.** Course syllabi should state that the course carries the course attributes and identify the content, process or experience emphasized in this course (e.g., "This course fulfills the Gen Ed Experiential Learning requirement through a for-credit internship.").

- **Departmental oversight.** The offering department or unit is responsible for ensuring every course, instructor, and modality continues to meet these standards over time.
- **Course inventory and Registrar tagging.** Departments should support the University's course inventory process to identify and align existing courses with this framework and should work with the Office of the University Registrar to ensure accurate attribute tagging.

4. Comparison Table: Evidence, Review, and Counting Rules

	Content Attributes	Process Attributes	Experiential Learning Attribute
Core question	Is this substantively what the course is about?	Does the course require sufficient structured practice, with support?	Is the course intentionally designed to deliver learning through real-world engagement and reflection?
Primary evidence	Syllabus topics, readings, % of course time, content-specific SLOs	Assignment intensity, revision/feedback cycles, scaffolding, and (where required) content trigger + reflection	Active engagement, real-world connection/collaboration, structured reflection tied to stated outcomes
Review body	Discipline-based committees or councils	Cross-disciplinary pedagogy committees or councils	Experiential learning subcommittee
Typical minimum courses to satisfy graduation requirement	1	2–3 for skill-building goals; 1 for trigger-dependent goals	1 (where a credit-bearing experiential requirement exists)
Can it stack with the other two categories?	Yes — with 1 Process attribute and/or the Experiential Learning attribute In some cases, based on primary evidence above, an additional content attribute may be justified	Yes — with 1 Content attribute and/or the Experiential Learning attribute	Yes — layers on top of any Content and/or Process attribute already assigned
Recertification cycle	To be determined by Gen Ed Assessment Committee	To be determined by Gen Ed Assessment Committee	To be determined by Gen Ed Assessment Committee

5. Special Considerations

Relationship Between Attribute Types
A single course may carry up to three attributes at once: one Content attribute, one Process attribute, and the Experiential Learning attribute. Content and Process attributes verify unrelated things and may be stacked at the discretion of curricular committee proposing course to the Gen Ed Curricular Committee. Experiential Learning verifies a mode of delivery layered on top of whichever content or skill designation the course already carries, so it does not count against the Content/Process stacking limit. Stacking two Content attributes on a single course remains discouraged, as substantive coverage of two distinct subject areas within one course is difficult to justify without diluting both. However, at the discretion of school- or campus-level curriculum committees, there may be courses that warrant up to two Content attributes.

Relationship to Gen Ed Learning Goals
An Experiential Learning-designated course may also be designated for a Content or Process attribute (e.g., Communication, Sustainability). Reviewers should look favorably on Content and Process proposals that build in an experiential component, and proposing units should note on any Gen Ed course proposal whether the course includes an experiential learning opportunity.

Team-Taught or Interdisciplinary Courses
Courses drawing on multiple departments or schools are encouraged, consistent with the University's emphasis on collaboration and cross-disciplinary learning. The proposing unit(s) should identify a single point of departmental oversight responsible for maintaining these standards across all offerings.

Periodic Taxonomy Review
The Gen Ed Assessment Committee should schedule a full review of this three-category structure every 5–7 years, independent of individual course recertification, to confirm the Content/Process/Experiential Learning distinction still holds as new Learning Goals are proposed.

EXPERIENTIAL LEARNING (EXL) IN GEN ED COURSE STANDARDS

Criteria for determining ExL course eligibility | Draft for Academic Administrator Review | July 2026

The University of Pittsburgh defines experiential learning (ExL) as an intentionally designed educational process in which learners engage in activities connected to real-world contexts, working with others, receiving structured guidance and feedback, and critically reflecting in order to integrate theory with practice. These standards give academic administrators and curriculum reviewers a consistent, transparent basis for evaluating whether a proposed or existing course qualifies for the ExL course attribute and, where applicable, fulfills the credit-bearing experiential learning requirement of the General Education Program.

ExL designation is defined by intentional design, not by location, modality, or discipline. Any course from any department, school, or campus may be proposed for the ExL course attribute provided it meets the standards below.

Course Eligibility Standards

Learning Outcomes & Experiential Design

- **Clearly articulated learning outcomes.** A course should state specific, assessable learning outcomes for the experiential component, not merely a general description of the activity.
- **Active engagement beyond observation.** The experience should require students to actively

develop and apply skills, rather than passively observe a real-world context or setting.

- **Structured reflection.** The course should build in structured critical reflection that explicitly connects the experience back to the defined learning outcomes.
- **Real-world connection and collaboration.** The course should engage students with real-world contexts, challenges, or communities, and, where relevant, be structured in ways that are respectful, reciprocal, and attentive to the expertise and priorities of any community or professional partners involved.

Course Structure

- **Credit-bearing status.** To fulfill the Gen Ed experiential learning requirement, a course must be credit-bearing (e.g., first-year seminars, for-credit internships, study abroad, undergraduate research) and approved through established curricular governance processes.
- **Teaching and learning practices**: To fulfill the Gen Ed experiential learning requirement, a course must offer at least one "high-impact practice" as defined by the American Association for Colleges & Universities. See https://www.aacu.org/trending-topics/high-impact
- **Credit hours.** ExL courses may carry 1-4 course credits, consistent with standard Gen Ed course structure.
- **Consistent scheduling.** Designated courses should be offered regularly (at least once every year) so students have reliable access to seats that meet the requirement.

Syllabus Requirements

- **Course attribute statement.** Course syllabi should state that the course fulfills the Gen Ed experiential learning requirement and identify the category of experience (e.g., "This course fulfills the Gen Ed Experiential Learning requirement through a for-credit internship.").
- **Published outcomes.** The syllabus should list the specific learning outcomes tied to the experiential component, along with a description of the structured reflection activity connecting experience to those outcomes.

Ongoing Management

- **Departmental oversight.** The offering department or unit is responsible for ensuring every course, instructor, and modality continues to meet these standards over time.
- **Course inventory and Registrar tagging.** Departments should support the University's course inventory process to identify and align existing courses with the ExL framework and should work with the Office of the University Registrar to ensure accurate tagging of high-impact practices.

Categories at a Glance

Use this table to confirm which category of experiential learning a proposed course best aligns with before submitting it for review. Only Credit-Bearing ExL fulfills the Gen Ed experiential learning requirement.

Category	Description & Examples
Credit-bearing ExL	Credit-bearing opportunities, via courses approved through curricular governance, that include structured reflection and assessment. Fulfills the Gen Ed experiential learning requirement. Examples include courses that offer: hands-on learning, project based work, for-credit internships, study abroad/away, community engaged assignments, undergraduate research, teaching assistantships,

Co-Curricular ExL	Non-credit-bearing, structured, practice-based experiences outside the formal curriculum. Does not fulfill the Gen Ed requirement but is recognized through Interdisciplinary Distinctions and badges. Examples: curated activity series, professional development programs, workshops, leadership initiatives, peer mentorship, conference/poster presentations, leadership in student organizations, not-for-credit internships.

Special Considerations

Relationship to Gen Ed Learning Goals

An ExL-designated course may also be designated for a Gen Ed competency-area learning goal (e.g., Communication, Quantitative Reasoning). Reviewers should look favorably on Gen Ed proposals that build in an experiential component, and proposing units should note on any Gen Ed course proposal whether the course includes an experiential learning opportunity.

Team-Taught or Interdisciplinary Courses

Courses drawing on multiple departments or schools are encouraged, consistent with the University's emphasis on collaboration and cross-disciplinary learning. The proposing unit(s) should identify a single point of departmental oversight responsible for maintaining these standards across all offerings.

Co-Curricular (Non-Credit-Bearing) Opportunities

Co-curricular experiences do not fulfill the Gen Ed experiential learning requirement and are not eligible for ExL course designation, but participation may be formally recognized through Interdisciplinary Distinctions or badge-based recognition (e.g., Professional Development and Career Readiness, Global Citizenship, Leadership, Civic and Community-Engaged Learning, Research and Creative Activity, Innovation and Entrepreneurship, Data Fluency). Units offering such opportunities are encouraged to document them through the University's centralized tracking system, currently Suitable.

School- or Campus-Level Requirements Beyond General Education

Suggested Guidance for Academic Administrators | For Reference and Discussion | July 2026

This FAQ offers general guidance for schools, divisions, or programs thinking through whether, and how, to require foundational coursework beyond university general education requirements. It's meant as a starting point for conversation, not a compliance checklist — individual circumstances will vary, and academic leaders in each unit are best positioned to judge what makes sense for their undergraduate students.

General Principles

Q: What is the difference between general education and additional coursework requirements?

General education is generally intended to build breadth of knowledge and transferable skills for every graduate, regardless of major. Additional coursework a school asks for tends to serve a different purpose — often supporting accreditation expectations, helping students build readiness for later coursework, or addressing a field-specific competency that general education alone may not

fully develop. Thinking about which of these purposes applies can be a useful starting point when considering a new requirement.

Q: Is it okay to add coursework requirements mainly for scheduling or administrative convenience?

It's worth pausing on that. Requirements tend to be easier to sustain, explain to students, and defend over time when they're grounded in one of the rationale categories below, rather than in scheduling preference alone. If a scheduling need is the real driver, it may be worth exploring other ways to address it before adding a coursework requirement.

Rationale Categories

Q: What might count as an accreditation- or licensure-related rationale?

This usually applies when an external accreditor or licensing body expects content that general education doesn't cover — for instance, a specific lab science sequence for a clinical program, or a design-project sequence expected by an engineering accreditor. This tends to be one of the more straightforward and widely accepted rationales for coursework beyond general education, especially in professional fields.

Q: What's helpful to consider when proposing an accreditation- or licensure-related requirement?

It's generally helpful to name the specific accreditor and standard behind the requirement (e.g., a particular ABET, AACSB, or CCNE expectation), rather than referring to accreditation in general terms. It can also help to keep the requirement scoped to what the accreditor actually expects, rather than expanding it to include other content the school might simply find valuable.

Q: What might a gateway or sequencing rationale look like?

Sometimes coursework isn't really about adding breadth — it's about helping to ensure a student is ready for the next stage of the major. Framing a requirement this way, as a readiness step rather than a content requirement, can make its purpose clearer to students and colleagues alike.

Q: What might a field-specific competency rationale look like?

This applies when a field considers a competency important, even without an accreditor mandate or a direct sequencing need, because a general distribution requirement might not reliably build that competency for every student. Examples could include an international or cultural diversity component in a business degree, or an applied statistics component for a social-science major.

Q: How is this different from just repeating a general education category?

It's worth being able to describe the specific gap — what general education doesn't reliably provide for students in this field, and why the field sees that as important. For instance, a STEM degree may require a specific Calculus class that the Quantitative Reasoning Goal does not guarantee that a student satisfies. If an existing general education category already addresses the competency (like intercultural competence), it may be worth checking in with the Gen Ed governance body first, so the school isn't unintentionally duplicating something that's already covered.

A Few Other Things to Keep in Mind

Q: How might an additional requirement affect a student's total credit hours?

It can help to look at how the additional requirement fits within the University's overall credit-hour expectations for the degree, so that new requirements don't unintentionally add time to a student's path to graduation.

Q: Can a course count toward both an additional requirement and general education?

That's really up to the specifics of the courses involved. It's helpful to be explicit either way — noting whether courses used for the additional requirement may also satisfy a general education learning goal and briefly explaining the reasoning if they don't.

Q: How might additional requirements be described in the catalog?

Where possible, it's helpful for them to appear under the specific degree program, clearly distinguished from general education requirements, and labeled by type (Accreditation-Related, Gateway, or Field-Specific) so students and advisors have a sense of why the requirement exists.

Q: Is it a good idea to loop in anyone else before adding a new requirement?

Generally, yes. Since general education and school-specific requirements draw from the same overall credit-hour space, it can be useful to check in with the Gen Ed governance body early on — just to confirm there isn't overlap already covered elsewhere, and that the combined requirement load still feels reasonable for students.

Q: What about transfer students?

It's worth thinking through how transfer students would satisfy a new requirement, including whether equivalent coursework from other institutions is already established through transfer course equivalencies. This analysis can help avoid situations where a new requirement ends up adding unexpected time to degree for students who transfer in.

Q: How often should a requirement like this be revisited?

Checking in periodically — say, around each catalog or accreditation cycle — can be a good way to make sure the original reasoning still holds. This is especially worth doing for Accreditation-or Licensure-Related requirements, since standards can shift, and for Field-Specific additions, where the original gap may have since been addressed elsewhere in the curriculum.

Q: When should changes be shared with PACUP?

PACUP should review if changes lead to significant modifications of degree-granting programs or have a direct impact on a degree-granting program.

APPENDIX D: Assessment Supporting Documents

Survey and Institutional Data Resource Guide

Three existing undergraduate student surveys are well-positioned to serve as institutional assessment tools for the new General Education program.

The annual **Pitt Student Satisfaction Survey** is administered to all undergraduate students across campuses each spring semester. The survey can be adapted to include General Education question modules — designed by the General Education Assessment Committee — to annually assess student experiences with General Education requirements across the institution.

The **Pitt Senior Survey** is a brief survey sent to students when they apply for graduation. It can include one to two questions about graduating students' perceptions of the General Education requirements during their time as a Pitt undergraduate, offering a retrospective view of program impact.

The **Student Experience in the Research University (SERU)** survey is administered to all undergraduates at the Pittsburgh campus every two years and includes questions designed to understand student satisfaction with navigating and satisfying General Education requirements. SERU is also administered by a consortium of research universities throughout the country and abroad, allowing Pitt to benchmark student experiences with peer institutions.

Administrative student data — including retention and graduation rates — can be used in tandem with survey data to assess the broader institutional impact of General Education reforms over time.

Below are the assessment rubrics designed for use in the annual assessment process for program improvement.

Civic Learning and Leadership- *Adapted primarily from the Civic Engagement VALUE Rubric and Pitt Civic Learning and Engagement Course Attributes document with an added criterion for assessing information critically from Information Literacy and Critical Thinking VALUE Rubrics*

blank	Advanced	Proficient	Developing	Introductory
blank	4	3	2	1
Engage in Civil Dialogue	Listens actively, communicates across differences, and considers multiple perspectives in respectful, substantive exchange.	Listens and communicates respectfully across differences and considers perspectives beyond their own in respectful exchange.	Communicates respectfully across differences but with limited active listening or perspective-taking.	Engages in dialogue primarily from a single perspective, with emerging awareness of differing viewpoints
Apply Civic Knowledge and Skills	Uses knowledge of civic systems, history, and current events to effectively evaluate information, collaborate with others, and navigate conflict.	Uses relevant civic systems, history, and current events to evaluate information, collaborate with others, and navigate conflict, though not with equal effectiveness across all three.	Applies general civic knowledge with limited connection to evaluating information, collaboration, or navigating conflict.	Applies minimal civic knowledge when evaluating information, collaborating, or navigating conflict.
Assess Information Critically	Distinguishes facts from misinformation, interrogates sources, and forms independent, evidence-based opinions.	Distinguishes facts from misinformation in most cases, with developing source interrogation. Develops evidence-informed opinions.	Distinguishes fact from misinformation in some cases, with limited source interrogation. Forms opinions with inconsistent use of evidence.	Accepts information without formal source scrutiny and forms opinions with minimal supporting evidence
Act with Ethical Purpose	Reflects on identity and values, engages respectfully with diverse communities, and contributes to positive social change.	Reflects on values and engages respectfully with diverse communities in most instances.	Engages respectfully with diverse communities with limited reflection on values.	Demonstrates foundational reflection on personal identity or values when engaging with diverse communities
Advocate for Constructive Change	Builds diverse, representative coalitions across difference, co-produces solutions with others, and translates dialogue into meaningful civic action and social impact.	Contributes to collective decision-making and coalition-building, with developing ability to co-produce solutions with others.	Participates in advocacy with limited connection to broader coalitions or action.	Focuses on individual reflection or participation, with emerging connections to coalition building and action.

Communication- Adapted from the Oral Communication, Written Communication, and Information Literacy VALUE Rubrics

blank	Advanced	Proficient	Developing	Introductory
blank	4	3	2	1
Communicate Across Formats **May be fulfilled in English or in a second, third, or other learned language*	Chooses and skillfully combines written, spoken, visual, and digital/multimedia modes, deliberately adjusting style and message for varied audiences and situations throughout all elements of the work.	Chooses and combines written, spoken, visual, and digital/multimedia modes effectively, adjusting style and message for audiences and situations, but not consistently throughout all elements of the work.	Demonstrates the ability to communicate in multiple modes (written, spoken, visual, or digital/multimedia) with inconsistent ability to adjust style and message for audiences and situations.	Chooses a single mode (written, spoken, visual, or digital/multimedia) with limited adjustment of style or message for audience or situation
Engage Across Difference	Listens actively and responds thoughtfully to perspectives and backgrounds unlike one's own, adjusting one's message and engagement approach to foster meaningful dialogue while modeling respectful exchange for others.	Listens and responds respectfully to differing perspectives.	Demonstrates limited engagement with differing perspectives or backgrounds;	Acknowledges differing perspectives or backgrounds but engages with them only minimally, responding primarily from one's own frame of reference.
Find and Use Information Well	Evaluates the credibility, relevance, and limitations of a range of sources and integrates them skillfully to support well-reasoned arguments and decisions.	Evaluates sources for credibility and relevance and applies them effectively to support an argument,	Evaluates sources minimally for credibility and relevance, and applies them to support an argument	Uses sources to support arguments and decisions, but evaluation of their credibility, relevance, or limitations is inconsistent and not always thorough.

Critically Interpret Communication	Analyzes how messages across formats construct meaning, shape audience response, and reflect particular perspectives and power dynamics, supporting claims with specific evidence.	Analyzes the impact of communication across multiple formats by examining how messages construct meaning and influence audiences, with developing attention to perspective or power dynamics.	Identifies that a message constructs meaning or influences an audience but does not analyze how it does so or connect this to perspective or power dynamics.	Treats messages at face value with little attention to construction, perspective, or power dynamics.
Make a Clear Argument	Builds and presents a well-organized, persuasive message, using media and technology thoughtfully to suit purpose and audience.	Presents an organized, generally persuasive message with occasional lapses in structure or media choice.	Presents a message with a discernible point but weak organization or use of supporting media that is not consistently suitable to purpose and audience.	Presents an unclear or disorganized message with little persuasive intent. Uses media that rarely aligns to purpose or audience.
Communicate Responsibly	Evaluates the ethical implications of communication choices (including attribution, representation, and platform) and makes decisions that account for impact on others.	Evaluates key ethical implications of most communication choices, including attribution and representation. Explaining how those choices affect target audience or stakeholders.	Addresses basic ethical implications of communication choices by applying standard attribution Practices and describing potential audience impacts.	Includes basic attribution or references for external materials as guided by assignment rules or standard formatting prompts.

Data and AI Fluency- Adapted from the Information Literacy VALUE Rubric, with original criteria for AI and algorithmic systems (no VALUE rubric addresses these; they predate generative AI)

blank	Advanced	Proficient	Developing	Introductory
blank	4	3	2	1
Critically Evaluate Data, AI, & Algorithmic Outputs	Critically evaluates data, AI, and algorithmic outputs as informational and persuasive tools, thoroughly analyzing source credibility, algorithmic bias, and selective presentation or misrepresentation.	Assesses data, AI, and algorithmic outputs as informational and persuasive tools, examining source credibility and recognizing the potential for algorithmic bias, selective presentation, and misrepresentation.	Evaluates basic source credibility and origin for data, AI or algorithmic outputs recognizing obvious bias or selective presentation and misrepresentation.	Identifies basic source attributes or surface features when encountering data, AI, or algorithmic outputs.
Understand How Data, AI & Algorithmic Systems Works	Explains how data, AI, and algorithmic systems generate, process, and interpret information, analyzing the capabilities and limits of these systems in shaping. knowledge.	Explains how data are generated, processed, and interpreted, recognizing the influence of AI and algorithmic tools in filtering or shaping information.	Identifies data sources and describes basic processes involved how data, AI or algorithmic tools generate outputs.	Recognizes basic types of data and identifies that AI and algorithmic systems process inputs into outputs.
Navigate Data, AI &Algorithmic as a Tool and a Systems	Navigates data, AI, and algorithmic systems with agency, confidence, and accountability, making intentional, well-reasoned decisions about when, how, and whether to deploy specific tools.	Evaluates and selects AI and algorithmic tools purposefully for academic or professional tasks taking accountability for verifying machine generated content.	Selects standard AI or algorithmic tools to complete specific tasks, recognizing basic tool features and general operational limits.	Uses basic AI or algorithmic tools without under guided instructions and identifies automated outputs when prompted

Use Technology Responsibly **<u>Practice Responsible & Ethical Tech Engagement</u>**	Practices responsible for tech engagement, systematically evaluating questions of equity, data privacy, algorithmic bias, and intellectual property across digital tools and AI.	Evaluates and Applies principles of attribution, transparency, and data privacy when creating work with AI and algorithmic tools.	Applies standard attribution and transparently discloses the use of AL or algorithmic tools in academic work.	Follows basic institutional or course policies regarding attribution, data, privacy, and tool usage.
Communicate with Data	Synthesizes data into tailored visualizations and clear narratives for diverse audiences, evaluating the communication strengths and limitations of different visual modes.	Integrates data analysis and purposeful visualization to communicate findings clearly to specified audience.	Displays data using standard visual formats (e.g., charts, tables, or graphs) to convey findings to a general audience.	Presents basic data points, text summaries, or simple figures to communicate foundational findings.
Work Across Expertise	Facilitates collaboration across diverse skill levels, adaptively explaining and evaluating complex data-driven concepts to bridge gaps between technical and non-technical team members.	Collaborates across different technical skill levels, translating or data-driven concepts into accessible terms for non-experts.	Collaborates with peers on technical or data-driven tasks, using common terminology to communicate ideas within the team.	Participates in group tasks, sharing basic technical steps or data concepts using general everyday language.

Ethical Reasoning- *Adapted from the Ethical Reasoning VALUE Rubric*

blank blank	Advanced	Proficient	Developing	Introductory
bl blank ank	4	3	2	1
Apply Ethical Frameworks	Explains two or more major ethical frameworks with specific details, contrasting them along key dimensions and analyzing how each shapes distinct conclusions about what is right, fair, or just	Explains more than one major ethical framework with relevant details, contrasting them along key dimensions and broadly connecting them to a specific ethical question; OR explains a single framework in depth and demonstrates how it directly shapes conclusions on that question	Names and explains the basic premise of a major ethical framework, broadly connecting it to a specific question about what is right, fair, or just	Names a major ethical framework when discussing a specific question about what is right, fair, or just.
Identify Ethical Issues	Identifies two or more ethical issues across authentic, unstructured contexts (e.g., news releases, social media posts), while analyzing how the issues relate to one another and highlighting underlying questions of power, inequality, or social responsibility	Identifies two or more ethical issues across authentic, unstructured contexts (e.g., news releases, social media posts), and either highlights underlying questions of power, inequality, or social responsibility OR analyzes how the identified issues relate to one another	Identifies two or more ethical issues when presented in a structured scenario, while reflecting generally on how those issues relate to one another	Identifies a basic, direct ethical issue or question when presented in a structured scenario.
Apply Ethics to Real Problems	Independently relates two or more alternative ethical frameworks to real-world dilemmas across multiple fields—	Independently relates an ethical framework to a real-world dilemma—identifying key values, stakeholders, and stakeholder	Independently relates an ethical framework to a real-world dilemma—identifying at least two key values, stakeholders, and	When provided with structured prompts, templates, or guided examples, relates an ethical framework to a real-world dilemma by identifying at least two values,

	identifying key values, stakeholders, and interests; assessing their relative weights and interactions; and justifying a recommended decision through an accurate analysis with a broad range of considerations	interests; assessing their relative weights and interactions; and providing a reasonably accurate analysis with a reasonable range of considerations to justify a recommended decision or outcome	stakeholder interests; considering their interactions and relative weights; and recommending a decision or outcome based on an analysis that may be somewhat one-sided or partially accurate	stakeholders, and stakeholder interests to recommend a decision or outcome
Navigate the Ethics of AI and Emerging Technologies	Independently relates two or more alternative ethical frameworks to questions about emerging technologies—identifying key values, stakeholders, and stakeholder interests; assessing their relative weights and interactions; justifying a recommended decision with a reasonably accurate and broad analysis; and addressing potential limitations or challenges to their favored position	Independently relates an ethical framework to a question about the use of an emerging technology—identifying key values, stakeholders, and stakeholder interests; assessing their relative weights and interactions; and providing a reasonably accurate analysis with a reasonable range of considerations to justify a recommended decision or outcome	Independently relates an ethical framework to a question about the use of an emerging technology—identifying at least two key values, stakeholders, and stakeholder interests; considering their interactions and relative weights; and recommending a decision or outcome based on an analysis that may be somewhat one-sided or partially accurate	When provided with structured prompts, templates, or guided examples, an ethical framework relates to a question about the use of an emerging technology by identifying at least two values, stakeholders, and stakeholder interests to recommend a decision or outcome.

Health and Wellbeing- *Adapted from the Civic Engagement, Inquiry and Analysis, Integrative Learning, and Intercultural Knowledge and Competence VALUE Rubrics, with an original content-knowledge criterion*

blank	Advanced	Proficient	Developing	Introductory
blank	4	3	2	1
Apply Health Knowledge to Personal Decisions	Identifies and consistently practices health skills, attitudes, and behaviors that support lifelong physical, mental, and social wellbeing.	Identifies relevant health skills, attitudes, and practices and mostly applies them to support lifelong physical, mental, and social wellbeing.	Identifies general health skills and practices with limited or uneven application to support physical, mental, and social wellbeing.	Recognizes basic health concepts or facts and shows limited ability to apply them to personal wellness.
Examine Social Determinants of Health	Examines how individual health is shaped by and connected to the people, places, policies, and environments around us.	Identifies specific social determinants of health and provides a partial explanation of how they influence individual or community wellness.	Identifies relevant social determinants of health but struggles to explain their influence or connect them to actual health outcomes.	Recognizes basic environmental or social factors that affect health when prompted but shows little independent awareness of systemic determinants.
Analyze Wellbeing Across Perspectives	Examines health and wellbeing through theoretical, systems-based, socioeconomic, cultural, policy, and personal lenses.	Examines wellbeing through multiple lenses, though the integration across perspectives is uneven or incomplete.	Examines health and wellbeing through a single lens.	Discusses wellness themes generally, relying on casual descriptions without establishing a clear analytical lens.
Promote Healthier Communities	Identifies and applies effective strategies for fostering health and wellbeing at the community level.	Identifies and applies strategies for fostering health and wellbeing at the community level, showing an emerging understanding of how their effectiveness varies across different contexts.	Identifies strategies for fostering health and wellbeing at the community level and applies them in familiar or guided situations.	Identifies strategies for fostering health and wellbeing at the community level.

Historical Thinking & Analysis- *Adapted from the Critical Thinking and Inquiry and Analysis VALUE Rubrics, reworded into historical-methods vocabulary*

blank	Advanced	Proficient	Developing	Introductory
blank	4	3	2	1
Evaluate Sources	Assesses credibility, context, perspective, and evidentiary value of sources, asking not only what a source says but who produced it and why.	Assesses credibility, context, evidentiary value, for most sources, with less attention to why a source was produced.	Notes source credibility and evidentiary value inconsistently and rarely considers perspective or motive.	Uses sources without assessing credibility, context, or perspective.
Read Primary Sources	Interprets firsthand documents and artifacts skillfully to build, consider, and challenge historical arguments.	Interprets primary sources to support a historical argument, with limited challenge to existing interpretations.	Uses primary sources mainly as illustration rather than as evidence to build an argument.	Relies on secondary characterizations rather than direct engagement with primary sources.
Think Transhistorically	Traces how cultural, political, religious, and socioeconomic systems develop and change across time, identifying patterns of continuity and change.	Traces development and change over time in one or more systems, with less attention to patterns in continuity and change.	Notes that change occurred over time without analyzing how or why.	Treats historical periods as isolated rather than connected across time.
Compare Narratives	Weighs competing historical interpretations and explains why historical accounts differ, attending to evidence,	Identifies competing interpretations and offers an incomplete or less substantial explanation for why they differ.	Notes that historical interpretations differ without explaining why.	Acknowledges a single historical narrative without identifying that competing interpretations exist.

	perspective, and method.			
Connect Past to Present	Links historical events, patterns, and decisions to present-day issues, situating contemporary problems within their longer histories.	Draws a relevant connection between past and present, with a partially developed historical throughline.	Asserts a link between past and present without substantive historical support.	Makes no meaningful connection between past and present.
Communicate Your Analysis	Constructs and defends an evidence-based historical argument clearly and persuasively in writing and discussion.	Constructs and presents a historical argument supported by evidence, with some gaps in clarity or defense.	Presents a historical argument with limited, weak, or unstructured supporting evidence.	Presents historical information without constructing an argument or supporting with evidence.

Intercultural Competence- *Adapted from the Intercultural Knowledge and Competence VALUE Rubric*

blank	Advanced	Proficient	Developing	Introductory
blank	4	3	2	1
Enhance Cultural Awareness	Examines cultural products, practices, and perspectives from societies and groups beyond one's own, demonstrating substantive awareness, respect, and appreciation for cultural difference.	Examines cultural products, practices, and perspectives from societies and groups beyond one's own, with awareness and developing appreciation for cultural difference.	Describes cultural products, practices, or perspectives from societies and groups beyond one's own, with limited awareness and little ppreciation for cultural difference.	Rarely Identifies cultural products, practices, and perspectives from societies and cultures beyond one's own, shows little appreciation for cultural difference.
Engage with Curiosity	Approaches unfamiliar perspectives and practices with active listening and suspended judgment to build authentic cross-cultural understanding.	Approaches unfamiliar perspectives and practices with active listening, with occasional lapses into judgment.	Approaches unfamiliar perspectives and practices with openness, with occasional lapses into judgment.	Acknowledges unfamiliar perspectives and practices with limited attempts to build cross-cultural understanding.
Navigate Ambiguity	Explores unfamiliar or challenging perspectives to navigate uncertain or precarious situations effectively.	Engages with unfamiliar or challenging perspectives to navigate uncertain or precarious situations.	Engages with unfamiliar or challenging perspectives, but may navigate uncertain or precarious situations with inconsistent effectiveness	Demonstrates limited engagement with unfamiliar or challenging perspectives.
Adapt Across Cultural Contexts	Adjusts communication style and behavior to engage appropriately and	Adjusts communication style and behavior in most unfamiliar settings, with	Recognizes the need to adjust and consistently attempts to adjust, but effectiveness of	Recognizes the need to adjust communication style and behavior but makes limited attempts to adapt.

	effectively in unfamiliar cultural settings.	occasional missteps.	communication style and behavior is inconsistent.	
Develop Critical Self-Reflection	Reflects critically on one's own role in social situations and how personal experience shapes reaction and behavior.	Reflects on one's own role in some situations, with developing insight on how personal experience shapes reaction and behavior.	Reflects on personal experience with limited connection to reaction and behavior in social situations.	Demonstrates minimal awareness that experiences shape reaction and behavior, but little reflection on one's own role or personal experience

Interpretive Arts and Humanities- *Adapted from the Critical Thinking and Creative Thinking VALUE Rubrics, with original criteria for formal/aesthetic analysis and disciplinary method (no VALUE rubric addresses these directly)*

blank	Advanced	Proficient	Developing	Introductory
blank	4	3	2	1
Practice Close Attention	Analyzes with close attention to details of form, materiality, space, and the process of human making across artworks, texts, objects, performances, or built environments.	Analyzes with attention to details of form, materiality, space, or the process of human making across artworks, texts, objects, performances, or built environments, with occasional lapses into general description.	Attends to some details of form, materiality, space, or the process of human making across artworks, texts, objects, performances, or built environments, but analysis remains largely general or surface-level.	Describes artworks, texts, objects, performances, or built environments only at a general, surface level, with little attention to form, materiality, space, or process.
Read Visual and Textual Evidence	Interprets texts, images, objects, and spaces as evidence, building nuanced meaning from complex or open-ended sources.	Interprets texts, images, objects, and spaces as evidence, building meaning from complex or open-ended sources, though with less nuance than a fuller interpretation would require.	Interprets texts, images, objects, and spaces as evidence primarily at face value, with limited attention to complexity or ambiguity in the sources.	Describes texts, images, objects, and spaces at face value, without treating them as evidence to interpret or drawing meaning from complex or open-ended sources.
Situate Meaning in Context	Places cultural artifacts within historical, cultural, and theoretical contexts, tracing how meanings shift across time and social conditions.	Situates artifacts within a relevant context, with some attention to how meaning shifts.	Notes a general historical or cultural context without tracing shifts in meaning.	Discusses artifacts with little reference to context.
Apply Theory and Method	Uses discipline-grounded vocabularies,	Applies relevant frameworks and methods	Applies a framework or method to the	Applies little discipline-grounded

	scholarly frameworks, and humanities methods fluently across media, traditions, or perspectives.	consistently, with occasional imprecision in vocabulary.	work inconsistently, or names discipline-grounded vocabulary without clearly applying it to the analysis.	framework, method, or vocabulary to the analysis of the work or applies inaccurately.
Ask Original Questions	Formulates original interpretive questions and develops well-supported arguments by identifying, evaluating, and synthesizing a range of primary and secondary sources.	Formulates a relevant interpretive question and develops an argument supported by primary or secondary sources.	Poses an interpretive question that is largely derivative and develops an argument that is under-supported by primary or secondary sources.	Does not formulate an original interpretive question and presents claims with little identification or evaluation of primary or secondary sources.
Communicate Your Interpretation	Expresses analytical and creative responses in written, oral, visual, or multimodal forms, making intentional and effective choices for audience, purpose, and context.	Expresses analytical and creative responses in written, oral, visual, or multimodal forms, making generally appropriate choices for audience, purpose, and context, with occasional mismatches.	Expresses analytical and creative responses in a single written, oral, visual, or multimodal form, with inconsistent attention to audience, purpose, or context.	Expresses analytical or creative responses with little attention to form, audience, purpose, or context.

Language Learning- *Adapted from the Reading, Written Communication, and Intercultural Knowledge and Competence VALUE Rubrics, with original criteria for core linguistic proficiency. Could integrate an external framework such as ACTFL proficiency guidelines*

blank	Advanced	Proficient	Developing	Introductory
blank	4	3	2	1
Communicate in the Target Language	Listens and speaks fluently (i.e. with cohesive, uninterrupted speech) and accurately across a range of everyday and academic topics in the target language. in order to foment successful communication of a range of ideas.	Communicates effectively in conveying key information on familiar topics, though exhibits some difficulty or hesitation when addressing academic or unfamiliar topics.	Communicates basic information on everyday topics, though grammatical, lexical, or pronunciation errors frequently disrupt the flow of successful communication.	Relies on isolated words or memorized phrases to meet basic communication needs.
Demonstrate Literacy Skills in the Target Language	Reads and creates texts of varied kinds in the target language, ranging from every day to academic content, with accuracy and fluency (i.e. implementing a range of syntactic structures).	Reads and writes everyday texts fluently, along with showing a developing ability to process and construct basic academic texts.	Comprehends and writes basic everyday texts, with some grammatical errors.	Comprehends and writes basic words and phrases with prevalent grammatical errors.
Demonstrate Improved Comprehension of Spoken and Written English	Uses comparison with the target language to explain and improve lexical and grammatical understanding of	Uses comparison with the target language to explain lexical and grammatical features of	Identifies similarities and differences between the target language and English to support understanding of	Identifies similarities and differences between the target language and English.

	spoken and written English.	spoken and written English.	spoken and written texts.	
Develop Intercultural Competence	Demonstrates substantive understanding of cultural products, practices, and perspectives associated with the target language and its cultures in order to build respect for other cultures.	Demonstrates a functional understanding of cultural products or practices, showing some awareness of underlying cultural perspectives.	Identifies cultural products, practices, and perspectives associated with the target language, but struggles to connect them to broader practices or viewpoints.	Identifies examples of cultural products or practices associated with the target language.
Develop an Appreciation of the Target Language and Culture	Demonstrates curiosity about target cultures, peoples, and histories to develop an in-depth perspective and practice intercultural competence.	Demonstrates curiosity about target cultures, peoples, and histories to develop some nuances in perspectives on cultural similarities and differences.	Demonstrates curiosity about target cultures, peoples, and histories by asking questions and seeking out information.	Responds to cultural information when prompted without independently seeking out information about cultures, peoples, and histories

Quantitative Reasoning- *Adapted from the Quantitative Literacy VALUE Rubric with revisions to wording*

blank	Advanced	Proficient	Developing	Introductory
blank	4	3	2	1
Build Quantitative Foundations	Applies core algebraic, mathematical, and statistical techniques accurately and fluently to solve problems.	Applies core algebraic, mathematical, and statistical techniques accurately in with occasional or minor errors.	Applies foundational algebraic, mathematical, and statistical techniques with some errors	Applies algebraic, mathematical, and statistical techniques with frequent errors or usually requires guidance to solve problems.
Select and Apply the Right Methods	Selects and applies models, statistical approaches, or computational methods well-matched to the problem to identify patterns and generate solutions.	Independently selects a standard appropriate method to analyze data and generate solutions addressing most core requirements of the problem content.	Applies a given model, statistical approach, or computational method to a problem and works through it independently to identify patterns and generate solutions.	Applies a suggested or provided model, statistical approach, or computational method to a problem and relies on prompts or established routines to generate solutions.
Evaluate Evidence Critically	Assesses the assumptions, reliability, and limitations of data sources, models, and methods with precision.	Identifies major assumptions and limitations of data, sources, models, or methods, evaluating how they impact overall analysis.	Identifies key assumptions or limitations within data sources or models, describing their relevance to the problem.	Restates or lists provided assumptions, data sources, or methodological constraints when promoted by the assignment framework.
Draw Sound Conclusions	Develops well-supported, appropriately qualified conclusions from quantitative analysis.	Formulates a logical conclusion directly grounded in the quantitative analysis, describing primary trends while noting basic scope or constraints.	States a conclusion based on the primary quantitative findings, connecting key data points to the main problem.	States an initial conclusion or broad claim alongside quantitative results, summarizing basic observations or data outputs.

Communicate Your Reasoning	Expresses quantitative ideas clearly using symbolic, visual, numerical, and verbal forms suited to academic, professional, and civic audiences. Suited > tailored?	Expresses quantitative ideas clearly in at least two representation forms (e.g., visual and numerical), suited to the targeted audience.	Expresses quantitative ideas using at least two forms (e.g., text and a table/graph) with developing consideration for audience's ability to understand the information.	Presents quantitative ideas in a single representation form (e.g., numerical calculations or descriptive text) as guided by initial prompt requirements or with limited or no consideration for audience.

Scientific Literacy- *Adapted from the Inquiry and Analysis, Problem Solving, and Quantitative Literacy VALUE Rubrics, with original criteria added*

blank	Advanced	Proficient	Developing	Introductory
blank	4	3	2	1
Know the Science	Explains foundational scientific principles, concepts, and terminology accurately across disciplines and uses them correctly in new contexts.	Explains most foundational principles and terminology accurately, with occasional gaps.	Explains some foundational principles accurately and others with gaps or inaccuracies.	Shows minimal command of foundational scientific principles or terminology.
Apply the Scientific Method	Designs and carries out observation, inquiry, hypothesis-testing, and experimentation to explain phenomena demonstrating a clear understanding of how scientific knowledge is generated, tested, and revised.	Applies the scientific method with guidance on some steps and shows developing understanding of why key elements of the process (e.g. controls, replication, revising claims with new evidence) matter.	Attempts to apply scientific method but does so inconsistently without significant guidance. Can describe the scientific method but not why specific steps matter.	Can articulate the nature and process of science at an introductory level (e.g. what scientists do, why evidence matters) buy cannot apply it independently yet. .
Interpret Data and Evidence	Gathers, analyzes, and accurately interprets scientific data presented in graphs, tables, and public-facing claims.	Gathers and analyzes data accurately in most cases, but interprets it with some difficulty, showing inconsistency in drawing conclusions.	Gathers scientific data and reads and describes it but only interprets it superficially - does not identify underlying patterns or draw conclusions.	Misreads, misinterprets, or misrepresents scientific data.
Assess Science in Context	Evaluates the ethical, cultural, and global implications of scientific	Explains ethical or social implications of a discovery, with	Identifies that a discovery has real-world applications and that those	Discusses scientific discovery but struggles to identify or does

	discoveries and their applications.	less attention to global context.	applications carry implications, but does not distinguish domains (ethical, social, cultural, economic) or scales (local, global), and does not evaluate them.	not reference its broader ethical, cultural, or global implications.
Think Critically About Claims	Critically evaluates scientific claims, weighing evidence, uncertainty, and the limits of current knowledge.	Evaluates scientific claims for quality and quantity of evidentiary support, with less attention to uncertainty.	Acknowledges that scientific claims need evaluation but weighs evidence only superficially, without attention to uncertainty or the limits of current knowledge.	Accepts or rejects scientific claims without weighing evidence, uncertainty, or the limits of current knowledge.

Social Systems and Human Behaviors- *Adapted from the Inquiry and Analysis VALUE Rubric, reworded into social-science-specific language*

blank	Advanced	Proficient	Developing	Introductory
blank	4	3	2	1
Apply Social Science Methods	Selects, applies, and evaluates disciplinary approaches and methodologies well-suited to a social question in sophisticated and nuanced ways, explaining the choice of method and its limitations.	Selects and applies a generally appropriate methodology for a social question, providing a partial or surface-level account of its limitations.	Selects a methodology with limited justification, showing some attention to how well the method fits the specific research question.	Applies a method without regard to its appropriateness or limitations. Applies a research method mechanically to a social question with minimal attention to its appropriateness or limitations.
Analyze Social Issues Critically	Uses theoretical frameworks and empirical evidence to examine social questions, evaluating the assumptions, strengths, and limitations of competing arguments.	Uses a theoretical framework and empirical evidence to examine a social question, though provides a limited or one-sided evaluation of its merits and limitations.	Describes a social issue and its characteristics accurately but relies on limited or superficial applications of theory or evidence.	Discusses a social issue based primarily on personal observation or opinion, without integrating a theoretical framework or empirical evidence.
Communicate Social Science Findings	Presents research findings clearly and accurately, using discipline-appropriate evidence, terminology, and framing tailored to audience and purpose.	Presents findings accurately using discipline-appropriate evidence and terminology, though demonstrates limited tailoring to a specific audience or purpose.	Presents findings mostly accurately and with evidence, though with inconsistent or superficial use of discipline-specific terminology, and little attention to a specific audience or purpose.	Presents findings with minimal accuracy and exhibits issues with clarity, integrating evidence, using discipline-specific terminology and/or tailoring to a specific audience or purpose
Evaluate Social	Assesses how social science	Identifies a contribution of	Asserts relevance of a social	Describes a real-world challenge or

Science's Real-World Impact	inquiry contributes to understanding and addressing local and global challenges , proposing real-world solutions using social scientific knowledge, evaluation, theoretical frameworks, or methods while examining underlying assumptions and potential trade-offs.	social science inquiry to a local or global challenge, with limited assessment of impact.	science inquiry to a real-world challenge without substantive assessment of impact.	a social science concept in isolation, showing minimal connection between the social science inquiry and its real-world impact.

Sustainability -*Adapted from the Global Learning, Problem Solving, Quantitative Literacy, and Civic Engagement VALUE Rubrics*

blank	Advanced	Proficient	Developing	Introductory
blank	4	3	2	1
Examine Sustainability as a System	Explains sustainability as an integrated concept, examining interactions and tradeoffs between ecological, social, and economic systems.	Describes interactions between two of the systems (ecological, social, economic), when analyzing a sustainability issue.	Identifies sustainability issues within a single system (ecological, social, or economic)	Names basic environmental, social, or economic factors in a given context or scenario.
Connect Issues to Global Frameworks	Compares a sustainability challenge across multiple global frameworks or goals, evaluating where they align	Identifies a specific sustainability challenge and connects it to a broader global framework.	Identifies a specific sustainability challenge. within a given local, regional, or disciplinary context.	Names broad sustainability concepts Terms, or themes in a given scenario or context.
Build and Defend Solutions	Proposes solutions to sustainability challenges and communicates, with supporting evidence, why they are more sustainable to a broad audience.	Proposes a solution to sustainability challenge and supports its sustainability benefits with relevant evidence and rationale.	Proposes a solution to sustainability challenge, describing its intended impact or basic operational benefit.	Proposes a solution without evidence or explanation of its sustainability benefit. Outlines a basic idea, potential strategy, or action step to address a given sustainability challenge.
Engage Ethically and Collaboratively	Considers the ethical dimensions of sustainability decisions and works with peers across disciplines to foster collaboration and shared problem-solving.	Evaluates ethical dimensions Of sustainability decisions and collaborates with peers to incorporate different disciplinary viewpoints.	Identifies ethical implications of a sustainability decision and contributes actively to group problem-solving.	Demonstrates initial collaboration and emerging awareness of ethical dimensions in sustainability decisions.

APPENDIX E: Experiential Learning in the General Education Curriculum

I. Defining Experiential Learning

At the University of Pittsburgh, experiential learning is defined as an intentionally designed educational process in which learners engage in activities which are connected to real-world contexts. Through collaboration with others, students engage in structured guidance and feedback, critical reflection, and integrate theory with practice to develop new knowledge, skills, perspectives, and values in ways that are rigorous, meaningful, and transferable.

Through experiential learning, students gain the ability to:

- Use their ideas, creativity, and skills to design, create, or produce work that addresses real challenges or communicates meaningful ideas.
- Approach problems with curiosity and critical thinking, using what they learn in the classroom to better understand and respond to real–world situations.
- Work with and learn from people, organizations, and communities, while understanding how local experiences connect to broader social and global issues.
- Take responsibility for their work and actions, collaborate effectively with others, and act with integrity in professional and community settings.

Experiential learning connects theory to practice and advances Pitt's priorities in student success, career readiness, civic engagement, and academic distinction. For these reasons, experiential learning opportunities must include:

1. Clearly articulated learning outcomes
2. Active skill development and engagement beyond observation
3. Structured reflection connecting experience to defined learning outcomes

Experiential learning may occur within or beyond the classroom and includes opportunities such as internships, community-engaged learning, undergraduate research, clinical or field experiences, global learning, applied capstone projects, making activities, among others. It is defined by intentional design, not location or modality.

II. Role Within the General Education Curriculum

Including experiential learning within the General Education curriculum supports the application of disciplinary knowledge in structured, real-world contexts and strengthens the connection between academic learning and lived experience. These high-impact practices enhance student engagement, deepen understanding, and contribute to the development of transferable skills that extend beyond the classroom. As a public institution, the University of Pittsburgh approaches experiential learning as part of its responsibility to prepare students for engagement beyond the classroom, including in the communities and regions it serves. This includes ensuring that interactions with community partners, organizations, and professional settings are structured in ways that are respectful, reciprocal, and attentive to the expertise and priorities of those partners.

Given the clear educational value of experiential learning, ***the University should establish a credit-bearing experiential learning requirement within the General Education curriculum***. This requirement ensures that all students complete a structured, applied learning experience as part of their academic program. The University should support this requirement through clear standards, governance processes, and mechanisms for documenting, tracking, and measuring the student experience.

i. **Curricular Experiential Learning (Credit-Bearing)**

Curricular experiential learning consists of credit-bearing opportunities that include structured reflection and assessment and are approved through established curricular governance processes. This category embeds applied, real-world learning within the academic program, ensuring that students engage in faculty-guided experiences that connect theory to practice, support skill development, and provide opportunities to demonstrate learning through established academic standards. Examples include Experiential Learning (ExL) or High-Impact Practice (HIP) designated courses which include capstones, first-year seminars, internships for credit, study abroad, undergraduate research and other eligible opportunities. The University will work to establish shared guidance to support consistent determination across schools and campuses of which experiences are appropriate for credit. The University Registrar currently tags courses that meet several high-impact practices; however, it is anticipated that many additional courses across the curriculum already incorporate experiential learning opportunities that are not yet formally designated under existing General Education requirements. To address this gap, a course inventory is proposed for summer 2026 to identify and align these courses with the new experiential learning framework. *Completion of an experience within this category fulfills the experiential learning requirement of the General Education Program.*

While the curricular requirement establishes a common foundation in experiential learning, co-curricular opportunities create pathways for students to further develop and extend career preparedness. These experiences are particularly valuable for students seeking to pursue additional depth, sustained involvement, or a higher level of achievement beyond the required credit-bearing experience.

ii. **Co-Curricular Experiential Learning (Non-Credit-Bearing)**

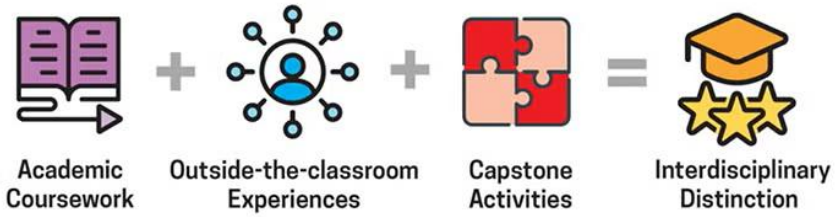
Non-credit-bearing co-curricular experiential learning consists of structured, practice-based experiences that support student engagement, skill development, and exploration outside of the formal curriculum. While these experiences do not fulfill the experiential learning requirement, they play an important complementary role by expanding access to applied learning opportunities without impacting time to degree. Participation in these experiences may be formally recognized through institutional mechanisms, including Interdisciplinary Distinctions, that document and validate student engagement. As optional opportunities, they provide pathways for students to further explore their interests or to pursue additional depth beyond the required experience, often reflecting a higher level of initiative and sustained involvement. Examples include curated activity series, professional development programs, workshops, leadership initiatives, not-for-credit internships, and similar offerings.

Across both categories, the institutional priority is clarity, access, and recognition. Credit-bearing experiential learning opportunities should be clearly defined, appropriately structured, and aligned with established academic standards to support consistent implementation of the requirement. At the same time, non-credit-bearing experiences should be supported through mechanisms that allow students to document and showcase their participation.

Through this approach, the University affirms experiential learning as a core component of undergraduate education. By requiring a credit-bearing experiential learning experience while also recognizing a broader range of co-curricular engagement, the University supports a comprehensive model that enables students to apply their learning in real-world contexts and further develop the knowledge, skills, and capacities that support their continued growth and engagement beyond their time at the University of Pittsburgh.

III. Interdisciplinary Distinctions

Pitt hosts a new class of credential—a "distinction"—that incorporates a curated, synergistic combination of curricular, co-curricular, and experiential learning activities that support a student's growth and development in particular interdisciplinary areas. Students participate in a sequence of courses that are then blended with high impact activities outside the classroom. In this way, students learn to translate their knowledge into practical applications and are prepared to communicate these experiences to a broad audience. See: https://www.undergradstudies.pitt.edu/academics/interdisciplinary-distinctions



An academic distinction typically requires 6-9 credit hours combined with a complementary series of high-impact practices that range from novice to advanced engagement and may include internships, service-learning activities, undergraduate research, workshops, and study abroad/away experiences.

Interdisciplinary Distinction Requirements	
Coursework	Complete 6-9 credits of courses across disciplines primary focused is on the selected theme/topic/issue (i.e. sustainability, civic learning, global understanding, etc…). All Gen Ed courses tagged with learning outcomes connected to theme of a Distinction will automatically fulfill this requirement.
Co-Curricular Activities	Attend a series of events, lectures, workshops, or other activities correlated to the Gen Ed competencies and learning outcomes of the Distinction. These activities are those sponsored by academic or supporting units across Pitt's schools and campuses.
High-Impact Practices	Complete 1-2 high-impact practices, such as internships, undergraduate teaching or research, community-engaged projects, study abroad/study away, peer mentorship, or others.
Capstone Project or Reflection	Complete a culminating project or reflection that connects lessons learned from student's learning inside and outside the classroom.

IV. Visibility, Access, and Recognition

The University should prioritize visibility, access, and recognition as core components of its experiential learning framework. Without clear structures to support them, experiential learning opportunities can be difficult for students to identify, navigate, and complete. Ensuring that these opportunities are clearly defined, consistently communicated, and accessible across all campuses is essential to equitable participation and effective implementation of the experiential learning requirement.

To support this work, the University should explore the development of a centralized, enterprise-level Suitable dashboard, designed to organize and track participation in co-curricular experiential learning across all of Pitt's campuses. Such a system would support the expansion of Interdisciplinary Distinctions and newly created badge-based recognition by providing a shared infrastructure through which students can access opportunities, track progress, and complete requirements. A shared system could:

- Allow students to track progress toward completion of recognized experiences
- Increase transparency around requirements and eligible activities
- Enable consistent access to Distinctions and recognition opportunities across all of Pitt's campuses

By establishing a common platform, the University can expand access to structured, recognized co-curricular experiences, while reducing reliance on campus or unit-specific systems. This approach supports a more equitable and scalable model for participation in Distinctions and other recognized experiential learning pathways.

As such, the University should also expand mechanisms for more generally recognizing student engagement in co-curricular experiential learning. In addition to Interdisciplinary Distinctions, this may include the development of badge-based recognition to acknowledge, among others:

- Professional development and career readiness
- Global citizenship
- Leadership
- Civic and community-engaged learning
- Research and creative activity
- Innovation and entrepreneurship
- Emerging technology

These recognition tools will ensure that student participation is documented, visible, and transferable beyond the University, while also reinforcing the value of continued engagement beyond the required credit-bearing experience.

To align with the launch of the Gen Ed Program, the University should explore the establishment of a centralized experiential learning hub or center to provide institutional coordination, oversight, and guidance. Such a unit would be needed to support the development and approval of experiential learning opportunities, promote alignment across schools and campuses, and serve as a resource for faculty, staff, and students. By creating a dedicated structure for coordination, the University can strengthen consistency, improve communication, and support the long-term sustainability of experiential learning across the institution.

Through these efforts, the University seeks to reduce barriers to participation, support consistent access across campuses, and ensure that experiential learning opportunities are not only available, but also transparent, accessible, and meaningfully recognized.

APPENDIX E: Advising Supporting Documents

Gen Ed Advising Project Charter

Purpose

Defines the scope, team, deliverables, and timeline for the Advising sub-project of the larger General Education Reform initiative. It establishes what the advising team will build and by when.

Team & Timeline

Field	Detail
Project Lead	April Belback
Team Members	Jill Harvey, Adrian Gonzales, Kevin Riley, Rachel Parkes, Elizabeth Tiedemann, Ed Giles, Devin Ulm
Start Date	February 16, 2026
End Date / Retreat	May 8, 2026
Final Launch	Fall 2027 (new GenEd curriculum)

Key Deliverables

Deliverable	Owner	Description
Advisor Professional Development Framework	Full team	Training outline, delivery methods, and rollout timeline for all advisor types
Approach Considerations by Advising Role	April	Tailored guidance for professional staff, faculty mentors, resource advisors, and regional campuses
Communication Needs List	Jill & Rachel	Messaging and resource needs by audience emphasizing gen ed value proposition
Student Onboarding Checklist	Beth & Ed	Framework for introducing students to gen ed via Orientation, Welcome Week, and First-Year Seminars
Technology Guidance Documentation	Adrian & Kevin	Guidance on AAR, Pathways, PeopleSoft What-If, and other tools for dual-curriculum tracking
Advising GE Plan	Full team	Document ready for Task Force review by May 8, 2026

Milestone Summary

Date	Milestone
Feb.–Mar. 2026	Develop advisor training framework
Mar. 23, 2026	Roles completed
Apr. 6, 2026	Lists drafted for framework incorporation
Apr. 20, 2026	Framework drafted for feedback (today)
May 4, 2026	Framework finalized; final retreat preparations
May 8, 2026	Present advising implementation plan at Task Force Retreat
Summer 2026	Decide on project next steps

Notable Scope Notes

In scope: training frameworks, communication strategies, technology guidance, student onboarding approach, AI-assisted advisor workflows.

Out of scope (but coordinated): actual technology tool builds (AAR/Pathways updates), full communication strategy execution, and visual progress tracking tools.

2. Student Onboarding Checklist

Purpose

Ensures that first-year and transfer students receive a consistent, cohesive introduction to the new gen ed curriculum across three key onboarding touchpoints: Online Orientation, Welcome Week, and First-Year Seminars.

Structure

Each touchpoint is evaluated across two dimensions:

Philosophical Basis Content — framing gen ed as meaningful, integrated learning (not box-checking)

Requirement Navigation Tools — practical knowledge and resources to understand and fulfill gen ed requirements

Key Sections

Section	Key Content
Part 1: Online Orientation	Checklist items for philosophical framing and navigation tools; notes on school/campus-specific coordination with OTP and Gen Ed Committee
Part 2: Welcome Week	Campus-specific programming guidance; coordination between Academic Affairs and Student Affairs noted

Section	Key Content
Part 3: First-Year Seminars	Extension of orientation content; responsibility shifts to individual schools and instructors
Part 4: Population-Specific Considerations	Separate checklists for First-Year Students, Transfer Students, and Regional Campus Students
Part 5: Cross-Touchpoint Consistency Review	Audit matrix for messaging, materials, and referral pathways across all three touchpoints

Open Questions

How to handle schools/campuses without First-Year Seminars?

Who delivers gen ed programming during Orientation and Welcome Week?

How to serve students transferring internally (e.g., to pre-professional programs)?

How to account for variation in Welcome Week programming across campuses?

3. Technology Guidance Documentation

Purpose

Provides advisors with practical reference guidance for the technology tools they will use to manage dual general education requirements (old and new curricula simultaneously) during the multi-year transition period.

Tools Covered

Tool	Primary Use	Transition-Specific Notes
Academic Advisement Report (AAR)	Tracks student progress toward major and gen ed requirements	New University GER AAR added for Fall 2027+ admits; old GER remains for prior students. Requirement term drives which AAR displays.
Pathways (EAB)	Appointment scheduling, caseload management, early progress reporting	No admit-term field exists; workaround tags (e.g., 'New GERs' / 'Previous GERs') proposed to track curriculum cohort.
PeopleSoft What-If Reports	Models degree progress under a hypothetical major/curriculum change	Advisors can model new GER by selecting Fall 2027 term; course directive waivers do not appear in What-If — must cross-reference AAR. Also, current What-If set-up will only display the most current requirements, even if the student has a requirement term related to an older set of requirements. Could be a problem for students under the old GERs when they want to explore majors.

Tool	Primary Use	Transition-Specific Notes
PeopleSoft Class Search	Find courses satisfying GER attributes	New GER course search attributes need to be built in PeopleSoft.
Tableau Dashboards	School-level tracking of graduation requirements	Schools need to work with PittDigital to update dashboards as AAR changes.

Common Advising Scenarios (Cross-Tool)

Scenario	Recommended Tool(s)
Student unsure which curriculum applies	What-If Report — compare courses needed under old vs. new GER
Student requesting substitution/exception	Exception form process (TBD)
Transfer student with unresolved course equivalencies	TES process + transfer course approval form
Upper-division student nearing degree completion	What-If + AAR — compare old GER AAR with new GER What-If
Cross-school or cross-campus enrollment	What-If Report to identify all requirements

Key Open Questions

What is the process for a student to formally switch from old GER to new GER?

How will overlap rules between major courses and new GER areas be defined?

Can a course satisfy multiple new GER areas simultaneously?

Will the new University GER requirement group be separate from school-specific major requirements?

Do we want Pathways tags to track old vs. new curriculum cohorts?

4. Communication Resources List

Purpose

A categorized inventory of communication materials and resources needed to support advisors and students through the gen ed curriculum transition. Resources are organized into three phases: Pre-Launch, Early Implementation, and Ongoing Use.

Phase Summaries

Phase	Focus	Sample Resources
Pre-Launch	Building foundational awareness of the new curriculum for advisors, students, and external audiences	Workshops/webinars for advisors; one-page GER overview; reference guide on philosophy and branding; transfer guide for external partners
Early Implementation	Supporting advisors and students as the new curriculum begins	Comparison charts (old vs. new); advising decision trees; in-person and recorded info sessions; GER worksheets; advising conversation prompts; themed course lists
Ongoing Use	Sustaining engagement and keeping information current post-launch	Centralized FAQ; mechanism to report recurring questions; career-prep connections; 'This Just In' course announcements; gen ed newsletter; pre-appointment student worksheets

Key Audiences

Professional staff academic advisors and resource advisors

Faculty mentors

Students (first-year, transfer, upper-division)

External partners and prospective transfer students

5. Advising Roles

Purpose

A collaborative working session was conducted mapping the shared advising roles (professional staff academic advisor, faculty mentor, resource/program advisor, and regional campuses) in the context of general education. Training approaches, key tools and resources, operational guidance, special considerations, and coordination ideas for each advising role were considered.

Advisor Group	Key Themes & Ideas
Professional Staff Advisors	Pitt ACT and AAR/What-If training; OTP Professional Development Days; infographics and reference resources; guidance on petitions and exceptions; 'elevator pitch' talking points for students; training on the 'why' behind the advising role.
Faculty Mentors	Role-specific Pitt ACT pathway; workshops and regular meetings with professional advisors; clarity on referral protocols; shared core gen ed

Advisor Group	Key Themes & Ideas
	information so faculty can integrate curriculum conversations with students.
Resource & Program Advisors	Canvas resources mirroring Pitt ACT; shared GE language; Brown Bag sessions to learn the new advising model; guidance on referral pathways and student outreach.
Regional Campus Considerations	Regional gen ed champions model; inclusive training for both professional and faculty advisors; campus-specific adaptations; open question on whether the new role affects compensation; stronger Pittsburgh-regional connections needed.
Parking Lot / Open Questions	Who coordinates across advisor groups? How do What-If reports handle admit-term requirements? Pitt ACT pathway for faculty mentors? Course equivalency across campuses? GER approval process? Student voice in the design?

Cross-Cutting Themes & Observations

Dual Curriculum Management is Central

All three working documents grapple with the same challenge: advisors and student records staff must simultaneously support students under the old gen ed requirements and the new shared curriculum. Consistent terminology, clear tracking systems, and well-defined handoff rules are essential across all workstreams.

Coordination Across Many Stakeholders

The project requires close collaboration among OTP, the Gen Ed Committee, individual schools, the Registrar, IT/PittDigital, Student Affairs, and Admissions. Each working document identifies coordination needs that cut across organizational boundaries.

It is also clear that while training and communication for Pitt advisors, mentors, and coaches is needed for the launch and implementation of Gen Ed, a more longitudinal plan is also required for the long term.

Many Open Questions Remain

We see the advising project as a “last stop” or culmination of many other projects (Curricular Mapping, GELOs, Regulations & Procedures, Marketing & Comms, Experiential Learning) as we will need to train advisors on the final product of these working groups.

Therefore, many of these open questions will need to be resolved before final materials can be completed (or even started).

University of Pittsburgh — General Education Implementation

Transfer Students & the New Gen Ed Model: Advisor FAQ

Determining a transfer course's Pitt equivalent is one lookup, and its current Gen Ed attributes come attached to that result automatically — there's no separate second lookup to run.

Stays the Same	Changes
The lookup process itself: articulation agreements, PA TRAC, TES	The Gen Ed course attribute(s) attached to a given Pitt course — possibly different from its old GER category.

Q: What exactly changes about transfer credit evaluation under the new Gen Ed model?

A: The lookup process doesn't change — a transfer course is still matched to a specific Pitt course through the same articulation agreements and TES process as always. What changes is which Gen Ed learning-goal course attribute is attached to that Pitt course, since the crosswalk mapping old GER categories onto the new learning-goal framework is being rebuilt school by school and campus by campus. That attribute comes back automatically as part of the equivalency — you don't run a second lookup for it.

Q: Which students does the new Gen Ed model apply to?

A: Incoming first-year and transfer students starting term 2281 (Fall 2027) and after — automatically, with no opt-out. Continuing students already enrolled before Fall 2027 may finish under the old GER requirements instead, or opt-in to the new program through an exceptions process run by their dean's office.

Q: If a transfer course already has an established Pitt equivalency, does that also tell me its new Gen Ed learning goal?

A: Yes — the equivalent course's current Gen Ed attribute(s) comes attached automatically once TES resolves the equivalency (e.g., “this course = ENGCMP 0200, tagged Writing”). What you shouldn't do is assume that attribute matches the course's old GER category — it may have been retagged under the new framework or may not have an attribute yet.

Q: What if a course has no Gen Ed attribute attached at all?

A: This is a real, currently-open gap for some learning goals — Digital Fluency, Health & Wellbeing, Innovation & Entrepreneurship, Sustainability, and Civil Discourse & Dialogue often have no course tagged yet at a given school or campus. Don't force a fit. Flag it for the Registrar/Articulation team and help the student plan around it in the meantime.

Q: Can one course satisfy multiple Gen Ed learning goals at once?

A: Yes, but only up to a limit: each gen dd course is tagged with at most 3 attributes total (2 learning goals plus an optional ExL attribute), so a single course can satisfy at most 2 learning goals plus Experiential Learning credit.

Q: Does transfer credit still count toward a major or minor, not just Gen Ed?

A: Yes — unchanged. Per existing Academic Regulations on credential overlap, a transferred Gen Ed course can still also satisfy school-, major-, or minor-level requirements.

Q: Who handles a transfer course equivalency question?

A: Admissions / the Transfer Enrollment Services Manager, through TES and the transfer course approval form — the same as always. The resulting equivalency already includes the course's current Gen Ed attribute.

Q: Who do I go to if a course's Gen Ed attribute looks wrong, missing, or out of date?

A: The Registrar / Gen Ed Curriculum Committee — they own and update which attributes are attached to which Pitt courses, which is still being built out during the transition. This isn't something Admissions or Advising staff need to re-derive themselves.

Q: Who helps a student figure out how their equivalent courses' attributes fit into an overall Gen Ed plan?

A: The student's academic advisor, using AAR / What-If / Pathways to see the attributes already attached to the student's courses and plan around any that are still missing.

Q: A transfer student is admitted for Fall 2027 (term 2281) or later — which framework applies?

A: The new Gen Ed model, automatically. There is no old-vs-new choice for this population, so confirm the admit term first — it determines everything else.

Q: A continuing student (admitted before Fall 2027) transfers between two Pitt campuses — do their Gen-Ed-satisfying courses need to be re-evaluated?

A: No. A new policy states that if a course satisfies a Gen Ed learning goal at one Pitt school or campus, it satisfies the same learning goal at any other Pitt school or campus the student transfers to. This is a genuine simplification — worth calling out explicitly, since it wasn't guaranteed before.

Q: A transfer student wants to pursue the Distinct pathway (an Interdisciplinary Distinction) — is their transfer coursework evaluated the same way?

A: Not exactly. No transfer course has been evaluated against a Distinct-pathway theme before, so expect more manual review than a General-pathway student needs. Confirm the student's intended theme first, then check whether any of their equivalent courses already carry that theme's course attributes.

Q: A transfer student's course has no existing articulation agreement — what happens?

A: It goes through fresh TES review, the same process as always. Once it's equated to a specific Pitt course, that course's current Gen Ed attribute comes with it — check whether one is attached yet, since newer learning goals may still have gaps.

APPENDIX F: Faculty Leadership & Development Supporting Documents

Principles of Shared Governance for General Education Oversight

Effective oversight of the new General Education program requires clear governance principles that reflect Pitt's commitment to shared decision-making across faculty, staff, and administration. The following principles are informed by internal committee structures and benchmarking of peer institutions.

Inclusive Representation. Governance bodies must include faculty from all undergraduate-serving schools and campuses, staff from relevant academic support units, and student representatives. Membership should reflect the diversity of disciplines and institutional roles involved in undergraduate education.

Distributed Oversight. Oversight responsibilities should be distributed across multiple entities to ensure checks and balances. The General Education Curriculum Committee (GECC) reviews and recommends courses tagged with general education designation and course attributes and is co-chaired by OTP and Senate representatives. The General Education Assessment Committee (GEAC) oversees program assessment and evaluation of student learning and is similarly co-chaired. PACUP reviews and recommends changes to curricular models and processes to the Provost. The SEPC of the University Senate studies and offers advice on preliminary papers on academic policy and planning.

Transparent Processes. Membership selection, terms of service, and committee responsibilities must be clearly defined and publicly available. Course approval, assessment, and policy development processes should be documented and accessible to all stakeholders.

Data-Informed Assessment. Assessment of Gen Ed outcomes must be based on institutional data including student success metrics and learning outcomes. Findings should inform program improvements and be reported to academic leadership and accreditation bodies. Governance bodies are responsible for disseminating Gen Ed information, policies, and updates to the university community.

Draft Committee Structures — GECC and GEAC

The Faculty Leadership team has developed a visual schema of proposed committee structures for both the GECC and GEAC, illustrating representation across schools, campuses, and disciplines in both the shorter and longer terms, which can be viewed here.

The GECC is expected to include approximately 20–25 members to ensure sufficient representation across units and campuses, in addition to relevant experts from OTP, UCTL, the Office of Undergraduate Research, and student representatives. The GEAC is expected to be somewhat smaller, with a stronger emphasis on education and assessment expertise alongside faculty and student representation and administrative liaisons. Full draft charters — including membership requirements, terms, selection processes, voting rights, and bylaws — are under development and will be shared with the task force upon completion. *Sample Committee Charters appear below as examples of what needs to be refined in Fall 2026.*

Faculty Fellows Program — Incentive Strategies and Program Design

Faculty champion and fellow programs have gained significant traction in higher education as a model for peer-driven, distributed leadership in support of teaching innovation and curriculum development. The core

strength of these programs is that faculty engagement flourishes when built on trust and authenticity — a respected colleague serving as a champion is more likely to generate organic adoption than a top-down administrative mandate.

The Faculty Leadership team's research identified several effective incentive strategies, drawing on practices at peer institutions. Course release or protected time consistently emerged as the most valued non-cash incentive, directly addressing the fundamental constraint faculty face. Recognition and visibility — through institutional profiles, teaching showcases, and portfolio documentation — motivates faculty by making their contributions visible and feeding into promotion cases. Technology and resource grants give faculty autonomy over how development resources are used. Explicit alignment with tenure and promotion criteria removes a significant disincentive at research-intensive institutions. Cohort-based models tap into intrinsic motivation by giving faculty a social and professional context for their work.

The team's proposed implementation framework combines the structured investment of a Faculty Fellow cohort with the scalable, peer-driven influence of a Faculty Champion network. It layers multiple incentive types rather than relying on any single motivator, reflecting research showing that intrinsic motivation is the primary driver of faculty engagement in course development, while extrinsic supports remove barriers that prevent willing faculty from participating.

The proposed framework operates in four phases. In the design phase, the program secures administrative buy-in, establishes a steering committee, and defines the scope and focus of the first cohort. In the Fellow cohort launch phase, 6–8 Fellows per cohort are selected through an open call, each receiving a layered incentive package that includes course release, a project fund of $3,000–$5,000, dedicated instructional design support, recognition, and portfolio documentation for promotion and tenure files. Fellows participate in monthly working sessions and present redesigned courses at an end-of-semester showcase. In the Champion network phase, Fellows transition to serving as Faculty Champions in their college or department, with a lighter-touch annual incentive structure including a small stipend, priority access to professional development, and peer community gatherings. The network grows organically each year as new Fellow cohorts graduate into it. Annual evaluation and iteration rounds out the framework, using Fellow and Champion survey data to rebalance incentives and rotate focus areas.

A rough budget estimate for a cohort of eight Fellows — including course releases, project funds, Champion stipends, and events — runs approximately $82,000 in Year 1 and $94,000 in Year 2 as the Champion network expands. The course release line is typically the largest expense and the most impactful investment.

Key design principles include layering incentives rather than relying on one, making participation count explicitly for promotion, building community rather than purely transactional relationships, starting with a small and well-supported cohort, and respecting faculty time above all.

DRAFT—Committee Charters for Review and Feedback
July 30, 2025

SCOPE

The function of the **General Education Curriculum Committee (GECC)** is to shape and maintain the quality and coherence of the University's general education program. The GECC reviews and approves new and existing courses vetted by curricular bodies across schools and campuses to determine whether they fulfill general education requirements and align with institutional goals and learning outcomes. The GECC also advises on policies related to general education, makes recommendations to PACUP and Faculty Assembly, and ensures students have clear and functional pathways through the general education curriculum.

RESPONSIBILITIES

The committee shall:

- Oversee and manage criteria for general education courses, including learning outcomes and instructional standards;
- Cooperate with the General Education Assessment Committee on the assessment and evaluation of general education learning outcomes and course offerings throughout the University by requesting and reviewing periodic reports on the current status (e.g., enrollment, graduate outcomes) of the program and, when necessary, to conduct its own review of such program;
- Recommend such changes in policy as may be necessary to maintain the purposes and vibrancy of the general education program;
- Provide guidance and resources to faculty developing or revising general education courses;
- Disseminate general education information to the University community and its partners.

MEMBERSHIP

GECC membership represents a breadth of professional leadership across the University, including faculty from all academic units that serve undergraduate students. An OTP representative appointed by the P-SVC and Faculty Senate representative co-chair and are responsible for overseeing the operations of this body. Faculty membership to GECC is at the discretion of the P-SVC.

Each undergraduate-serving Pittsburgh campus school and each regional campus at the University will have at least one (1) faculty representative on GECC, recommended by the respective Pittsburgh campus school dean or the respective regional campus president. Each campus will have one (1) student representative on GECC, recommended by that campus' dean of students and in consultation with the representative student governance body for undergraduate students. At the discretion of the Faculty Assembly, additional school representation on GECC will be considered based upon the size of the student population served and/or the breadth of the programs offered by the given school/campus. The University Registrar, Center for Teaching and Learning, and University Undergraduate Advising Council will have standing representation as determined by VPUG and Faculty Senate President.

SCOPE

The function of the **General Education Assessment Committee** (GEAC) is to ensure that students meet learning goals an outcome of the university's general education program for undergraduates. This committee gathers data on the General Education program, learning outcomes, and student success. They collect and use data to examine student outcomes, such as (1) student success (e.g., time-to-degree, graduation rate, and other institutional data); and (2) student learning (e.g., course work, experiential learning projects, and other factors that provide evidence of learning). The goal should be to develop an analytic assessment plan, supported by data that informs curricular improvement and evolves over time.

RESPONSIBILITIES

The committee shall:

- Oversee assessment of general education courses to ensure they meet institutional learning goals;
- Collect and analyze data on student performance across general education domains;
- Support faculty in developing and refining assessment tools and rubrics;
- Report findings to academic leadership and accreditation bodies;
- Recommend improvements to curriculum to the GECC based on assessment results;

MEMBERSHIP

GEAC membership represents a breadth of professional leadership across the University, including faculty, staff, and students from all academic units that serve undergraduate students. An OTP representative and Faculty Senate representative co-chair and are responsible for overseeing the operations of this body. Membership to GEAC is at the discretion of the SVC-P.

Each undergraduate-serving Pittsburgh campus school and each regional campus at the University will have at least one (1) faculty representative on GEAC, recommended by the respective Pittsburgh campus school dean or the respective regional campus president. Each campus will have one (1) student representative on GEAC, recommended by that campus' dean of students and in consultation with the representative student governance body for undergraduate students. At the discretion of Faculty Assembly, additional school representation on GEAC will be considered based upon the size of the student population served and/or the breadth of the programs offered by the given school/campus. The University Registrar, Center for Teaching and Learning, and University Undergraduate Advising Council will have standing representation as determined by VPUG and Faculty Senate President.

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[1] "Tier X" terminology will not make it into student-facing materials, nor will it appear on administrative platforms. It is simply a short-hand for academic administrators during the pilot phase of this project.

[2] American Association of Colleges & Universities, Essential Learning Outcomes

[3] 22.Pa. Code § 31.21. Curricula: "at least 40 semester credit hours or 60 quarter credit hours must be in general education and represent a broad spectrum of disciplines in general education." See PA Code: Academic Program

[4] According to MSCHE: "At institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that: a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field; b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives." See Evidence Expectations by Standard Guidelines

[5] Draft interactive mapping tool can be found here: gelo_mapping_v5. Click the link and download to view and navigate the full site.