

Interdisciplinary Distinction Proposal Form

This form is to be used by administrators to propose a new Interdisciplinary Distinction or revisions to an existing Distinction. It is intended to capture the rationale, structure, academic and co-curricular components, assessment methods, and administrative support plan for the proposed Distinction. Please complete each section thoroughly and in consultation with relevant stakeholders.

For detailed information on structure and oversight of Interdisciplinary Distinction, please visit: <https://www.undergradstudies.pitt.edu/academics/interdisciplinary-distinctions>

Current Academic Term

Undergraduate Schools/Departments Collaborating on Proposal

**answers will conditionally route workflow to respective associate deans/equivalent*

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

Proposed Name of the Distinction

Provide the intended title of the Distinction. The name should clearly reflect an interdisciplinary focus and be meaningful to prospective undergraduate students across all schools.

Background and Primary Motivations

Describe the rationale for creating the Distinction. What needs, trends, or opportunities does it respond to? How does it align with institutional priorities and student learning outcomes?

Paragraph-length Program Description (to be used in University Catalog)

Proposed Effective Term

Project Lead (s) and Advisory Committee Members

List the primary project lead (s) responsible for overseeing the development and implementation of the Distinction. Include names, titles, and schools/campuses of all advisory committee members.

Daily Operations & Support

Identify faculty and staff members who will support the ongoing operations of the Distinction. Duties might include:

- Co-Curricular Management & Tracking
- Dedicated Advising Support
- Student Outreach and Enrollment
- Degree Clearances
- Liaison with OTP Staff

Academic Coursework Requirements

Detail the coursework students must complete (typically 6–9 credits). Ideally, these are courses regularly offered and available to all undergraduate students. We rarely recommend developing new courses to fulfill the requirements of this micro-credential. Include:

- Specific courses or list of course options
- Whether these courses are already in regular rotation
- Justification if any new courses are being proposed (note: new courses are strongly discouraged)

General Education Student Learning Goals Alignment (if applicable)

Select connections to the general education curriculum student learning goals. Select all that apply:

- ☐ Digital Fluency
- ☐ Historical Thinking & Analysis

- ☐ Quantitative Reasoning
- ☐ Scientific Literacy
- ☐ Social Systems & Human Behaviors
- ☐ Communication
- ☐ Interpretive Arts & Humanities
- ☐ Writing
- ☐ Ethical Reasoning
- ☐ Health & Wellbeing
- ☐ Innovation & Entrepreneurship
- ☐ Sustainability
- ☐ Civil Discourse & Dialogue
- ☐ Global Understanding
- ☐ Intercultural Competence
- ☐ Language Learning

Co-Curricular Activities

Outline the co-curricular requirements students must complete as part of the Distinction.

Include:

- Expected number and types of activities (i.e. events, workshops, competitions, orientation sessions, lectures, etc...)
- Required hours of student engagement

High-Impact Practices

Outline the 1-2 high impact practices students must complete as part of the Distinction.

Credit Bearing Opportunities

Non-Credit Bearing Opportunities

Capstone Requirement

Describe the culminating capstone task or assignment students will complete. Include:

- How it will prompt reflection on academic and co-curricular experiences
- How students will be supported in articulating the value of the Distinction (e.g., language for resumes, interviews, grad school)

Student Learning Outcomes Artifacts and Assessment Measures

Define how students will demonstrate their proficiency in the learning outcomes selected above. Which types of artifacts will be used to show students

- ☐ Presentations
- ☐ Research Posters
- ☐ Research Papers
- ☐ Video Reflections
- ☐ Work Products
- ☐ Publications
- ☐ Other

If other is selected above, explain in detail below:

Communications and Promotion Plan

Provide a strategy for promoting the Distinction to students. Include:

- Outreach to *all* undergraduate student populations
- Messaging and branding ideas and needs
- Communication channels (e.g., websites, advisors, social media)
- Outreach and engagement opportunities

Letters of Impact or Support

Attach two letters of support:

- **Curricular Support Letter:** From a dean or representative of the academic unit(s) providing course-based components.
- **Co-Curricular Support Staff Letter:** From a representative supporting the experiential learning/co-curricular/high impact practices associated with proposed Distinction
- **Additional Impact Letter** (optional): From units who may have an interest in this micro-credential, but are not formally named as partners or project leads (i.e. College of Business Administration or Career Services, if proposing a career-related Distinction)

Each letter should acknowledge the commitment of necessary resources, such as staffing, scholarships, and administrative support.

Certification of Attached Documents

- ☐ *I certify that I have attached the required letters of support from all deans or representatives of academic unit(s) providing course-based components*
- ☐ *I certify that I have attached the required letter of support from experiential learning/co-curricular/high impact practices staff*
- ☐ *I certify that I have attached any additional letters of support*

Final Approval - Office the Provost Only

At the end of the process, the Office of the Provost will indicate the approval date and term below. A copy of the approval letter to the Dean/Campus President will also be attached.

Approved Effective Term