B. IS Designation Requirements

Content/Subject Matter
Courses in Interdisciplinary Studies allow students to experience the interrelationship and interaction among disciplines, while investigating a topic or set of related topics. Such courses are intended to demonstrate, through course content and methodology, the similarities and differences among disciplines in knowledge bases and ways of knowing, and thus highlight the complementary nature of diverse disciplines. IS course content should focus on a topic or set of related topics to which two or more disciplines can independently contribute in terms of knowledge and methodological approaches.

Methodology
> Because of the non-specific content nature of IS courses, methodological approaches of the courses will vary based on the disciplines of participating instructors. However, all IS courses should seek to highlight the similarities and differences, and complementary nature of diverse ways of knowing about the world, as typified by the approaches of distinct disciplines.

> In addition, IS courses should promote further development of the skills developed during the foundation courses of the Lincoln Program, including information literacy, critical thinking skills, oral communication, and use of reasoning and argumentation.

Course Goals

> understanding of the knowledge bases and ways of knowing specific to the two or more disciplines represented in the course, and how each applies, separately and as a complement to the other, to the common problems, themes, or issues of course topic(s);
> proficiency with the skills of information literacy, analytical reading and writing, and critical thinking;

IS courses can be taught by a single instructor or by a pair of instructors.
> For single instructor courses, breadth courses that have interdisciplinary content would be able to apply to carry an IS attribute. These courses would be taught by one instructor with the same cap that the breadth course currently carries. Departments would have the discretion to determine which courses they would like to offer and apply to have course carry the IS attribute. To ensure that the IS course represents views from different disciplines, the application needs to include a letter of support from a second department that verifies that the course extends beyond a single discipline.

> Team taught courses (existing or new) would be offered under the IS course title. As with the current model, the application for the course would need to include a memo signed by the department chairs.

In both cases, the IS course would count as a breadth requirement. A course will have one breadth attribute.

Rather than restricting the course to Junior status, as in the current system, every IS course would have completion of all foundation requirements as a prerequisite. Students will be encouraged to utilize these foundation skills through the course of the semester. This will also allow departments to offer 200 level courses as IS courses.

A key component of the IS course will be a collaborative project that addresses a problem related to the course content and that requires students to integrate perspectives of different disciplines to address the

problem. This is a recognized high impact practice and incorporating it into the IS course will allow more of our students to participate in these practices.

> The project should consist of students working in groups of 5-6 students.

> While the final product for the project may vary from course to course and could include a in-class group presentation, a poster, a collaborative paper, or other creative projects, it should focus on a problem that is relevant to the course and that demands students utilize and integrate perspectives from the different disciplines.

> The project could also include other high-impact practices such as a service learning component.

The General Education Committee would review all courses to ensure that they meet the requirements in terms of IS content and also in terms of meeting the collaborative project requirement.

The General Education committee will develop a review mechanism to ensure that the courses meet the requirements of allowing students to experience the interrelationship and interaction among disciplines, while investigating a topic or set of related topics and also that the collaborative project has been an integral part of the course. The assessment would occur on the regular program review of IS courses, as outlined in the General Education Committees operating papers, every four years.