Proposal for the Addition of a New Interdisciplinary Program Leading to the MSIS (adds to existing MAIS) And Revision of MAIS Degree

Oregon State University Graduate School

Description of Proposed Program

1. Program Overview

   a. CIP number – 30.9999

   b. Brief Overview
      This Category I proposal is designed to implement the following 2002 Graduate Council Program Review recommendations that were made by an external reviewer and a self-study committee of the MAIS degree program:
      • create new interdisciplinary degree, the Master of Science in Interdisciplinary Studies (MSIS) and thus add a language requirement to the MAIS degree to differentiate the two degrees;
      • eliminate the requirement that one of the fields of study for the MAIS degree be from the College of Liberal Arts;
      • add two required courses in interdisciplinary studies to the MAIS and MSIS degree requirements to make the total number of required credits to be 49.

   c. When will the program be operational, if approved? Fall 06

2. Purpose and Relationship of Proposed Program to the Institution's Mission and Strategic Plan

   a. Background on the current MAIS Degree

      The MAIS degree, emerging out of the M.A. in General Studies, came into existence at OSU in 1973. The MAIS degree is granted for attainment of broad, advanced knowledge integrated from three fields of study. The current degree requirements, in place since 1986, are:
      • Any graduate major or minor may be used as one of three required fields for the MAIS degree;
      • Two of the three fields may be from one department if the areas of concentration within these two fields are different;
      • Currently, there is no foreign language requirement;
      • No more than 21 credits (excluding thesis or research project credits) may be taken in any field unless the total program exceeds 45 credits;
      • No more than 3 credit hours of blanket-number courses in each field of study may be used in the program (exempting thesis or research project credits)

      The 2002 MAIS Self Study Report says that 399 MAIS degrees were awarded from 1991 to 2000 with 39 different graduate programs participating as fields of study. The predominant fields of study come from liberal arts with anthropology, speech communication, history, art, sociology, women’s studies, and economics among the top. There have also been MAIS students with fields of study in forestry, computer science, education, health and human development, business, agriculture, and
In most recent years, ethnic studies has become a popular field of study. Graduates are employed by school districts, local and state agencies, non-profit organizations, Bureau of Land Management, and the U.S. Forest Service among others. Graduates also go on to complete a doctorate. Positions held by MAIS graduates include anthropologist, archeologist, author, journalist, lawyer, librarian, community college teacher, K-12 teacher, museum curator, newspaper editor, sociologist, and watershed coordinator.

b. What are the objectives of the program?

We are proposing to add an MSIS degree and make two changes to the MAIS degree to distinguish the difference between the two degrees.

The first change is that the MAIS degree will no longer require one field of study from the College of Liberal Arts. Both the Master of Arts in Interdisciplinary Studies (MAIS) and the Master of Science in Interdisciplinary Studies (MSIS) will allow students to put together and integrate a course of study based on any three fields of study and not be limited by the requirement to have one field from the College of Liberal Arts.

This proposal also changes the MAIS degree to be similar to other OSU MA degrees by requiring that the MAIS have a language requirement and the MSIS not have a language requirement. The MAIS degree does not currently have a language requirement. (MS and MA degrees at Oregon State University are differentiated by a language requirement. MA degrees include a 2 year college proficiency in a foreign language, while the MS degrees do not).

Otherwise, the course of study for the MSIS will be the same as for the MAIS degree. Students will choose three fields of study, have a faculty graduate committee member from each of these three fields to guide the course of study, and integrate these three fields into discovery of something new to address the student’s scholarly inquiry. A field of study is defined as having its own methods, tools, concepts, and theories which serve as shaping a particular world view.

Setting the course of study based on any three fields of interest diverges slightly from the 2002 recommendations of the Graduate Council in the MAIS program review process. The Graduate Council recommendation said that the three areas of study were to come from three different departments. The intention of this recommendation was to ensure that the degree was truly an interdisciplinary degree and not to provide an opportunity for students to get a graduate degree in a field in which OSU does not currently offer a graduate degree. The current proposal supports three fields of study as opposed to three different departments for two major reasons: (1) Current literature on interdisciplinary studies articulates fields of study rather than departments as the components of an interdisciplinary degree. We define field of study in the paragraph above. (2) The MAIS Steering Committee has initiated checks and balances with the MAIS program so as to ensure that the degree is truly interdisciplinary. These checks and balances include student advising (pre and post admission) from the Director of the MAIS program (new in 2004), an admissions screening committee to determine the readiness of the student to do interdisciplinary work, and two new interdisciplinary courses to be required of all students (see Section 3b below). The interdisciplinary nature of the degree will be determined by the interest, question, or professional goal with which the student comes into the MAIS program.
c. How does the proposed program support the mission and strategic plan of the institution(s)? How does the program contribute to attaining long-term goals and directions of the institution and program?

This proposal supports the OSU 07 Strategic Plan which emphasizes thematic areas. The MSIS program will open up options for students to work within thematic areas from an interdisciplinary perspective, drawing upon the disciplines which most apply to the student’s proposed course of study and interdisciplinary problem that can not be addressed from the perspective of a single discipline.

d. How does the proposed program meet the needs of Oregon and enhance the state's capacity to respond effectively to social, economic, and environmental challenges and opportunities?

Social, economic, and environmental challenges and opportunities often require integrated thinking from many disciplines. Indeed, the interested student begins her/his inquiry into the MAIS/MSIS program with a societal, economic, or environmental issue or question through which he/she then seeks out faculty from the student’s areas of interest to work with her/him in putting together the proposed program of study. The program graduate committee, which includes a minimum of three graduate faculty members from three different fields of study, works with the student to integrate his/her program of study into a cohesive unit.

The MAIS/MSIS program appeals to students who have a particular passion which often comes out of Oregon’s social, economic, and environmental challenges and opportunities. For example, one current MAIS student is working on creating a theatrical movement curriculum to be used in long term care facilities in Oregon as her research project. In combining the fields of gerontology, theatre, and interpersonal communication, she is creating a series of CD’s which will be used in care facilities to improve the mental and physical health of residents. Another current student is combining biochemistry, history of science, and public health. His research project focuses on a particular disease, combining insights gathered in relation to the disease’s history, chemical makeup, and relation to the public’s health and well-being. This work will be of value to him as he enters medical school in the fall. In essence, the MAIS/MSIS programs prepare students to explore a personal interest and graduate prepared to make a contribution to the state’s social, economic, and environmental opportunities.

3. Course of Study

a. Briefly describe proposed curriculum. (List is fine.)

In common with the Master of Arts in Interdisciplinary Studies (MAIS) degree, a minimum of 45 credits of graduate level work beyond the baccalaureate is required for the Master of Science in Interdisciplinary Studies (MSIS). However, two new courses are proposed (section 3 b.) to add four credits to this degree. Thus, both the MAIS and the MSIS will require 49 credits for completion.

A minimum of 9 credits in each of any three fields of study is required. A field of study contains its own theories, methods, tools, and concepts. No more than 21
credits may be taken in any one field unless the total program exceeds 49 credits. Thesis or research project credits do not count toward this 21-credit requirement.

No more than 3 credits of blanket-numbered courses in each field may be placed on the program except for thesis (Option A) or project (Option B) credits. There is no foreign language requirement for the MSIS, but there is a foreign language requirement for the MAIS. For the MAIS degree, the student must show foreign language proficiency equivalent to that attained at the end of a second-year university course in that language with a grade of "C" (2.00) or better. English is not considered a foreign language for purposes of this requirement. The foreign language requirement for the MAIS degree must be completed before the student takes the final oral examination for the degree. A minimum of 30 credits must be taken as resident credit through Oregon State University. A final oral examination covering the thesis or project, which integrates the three fields of study, and course work is required.

MAIS students meet the foreign language requirement in one of four ways:
- Complete second year university level sequence of language with an average grade of C or better;
- Pass the Foreign Language Achievement Test through Brigham Young University.
- Complete the equivalent of a U.S. high school diploma or U.S. baccalaureate degree where a language other than English was the medium of instruction.
- Pass placement exam given by Department of Foreign Languages and Literatures at OSU demonstrating language proficiency equivalent to that attained at the end of a second-year university course with a grade of C or better.

b. Describe new courses. Include proposed course numbers, titles, credit hours, and course descriptions.

Two new courses, currently in development, (draft syllabi attached) will be proposed and will be required for both MAIS and MSIS students. A one credit course will be taken in the first year of study and a three credit course after a student has completed some course work in each of his/her three fields of study:

**IST 511: Introduction to Interdisciplinary Graduate Studies** – 1 credit
This first term graduate course is designed to support the student in understanding and navigating the interdisciplinary graduate study process. The course will introduce the methods of interdisciplinary study which include dialogue, process, inquiry, transformation, interaction, construction, and negotiation. The course will be offered every term since new students arrive each term.

**IST 512: Applying an Interdisciplinary Perspective** – 3 credits
In a highly interactive setting, students will define interdisciplinarity as it relates to their areas of study and analyze other interdisciplinary projects with the intent of gaining clarity about their own thesis or project, resulting in their own research proposal. Institutional Review Board policies and procedures as well as project funding will also be explored.
c. Provide a discussion of any nontraditional learning modes to be utilized in the new courses, including, but not limited to: (1) the role of technology, and (2) the use of career development activities such as practica or internships.

The degree itself may be considered to be somewhat nontraditional in that it requires the student interested in the MSIS degree to apply for admission with a societal problem or career interest in mind that requires the integration of two or more fields of study to fully address the issue or problem. Thus, the student enters with a freedom to choose across the OSU curriculum to select the three fields that will best address his/her learning objectives. In some cases, a practicum or internship may be part of the course of study. On-line learning is used where it is available and applicable to the student’s academic needs.

d. What specific learning outcomes will be achieved by students who complete this course of study?

The learning outcomes include:
- Ability to articulate a researchable question that requires the integration of 3 fields of study and cannot be addressed from a single, disciplinary perspective;
- Evidence of ability to integrate three fields of study in relation to an interdisciplinary problem or issue;
- Generation of a final, culminating project or thesis that makes measurable progress toward understanding of the interdisciplinary issue or problem identified by the student;
- Mastery of subject matter in 3 fields of study sufficient to support the scholarly study of an interdisciplinary issue or problem;
- For MAIS students, a foreign language proficiency equivalent to that attained at the end of a second-year university course with a grade of "C" (2.00) or better.

4. Recruitment and Admission Requirements

a. Is the proposed program intended primarily to provide another program option to students who are already being attracted to the institution, or is it anticipated that the proposed program will draw students who would not otherwise come to the institution?

This program is intended to provide options to some students who have already been attracted to the institution. Some prospective students who have expressed interest in the MAIS program decline to apply when they learn that one of the fields of study must be from the College of Liberal Arts. Students have interdisciplinary interests that sometimes do not include an area of study within the College of Liberal Arts.

In the past, the MAIS program has been perceived by some as being a way for a few students who do not succeed in a particular discipline to change to the MAIS degree as a means of attaining a graduate degree. The MAIS advisory committee has worked to address this concern by putting in place a more rigorous admissions review to be sure that the student is ready to do interdisciplinary work, by more carefully advising students who are interested in changing their degree to the MAIS degree, and by development of two required courses which will prepare the student to do integrative work.
b. Are any requirements for admission to the program being proposed that are in addition to admission to the institution? If so, what are they?

There will be an MAIS/MSIS admissions screening committee which will review the student essay to ensure that the student is ready to do interdisciplinary work.

c. Will any enrollment limitation be imposed? If so, please indicate the specific limitation and its rationale. How will students be selected if there are enrollment limitations?

Individual faculty members will determine enrollment limitations. Students will only be admitted when faculty members from each of the three fields of study have agreed to work with the student. This will be processed through the current Departmental Action Form (DAF).

5. Accreditation of the Program

a. If applicable, identify any accrediting body or professional society that has established standards in the area in which the proposed program lies.

There are no accrediting bodies or professional societies.

b. If applicable, does the proposed program meet professional accreditation standards? If it does not, in what particular area(s) does it appear to be deficient? What steps would be required to qualify the program for accreditation? By what date is it anticipated that the program will be fully accredited?

NA

c. If the proposed program is a graduate program in which the institution offers an undergraduate program, is the undergraduate program accredited? If not, what would be required to qualify it for accreditation? If accreditation is a goal, what steps are being taken to achieve accreditation?

Accreditation is not a goal.

6. Evidence of Need

a. What evidence does the institution have of need for the program? Please be explicit. (Needs assessment information may be presented in the form of survey data; summaries of focus groups or interviews; documented requests for the program from students, faculty, external constituents, etc.)

The MAIS program underwent a Graduate Council Program Review in the spring of 2002. This review included a self-study report and an external review. One of the recommendations for strengthening the Master of Arts of Interdisciplinary Studies (MAIS) degree was to add an MSIS degree option.

b. Identify statewide and institutional service-area employment needs the proposed program would assist in filling. Is there evidence of regional or national need for additional qualified individuals such as the proposed program would produce? If yes, please specify.
The MSIS degree will prepare students to address complex issues that require an integrative approach to problem-solving. Many public and private employers are in need of employees who can address complex societal issues from a broad based perspective.

c. What are the numbers and characteristics of students to be served? What is the estimated number of graduates of the proposed program over the next five years? On what information are these projections based?

Currently, there are approximately 80 students enrolled in the MAIS program. We anticipate that the MSIS degree will add approximately 5 to 10 new students per year. The numbers are flexible and will vary depending on the faculty available to work with an MSIS student. The students who apply are generally interested in an interdisciplinary approach to learning and scholarship with a more flexible opportunity to address a passion or interest from a broad holistic perspective.

d. Are there any other compelling reasons for offering the program?

The MSIS degree will be a complement to the MAIS degree and should have been implemented along with the MAIS when it was approved initially. Further, this proposal specifically addresses a recent program review report.

e. Identify any special interest in the program on the part of local or state groups (e.g., business, industry, agriculture, professional groups).

There is none.

f. Discuss considerations given to making the complete program available for part-time, evening, weekend, and/or place bound students.

This program will be dependent on the availability of current course offerings in the students’ three chosen fields of study.

Outcomes

7. Program Evaluation

a. How will the institution determine the extent to which the academic program meets the objectives (section 2a) previously outlined? (Identify specific post-approval monitoring procedures and outcome indicators to be used.)

The objectives previously outlined in Section 2a and how we propose to determine the extent to which the objects are met are:

Objective 1: Students will be able to put together a master’s program from three fields of study at Oregon State University. We will determine that this objective is met by reporting the number of students applying, accepted, and completing the MSIS program over a five-year period. We will also report the variability of the three fields that students choose as well as a summary of project and thesis topics completed.

Objective 2: Students will integrate a minimum of two of the three fields of study into discovery of something new. We will use student evaluations of the IST 511 and IST 512 courses to determine how well students learn how to integrate fields of study.
We will use the student’s final oral exam to determine the extent to which student’s have integrated their fields of study.

Objective 3: MAIS students will demonstrate a foreign language proficiency comparable to other master’s degree students at OSU. Student transcripts will show completion of required language classes or they will show successful completion of this requirement through a testing out of the classes.

b. How will the collected information be used to improve teaching and programs to enhance student learning?

The information collected will be taken to the MAIS/MSIS Advisory Committee to be used for dialogue around implementing continuous improvements to the program. The Advisory Committee consists of representative college and departmental faculty who have worked with MAIS students.

8. Assessment of Student Learning

a. What methods will be used to assess student learning? How will student learning assessment be embedded in the curriculum?

Students will meet with their graduate committee members to discuss their learning. The mid-program course: IST 512 Applying an Interdisciplinary Perspective (see Section 3 - Course of Study) will include dialogue around integration of student learning. The final learning outcome will be measured by the completed thesis or project.

b. What specific methods or approaches will be used to assess graduate (completer) outcomes?

Graduate outcomes will be assessed in the final oral exam with the student’s graduate committee.

c. Is a licensure examination associated with this field of study?

No

Integration of Efforts

9. Similar Programs in the State

a. List all other closely related OUS programs.

Portland State University offers
   Interdisciplinary Studies: MA, MS
   Systems Science: PhD, MS
University of Oregon offers

Interdisciplinary Studies: Individualized Program, MA

b. In what way, if any, will resources of other institutions (another OUS institution or institutions, community college, and/or private college/university) be shared in the proposed program? How will the program be complementary to, or cooperate with, an existing program or programs?

This degree program is one that is typically offered by most universities as an option for students. Some universities also offer an interdisciplinary doctoral degree.

c. Is there any projected impact on other institutions in terms of student enrollment and/or faculty workload?

No, there is no impact anticipated.

Resources

10. Faculty

a. Identify program faculty, briefly describing each faculty member's expertise/specialization. Separate regular core faculty from faculty from other departments and adjuncts. Collect current vitae for all faculty, to be made available to reviewers upon request.

All faculty members who are approved Graduate Faculty members are eligible to participate in the MSIS program. The Graduate School maintains files on all Graduate Faculty. There will be no regular core faculty established at this time. However, the design of the new IST courses includes a method to build the interdisciplinary skills of faculty who are currently working with MSIS/MAIS students through involving the faculty along with the students in class dialogues and rotating one or two new faculty team members into teaching the class over time. Since there will be no core faculty initially, we will make all Graduate Faculty records available to reviewers upon request.

b. Estimate the number, rank, and background of new faculty members who would need to be added to initiate the proposed program in each of the first four years of the proposed program's operation (assuming the program develops as anticipated). What commitment does the institution make to meeting these needs?

No new faculty are needed at this time.

c. Estimate the number and type of support staff needed in each of the first four years of the program.

No additional support staff will be added.

11. Reference Sources
a. Describe the adequacy of student and faculty access to library and department resources (including, but not limited to, printed media, electronically published materials, videotapes, motion pictures, CD-ROM and online databases, and sound files) that are relevant to the proposed program (e.g., if there is a recommended list of materials issued by the American Library Association or some other responsible group, indicate to what extent access to such holdings meets the requirements of the recommended list).

Library and department resources will remain the same that currently exist within each field of study at OSU.

b. How much, if any, additional financial support will be required to bring access to such reference materials to an appropriate level?

How does the institution plan to acquire these needed resources?

We will use current Interdisciplinary Allocation Model (IAM) resources to develop new forms, brochures, revise the web site, and support initial instructional costs of the two required courses. The IAM provides resources to directly support the MAIS and, pending approval, the MSIS degrees.

12. Facilities, Equipment, and Technology

a. What unique resources (in terms of buildings, laboratories, computer hardware/software, Internet or other online access, distributed-education capability, special equipment, and/or other materials) are necessary to the offering of a quality program in the field?

Since this is an interdisciplinary program that relies on existing resources, nothing new is required.

b. What resources for facilities, equipment, and technology, beyond those now on hand, are necessary to offer this program? Be specific. How does the institution propose that these additional resources will be provided?

There are none.

13. If this is a graduate program, please suggest three to six potential external reviewers.

In the Graduate Council Program Review process of 2002, the MAIS program was reviewed with an external member participating in the process. The intention of the current Category I proposal is to implement the recommendations that resulted from the Program Review of 2002. We request waiver of an external review.

14. Budgetary Impact

a. On the “Budget Outline” sheet (available on the Forms and Guidelines Web site), please indicate the estimated cost of the program for the first four years of its operation (one page for each year). The “Budget Outline Instructions” form for filling out the Budget Outline is available on the Forms and Guidelines Web site, as well.

See attached budget.
The budget includes faculty, staff, and supply costs to manage the two programs as well as instructional costs to offer the two courses once a year.
b. If federal or other grant funds are required to launch the program, describe the status of the grant application process and the likelihood of receiving such funding. What does the institution propose to do with the program upon termination of the grant(s)?

NA

b. If the program will be implemented in such a way as to have little or minimal budgetary impact, please provide a narrative that outlines how resources are being allocated/reallocated in order that the resource demands of the new program are being met. For example, describe what new activities will cost and whether they will be financed or staffed by shifting of assignments within the budgetary unit or reallocation of resources within the institution. Specifically state which resources will be moved and how this will affect those programs losing resources. Will the allocation of going-level budget funds in support of the program have an adverse impact on any other institutional programs? If so, which program(s) and in what ways?

The MSIS will be another interdisciplinary graduate degree option along side the MAIS degree program. The current Director of Interdisciplinary Graduate Studies will take lead responsibility for implementing the new degree program by internally reallocating current resources in the Interdisciplinary Allocation Model. This will include updating the website and getting information out to faculty and prospective students as well as working with the Admissions Office to make minor modifications to graduate admissions forms. Current support staff will aid in implementing and monitoring this program. Strategic Investment dollars from the Interdisciplinary Allocation Model will be requested for use as start up money to launch the two new proposed courses. Revenue generated by the two IST courses will be used to help continue funding of the course.
List of Appendices

1. Budget Document 06-07
2. Budget Document 07-08
3. Budget Document 08-09
4. Budget Document 09-10
5. E-mail Liaison and Response
6. Draft Course Outline for IST 511
7. Draft Course Outline for IST 512
# Budget Outline

Estimated Costs & Sources of Funds for Proposed Program

(Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero. See "Budget Outline Instructions" on the Forms and Guidelines Web site.)

**Institution:** Oregon State University  
**Program:** Interdisciplinary Studies  
**Academic Year:** Fall 2006-07

Indicate the year: X First Second Third Fourth; prepare one page each of the first four years.

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<td>From Fees, Sales, &amp; Other Income</td>
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**Personnel**

- Faculty (Include FTE) $17,755
- Graduate Assistants (Include FTE) $3,371
- Support Staff (Include FTE) $7,138
- Fellowships/Scholarships
- OPE
- Nonrecurring Personnel Subtotal: $28,267

**Other Resources**

- Library/Printed
- Library/Electronic
- Supplies and Services $500
- Equipment
- Other Expenses $500
- Other Resources Subtotal: $1,000

**Physical Facilities**

- Construction
- Major Renovation
- Other Expenses
- Physical Facilities Subtotal:

GRAND TOTALS: $29,267
## Budget Outline

Estimated Costs & Sources of Funds for Proposed Program

(Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero. See "Budget Outline Instructions" on the Forms and Guidelines Web site.)

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indicate the year:  First  X  Second  Third  Fourth; prepare one page each of the first four years.

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## Budget Outline

Estimated Costs & Sources of Funds for Proposed Program

(Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero. See "Budget Outline Instructions" on the Forms and Guidelines Website.)

**Institution:** Oregon State University  
**Program:** Interdisciplinary Studies  
**Academic Year:** Fall 08-09

Indicate the year: **First**  **Second**  **Third**  **Fourth**; prepare one page each of the first four years.

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<tr>
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<td>Institutional Reallocation from Other Budgetary Unit</td>
<td>From Special State Appropriation Request</td>
<td>From Federal Funds &amp; Other Grants</td>
<td>From Fees, Sales, &amp; Other Income</td>
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### Personnel

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### Other Resources

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**Grand Totals:** $30,809
## Budget Outline

**Estimated Costs & Sources of Funds for Proposed Program**

(Total new resources required to handle the increased workload, if any. If no new resources are required, the budgetary impact should be reported as zero. See “Budget Outline Instructions” on the Forms and Guidelines Website.)

- **Institution:** Oregon State University
- **Program:** Interdisciplinary Studies
- **Academic Year:** Fall 09-10

Indicate the year: First, Second, Third, Fourth. Prepare one page each of the first four years.

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### Personnel

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### Physical Facilities

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<td><strong>Physical Facilities Subtotal:</strong></td>
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**GRAND TOTALS:** $ 31,598
Appendix V

E-mail Liaison and Response

Contents:
1. E-mail sent to all Departments at OSU
2. E-mail sent to Graduate Schools at University of Oregon and Portland State University
3. Response from departments with feedback from Graduate School Director of Interdisciplinary Studies:
   a. Paul Doescher, Department of Forest Resources, College of Forestry
   b. Paul Farber, Department of History, College of Liberal Arts
   c. Susan Shaw, Women Studies, College of Liberal Arts
   d. Larry Flick, Department of Science and Math Education, College of Education
   e. Karen Hooker, Department of Human Development and Family Sciences, College of Health and Human Science
   f. Leslie Burns, Department of Design and Human Environment, College of Health and Human Science
TO: All Academic Department Heads

FROM: Ann Schauber, Director of Interdisciplinary Studies, Graduate School

SUBJECT: Curriculum Liaison for adding an MSIS degree and changing the MAIS degree

The attached Category I proposal describes an addition of a new Interdisciplinary Program leading to an MSIS (adds to existing MAIS) and revision of the MAIS Degree. I have also attached a one page summary of the Cat I proposal.

In accordance with the liaison criteria in the Curricular Procedures Handbook, this memo serves as notification to your department of our intent to make this curricular change. Your department is affected because any field of study at OSU may be chosen as one of the fields for this interdisciplinary degree.

Please review the attached materials and send your comments, concern, or support to me by September 22, 2005. Your timely response is appreciated.

Please note that a lack of response will be interpreted as support.

Thank you for your time and input.

---

Cat 1.pdf (106 KB)
Quick Summary of the Cat I proposal

---

Ann C. Schauber, Oregon State University
Director Interdisciplinary Studies, Graduate School

OSU Extension Diversity and Intercultural Communication
http://extension.oregonstate.edu/staffdev/diversity.php

Project Director, National Extension Diversity Center
http://www.ediversitycenter.net
September 29, 2005

TO: Marian Friestad, Associate Dean, Graduate School, University of Oregon
William Feyerherm, Dean of Graduate Studies, Portland State University

FROM: Ann Schauber, Director of Interdisciplinary Studies, Graduate School

SUBJECT: OSU Category I proposal for adding an MSIS degree and changing the MAIS degree

The attached Category I proposal describes an addition of a new Interdisciplinary Program leading to an MSIS (adds to existing MAIS) and revision of the MAIS Degree at Oregon State University. I have also attached a one page summary of the Cat I proposal.

In accordance with the liaison criteria in the Curricular Procedures Handbook, this memo serves as notification to your University of our intent to make this curricular change in our graduate interdisciplinary degree program.

Please review the attached materials and send your comments, concern, or support to me by October 10, 2005. Your timely response is appreciated.

Please note that a lack of response will be interpreted as support.

Thank you for your time and input.

Cat 1.pdf (106 KB)  Quick Summary of the Cat I proposal

Ann C. Schauber, Oregon State University
Director Interdisciplinary Studies, Graduate School

OSU Extension Diversity and Intercultural Communication
http://extension.oregonstate.edu/staffdev/diversity.php

Project Director, National Extension Diversity Center
http://www.ediversitycenter.net

ph: 541-737-2315  fax: 541-737-4423
e-mail: ann.schauber@oregonstate.edu
Hi Ann,

On behalf of the Department of Forest Resources, we support the Category I proposal for development and delivery of the MSIS degree.

Paul S. Doescher  
Department of Forest Resources  
Oregon State University  
Corvallis, OR  97331-5703  
Paul.Doescher@oregonstate.edu  
541 737-9401  
*Note new mail and email addresses*
Paul,
Thank you for your feedback on our Category I proposal to add an MSIS and modify the MAIS program. I wanted to respond to your concerns.

We agree that many disciplines have interdisciplinary aspects. We understand your concern that two required courses for the MSIS and MAIS program may appear to be too general. We are, however, designing the two courses to be specific to each student's chosen course of study.

Our understanding is that many graduate programs have a course which introduces the student to graduate studies at OSU. Most current MAIS students do not have an opportunity to take such a course. In my advising of MAIS students, I am finding many of them lacking the basic understanding of the graduate study process and eager to find other graduate students who are also doing interdisciplinary work. The one credit first term IST 511 course is designed to meet these two needs.

The IST 512 course is intended for students to develop their full proposal for their thesis or research project. This course is currently designed to include the student's major professor along with the student in their proposal development. Thus, our intention is to deliver a course which meets each student's individual needs.

Thanks for your attention to our Category I proposal,
Ann Schauber

**************************************************
Ann C. Schauber, Oregon State University
Director Interdisciplinary Studies, Graduate School
OSU Extension Diversity and Intercultural Communication
http://extension.oregonstate.edu/staffdev/diversity.php

Project Director, National Extension Diversity Center
http://www.ediversitycenter.net

ph: 541-737-2315  fax: 541-737-4423
e-mail: ann.schauber@oregonstate.edu
**************************************************
Thanks for sending the MAIS and MSIS cat. I document. I think making the split makes sense. My only reservation is the requirement of two core courses on interdisciplinary studies. I think that graduate work tends to be fairly specialized and that many of the so called “disciplines” are quite interdisciplinary. I think that two courses that are designed to be for everyone is likely to be little value to anyone because it will have to be done in a very general fashion. I am unconvinced that there is a subject, “interdisciplinary” studies that is coherent. The student would be better off working with an advisor to craft a program that makes sense and make it tailored to fit the student's interests and needs. Paul Farber

Paul Lawrence Farber
OSU Distinguished Professor and Chair
Department of History
Oregon State University
Corvallis, OR 97331
541 7371273
Hi Susan,

I wanted to respond to your concerns about our Category I proposal. The reason that we have a language requirement for the MAIS students and not for MSIS students is simply to bring the MAIS/MSIS degrees into alignment with all other MA/MS degrees at OSU. It is up to the student to decide if he/she wants an MAIS or an MSIS degree.

Thanks for your feedback on the Category I proposal,
Ann Schauber

******************************************
Ann C. Schauber, Oregon State University
Director Interdisciplinary Studies, Graduate School
OSU Extension Diversity and Intercultural Communication
http://extension.oregonstate.edu/staffdev/diversity.php

Project Director, National Extension Diversity Center
http://www.ediversitycenter.net

ph: 541-737-2315 fax: 541-737-4423
e-mail: ann.schauber@oregonstate.edu
******************************************

-----Original Message-----
From: Shaw, Susan
Sent: Tuesday, August 23, 2005 10:21 AM
To: Schauber, Ann
Subject: RE: Curriculum liaison for adding and MSIS degree

Hi, Ann. Thanks for all your hard work on this. I may have read it too fast--but is it up to the major department to decide whether it will accept students as MAIS or MSIS? As I mentioned before in our meetings, I'm worried about students opting for the MSIS to avoid the language requirement. So I'm wondering, then, for example, could the English Dept. say any student doing a primary area in English must do an MAIS? I just can't imagine allowing a student to do, for example, an MSIS in English, Philosophy, and Music. Or if a student wants to do an MSIS in Women Studies, can we require that student to do more statistics classes than an MAIS student?

Thanks.
S

Susan M. Shaw, Ph.D.
Director
Women Studies
Oregon State University
Corvallis, OR 97331
541-737-3082

-----Original Message-----
From: Schauber, Ann
Sent: Monday, August 22, 2005 12:20 PM
To: Shaw, Susan
Subject: RE: Curriculum liaison for adding and MSIS degree

Hi Susan,

I wanted to respond to your concerns about our Category I proposal.

The reason that we have a language requirement for the MAIS students and not for MSIS students is simply to bring the MAIS/MSIS degrees into alignment with all other MA/MS degrees at OSU. It is up to the student to decide if he/she wants an MAIS or an MSIS degree.

Thanks for your feedback on the Category I proposal,
Ann Schauber

******************************************
Ann C. Schauber, Oregon State University
Director Interdisciplinary Studies, Graduate School
OSU Extension Diversity and Intercultural Communication
http://extension.oregonstate.edu/staffdev/diversity.php

Project Director, National Extension Diversity Center
http://www.ediversitycenter.net

ph: 541-737-2315 fax: 541-737-4423
e-mail: ann.schauber@oregonstate.edu
******************************************
Ann,
The proposed additions/revisions to the MAIS to include the MSIS can only serve to strengthen their program. I think both tracks of the MAIS/MSSIS will suit students who intend to start our program.

Thank you,
Larry

On Monday, August 22, 2005, at 12:19 PM, Schauber, Ann wrote:

August 22, 2005

TO: All Academic Department Heads

FROM: Ann Schauber, Director of Interdisciplinary Studies, Graduate School

SUBJECT: Curriculum Liaison for adding an MSIS degree and changing the MAIS degree

The attached Category I proposal describes an addition of a new Interdisciplinary Program leading to an MSIS (adds to existing MAIS)

and revision of the MAIS Degree. I have also attached a one page summary of the Cat I proposal. In accordance with the liaison criteria in the Curricular Procedures Handbook, this memo serves as notification to your department of our intent to make this curricular change. Your department is affected because any field of study at OSU may be chosen as one of the fields for this interdisciplinary degree.

Please review the attached materials and send your comments, concern, or support to me by September 22, 2005. Your timely response is appreciated.

Please note that a lack of response will be interpreted as support. Thank you for your time and input.

<<Cat 1.pdf>> <<Quick Summary of the Cat I proposal.doc>>

**************************************************************************
Ann C. Schauber, Oregon State University
Director Interdisciplinary Studies, Graduate School

OSU Extension Diversity and Intercultural Communication
http://extension.oregonstate.edu/staffdev/diversity.php

Project Director, National Extension Diversity Center
Ann,

The proposed changes look as though they will strengthen the support for the student’s curriculum and program.

Good luck!

Karen Hooker, Ph.D.
Professor, Human Development & Family Sciences
Director, Center for Healthy Aging Research
321 Milam Hall
Oregon State University
Corvallis, OR 97331
541.737.4336/1076 (fax)
hookerk@oregonstate.edu

-----Original Message-----
From: Schaubuer, Ann
Sent: Monday, August 22, 2005 12:20 PM
To: Boggess, Bill - AREC; Thompson, Greg; Males, James; McMurray, David; Folts, James; Ho, Pui Shing - ONID; Bolte, John; Arp, Dan; Coakley, James - COB; Williamson, Kenneth J.; Keszler, Douglas; Shintaku, Rich; Stern, Sam; Ibrahim, Farah; Karow, Russell; Burns, Leslie; Nielsen, Roger; Martins, Carlos - ECONOMICS; Bose, Bella; Daugherty, Tracy; Coakley, Stella - CAS; Curtis, Larry; Gonzales-Berry, Erlinda; Wilcox, Anthony; Edge, W. Daniel; McGorrin, Robert; Krause, Joseph; Tesch, Steve; Walstad, John D.; Adams, Tom; Nielsen, Roger; Hooker, Karen; Farber, Paul; Azarenko, Anita Nina; Aldwin, Carolyn; Billo, Richard; Warnes, William; Showalter, Ralph; Batten, Belinda; Dreher, Theo; Carlson, Marlan; Reyes, Jose N; Duncan, Robert; Kradjan, Wayne; Campbell, Courtney; Jansen, Henri; Breen, Patrick; Lunch, William; Bernier, Frank; Harvey, Marie; Krueger, Bill; Flick, Larry; Edwards, Mark; Iltis, Robert; Smythe, Robert; Bermudez, Luiz; Gelberg, Howard; Shaw, Susan; McLain, Tom; Ruben, John
Cc: Rettig, Bruce; Schaubuer, Ann
Subject: Curriculum liaison for adding and MSIS degree

August 22, 2005

TO: All Academic Department Heads

FROM: Ann Schaubuer, Director of Interdisciplinary Studies, Graduate School

SUBJECT: Curriculum Liaison for adding an MSIS degree and changing the MAIS degree

The attached Category I proposal describes an addition of a new Interdisciplinary Program leading to an MSIS (adds to existing MAIS) and revision of the MAIS Degree. I have also attached a one page summary of the Cat I proposal.

In accordance with the liaison criteria in the Curricular Procedures Handbook, this memo serves as notification to your department of our intent to make this curricular change. Your department is affected because any field of study at OSU may be chosen as one of the fields for this...
Dear Leslie,
Thank you for your feedback about the MAIS/MSIS CAT I proposal. The following is my response to your concerns.

The Interdisciplinary Allocation Budget administered by the graduate school for the last year addresses this "inequity" in headcount. Hopefully, this will open up the possibility for MAIS/MSIS students to consider a field of study from your department.

In regard to admission standards to qualify for the MAIS/MSIS program, our MAIS?MSIS admissions screening committee will be developing criteria as their first business item once the committee is formed.

We agree that "mastery" in a field is rarely possible within 45 credits. We see the "mastery" occurring within the "narrowed focus" of the student's research project or thesis. This narrowed focus will incorporate relevant portions of the body of knowledge which resides in three fields of study. For example, one student is studying the use of theatre arts to increase the health and wellness of seniors living in long-term care facilities. Thus, she will focus on relevant literature in theatre arts, gerontology, and health and wellness to create an integrated outcome. She will have a "mastery" in involving the elderly in theatre arts programs.

In regard to your comments on the syllabi, we agree with your concerns and we are modifying the two syllabi to address these issues and make our intended meaning clearer.

Thank you for your feedback,
Ann Schauber

*******************************************************************************
Ann C. Schauber, Oregon State University
Director Interdisciplinary Studies, Graduate School

OSU Extension Diversity and Intercultural Communication
http://extension.oregonstate.edu/staffdev/diversity.php

Project Director, National Extension Diversity Center
http://www.ediversitycenter.net

ph: 541-737-2315  fax: 541-737-4423
e-mail: ann.schauber@oregonstate.edu
*******************************************************************************

-----Original Message-----
From: Burns, Leslie
Sent: Wednesday, September 07, 2005 11:14 AM
Dear Ann,

Here are the comments/questions on the Category I proposal from the Department of Design and Human Environment:

Overall, the Department of Design and Human Environment is supportive of the proposal for an addition of an MSIS degree and a re-vamping of the MAIS degree. For the past few years, DHE has not agreed to be a lead department for MAIS students. This was because these students were not included in our headcount for graduate students and yet faculty spent as much time with these students as with students receiving an MA or MS in DHE. Our current involvement with MAIS students (and with MSIS students if this proposal is approved) will be discussed by the DHE faculty this academic year. It will be important that how MSIS and MAIS students “count” for departments is clearly articulated.

Although there is discussion of a stricter review of applicants, the proposal needs to develop criteria by which they will evaluate the applicant’s ability to integrate. In other words, for those individuals who are reviewing the application they need a set of criteria to use.

Also, in their learning outcomes they state students will have mastery of the subject matter in the three fields. We are not sure our master’s students have “mastery;” if this is what is meant then there needs to be discussion of how this can be achieved in 45 credits.

Use of word methodology is problematic in several places including the syllabi. Methodology is study of methods; we believe in most places where it is used, the correct word would be method. Students are learning methods and using methods; they are not themselves (generally) embarking in a methodological study.

In the syllabus for IST 511 -- it is not clear how students will be taught to integrate and synthesize information. The student projects need to be described and there needs to be a discussion of how learning is expected to occur in more detail.

For IST 512 -- use of terms is problematical. The word portfolio should not be used when what is meant is proposal. And it is critical that a research proposal be a part of this course, so I strongly recommend, so there is no confusion, that the word portfolio not be used.

Another area of terminology confusion is in the Course Topic list, item 4. It currently reads -- “Instrumental, strategic, and pragmatic forms vs. critical and reflexive forms of interdisciplinary study” -- these terms either need to be defined or changed. What I hope this means is that the students will learn about a variety of inquiry paradigms including positivism, interpretive approach, and the critical science approach.

Best wishes as you move forward with this proposal.

Leslie Burns

Leslie Davis Burns, Ph.D.
Professor and Chair
Design and Human Environment
224 Milam Hall
Oregon State University
Corvallis, OR 97331
Ph: 541-737-0983
Fax: 541-737-0993
Leslie.Burns@oregonstate.edu
Introduction to Interdisciplinary Graduate Studies

IST 511
Syllabus

Course Information
1 Credit, offered Fall, Winter, and Spring Terms

Instructor Information
Dr. Ann C. Schauber
Director of Interdisciplinary Studies
347 Snell
541-737-2315
ann.schauber@oregonstate.edu

office hours: tbd

Course Description
This first term graduate course is designed to support the student in understanding and navigating the interdisciplinary graduate study process. The course will introduce the methods of interdisciplinary study which include dialogue, process, inquiry, transformation, interaction, construction, and negotiation. Students will participate in group dialogues as a means of practicing interdisciplinary inquiry. Dialogues will be focused on student’s programs of interest.

Course Objectives
The objectives of this course are to:

• Introduce new MAIS/MSIS students to the processes and practices of graduate study at OSU;
• Build a supportive graduate community;
• Introduce students to research resources;
• Develop an understanding of what interdisciplinary study requires;
• Begin to deepen focus of inquiry for each student.

The class may vary in format. Some terms the class will meet for five weeks for two hours each week. Other terms the class will meet for ten weeks for one hour each week.

Desired Student Outcomes
Students will

• Have a clearer understanding of what is involved in completing a master’s degree;
• Know where to find research resources at OSU and throughout the web;
• Feel connected to a group of graduate students with whom they can seek support and encouragement throughout their time at OSU;
• Gain a deeper understanding of what interdisciplinary study is and what the process of synthesis entails;
• Begin to focus individual interdisciplinary inquiry.

Proposed Schedule of Course Topics

Week 1 – Building an Interdisciplinary Community of Scholars
Week 2 – What is graduate study – how to navigate the system
Week 3 – Learning Styles and Differences – Working effectively with faculty
Week 4 – Resources at your fingertips
Week 5 – The process of integrating three fields of study
Week 6 – The thesis or the research project
Week 7 – Developing and focusing the inquiry:
Week 8 – Student presentations on interdisciplinary nature of their graduate studies and intended outcomes
Week 9 – Student presentations continued
Week 10 – Final student presentations and course evaluation/closure.

Course Requirements

1. Readings and mini assessments as assigned
2. Complete a web search using online journals and other OSU electronic resources
3. Presentation on interdisciplinary focus of course of study
4. Completion of first draft of Program of Study

Resources

MAIS/MSIS Student Handbook
Proposed Course Outline for a Course Addressing INTERDISCIPLINARY STUDY for the MAIS/MSIS degree
IST 512: Applying an Interdisciplinary Perspective

This course adheres to all OSU academic regulations as found in the Schedule of Classes. Students with documented disabilities who may need accommodations, who have any emergency medical information the instructor should know of, or who need special arrangements in the event of evacuation, should make an appointment with the instructor as early as possible, no later than the first week of the term.

1. COURSE INFORMATION:
   Term, class meeting dates and times, room location

2. INSTRUCTOR INFORMATION:
   Name, OSU address, office hours, phone number, fax number, and email address

3. COURSE DESCRIPTION:
   This course is designed to help students in Master of Interdisciplinary Studies program develop knowledge and skills in theory, research methods, and practice of approaching problems, issues, or events from an interdisciplinary perspective. The course is concerned with the process of research -- from the selection of the research topic to the dissemination of research findings. The course involves reading, evaluating, and writing research proposals, learning about submitting proposals for funding, and discussing ethical issues involved in conducting research. We will discuss issues concerning selection of a research topic, methodology and data collection, data analysis and interpretation, ethical and political aspects of research, and finally writing for publication. The primary assumption here is that the best way to learn about interdisciplinarity is to actively engage in interdisciplinary thinking. Through developing and writing a research proposal you will be able to synthesize and critically evaluate information and perspectives from different disciplines.

4. COURSE OUTCOMES:
   • Students will be able to define interdisciplinarity for themselves for their areas of study
   • Students will be able to analyze other interdisciplinary projects through in class peer review process
   • Students will be able to identify possible sources of funding
   • Students will develop a Proposal that will prepare them for their thesis or project
   • Students will prepare an annotated bibliography of relevant sources for their literature review

5. COURSE TOPICS:
   1. History of development of disciplines
   2. Approaches and their Defining Characteristics: Multidisciplinary, Interdisciplinary,
3. Transdisciplinarity
4. Problems as a Focus for Interdisciplinary Study
5. Developing the holistic perspective through breadth, depth, and synthesis
6. Selection of a research topic, methodology and data collection, data analysis and interpretation, ethical and political aspects of research, and finally writing for publication
7. Communicating across disciplines

6. RESOURCES:

7. COURSE REQUIREMENTS & ASSESSMENT:

Course Assignments

1. Contribute to the construction of a template for analyzing readings, guest speakers, etc. Turn in template for each reading assignment, analysis of peers’ work, and/or guest speaker presentation

   Instructor assessment: See attached scoring guide
   Peer assessment:
   Due Date:

2. Develop a proposal:

   Proposal sections:
   a. Identifying the topic
   b. Defining the scope of work—what are the limits?
   c. Literature Review—annotated bibliography of salient readings (consult with major professor); submit copies of the readings with bibliography
   d. Known, Knowable, Unknown
   e. Methods
   f. Executive Summary
   g. Identifying sources of funding
   i. Develop an IRB protocol for the project

   Instructor assessment:
   Peer assessment: See attached scoring guide
   Due Date:

   Attendance/Participation 15
   Analysis Templates (4) 10 each = 40 total
   Portfolio 35
   Total 100 points

Grades in the Class will be computed as follows:

95 -- 100 % A 80 -- 83 % B-
90 -- 94 % A- 74 -- 79 % C
2. Six sections of a research proposal
Enclosed is a list of primary sections in a "standard" research proposal. For each week you will write a section of your research proposal and make sufficient copies of the write up to share it with the class. Each section should not exceed three double-spaced typed pages. Obviously, you will receive copies of the sections written by other class participants. Over the weekend you will read those section descriptions and prepare for discussion. Because the course is organized to provide feedback on each section of your research proposal, it is necessary that you submit each section in a timely manner. We will not discuss late proposal sections in a later class meeting and late proposal sections will not receive class credit.

3. Research proposal Based on suggestions and comments on your proposal sections throughout the term, you are to write a research proposal according to the guidelines provided in class.
## Schedule of Course Topics and Assignments

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<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Crse Objectives</th>
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<td>Week 1</td>
<td>-An Introduction to Approaches and their defining characteristics: multidisciplinary, interdisciplinary, Transdisciplinary - Presentation of models from the course instructors' fields of interdisciplinary study.</td>
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<td></td>
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<tr>
<td>Week 2</td>
<td>-Evaluating interdisciplinary proposals We will constitute ourselves into two or three groups of &quot;experts&quot; to evaluate proposals for funding and to assess their success in interdisciplinary perspective. Developing a template to assess interdisciplinary research proposals.</td>
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<td>Week 3</td>
<td>Problems as a Focus for Interdisciplinary Study Instrumental, Strategic, and Pragmatic Forms vs. Critical and Reflexive Forms of Interdisciplinary Study</td>
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<td>Week 4</td>
<td>Reading and Evaluating: Ethics and human subjects Submit Introductory problem statement</td>
<td>Read Statement on Problems of Anthropological Research and Ethics; Role and Function of the Committee on Ethics; Rule and Procedures; Draft AAA Code of Ethics; Ethical Obligations and Federal Regulations in Ethnographic Research and Anthropological Education by Murphy &amp; Johannsen)</td>
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<td>Week 5</td>
<td>Reading and Evaluating Introductory problem statement Submit Theoretical background</td>
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<td>Week 6</td>
<td>Reading and Evaluating Theoretical Background: Submit Research methodology, plan, time line, and budget</td>
<td>(read Informed Consent in Anthropological Research: We are not Exempt by Fluehr-Lobban)</td>
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<tr>
<td>Week 7</td>
<td>Reading and Evaluating Research methodology, plan, time line, and budget Submit Significance and conclusion</td>
<td>Section on ethics and human subjects due on</td>
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<td>Week 8</td>
<td>Reading and Evaluating Significance and conclusion</td>
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<td>Week 9</td>
<td>Sample proposal presentations Learning to use technology for presentations</td>
<td>List of possible publications due on</td>
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<tr>
<td>Week 10</td>
<td>Thesis writing, Project writing, Paper writing, and writing for Publication</td>
<td>Presentations: Full proposal</td>
<td>Final version of research proposal due on</td>
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Sections of a "Standard" Research Proposal

A. Project Statement
   i. Introductory statement
   ii. Theoretical background
   iii. Research methodology and plan (time line and budget)
   iv. Significance and conclusion

B. Statement on Ethics and Human Subjects

C. Dissemination of Results
   i. List of possible research publications

Proposal Evaluation Guidelines

The purpose of our funding agency is to support innovative scientific and scholarly research in all branches of anthropology. Although all of us (experts) are not anthropologists, we are well equipped to spot a "worthy" proposal in a clutter of badly written, vague, and simplistic proposals. In order to reduce "subjective evaluation," we have developed the following set of criteria for rating these proposals.

1. Clearly written

2. Complete information provided on research topic, objectives, and research methodology (presents a well-planned research process)

3. Clear evidence of and justification for interdisciplinary thinking

4. Justification for using specific research techniques clearly presented

5. Relevant literature on the topic is reviewed (shows a clear promise of developing a theme which will add to the scholarly understanding of the subject area of research)

6. Research goals are realistic and can be achieved in the allotted time for research (12 to 18 months)

7. Represents original thinking

8. Relevant research topic (addresses an issues or issues of general importance to scholars within one or more disciplines)
There are two options under the MAIS/MSIS program

**Option A. Thesis option.** The thesis is a systematic study of a significant problem which integrates knowledge from the three fields. The requirement is 6 to 9 credits of thesis to be registered in the primary field i.e. (as 503).

**Option B. Project option.** The project is a significant undertaking which integrates the knowledge from the three fields into a working deliverable such as a curriculum, a film, an exhibit or product which addresses the student’s interdisciplinary issue or problem.

a. What specific learning outcomes will be achieved by students who complete this course of study?

Evidence of ability to integrate two or more disciplines in the study of a problem or issue. Ability to articulate a researchable question that requires the integration of 3 fields of study and that cannot be addressed from a single, disciplinary perspective.

*Generation of a final, culminating project or thesis that makes measurable progress toward understanding of the interdisciplinary issue or problem identified by the student.*

Mastery of disciplinary subject matter in 3 fields of study sufficient to support the scholarly study of an interdisciplinary issue or problem.
Required Readings: