

GRADUATE COUNCIL MEETING

February 2, 2006

3:00pm, MU 212

Present: Koenig (chair), Filtz, Francis, Gitelman, Harter, McLain, McMullen, Proebsting, Rettig, Rockey, Tadepalli, and Unsworth

Absent: Gupta, McCandless

Guests: Bill Krueger & Dawn Eastlick, Ann Schauber

1. Category I Proposal to Rename Degrees in Rangeland Ecology and Management

Bill Krueger (Rangeland Ecology and Management) began by thanking the Council for reading the proposal and reminded the members that his department had changed its name from Rangeland Resources to Rangeland Ecology and Management last year. The Category I proposal brought forward today seeks to change the names of the BS, MS, PhD, degrees and the Rangeland minor to match the department's new name. Krueger informed the Council that the new name reflects current market and industry terminology and provides a more accurate description of the course of study for the department's students.

After being asked about the number of students in the programs and about what students think of the name change, Krueger told the Council that a student regularly attends the monthly departmental meetings and that others were consulted. Students are very supportive of the new name, and they feel the change is great.

Bruce Rettig (Graduate School) asked Krueger whether, if the proposal is approved, students would switch to the new degree name when given the opportunity, since current procedures allow students to keep the old name on their records if they so chose. Krueger responded that he believes that most students will switch to the new name.

A motion to accept the Category I proposal as submitted was moved and seconded. All voted in favor. Motion passed.

Krueger and Dawn Eastlick left the meeting.

2. Category I Proposal to Create a Master of Science in Interdisciplinary Studies and Modify the Master of Arts in Interdisciplinary Studies

Ann Schauber (Graduate School) began by informing the Council that her MAIS advisory committee had originally supported the drafting of an abbreviated Category I proposal, which would create the MSIS degree and introduce changes to the MAIS, but later learned that a full Category I proposal would be needed to make these changes.

Schauber presented a quick overview of the proposed changes to the MAIS and described the structure of the new MSIS. She told the committee that all of the proposed changes address recommendations made by the 2002 Graduate Council program review panel.

Extensive discussion ensued.

The consensus among the Council was:

1. They support an Interdisciplinary Studies Graduate degree
2. They support eliminating the MAIS' CLA requirement
3. They support the addition of 2 required courses to the MAIS

Council members were concerned, however, that there was not enough of a distinguishing difference between the MSIS and MAIS to warrant a new degree.

Additionally there was discussion concerning foreign language requirements, in general for all OSU MA programs, and specifically regarding the proposed change to the MAIS. Schauber argued that currently, the MAIS degree does not have a language requirement. The language requirement for the MAIS degree was added in the CAT I proposal as the means to distinguish the difference between the MAIS and MSIS degree. MAIS would require language and the MSIS would not. She added that the change brings the degrees into alignment with other OSU MA and MS degrees.

A motion to accept the Category I proposal as submitted was moved and seconded. The voting members of the Council were evenly divided, which led the Council to explore the sources of difference and to identify the best way to proceed.

The Council developed three alternatives to address the concerns expressed in the discussion before the vote took place:

- Having one degree, calling it MIS (Master's of Interdisciplinary Studies) and not having a language requirement
- Having one degree, calling it MAIS with no language requirement (status quo)
- Having one degree, calling it MAIS with a language requirement.

Schauber was asked to solicit feedback regarding the changes suggested above from Department Heads across campus and to report her findings at a subsequent Graduate Council meeting.

The meeting adjourned at 4:30 pm.



OREGON STATE UNIVERSITY

Category I Proposal Transmittal Sheet

Submit proposals to: Office of Academic Programs
110 Kerr Admin -- Oregon State University

For instructions, see <http://oregonstate.edu/dept/academic/cph1998/>. Please attach Proposal, Library Evaluation (performed by the library), Liaison Correspondence, Faculty Curriculum Vitae, and Budget Sheets, as appropriate.

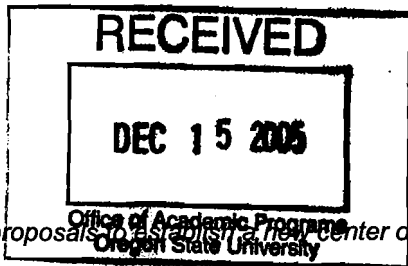
Check one:

Full Proposal

- New degree program
- New certificate program or administrative unit
- Major change in existing program
- Establishment of a new College or Department

Abbreviated Proposal

- Rename of an academic program or unit
- Reorganization – moving responsibility for an academic program from one unit to another
- Merging or splitting an academic unit
- Termination of an academic program or unit
- Suspension or reactivation an academic program or unit



For proposals to establish a new center or institute, contact the Research Office (737-3437).

For requests to offer existing certificate and degree programs at new locations, use the New Location Request Form available on the Web: <http://www.ous.edu/aca/aca-forms.html>

Title of Proposal:

Effective Date:

The Rangeland Resources Degree Name Change

Department/Program:

College:

Rangeland Ecology and Management

Agricultural Sciences

I certify that the above proposal has been reviewed and approved by the appropriate Department and College committees:

W C Krueger
Sign (Dept/Chair/Head; Director)

12/9/05
Date

Roy G. Arnold
Executive Associate Dean
Sign (Dean of College)

12/13/05
Date

William C. Krueger
Print (Department Chair/Head; Director)

Roy G. Arnold
Print (Dean of College)

Proposal Title: The Rangeland Resources Degree Name Change
Type of Proposal: Degree(s) Name Change
Institution: Oregon State University
College: College of Agricultural Sciences
Department/Program: Department of Rangeland Ecology and Management
CIP (Classification of Instructional Program number): 01.1106
Date of Proposal: 12/12/05
Proposed Effective Date/Term: Fall 2006

1. Title of the proposed instructional, research, or public service unit. For name changes, give both the current and proposed names. Describe the reason(s) for the proposed change.

This proposal seeks to change the name of the B.S., M.S., Ph.D., M.Agr., and M.A.I.S. degrees and the minor in Rangeland Resources, to Rangeland Ecology and Management. This title reflects current market and industry terminology and provides a more accurate description of the course of study for our students and future employment opportunities for our graduates. This change will also align our degree titles with our new departmental name.

2. Location within the institution's organizational structure. Include "before" and "after" organizational charts (show reporting lines all the way up to the Provost).

The location within the institutions organization structure will not change. Current organizational chart is included.

It should be noted the degree program hosted through Eastern Oregon University is a part of our department; their budget is a portion of the Corvallis campus Department budget and their staff is housed within our Department. Therefore, the degree name change here will also extend to those degrees earned through Eastern Oregon University.

3. Objectives, functions (e.g., instruction, research, public service), and activities of the proposed unit.

The program's current objectives, functions, activities, course offerings, program requirements, student learning outcomes and experiences, advising structure and availability will all remain the same. The new name, however, will provide a more accurate reflection of the activities and content of our degree programs.

a. **Resources needed, if any: personnel, FTE academic, FTE classified, facilities and equipment.** Identify the staffing and resource needs for the proposed program or unit. Note any impact on the budgets of affected programs or units. Provide an analysis of how the resulting programs or units will be adequately staffed and funded. Explain the extent to which affected faculty and personnel support this change.

Staffing and resource needs will not change from our current status. The faculty and personnel of the department have supported the name change unanimously via discussion and vote in the faculty staff meeting.

4. **Funding sources: state sources (institutional funds - state general fund, tuition and fees, indirect cost recoveries), federal funds, other funds as specified.**

N/A

5. **Relationship of the proposed unit to the institutional mission.**

a. How will the proposed program or unit support OSU's mission and goals?
b. Describe potential positive and negative impact of the proposed change on the program(s) or unit(s) involved. Identify other OSU programs or units which may be affected, and describe the potential positive and negative impact on their mission and activities.

a. N/A

b. We do not anticipate a negative impact resulting from these name changes. Conversely, we feel that these changes will give prospective students a better understanding of their course of study and future employment opportunities. We feel this clarification will increase the visibility and attractiveness of our degree programs.

6. **Long-range goals and plans for the unit (including a statement as to anticipated funding sources for any projected growth in funding needs).**

N/A as it relates to change of the degree name.

7. **Relationship of the proposed unit to programs at other institutions in the state.**

a. What is the current relationship of the proposed program or unit to OUS and other higher education institutions in the state? Describe how this relationship might be altered based on the proposed change.

b. Describe how the proposed change will affect other constituencies outside of OUS.

NA

8. **If the program is professionally accredited, identify the accrediting body and discuss how the proposed change may affect accreditation.**

The program has been and will continue to be accredited by the Society for Range Management. The name change will have no affect on accreditation.

IMPACT ON CURRENT STUDENTS:

There will be no negative impact to students; current students will be reasonably accommodated. Specifically, students who are enrolled in these programs at the time the name change is approved will be able to choose either the current name or the new name for their degree.

(OUS and OSU)

Category I Proposal Budget Outline

Estimated Costs and Sources of Funds for the 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 OUS Forms and Guidelines Web site: www.ous.edu/aca/aca-forms.html

Institution: Oregon State University

Category I Proposal Name: Rangeland Ecology and Management Degree Name Change

Academic Year: 2005-06

Operating Year: 1st

Completed by: Dawn Eastlick

(indicate 1st, 2nd, 3rd, or 4th year--prepare one page for each)

	Column A	Column B	Column C	Column D	Column E	Column F	Column G
	From Current Budgetary Unit	Institutional Reallocation from Other Budgetary Unit	From Special State Appropriation Request	From Federal Funds & Other Grants/Contracts	From Fees, Sales, & Other Income	Endowment	LINE ITEM TOTAL
	FTE	Dept	College				

Personnel								
Faculty (Include FTE)								\$0
Support Staff (Include FTE)								\$0
Graduate Assistants (Include FTE)								\$0
Fellowships/Scholarships								\$0
*OPE: Faculty								\$0
Staff								\$0
GTA/GRA								\$0
Nonrecurring								\$0
Personnel Subtotal:		0	0	0	0	0	0	\$0
Other Resources								
Library/Printed								\$0
Library/Electronic								\$0
Supplies and Services								\$0
Equipment								\$0
Travel								\$0
Other Expenses		200						\$200
Other Resources Subtotal:		200	0	0	0	0	0	\$200
Physical Facilities								
Construction								\$0
Major Renovation								\$0
Other Expenses								\$0
Physical Facilities Subtotal:		0	0	0	0	0	0	\$0
GRAND TOTALS:								
		200	0	0	0	0	0	\$200
Percentage of Total		100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

* See current OPE tables at <http://oregonstate.edu/dept/budgets/budghand/tables.htm>

Eastlick, Dawn

From: Arnold, Roy G
Sent: Thursday, December 01, 2005 2:03 PM
To: Krueger, Bill
Cc: Eastlick, Dawn; Boggess, Bill
Subject: RE: Input Solicited: Degree Name Change Proposal

Bill:

Please proceed to circulate the message and attachments as proposed. The proposal looks very straightforward, and I would not expect that others will be supportive.

Roy

-----Original Message-----

From: Krueger, Bill
Sent: Thursday, December 01, 2005 11:40 AM
To: Arnold, Roy G; Boggess, Bill
Cc: Eastlick, Dawn
Subject: Input Solicited: Degree Name Change Proposal

Change Proposal
Roy and Bill

With your approval I will circulate the following with attachments to the same list of Unit Heads that reviewed the Departmental Name Change.

Let me know if I can move ahead.

In keeping with the departmental name change to The Department of Rangeland Ecology and Management we are proposing a change to our B.S., M.S., Ph.D., M.Agr., and M.A.I.S. degrees from Rangeland Resources to Rangeland Ecology and Management to be effective Fall term 2006. The Category I (abbreviated) proposal is attached. Please review this proposal and comment or let me know if you have questions or concerns by December 09, 2005. (or one week from email date)

Non-response will be considered support. Thank you for your review of this proposal.

NOTICE: This E-mail (including attachments) is covered by the Electronic Communications Privacy Act, 18 U.S.C. 2510-2521, is confidential and may be privileged. If you are not the intended recipient, please be aware that any retention, dissemination, distribution, or copying of this communication is prohibited. Please reply to the sender that you have received the message error, then delete it. Thank you for helping to maintain privacy.

12/1/2005

Eastlick, Dawn

From: Edge, W. Daniel
Sent: Saturday, December 03, 2005 9:33 AM
To: Eastlick, Dawn
Subject: RE: Input Solicited: Degree Name Change Proposal

We approve of this degree name change.

W. Daniel Edge, Head
Department of Fisheries and Wildlife
Oregon State University, 104 Nash
Corvallis, OR 97331-3803
541 737-2910
daniel.edge@oregonstate.edu

-----Original Message-----

From: Eastlick, Dawn
Sent: Fri 12/2/2005 4:27 PM
To: CAS Dept Heads; Walstad, John D.; Tesch, Steve; McLain, Tom; Adams, Tom; Arnold, Stevan
Cc: Krueger, Bill; Eastlick, Dawn
Subject: Input Solicited: Degree Name Change Proposal

In keeping with the departmental name change to The Department of Rangeland Ecology and Management we are proposing a change to our B.S., M.S., Ph.D., M.Agr., and M.A.I.S. degrees from Rangeland Resources to Rangeland Ecology and Management to be effective Fall term 2006. The Category I (abbreviated) proposal is attached. Please review this proposal and comment or let me know if you have questions or concerns by December 9, 2005.

Non-response will be considered support. Thank you for your review of this proposal.

Regards,

Bill Krueger, Department Head
Dawn Eastlick, Office Manager

Rangeland Ecology and Management
202 Strand Agriculture Hall
Corvallis, OR 97331
541-737-3341

NOTICE: This E-mail (including attachments) is covered by the Electronic Communications Privacy Act, 18 U.S.C. 2510-2521, is confidential and may be privileged. If you are not the intended recipient, please be aware that any retention, dissemination, distribution, or copying of this communication is prohibited. Please reply to the sender that you have received the message error, then delete it. Thank you for helping to maintain privacy.

Eastlick, Dawn

Subject: FW: Input Solicited: Degree Name Change Proposal

From: Doescher, Paul
Sent: Monday, December 05, 2005 10:02 AM
To: Krueger, Bill
Subject: FW: Input Solicited: Degree Name Change Proposal

Bill--this certainly makes sense to do this!

Paul S. Doescher
Department of Forest Resources
Oregon State University
Corvallis, OR 97331-5703
Paul.Doescher@oregonstate.edu
541 737-9401

-----Original Message-----

From: Walstad, John D.
Sent: Friday, December 02, 2005 4:32 PM
To: Doescher, Paul
Cc: Jensen, Edward C.
Subject: FW: Input Solicited: Degree Name Change Proposal

Paul:

Feel free to pass along any comments or concerns on our behalf directly to Bill. Thanks. Jack

-----Original Message-----

From: Eastlick, Dawn
Sent: Friday, December 02, 2005 4:28 PM
To: CAS Dept Heads; Walstad, John D.; Tesch, Steve; McLain, Tom; Adams, Tom; Arnold, Stevan
Cc: Krueger, Bill; Eastlick, Dawn
Subject: Input Solicited: Degree Name Change Proposal

In keeping with the departmental name change to The Department of Rangeland Ecology and Management we are proposing a change to our B.S., M.S., Ph.D., M.Agr., and M.A.I.S. degrees from Rangeland Resources to Rangeland Ecology and Management to be effective Fall term 2006. The Category I (abbreviated) proposal is attached. Please review this proposal and comment or let me know if you have questions or concerns by December 9, 2005.

Non-response will be considered support. Thank you for your review of this proposal.

Regards,

Bill Krueger, Department Head
Dawn Eastlick, Office Manager

Rangeland Ecology and Management
202 Strand Agriculture Hall
Corvallis, OR 97331
541-737-3341

12/5/2005

Eastlick, Dawn

Subject: FW: Input Solicited: Degree Name Change Proposal

-----Original Message-----

From: Garland, John J.

Sent: Monday, December 05, 2005 5:41 AM

To: Tesch, Steve

Cc: William.Krueger@oregonstate.edu

Subject: RE: Input Solicited: Degree Name Change Proposal

Steve,

I don't see any problems with the name change that Bill Krueger is proposing. I've enjoyed working with Bill over the years and wish him well.

John J. Garland, PE

Professor of Forest Engineering and Timber Harvesting Extension Specialist

From: Tesch, Steve

Sent: Fri 12/2/2005 4:36 PM

To: Forest Engineering Teaching and Research Faculty

Subject: FW: Input Solicited: Degree Name Change Proposal

Any input on this proposal for degree name changes in Range?

Steve

-----Original Message-----

From: Eastlick, Dawn

Sent: Friday, December 02, 2005 4:28 PM

To: CAS Dept Heads; Walstad, John D.; Tesch, Steve; McLain, Tom; Adams, Tom; Arnold, Stevan

Cc: Krueger, Bill; Eastlick, Dawn

Subject: Input Solicited: Degree Name Change Proposal

In keeping with the departmental name change to The Department of Rangeland Ecology and Management we are proposing a change to our B.S., M.S., Ph.D., M.Agr., and M.A.I.S. degrees from Rangeland Resources to Rangeland Ecology and Management to be effective Fall term 2006. The Category I (abbreviated) proposal is attached. Please review this proposal and comment or let me know if you have questions or concerns by December 9, 2005.

Non-response will be considered support. Thank you for your review of this proposal.

Regards,

Bill Krueger, Department Head
Dawn Eastlick, Office Manager

12/6/2005



OREGON STATE BOARD OF HIGHER EDUCATION

Chancellor

May 2005

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Associate Vice President/Director, Budget and Fiscal Planning

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Director

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Director

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Government Relations
Director

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Director

University Advancement
Vice President

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Assistant Vice President/Director

Research Communications
Director/Editor

University Events
Director

University Marketing
Associate Director

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University Counseling and Psychological Services
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Director

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Enrollment Management
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• Financial Aid and Scholarships
• Precollege Programs
• Registrar
• SOAR
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Student Life
Dean

Directors

• Student Involvement
• Women's Center
• Coordinators
• Community Service/Service Learning
• Diversity Development
• Greek Life
• Student Conduct

Minority Education

• Asian/Pacific American Education
• Cross Cultural Education
• Indian Education
• Ujima Education

Career Services
Director

Educational Opportunities Program
Director

Memorial Union
Director

Recreational Sports
Director

Services for Students With Disabilities
Director

Student Affairs Research and Evaluation
Director

Student Health Services
Director

Student Media
Director

Academic Affairs and International Programs
Vice Provost

OSU-Cascades Campus
Campus Executive Officer/Vice Provost

Academic Programs
Dean

Campus Advancement
Director

Administration
Campus Administrator

Graduate School
Dean

OSU Extended Campus
Dean

OSU Extension Service
Dean

University Honors College
Dean

International Programs
Directors

• English Language Institute
• International Education and Outreach
• International Student and Faculty Services
• OUS Programs

CAMP Program
Director

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Director

OSU Press
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Academic Programs
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• Academic Success Center
• Center for Teaching and Learning
• Center for Writing and Learning
• Differences, Power, and Discrimination
• Writing Intensive Curriculum

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University Librarian

ROTC Commanders

• Air Force
• Army
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Colleges/Departments

Faculty Senate

Agricultural Sciences
Dean
Agricultural Experiment Station
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- Agricultural and Resource Economics
- Agricultural Education and General Agriculture
- Animal Sciences
- Bioengineering*
- Botany and** Plant Pathology
- Chemistry**
- Crop and Soil Science
- Environmental and Molecular Toxicology
- Fisheries and Wildlife
- Food Science and Technology
- Horticulture
- Microbiology**
- Rangeland Ecology and Management
- Statistics**

Business
Dean

- Accounting, Finance, and Information Management
- Management, Marketing, and International Business

Education
Dean

- Adult Education and Higher Education Leadership
- 4-H Youth Development Education
- Teacher and Counselor Education

Engineering
Dean

- Bioengineering*
- Chemical Engineering
- Civil, Construction, and Environmental Engineering
- School of Electrical Engineering and Computer Science
- Industrial and Manufacturing Engineering
- Mechanical Engineering
- Nuclear Engineering and Radiation Health Physics

Forestry
Dean
Forest Research Laboratory
Director

- Forest Engineering
- Forest Resources
- Forest Science
- Wood Science and Engineering

Health and Human Sciences
Dean

- Design and Human Environment
- Human Development and Family Sciences
- Nutrition and Exercise Sciences
- Public Health

Liberal Arts
Dean

- Anthropology
- Art
- Economics
- English
- Ethnic Studies
- Foreign Languages and Literatures
- History
- Liberal Studies***
- Music
- New Media*** Communications
- Philosophy
- Political Science
- Psychology
- Sociology
- Speech Communication
- Women Studies***

Oceanic and Atmospheric Sciences
Dean

- Pharmacological Sciences
- Pharmacy Practice

Pharmacy
Dean

- Biomedical Sciences
- Clinical Sciences
- Veterinary Diagnostic Laboratory
- Veterinary Teaching Hospital

Science
Dean

- Biochemistry and Biophysics
- Biology***
- Botany and** Plant Pathology
- Chemistry**
- Geosciences
- Mathematics
- Microbiology**
- Physics
- Science and Mathematics Education
- Statistics**
- Zoology

Veterinary Medicine
Dean

* Joint: Colleges of Agricultural Sciences and Engineering
 ** Joint: Colleges of Agricultural Sciences and Science
 *** Program

Senior Administrators
 OSU Statewide

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

geology. 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 it's 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.

Need

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.

	Column A From Current Budgetary Unit	Column B Institutional Reallocation from Other Budgetary Unit	Column C From Special State Appropriation Request	Column D From Federal Funds & Other Grants	Column E From Fees, Sales, & Other Income	Column F LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)	\$ 17,758					
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)	\$ 3,371					
Fellowships/Scholarships						
OPE	\$ 7,138					
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.)

Institution: Oregon State University
Program: Interdisciplinary Studies
Academic Year: Fall 07-08

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

	Column A From Current Budgetary Unit	Column B Institutional Reallocation from Other Budgetary Unit	Column C From Special State Appropriation Request	Column D From Federal Funds & Other Grants	Column E From Fees, Sales, & Other Income	Column F LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)	\$ 18,113					
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)	\$ 3,438					
Fellowships/Scholarships						
OPE	\$ 7,281					
Nonrecurring						
Personnel Subtotal:	\$ 28,832					
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services	\$ 600					
Equipment						
Other Expenses	\$ 600					
Other Resources Subtotal:	\$ 1,200					
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal:						
GRAND TOTALS:						
	\$ 30,032					

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 08-09

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

	Column A From Current Budgetary Unit	Column B Institutional Reallocation from Other Budgetary Unit	Column C From Special State Appropriation Request	Column D From Federal Funds & Other Grants	Column E From Fees, Sales, & Other Income	Column F LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)	\$ 18,475					
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)	\$ 3,507					
Fellowships/Scholarships						
OPE	\$ 7,427					
Nonrecurring						
Personnel Subtotal:	\$ 29,409					
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services	\$ 700					
Equipment						
Other Expenses	\$ 700					
Other Resources Subtotal:	\$ 1,400					
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal:						
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 Web site.)

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

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

	Column A From Current Budgetary Unit	Column B Institutional Reallocation from Other Budgetary Unit	Column C From Special State Appropriation Request	Column D From Federal Funds & Other Grants	Column E From Fees, Sales, & Other Income	Column F LINE ITEM TOTAL
Personnel						
Faculty (Include FTE)	\$ 18,845					
Graduate Assistants (Include FTE)						
Support Staff (Include FTE)	\$ 3,577					
Fellowships/Scholarships						
OPE	\$ 7,576					
Nonrecurring						
Personnel Subtotal:	\$ 29,998					
Other Resources						
Library/Printed						
Library/Electronic						
Supplies and Services	\$ 800					
Equipment						
Other Expenses	\$ 800					
Other Resources Subtotal:	\$ 1,600					
Physical Facilities						
Construction						
Major Renovation						
Other Expenses						
Physical Facilities Subtotal:						
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

Schauber, Ann

From: Schauber, 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; McGorin, 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; Bernieri, 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; Schauber, Ann
Subject: Curriculum liaison for adding and MSIS degree

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 (106 KB) Quick Summary of the Cat I pro...

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>

Schauber, Ann

From: Schauber, Ann
Sent: Thursday, September 29, 2005 3:26 PM
To: 'feyerhermw@pdx.edu'; 'msf@uoregon.edu'
Cc: Schauber, Ann
Subject: Proposed Graduate Interdisciplinary Study Curricular Change

September 29, 2005

TO: Marian Friestad, Associate Dean, Graduate School, University of Oregon

William Feyerherm, Dean of Graduate Studies, Portland State Univeristy

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 pro...

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

Schauber, Ann

From: Doescher, Paul
Sent: Friday, September 02, 2005 11:15 AM
To: Schauber, Ann
Cc: Bliss, John; Walstad, John D.
Subject: RE: Curriculum liaison for adding and MSIS degree

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**

Schauber, Ann

From: Schauber, Ann
Sent: Tuesday, October 11, 2005 3:33 PM
To: Farber, Paul
Cc: Schauber, Ann
Subject: RE: Cat. I MAIS

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

-----Original Message-----

From: Farber, Paul
Sent: Tuesday, August 23, 2005 10:22 AM
To: Schauber, Ann
Subject: Cat. I MAIS

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

Schauber, Ann

From: Schauber, Ann
Sent: Tuesday, October 11, 2005 3:36 PM
To: Shaw, Susan
Cc: Schauber, Ann
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

-----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

From: Schauber, Ann
Sent: Monday, August 22, 2005 12:20 PM

Schauber, Ann

From: Flick, Larry
Sent: Monday, August 22, 2005 5:46 PM
To: Schauber, Ann
Subject: Re: Curriculum liaison for adding and MSIS degree

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

Schauber, Ann

From: Hooker, Karen
Sent: Tuesday, August 23, 2005 9:02 AM
To: Schauber, Ann
Subject: RE: Curriculum liaison for adding and MSIS degree

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: Schauber, 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; McGorin, 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; Bernieri, 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; Schauber, Ann
Subject: Curriculum liaison for adding and MSIS degree

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.

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Schauber, Ann

From: Schauber, Ann
Sent: Tuesday, October 11, 2005 3:26 PM
To: Burns, Leslie
Cc: Schauber, Ann
Subject: RE: Curriculum liaison for adding and MSIS degree

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 withing 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
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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

To: Schauber, Ann
Subject: RE: Curriculum liaison for adding and MSIS degree

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
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Fax: 541-737-0993
Leslie.Burns@oregonstate.edu

Draft

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

84 -- 89 % B 70 --73 % 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

Date	Topic	Readings	Crse Objectives
Week 1	-An Introduction to Approaches and their defining characteristics: multidisciplinary, interdisciplinary, Transdisciplinary - Presentation of models from the course instructors' fields of interdisciplinary study.		
Week 2	-Evaluating interdisciplinary proposals We will constitute ourselves into two or three groups of "experts" to evaluate proposals for funding and to assess their success in interdisciplinary perspective. Developing a template to assess interdisciplinary research proposals.		
Week 3	Problems as a Focus for Interdisciplinary Study Instrumental, Strategic, and Pragmatic Forms vs. Critical and Reflexive Forms of Interdisciplinary Study		
Week 4	Reading and Evaluating: Ethics and human subjects Submit Introductory problem statement	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 & Johannsen)	
Week 5	Reading and Evaluating Introductory problem statement Submit Theoretical background		
Week 6	Reading and Evaluating Theoretical Background: Submit Research methodology, plan, time line, and budget	(read Informed Consent in Anthropological Research: We are not Exempt by Fluehr-Lobban)	
Week 7	Reading and Evaluating Research methodology, plan, time line, and budget Submit Significance and conclusion	Section on ethics and human subjects due on	
Week 8	Reading and Evaluating Significance and conclusion		
Week 9	Sample proposal presentations Learning to use technology for presentations	List of possible publications due on	

	Thesis writing, Project writing, Paper writing, and writing for Publication		
Week 10	Presentations: Full proposal	Final version of research proposal due on	

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:

Klein, J. (2004). Disciplinary origins and differences. Paper presented at the 2004 Fenner Conference on the Environment. Canberra, Australia. Accessed January 27, 2005.
<http://www.science.org.au/proceedings/fenner/klein.htm>