The Bachelor of Arts in Interdisciplinary Studies/Concentration in Education Studies major exposes students to a number of disciplines and academic areas, and emphasizes critique, analysis, evaluation, and the development and iterative application of skills in critical thinking, writing, public speaking, data gathering, evaluation and presentation. This type of academic foundation prepares students for virtually any academic path or career of their choosing.

Students majoring in Interdisciplinary Studies/Concentration in Education Studies must meet the following requirements for graduation:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>University Curriculum</td>
<td>46</td>
</tr>
<tr>
<td>Modern Language Requirement</td>
<td>3-6</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Studies Core Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IDS 200</td>
<td>Rise of Disciplinarity</td>
<td>3</td>
</tr>
<tr>
<td>IDS 400</td>
<td>Transdisciplinary Project</td>
<td>3</td>
</tr>
<tr>
<td>Concentration Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED 220</td>
<td>Introduction to Education Studies</td>
<td>3</td>
</tr>
<tr>
<td>ED 380</td>
<td>Research Methods in Education Studies</td>
<td>3</td>
</tr>
<tr>
<td>Cross-Disciplinary Study</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>One course (3 cr.) each in English, history, math and science</td>
<td></td>
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<tr>
<td>Interdisciplinary Study</td>
<td>12</td>
<td></td>
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<tr>
<td>One upper-level course (3 cr.) in each of the following disciplines: English, history, math and science</td>
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<tr>
<td>Free Electives</td>
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<td>Total Credits</td>
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1 All students must complete the 46 credits of the University Curriculum (http://catalog.qu.edu/academics/university-curriculum/).

2 Course level 200 and above

**Student Learning Outcomes**

Upon graduation, all Interdisciplinary Studies majors will be able to demonstrate the following competencies:

1. **Core Competence**: Understand the issues relevant to and methodologies appropriate for conducting research and engaging with core issues in their field of concentration.

2. **Critical Thinking**: Critique and apply appropriate methodology or methodologies in research of a given topic.

3. **Evaluate Information**: Identify, evaluate and interpret sources of information.

4. **Analysis**: Analyze data.

5. **Cognitive Complexity**: Construct an interpretive argument.

6. **Effective Oral/Written Presentation**: Present facts, analysis and arguments effectively.

Shown below is one of many possible paths through the curriculum. Each student’s individual academic plan is crafted in consultation with their academic adviser.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td></td>
<td>Milestones: Earn 30 credits, meet with your adviser at least once a semester and have a GPA of 2.00 or higher.</td>
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<tr>
<td></td>
<td>First Year</td>
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<tr>
<td>EN 101</td>
<td>Introduction to Academic Reading and Writing</td>
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<tr>
<td>FYS 101</td>
<td>First-Year Seminar</td>
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<td>ED 140</td>
<td>Introduction to Public Education and the Teaching Profession</td>
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<tr>
<td>History course</td>
<td>3</td>
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</tr>
<tr>
<td>University Curriculum course</td>
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<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Spring Semester</td>
<td></td>
</tr>
<tr>
<td>EN 102</td>
<td>Academic Writing and Research</td>
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</tr>
<tr>
<td>MA 110</td>
<td>Contemporary Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>PS 101</td>
<td>Introduction to Psychology</td>
<td>3</td>
</tr>
<tr>
<td>University Curriculum course</td>
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<td>University Curriculum course</td>
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<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>Second Year</td>
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</tr>
<tr>
<td>IDS 200</td>
<td>Rise of Disciplinarity</td>
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</tr>
<tr>
<td></td>
<td>Milestones: Earn 60 credits and a GPA of 2.00 or higher. Meet with your adviser at least once per semester to discuss academic, experiential learning, career and co-curricular opportunities.</td>
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<tr>
<td></td>
<td>Fall Semester</td>
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<tr>
<td>ED 250</td>
<td>Diversity, Dispositions and Multiculturalism</td>
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<tr>
<td>PS 236</td>
<td>Child and Adolescent Development</td>
<td>3</td>
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<tr>
<td>Language at the 101 level</td>
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<tr>
<td>University Curriculum course</td>
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<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td></td>
<td>Spring Semester</td>
<td></td>
</tr>
<tr>
<td>ED 220</td>
<td>Introduction to Education Studies</td>
<td>3</td>
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<tr>
<td>Language at the 102 level (Satisfies CAS Language Requirement)</td>
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<tbody>
<tr>
<td></td>
<td>Third Year</td>
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</tr>
<tr>
<td>IDS 200</td>
<td>Rise of Disciplinarity</td>
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Bachelor of Arts in Interdisciplinary Studies/Concentration in Education Studies

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
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<tr>
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<td>ED 341</td>
<td>Learning and Teaching the Developing Child</td>
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<td>&amp; 341L</td>
<td>and Learning and Teaching: Pedagogy Field Lab I</td>
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<td>Math/History/English or Science (Cross-Disciplinary Study)</td>
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<td>Math/History/English or Science (Cross-Disciplinary Study)</td>
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<td>Math/History/English or Science (Cross-Disciplinary Study)</td>
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<td><strong>Total Credits</strong></td>
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<tbody>
<tr>
<td>Fall Semester</td>
<td>ED 380</td>
<td>Research Methods in Education Studies</td>
<td>3</td>
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<tr>
<td></td>
<td>ED 468</td>
<td>Teaching Mathematics in the Primary Grades</td>
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<td>ED 458 &amp; ED 468L</td>
<td>Teaching Science in the Primary Grades and Primary Math and Science</td>
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<td>Math/History/English or Science (Interdisciplinary Study)</td>
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<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>Spring Semester</td>
<td>IDS 400</td>
<td>Transdisciplinary Project</td>
<td>3</td>
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<tr>
<td></td>
<td>ED 466</td>
<td>Teaching Social Studies in the Primary Grades</td>
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<td>&amp; ED 436L</td>
<td>and English Language Arts Integration Field Lab IV</td>
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<td>ED 436</td>
<td>Teaching Literacy in the Primary Grades</td>
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<td>Math/History/English or Science (Interdisciplinary Study)</td>
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</table>

**Total Credits** 120