COLLABORATIVE FOR INTERDISCIPLINARY/INTEGRATIVE STUDIES

The Collaborative for Interdisciplinary/Integrative Studies provides students with opportunities—through advising, coursework and fieldwork—to put into practice the relevance and value of the arts and sciences for their everyday lives. The Collaborative oversees the administration of interdisciplinary programs, supports the development of interdisciplinary curricula and initiatives, and promotes collaboration among faculty in teaching and research. It houses the Interdisciplinary Studies major, the Independent Major, the Independent Minor and eight interdisciplinary minors (Asian Studies, Global Public Health, Interdisciplinary Minors, History and Philosophy of Science, International Studies, Irish Studies, Middle Eastern Studies, and Women’s and Gender Studies). In addition, the Collaborative sponsors interdisciplinary initiatives, as well as programs and events that are open to and benefit the entire university community.

The Collaborative for Interdisciplinary/Integrative Studies is a signature program of the College of Arts and Sciences at Quinnipiac University, launched in 2016 with generous support from the Davis Educational Foundation. Its mission is to afford students and faculty opportunities to put into practice the relevance and value of the arts and sciences for their everyday lives. The Collaborative oversees the administration of interdisciplinary programs, supports the development of interdisciplinary curricula and initiatives, and promotes collaboration among faculty in teaching and research.

Bachelor of Arts in Interdisciplinary Studies (http://catalog.qu.edu/arts-sciences/interdisciplinary-integrative-studies/ba-interdisciplinary-studies)

Independent Major (http://catalog.qu.edu/arts-sciences/interdisciplinary-integrative-studies/independent-major)

Independent Minor (http://catalog.qu.edu/arts-sciences/interdisciplinary-integrative-studies/independent-minor)

Interdisciplinary Minors (http://catalog.qu.edu/arts-sciences/interdisciplinary-minors/#text)

Student Learning Outcomes

With an individually designed curriculum, specific student learning outcomes vary. Every student works toward the following outcomes through the advising process alone.

1. **Effective Communication:** Communicate effectively in speaking and in writing.

2. **Social Intelligence:** Engage collaboratively and responsibly, interact attentively and appropriately with others.

3. **Cognitive Complexity:** Evaluate multiple perspectives on an issue, acknowledging the potential for complexity and ambiguity.

4. **Critical and Creative Thinking:** Think independently and creatively from an informed understanding.

5. **Analysis:** Demonstrate competency in evaluating and constructing arguments based on logic and evidence.

**ED 220. Introduction to Education Studies.** 3 Credits. This course is required for students pursuing an Interdisciplinary Studies major in the College of Arts and Sciences with a concentration in Education Studies. The course explores a multidisciplinary understanding of global and American Education. Students consider the role of education in creating a more equitable society by analyzing the policies and philosophies that have shaped and are shaping schooling in the U.S. and throughout the world. Historical changes in education, critical analyses of policy debates in current education, the effects of legal policies in the classroom, the influences of cultural shifts and contemporary issues are all considered. Students also are introduced to basic concepts and terminology in the educational discipline, and develop a critical lens for evaluating educational resources, texts and data. Only IDS majors may register for this course. Students are not allowed to receive credit for more than one of the following courses: ED 220 and ED 260.

**Prerequisites:** Take ED 140.

**Offered:** Every year, Spring

**ED 380. Research Methods in Education Studies.** 3 Credits. This course is required for students pursuing an Interdisciplinary Studies major in the College of Arts and Sciences with a concentration in Education Studies. The course is an upper-level UG education research course, intended to equip students with an understanding of the primary genres of educational research including action research, theoretical/conceptual research, case studies and ethnography. While quantitative inquiry also is addressed in the course, the focus is on qualitative research methods, given their important role and purpose in education. This course serves as an important preparatory course for ED 550, a graduate-level research course required of candidates who choose to pursue an MAT in Elementary or Secondary Education at Quinnipiac.

**Prerequisites:** Take IDS 200 and/or ED 220 or ED 260.

**Offered:** Every year, Fall

**IDS 200. Rise of Disciplinarity.** 3 Credits. In this course, students draw on what they have learned in and about academic disciplines up to this point in their studies to explore the foundations and perspectives of traditional academic disciplines. Students evaluate the insights and methods of individual disciplines as they relate to a topic or issue of interest. This course prepares students to apply disciplinary insights, methods, and other characteristics from multiple fields to form a more complex understanding of a current topic or issue. Prerequisite: At least sophomore standing is required.

**Offered:** Every year, Fall

**IDS 400. Transdisciplinary Project.** 3 Credits. This seminar is the capstone course of the Interdisciplinary Studies major. Students design an individual integrative project using a transdisciplinary lens. (Students should have completed research methods coursework in an established discipline.) The project can be creative, empirical, theoretical and/or professionally focused. Prerequisite: senior standing, completion of research methods component in concentration.

**Offered:** Every year, Spring