

Interdisciplinary Curricular Design Strategies

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A Developmental Retrospective

- Interdisciplinary structures have become commonplace but have evolved over 10 years
- Early years development was uneven; now expected and valued
- Creation/amalgamation into interdisciplinary schools/departments
- Some intellectual disciplines blend more naturally
 - Some faculty are more receptive (vs. resisters)
 - Some partnerships are more natural

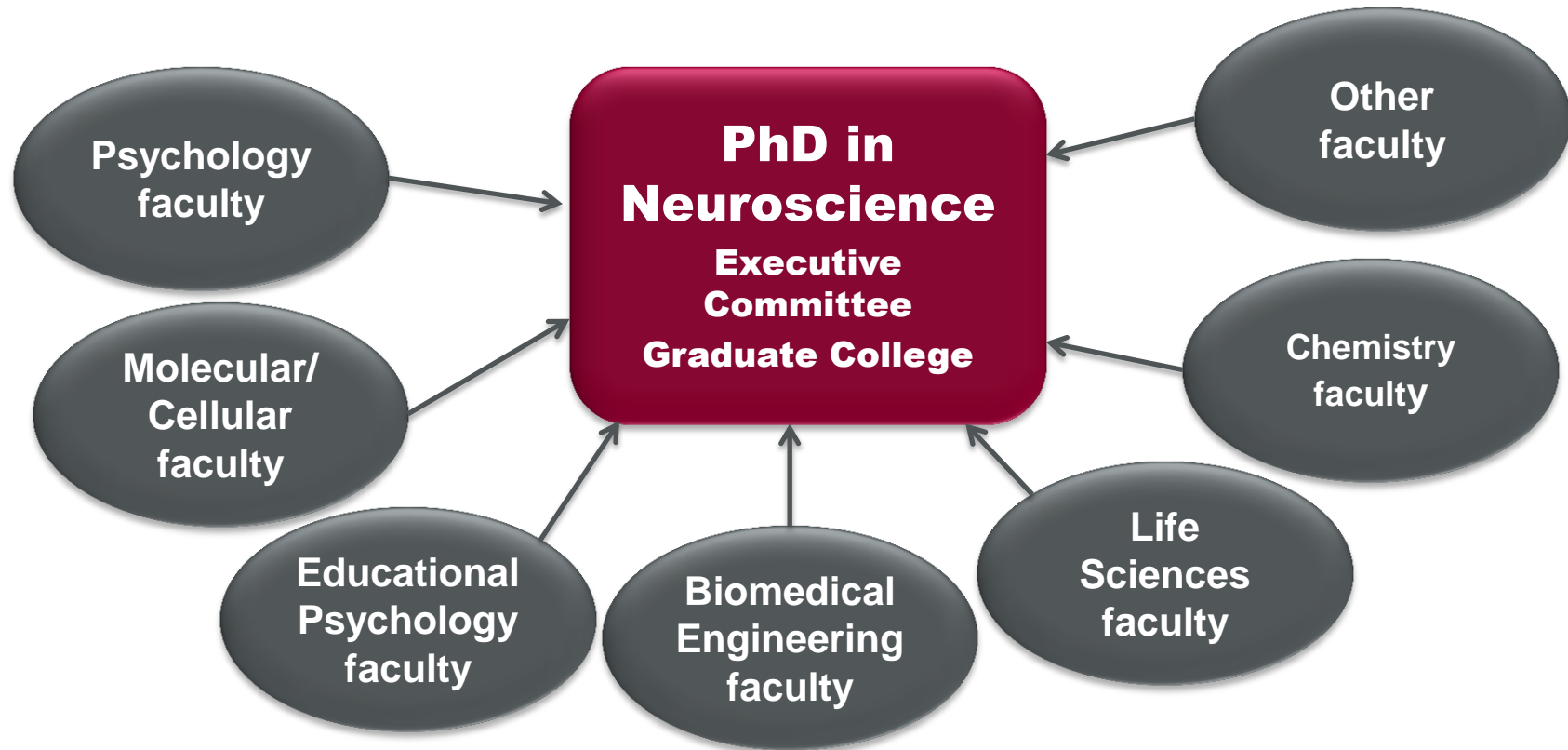
Shared Principles

- Combine intellectual and curricular efforts to provide value added expertise to the student
- Reliance on university-wide *Graduate Faculty* model to facilitate program development and communication
- Faculty from different intellectual/disciplinary areas join to build solution based curricular outcomes
- Learning outcomes are substantively different from single discipline programs

Variegated Curricular Platforms

- Developed a host of organic interdisciplinary curricular approaches
- Developed a multitude of platforms for students to enter same intellectual space
- Designs vary by program, can evolve over time
- Students can enter into interdisciplinary programs based on depth of interest

Single PhD Degree with Multi-discipline Faculty

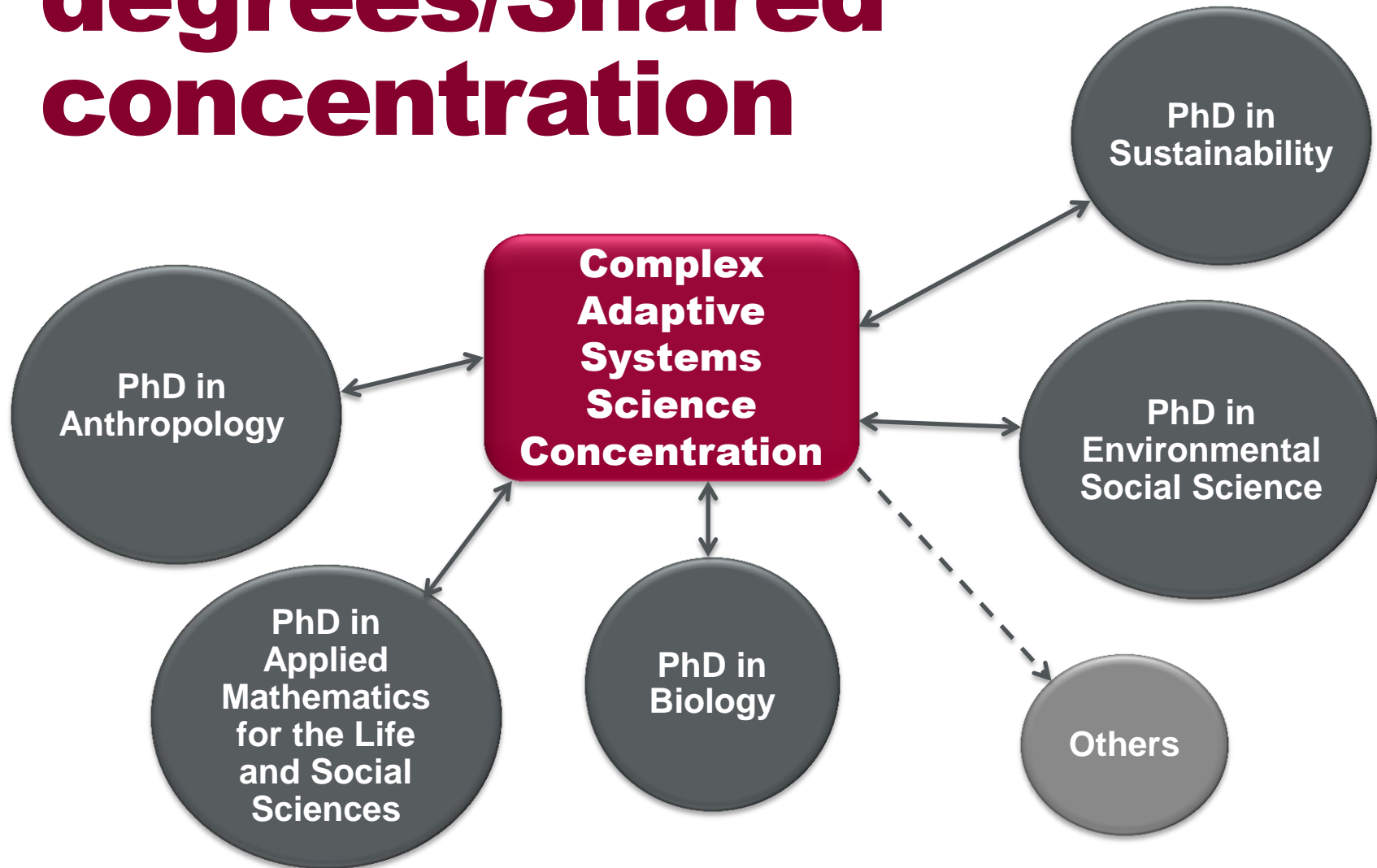


- Representative Executive Committee runs program; engages faculty/students
- SOLS staff run administrative operations

MS in the Science of Health Care Delivery

- Similar to previous...design and curricular modules created by diverse faculty (e.g., Business, Law, Psychology, Nursing, Social Work)
- Unlike PhD where Executive Committee runs program, the multi-disciplinary structure is set, curriculum/modules are pre-set and program and administered by College of Health Solutions

Multiple degrees/Shared concentration



Example: Complex Adaptive Systems Science concentration

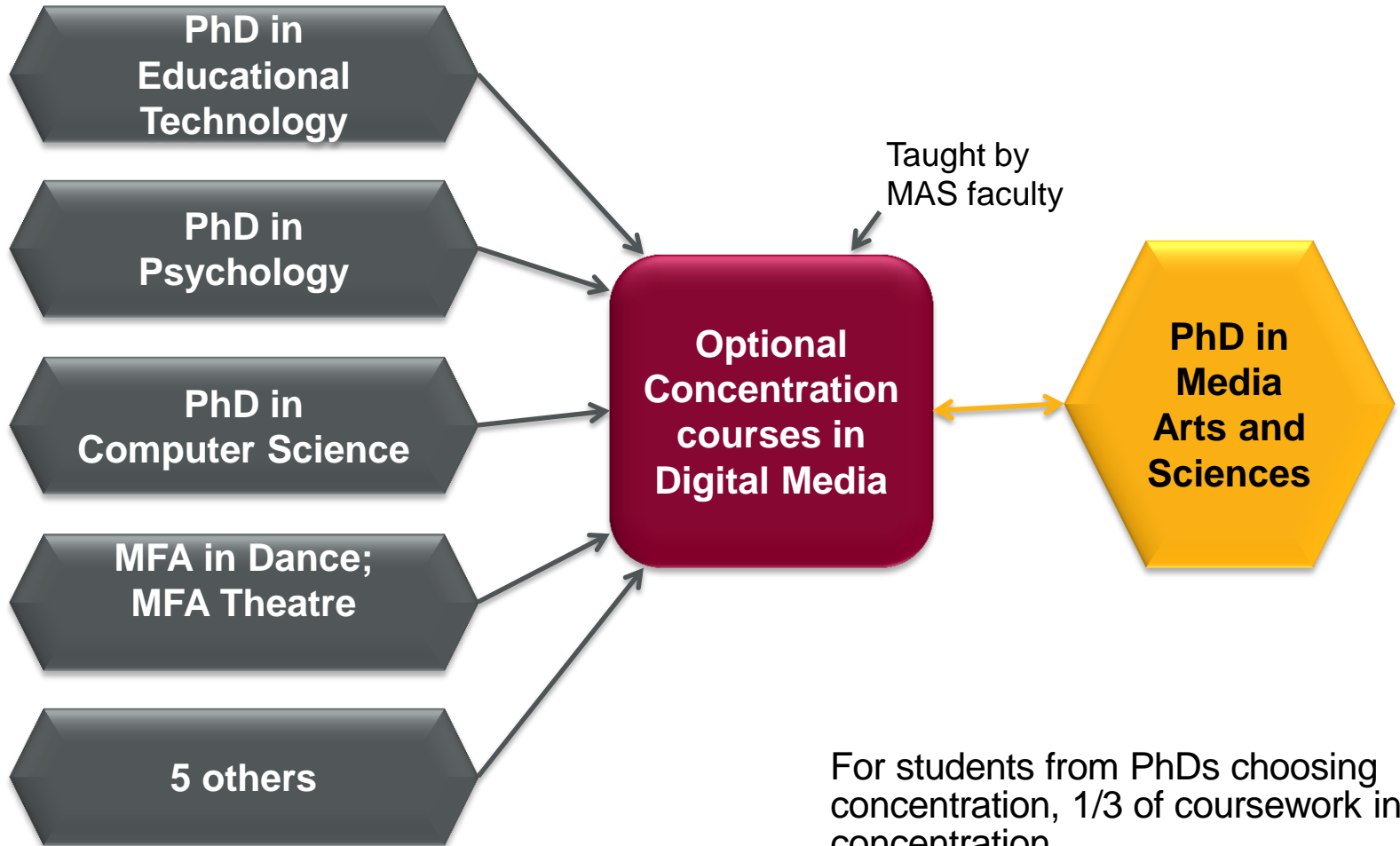
- All students must be accepted to “home” degree
- Students apply to CASS program graduate faculty for “admission” to the program
- Students are assigned a CASS advisor to guide them through program in addition to doctoral advisor—typically on doctoral committee

Fully interdisciplinary within schools

Example: School of Human Evolution and Social Change (redesigned from Department of Anthropology) now “hosts” with expanded Graduate Faculty:

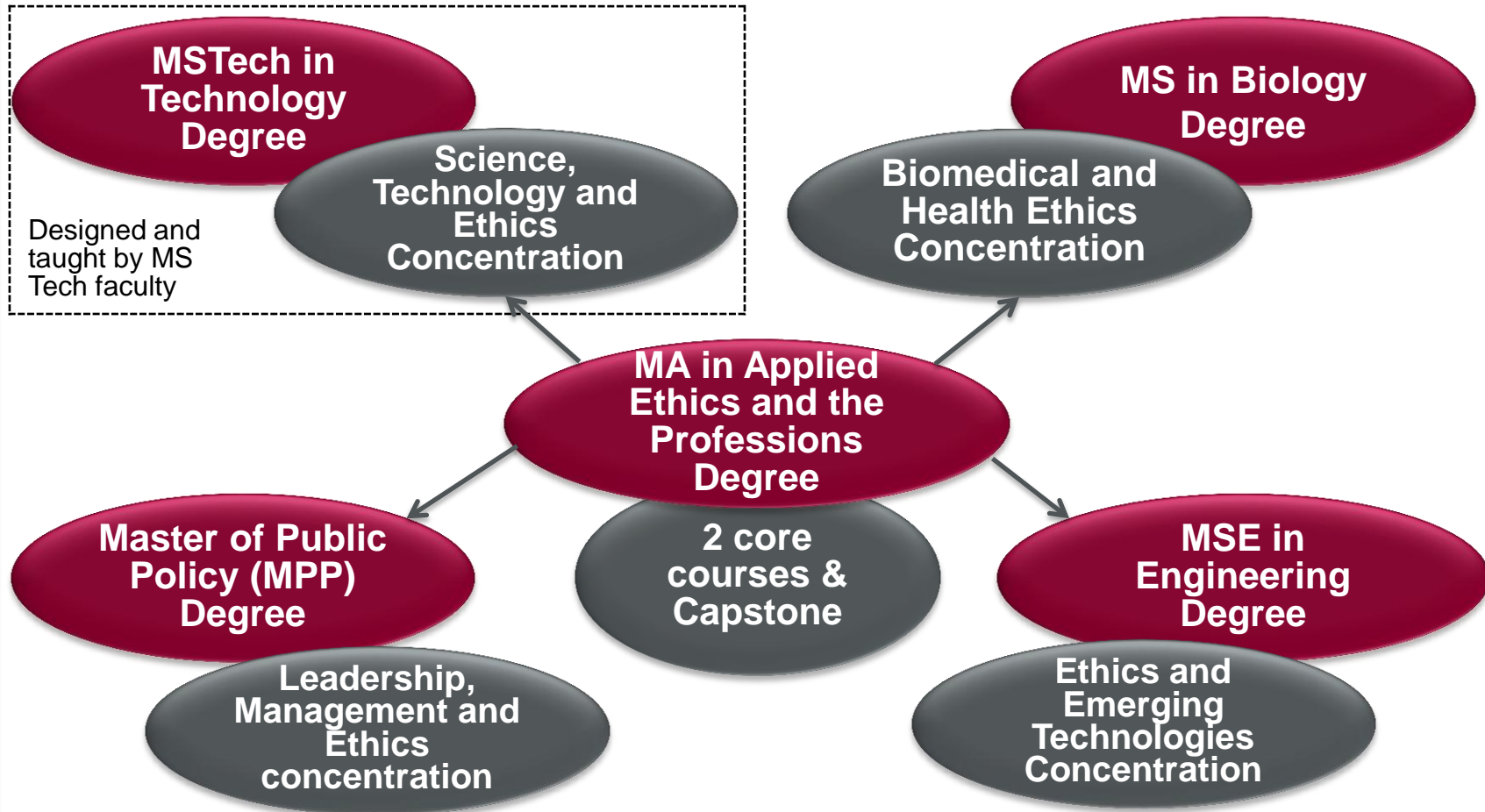
- PhD in Applied Mathematics for the Life and Social Sciences
- PhD in Environmental Social Science
- PhD in Global Health
- PhD in Anthropology
 - and related master’s in each of these areas

Multiple degrees/ Shared concentration



For students from PhDs choosing concentration, 1/3 of coursework in concentration

Multiple degrees/ Multiple concentrations



evolving model

Concurrent degrees: A variation

- Currently have 35 concurrent degrees
- Although not fully “interdisciplinary” they combine distinct intellectual areas.
- Examples:
 - JD/MBA
 - JD/PhD Psychology
 - MPP/MA in Sustainability
 - MPA/MS in Sustainability
 - MBA/MSE in Electrical Engineering
 - Master of Legal Studies/MS in Information Management
 - MS in Criminology and Criminal Justice/MPA

Summary

- We design platforms based on the intended outcomes of the program participants/faculty
- These platforms may evolve over time (e.g., a shared concentration may morph into a degree)
- Concentrations/relationships that do not “get legs” over time are closed or re-designed