

INTERDISCIPLINARY SYLLABUS CHECKLIST

- Provide a clear and prominent statement early in the syllabus that this course is an approved General Education course that meets the Interdisciplinary requirement (INT).
- Identify clearly the two or more disciplines through which the course inquiry takes place.
- The syllabus must identify in the course schedule where and how it will be made explicit to students how interdisciplinarity enhances the study of the course subject. In other words, where/how in the course will it answer the question: Why are we using interdisciplinarity to explore this topic? The goal being to help students better understand how they can apply interdisciplinarity to other areas of study.
- The course schedule should identify multiple occasions where the meaning of interdisciplinarity is markedly engaged and explicated. This is where you will discuss what interdisciplinarity is and how to use it.
- The course schedule should identify multiple occasions that at least two disciplinary subjects will be used to engage the course subject in a substantive way. This is where you will put interdisciplinarity into practice.
- Identify at least one substantive assignment that requires students to integrate two or more of the disciplinary subjects used in the course to engage the course subject.
- State that, as an INT course, the course is designed to help students meet General Education Goals #1 (Communicate effectively), #2 (Think critically and analytically), and #4 (Demonstrate the ability to think across and about disciplinary boundaries).
- Select the Gen Ed SLOs that you will use to achieve each goal. For Gen Ed goals 1 and 2, choose one of the possible SLOs as listed in [the Gen Ed Program](#) for each goal. For Gen Ed Goal 4, address both of the SLOs: (a) Synthesize and/or integrate information and/or approaches from multiple disciplines in the investigation of a concept, culture, or idea, or problem, (b) Demonstrate the ability to appreciate how a given topic is informed and/or influenced by multiple disciplines simultaneously.
- Explicitly link Gen Ed SLOs with their instruction and assessment: i.e., the syllabus must spell out which course artifacts (e.g., which exams, papers, presentations, etc.) provide instruction and assessment of the specific Student Learning Outcomes (SLOs) associated with Gen Ed Goals 1, 2, and 4. Please note that a single artifact can be used to assess more than one SLO; that is, preparers are not obligated to create a separate assignment for each individual SLO, but each SLO must be explicitly aligned with an assessment artifact. (Note, the assessment alignment must be at the SLO and not goal level).
- Provide instruction-and-assessment information for course-specific learning outcomes and, if the course is required by any program, provide such information for program-specific goals as well.