

GRADUATE PROGRAM IN
Interdisciplinary Studies

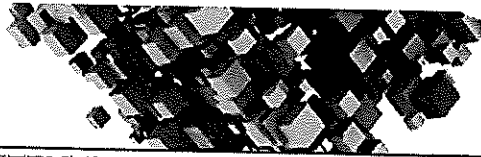
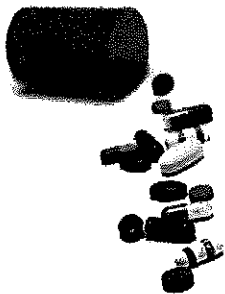


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- b. “Keeping the Interdisciplinarity in Interdisciplinary Studies: Tips for IS supervisory teams”
 - c. “It’s Annual Report Time: Here’s the Skinny on this Interdis Report”
4. Providing a Firm Grounding in Interdisciplinarity: The Director has piloted the provision of nine hours of Classroom teaching and activities spread out over three days during FT IS students’ first year. This has had a profound impact in student’s self-identifying as Interdisciplinary as well as student’s comprehension of what Interdisciplinarity looks like and is. The question now is how do we sustain this as it is currently subsumed under IS 5000 6.0 – which makes great sense for students who didn’t want an extra course and didn’t want to lose one of their four half courses in order to receive this training – but does not make sense as it is teaching done currently gratis by the director. At any rate, it really has made all the difference, but the true test will be when these students who have participated in the 2014-2015 & 2015-2016 pilot cohort come forward for oral defence.

2. GENERAL OBJECTIVES OF THE PROGRAM



..... A lawyer sees patent infringement.

..... An economist sees a bullish market.

..... A psychologist sees addiction.

GRADUATE PROGRAM IN
Interdisciplinary Studies

2.1 Brief Description of the Program Objectives

- Since its founding in 1965, York University has established itself as “a leading interdisciplinary research and teaching university in Canada.” Initiated in 1972, the Master of Arts (MA) in Interdisciplinary Studies (IS) in the university’s Faculty of Graduate Studies (FGS) in many ways epitomizes this academic imperative.
- Conventional disciplinary approaches to graduate study and research at the tertiary level usually encourage students to consolidate and grow forms of knowledge and modes of analysis developed at the undergraduate level or gained through non-academic vocational and/or professional experience in a particular subject within a particular field of study. Some students, though, find such specialization too restrictive. IS offers such students an alternative, radically individualized model of graduate study and research.

Not intended to compete with conventional MA programs, IS invites students to venture across traditional disciplinary boundaries and to bring into scholarly and/or creative conversation forms of knowledge and modes of analysis in ways not typically encouraged in other MA programs. Each IS student's vision of an intellectual and/or creative project informs and structures an individualized program of study and research, not predetermined departmental or disciplinary expectations. Applicants may choose a 2-year program of study and research as a full-time student or a 3-year program of study and research as a part-time student. Both options provide students with an opportunity to pursue independent, innovative study and research that does not fit into traditional disciplinary categories.

The Graduate Program in IS fills a niche need in Graduate Studies enabling highly motivated students to pursue original research in ways that do not fit comfortably into methodological and theoretical categories. Not intended to compete with conventional MA programs, IS invites such students to venture across traditional disciplinary boundaries and to bring into scholarly conversation fields of study and modes of analysis in ways not typically encouraged in other MA programs.

The career of every IS student culminates in the completion of an independently researched, academically innovative MA thesis. To achieve this end, every student works with a Supervisory Committee comprising three members of York University's Faculty of Graduate Studies (FGS). Each supervisor represents one of three different disciplines pertinent to the student's chosen topic of inquiry. Exposure to three different disciplines through contact with individual representative faculty members as well as through course work in all three disciplines exposes students to similarities and differences of matter and method across disciplines and fields of study. Ideally, every student develops the intellectual capacity to achieve excellence in more than one discipline or field of study. At the same time, regular meetings with the Supervisory Committee as a whole ensure a developing process of combinative interdisciplinary thought and practice. Again, ideally, every student thus develops the ability to recognize, evaluate, interpret and integrate similarities and differences of matter and method, forms of knowledge and modes of analysis, across several disciplines and fields of study in effective and productive ways.

IS seeks entering students, whether full-time or part-time, with the intellectual maturity and independent mindset normally associated with more advanced scholars, and then encourages them to further cultivate these qualities in the course of their studies at York. Though modest in size, IS enjoys a national and international reputation. It attracts applicants with a wide range of academic and professional backgrounds from across Canada, as well as from the United States and overseas, though limited funding severely restricts the number of international students we are able to admit.

Every IS student's individual project must clearly demonstrate an integrated interdisciplinary engagement with three different fields of study and research. Students may elect any three recognized *bona fides* fields of scholarly and/or creative study and research, as long as each is taught and researched at York. First-year full-timers and first- and second-year part-timers take graduate courses in these three fields. At the same time, supported by program workshops, they actively participate in the design and execution of

a series of linked interdisciplinary intellectual and/or creative undertakings, including development of awards and scholarships applications, a thesis proposal and a colloquium presentation of research in progress. Every IS student's individualized program of study and research culminates in an independently researched, academically and/or creatively innovative thesis, which is subject to defence at oral examination.

To achieve these goals, each IS student works with a committee of three full supervisors, each of whom must be qualified to teach and oversee research at the graduate level as members of FGS. Each supervisor 'represents' one of the three fields of study and research constituting a student's interdisciplinary project. The supervisory committee assists the student in the creation of a coherent plan of study and provides opportunities for critical discussion of the student's work throughout their time in the program. At any given time, one supervisor serves, *primus inter pares*, as coordinating chair of the supervisory committee. The current coordinating chair represents the full supervisory committee at the colloquium presentation of a student's research in progress and on the committee examining the MA thesis at oral defence. Full-time students are also appointed as paid graduate assistants to their supervisors, to work within strictly mandated limits on projects that complement their own programs of study and research.

IS students meet with supervisors individually and with the supervisory committee as a whole. Meeting with individual supervisors whose teaching and research interests vary widely exposes students to similarities and differences of matter and method across disciplines and fields of study. IS intends that every student develop the intellectual capacity to achieve excellence in more than one discipline or field of study. At the same time, regular meetings with the supervisory committee as a whole ensure an evolving process of combinative interdisciplinary thought and practice. Every student cultivates the ability to recognize, evaluate, interpret and integrate similarities and differences of matter and method, forms of knowledge and modes of analysis, across several disciplines and fields of study in effective and productive ways. Students are responsible for arranging these meetings, for providing agendas and for keeping accurate minutes of them. Once approved, the minutes of the full-committee meetings eventuate in interim and annual reports on the student's progress through the program.

Having progressed satisfactorily to the final year in the program, every IS student concentrates their study and research in an MA thesis and its defence at oral examination. Historically, the program's understanding of the word 'thesis' has been remarkably elastic. IS students may choose to produce either a conventional manuscript-based written MA Thesis (about 120 pages) or an MA Thesis that marries a shorter conventional manuscript-based written component (about 80 pages) with a creative component. This creative component may draw singly or in combination upon any of the discursive, performing, visual and/or artisanal arts and crafts. In such cases, the conventional manuscript-based written component provides a scholarly framework for the creative component. Though the program is flexible about the specific form of this framework, it usually delineates and synthesizes the theoretical, methodological and historical traditions of disciplinary scholarship embodied and expressed in the creative component. Both conventional and creative component MA theses are subject to defence at oral examination. In IS, the committee examining the thesis at oral consists of an external

examiner recruited from outside York University, the director of IS or an alternate from the program's executive committee, the current coordinating supervisor, and a member of FGS representing the dean.

2.2 The Alignment between Program Objectives and University and Faculty Missions and Academic Plans

QUESTION EVERY ANGLE. STUDY EVERY ANGLE. RESEARCH EVERY ANGLE.
WELCOME TO THE INTERDISCIPLINARY UNIVERSITY.

A WORLD WITHOUT BORDERS NEEDS AN EDUCATION WITHOUT BORDERS. AT YORK, WE BREAK DOWN TRADITIONAL BOUNDARIES AND BRING TOGETHER THINKERS FROM EVERY DISCIPLINE TO TACKLE REAL-WORLD ISSUES. WE DON'T JUST SEE THINGS IN A DIFFERENT LIGHT, WE SEE THE LIGHT IN ITS ENTIRE SPECTRUM. FOR FURTHER INFORMATION ABOUT THE INTERDISCIPLINARY UNIVERSITY, VISIT YORKU.CA

York University has long-publicized its uniqueness in its steadfast commitment to interdisciplinarity – calling itself *the* Interdisciplinary University. This was never more evident during its campaign earlier in the new millenium. The above tag line accompanied what is now the Interdisciplinary Studies Imagery captured on our webpage. Interdisciplinary Studies emulates the university's commitment to Interdisciplinarity and is a beacon of what is possible – if only the opportunity is provided.

**York's Motto of TENTANDA VIA is lived and breathed by IS,
Where The Way Must Be Tried is enabled.**

The Objective of the Graduate Program in Interdisciplinary Studies

The primary objective of the Graduate Program in IS is to enable highly motivated students to pursue original research in ways that do not fit comfortably into methodological and theoretical categories represented by and disseminated in conventional MA programs. Conventional approaches to graduate education suit most students perhaps, allowing them to consolidate forms of knowledge and to develop modes of analysis gained at the undergraduate level on a particular subject within a particular discipline or field of study. Some students, though, find such specialization too restrictive. Not intended to compete with conventional MA programs, IS invites such students to venture across traditional disciplinary boundaries and to bring into scholarly conversation fields of study and modes of analysis in ways not typically encouraged in other MA programs. The Graduate Program in Interdisciplinary Studies is designed to accomodate students who seek to study fields which properly extend outside the accepted combinations of disciplines. This MA seeks to allow students to pursue interests which are outside the scope of existing programs within a recognized academic setting. It is further intended to extend the legitimate possibilities for graduate study by providing an opportunity for the student to tackle projects which require the application of several disciplines. Since a student may propose any type of intellectual enquiry for approval, a

freedom of intellectual exploration is encouraged. And rather than inhibiting the establishment of new graduate programs which bridge the lines between established disciplines, this program facilitates such innovation.

Alignment with York University's Mission and Strategic Directions.

York University Mission Statement

The mission of York University is the pursuit, preservation, and dissemination of knowledge. We promise excellence in research and teaching in pure, applied and professional fields. We test the boundaries and structures of knowledge. We cultivate the development of critical intellect.

York University is part of Toronto: we are dynamic, metropolitan and multi-cultural.
York University is part of Canada: we encourage bilingual study, we value diversity.
York University is open to the world: we explore global concerns.

A community of faculty, students, staff, alumni and volunteers committed to academic freedom, social justice, accessible education, and collegial self-governance, York University makes innovation its tradition.

Tentanda Via: The way must be tried.

- The Graduate Program (MA) in Interdisciplinary Studies (IS) is a leader in furthering York's objectives, as highlighted in the UAP, WP, SRP and the FGS Strategic Plan. IS is a **quality academic** program that serves as *the* model of interdisciplinarity in both research and course work.
- Established in 1972, the Graduate Program in Interdisciplinary Studies, enables prospective graduate students to devise, propose and carry out innovative interdisciplinary projects that cross three bona fide disciplines at York University. Students meet with the program director to discuss their program of inquiry and to ready themselves to write a scholarly proposal that incorporates seminal and relevant literature from each of their three disciplines. At the same time, applicants explore faculty profiles, meet with each to discuss their area of inquiry and to secure three co-supervisors. IS students have the opportunity to work with scholars that cut *across* faculties, programs and disciplines and who converge over the project's possibilities enabling findings perhaps otherwise not discovered. Together with the opportunity to forge their own path, students take

courses in each of their three disciplines, participate in directed readings with leading scholars at York and often opt to produce a creative component to augment their scholarly thesis. As such, it significantly contributes to the exploration of "**problems requiring imaginative and often interdisciplinary solutions**" identified in the UAP (5), and strengthens *interdisciplinarity and comprehensiveness*, "*a defining and distinguishing feature of York*" (UAP 10). IS is, in fact, the **go-to** interdisciplinary program at York.

- The program's emphasis on familiarity with "theoretical and methodological frameworks and issues that cannot be contained within the bounds of traditional disciplines" (PLO) is core to the UAP's emphasis on the "**skills of research and analysis, communication, and critical inquiry**" (UAP) and directly speaks to the WP's aim "**to provide the critical thinkers and the cutting-edge research that is essential to a knowledge-based society**" (8).
- The program has been successful in **recruiting non-traditional students** with high academic potential (UAP 9) and is one of the few MA programs who routinely enacts a *non-standard admit* for a few applicants with outstanding work experience/societal contributions despite not having an undergraduate degree or a high GPA. The graduate program is committed to a **diversity of research topics** in its ability to ensure each student has a supervisor in three disciplines at York, plus take courses in each of these disciplines. IS students are able to avail themselves of nearly any graduate course offered at York. Equally aligned with the UAP's mandate to retain "**small graduate seminar classes**" (UAP 10), IS provides small capacity-building seminars covering topics such as research dissemination, writing, conference presentations, research ethics and interdisciplinarity.
- At its very core, IS is committed to a **diversity of research topics** and encourages innovative inquiries bridging seemingly divergent disciplines and foci with the result being projects perhaps never imagined. Over 80% of IS students take at least one Directed Reading course ensuring **1:1 access** to one of York's exemplary scholars.
- The program engages the **world of scholarship**, by supporting various ORUs at York, working with The Canadian Federation of Interdisciplinary Studies, for example, and facilitating international exchanges such as at the University of Silesia Canadian Studies Centre – a prime example of how we support the university's movement towards "**a deepening and broadening of our institutional engagement with research partners locally and globally**" (WP 10).
- The program seeks support the university's commitment to increasing **access post secondary education** as well as specifically striving to meet the needs of **mature learners**. This year, for example, the program opened up PT admissions for both

September **and** January starts, thus honoring the life cycles of many mature learners who when they decide to return to school may not wish to wait a full calendar year to ‘get started.’

- The provision of *non-standard admittance* for a select number of applicants further strengthen York’s commitment to breaking down barriers to post-secondary education. See Appendix C-3 for Non-Standard Admit Data.
- Through innovative research projects, the program engages numerous **community partners** through activities involving for example: Ryerson’s Institute for Information and Technology; Gashanti Unity (Somali Women’s Association); Yemoya; The Urban Alliance on Race Relations; University Health Network (Belmont House); Sustain Ontario: the Alliance for Health, Food and Farming; Black Creek Pioneer Village; The Oakville Museum; The Homeless Hub and Jessies: The June Callwood Centre for Young Women.
- York seeks to “*make innovation it’s tradition*”, and by virtue of the program’s intent and infrastructure, the MA in Interdisciplinary Studies has as it’s core objective exactly this. York’s mission to test the boundaries and structures of knowledge is lived out in the practices employed by our program. We cultivate critical intellect by asking our students to bring together seemingly disparate ways of viewing questions or issues – and taking up that contested space for two years of intensive study. We invite students who have *academic courage* – who want to live out the York Motto – The Way Must Be Tried. **Tentanda Via**

Most recently, an **Institutional Integrated Resource Plan (IIRP)** was released to the York community, stressing the importance of *pan-university approaches* to six key areas in order to advance the university’s priorities. Two of these invite comment as to the ways in which the Graduate Program in Interdisciplinary Studies is currently well-aligned. Under the heading of ***Student-Centric Approaches***, the program has tried for much better student advising, now embedding a peer mentoring and buddy program as well as routine opportunities for new admits to meet with established INST students. But even more important is how student-centred the program is overall. It helps a student to create her/his *own* program of study, and to be the leader and coordinator in this innovative scholarly endeavor. Students choose what they want to study rather than being told what to study.

Under the heading of **Research Intensification**, the IIRP invites a ***Pan-University approach*** to research – inviting more collaboration across programs, units, and faculties. The INST program has a rich and successful history in enabling this and (similar to many of York’s Research Centres) serves as a model for future pan-university research initiatives.

Like the IIRP, the Graduate Program in Interdisciplinary Studies is wholly aligned with a commitment to advance York’s mission and vision with specific attention to what

differentiates York from other universities including an explicit commitment to:

- a) *innovative* pedagogies (availability of a practicum; the 3 supervisor and 3 discipline infrastructure) ,
- b) *interdisciplinarity* and student engagement in learning, and
- c) a commitment to the intensification of research, scholarship and *creative activities* (inclusion of a creative component in the thesis).

Interdisciplinary Studies Fills a NICHE need

The IS program receives many student referrals from GPDs in other programs when students want to substantially breach disciplinary boundaries and/or take courses outside of the program. GPDs often tell us “we can’t make it happen for him, but we know that IS can.” The IS program facilitates student transfers – most recently from music – so students can experience inter (rather than cross) disciplinarity, take courses in three disciplines, and experience the convergence of three divergent scholars over their self-derived area of inquiry. Students routinely tell us that program X or Y couldn’t facilitate their expanded view of their intended research.

In our view, the Graduate Program in Interdisciplinary Studies meets and aligns with all strategic plans in structure, practice and intent.

3. PROGRAM CURRICULUM, STRUCTURE AND LEARNING OUTCOMES



..... A chemist sees $C_6H_{10}N_4O_2$

..... An environmentalist sees Costa Rica.

..... A law student sees gross negligence and unreasonable danger.

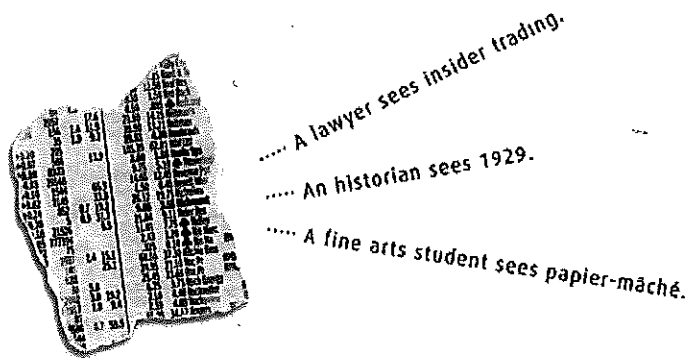
GRADUATE PROGRAM IN
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3.1 Program Structure

Interdisciplinary Studies is an individualized applicant-driven, research-intensive MA that builds on applicant interest and then draws on the rich array of scholars that make up York University. The program’s prime objective, namely the provision of an opportunity for independent innovative interdisciplinary research at the MA level, is facilitated by a unique structure that has stood the test of time for forty-five years. The intellectual development and educational experience of the IS student is unique at York University and arguably un-matched at most Canadian universities. The intellectual challenges

posed by the demands of the program more than justify the awarding of an MA; indeed, it is not unusual for participating faculty to remark that a particular student's research project might well be worthy of enquiry at the doctoral level.

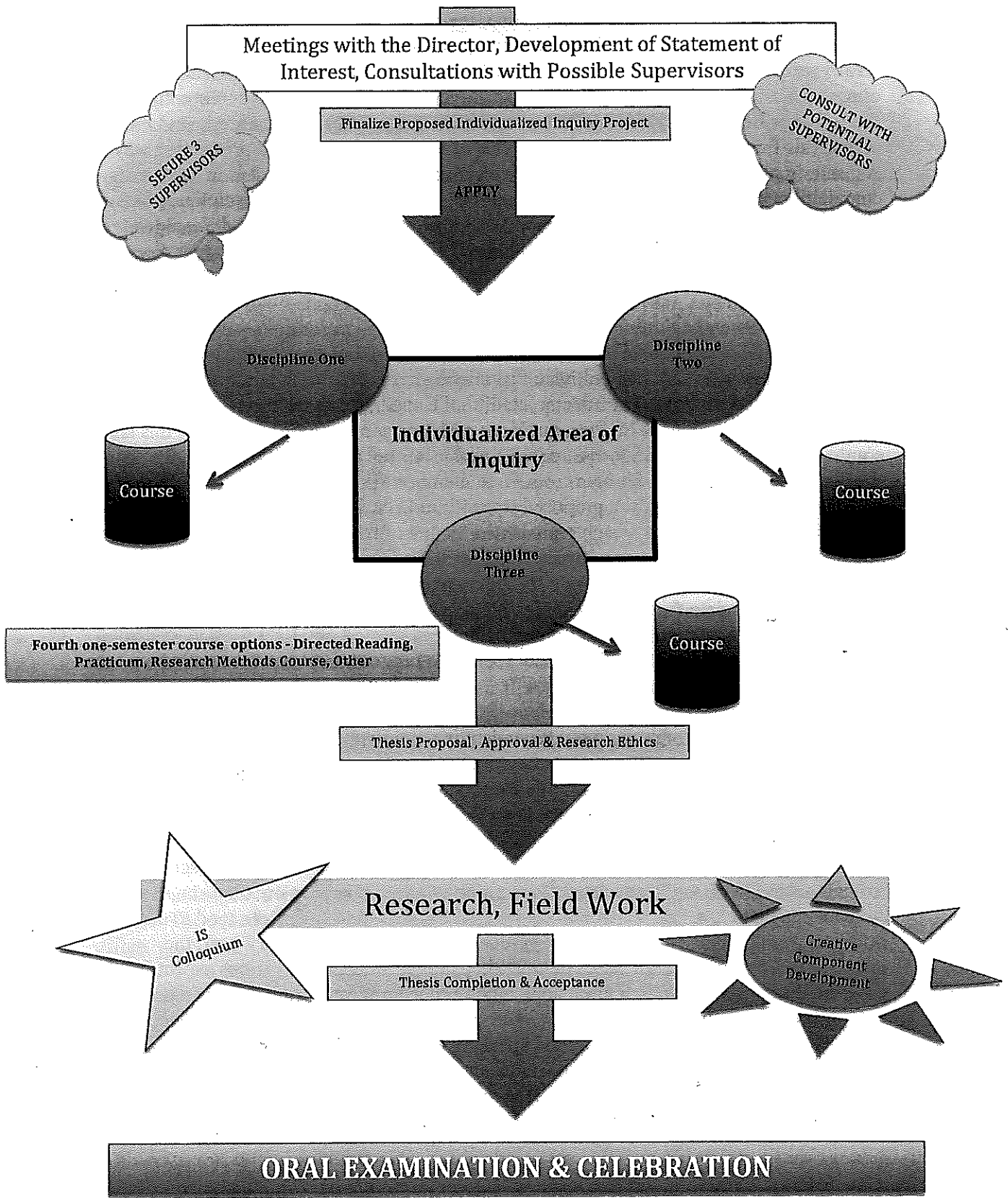
From the outset and commencing with the high degree of GPD support during the admissions process (typically 6-8 hours), IS strives to provide students with the opportunity to develop the intellectual capacity to achieve excellence in more than one (typically three) disciplines or fields of study, and to explore, interpret, interrogate and *integrate* disciplinary insights, principles and practices in order to deepen, broaden and strengthen their chosen area of inquiry.



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FIGURE 1.0 *Conceptual Map of the MA in Interdisciplinary Studies* (next page) illustrates the unique structure of Interdisciplinary Studies and will now be discussed in narrative form.

Interdisciplinary Studies Information Sessions Featuring Comments from the GPD, York Recruitment Officer, Funding Officer, GPA and a Panel of Current Students



First, IS shares key academic objectives with more conventional MA programs. Both full-time and part-time students are expected to become proficient in areas typically associated with advanced liberal studies, like critical analysis and problem solving; a high degree of self-motivation and self-discipline; innovative and independent thinking; refined interpersonal and organizational skills; and advanced levels of literacy and creative expression. At the same time, though, IS aims to provide students with opportunities to develop the intellectual capacity to achieve excellence in more than one discipline or field of study, and to interpret and integrate forms of knowledge and modes of analysis from several disciplines and fields of study in effective and productive ways. As leading proponents of Interdisciplinary Studies have pointed out, “It is in ... acts of conciliation and integration of disciplinary insights that the art of interdisciplinary inquiry is fully realized” (William H. Newell and William J. Green, “Defining and Teaching Interdisciplinary Studies,” in William H. Newell ed., *Interdisciplinarity: Essays from the Literature* [New York: College Entrance Examination Board, 1998], p. 27).

Secondly, however, beginning with admissions procedures, the unique conduct of the IS program nourishes every student’s intellectual development and educational experience. The IS program is designed to cultivate the unique strengths of each applicant’s proposed plan of study and research. Less than a handful of Canadian universities offer advanced degrees in Interdisciplinary Studies, but York’s MA program stands out even in this small company. A pre-admission process requires each potential applicant for full-time or part-time studies to secure commitment from three members of York’s FGS to serve as a Supervisory Committee for the proposed research project. This project must engage three disciplines or fields of study, each represented by one of the three supervisors. The pre-application process also requires an interview with the Director of the Graduate Program in IS, either in person or by telephone for distance applicants. Only applicants who successfully negotiate this pre-application process are encouraged to apply to IS. This process ensures that each student’s course of study is tailored precisely to each student’s individual needs and expectations. In this sense, the program might well be called ‘Individualized Interdisciplinary Studies.’

Once admitted to the program, every IS student is required to meet with the Director and the full Supervisory Committee before beginning classes to map out their journey through the program; as noted in section 1.5, this meeting is called the ‘Conference.’ At the start of each academic year, the Director holds an Orientation session for all incoming IS students. Attendance at this session is required. Students are also required to meet regularly with each individual member of the Supervisory Committee, and to schedule a formal meeting with the Supervisory Committee as a whole at least once a term. IS students may enroll in courses across the entire FGS, and they are encouraged to consult informally with faculty in any relevant graduate program at York. Every year, the program Director conducts a series of workshops for IS students on various aspects of the program every year, including grant application procedures, preparing thesis proposals, approaches to writing a thesis, and the public presentation of scholarly papers. Members of the Executive Committee and invited speakers have presented talks on a range of topics, from effective interviewing techniques to the preparation of multi-media and creative writing projects. The program Director and Administrative Assistant are available for further individual guidance during drop-in office hours or by appointment.

Also, IS offers students on-line communication services directly with the Director, the Administrative Assistant and other IS students, as well as York University's entire student community, including clubs, associations and other forms of intellectual and social life. Information about almost every aspect of IS is available online at the program's website, too, including downloadable forms for various protocols and procedures. Announcements of funding opportunities, public lectures, 'brown-bag lunches,' scholarly conferences and other pertinent academic information are circulated by e-mail and posted near the program office.

Supervising, coursework, consultations and workshops feed directly into the ultimate goal of every IS student's career in the program, the MA thesis. Two further aspects of the program ready students directly for this undertaking: the preparation of a thesis proposal; and the presentation of work in progress as part of the program's annual Colloquium Series. Close supervision helps students prepare the thesis proposal, which is due at the end of the second term of a full-time student's first year, and at the end of the second term of a part-time student's second year. The proposal includes stringent ethics protocols if research involves human or animal participants. Students require approval for their thesis proposals from all three members of the Supervisory Committee, as well as the program Director's *imprimatur* and the final approbation of FGS.

The Colloquium Series is an important feature of the IS program, too. In the last analysis a celebration of research accomplishments, the series requires every IS student to present work in progress in the form of a scholarly paper. Each *colloquium* is open to the whole York University community. In consultation with the Supervisory Committee, preparing for the *colloquium* teaches students how to develop and present a persuasive argument, and how to explain and defend the interdisciplinary theory, method and practice constituting their research to a mostly lay audience. Full-time students are expected to present in *colloquium* in the second term of their second year, and part-time students in the second term of their fourth year. First-year students are expected to attend the Colloquium Series in the second term of their first year. For these several reasons, the Colloquium Series serves to bring together IS students at different stages in the program in a stimulating and challenging intellectual environment, with the added bonus of affording the IS program, the students and their work high visibility at the university [in recent years there only been a list of presentations] (see Appendix D). The exercise is excellent training for the MA thesis oral defense required by the IS program; it is also an important foundation for academic work at the PhD level or in other kinds of advanced degrees for those students who so intend, and more broadly, helpful preparation for facing challenges in the working world for those students who graduate to professional careers. The schedule of *colloquia* is circulated by e-mail and posted near the program office.

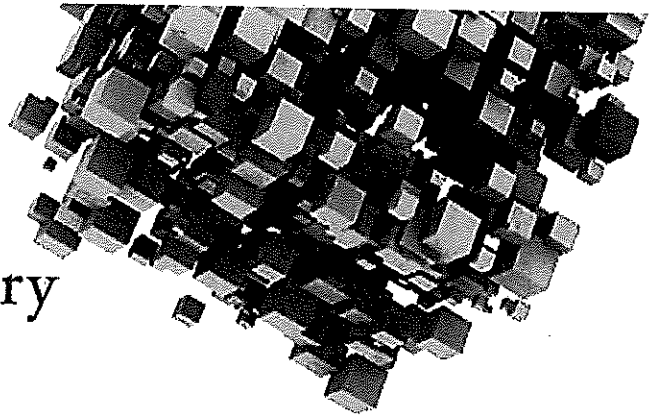
- The Director holds several annual workshops on preparing thesis proposals and on strategies for writing MA theses, including recommendations on editing, setting aside writing time and staying current with the literature
- The Director launched an INST Community Newsletter (See Appendix M) to further foster a sense of community keeping all, and in particular lapsed students, connected to their program.

3.6 Degree Level Expectations, Program Learning Objectives and Modes of Delivery: Mapping out the Curricular Alignments

*an Interdisciplinary
considers all angles*

GRADUATE PROGRAM IN

**Interdisciplinary
Studies**



The Program's Learning Objectives were created and intended to map directly onto the MA degree level expectations of Depth and Breadth of Knowledge; Research & Scholarship; Application of Knowledge; Professional Capacity/Autonomy; Scholarly Communication Skills; and Awareness of Limits of Knowledge. Course work and immersion in three disciplines plus supervision by three scholars representing three disciplines/fields of study, together with a scholarly colloquium, a thesis and an oral examination ensures students the opportunity to meet these goals.

**TABLE 7.0 THE YORK UNIVERSITY GRADUATE PROGRAM
IN INTERDISCIPLINARY STUDIES
MA DEGREE-LEVEL EXPECTATIONS, LEARNING
OBJECTIVES, REQUIREMENTS AND ASSESSMENTS**

Faculty of Graduate Studies	Degree Level Expectation	Program Learning Objective	Appropriate Degree Requirement & Assessment
1. Depth and Breadth of Knowledge	A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline and a critical awareness of current problems, and/or new insights, much of which is at, or informed by, the forefront of their academic discipline(s), field of study or area of professional practice.	<ul style="list-style-type: none"> • General and specialized knowledge of the key theories, methodologies, critical suppositions and modes of expression which comprise the diverse scholarly disciplines and/or creative practices constituting an individualized program of interdisciplinary study and research; • Systematic and specific understanding and critical awareness of established and/or current debates, insights and issues informing the diverse scholarly disciplines and/or creative practices constituting an individualized program of interdisciplinary study and research; • The articulation and/or performance of this knowledge, understanding and critical awareness in coursework across a range of pertinent disciplines, and the successful completion of a conventional manuscript-based written interdisciplinary MA thesis or an interdisciplinary MA thesis that marries a shorter conventional manuscript-based written component with a creative component, including its defence at oral examination. 	<ul style="list-style-type: none"> • Coursework (assignments and participation) • IS 5000 6.0 Interdisciplinary Studies Seminar • Program workshops • MA Thesis Proposal • MA Thesis
2. Research & Scholarship	A conceptual understanding and methodological competence that: <ol style="list-style-type: none"> a. enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the 	<ul style="list-style-type: none"> • Mastery in identifying and investigating key research questions and problems informing the diverse scholarly disciplines and/or creative practices constituting an 	<ul style="list-style-type: none"> • Coursework (assignments and participation) • IS 5000 6.0 Interdisciplinary Studies Seminar • Program workshops • MA Thesis

	<p>discipline;</p> <p>b. enables a critical evaluation of current research and scholarship in the discipline or area of professional competence;</p> <p>c. enables a treatment of complex issues and judgements based on established principles and techniques; and</p> <p>On the basis of that competence has shown at least one of the following:</p> <p>a. the development and support of a sustained argument in written form; or</p> <p>b. originality in the application of knowledge</p>	<p>individualized program of interdisciplinary inquiry;</p> <ul style="list-style-type: none"> • Mastery in identifying and investigating key theories, methodologies, critical suppositions and modes of expression undergirding research and scholarship in the diverse scholarly disciplines and/or creative practices constituting an individualized program of interdisciplinary inquiry; • Mastery in formulating and critically evaluating arguments and modes of expression related to research in the diverse scholarly disciplines and/or creative practices constituting an individualized program of interdisciplinary inquiry; • Mastery in conceptualizing, designing and implementing interdisciplinary research that interprets and combines the research orientations, techniques and principles of the diverse scholarly disciplines and/or creative practices constituting an individualized program of interdisciplinary inquiry; • The articulation and/or performance of these research skills in 	<p>Proposal</p> <ul style="list-style-type: none"> • MA Thesis • Creative Component of the MA Thesis
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		<p>coursework across the diverse scholarly disciplines and/or creative practices constituting an individualized program of interdisciplinary inquiry;</p> <ul style="list-style-type: none"> The articulation and/or performance of these research skills in the successful completion of a conventional manuscript-based written interdisciplinary MA thesis or an interdisciplinary MA thesis that marries a shorter conventional manuscript-based written component with a creative component, including its defence at oral examination. 	
3.Application of Knowledge	Competence in the research process by applying an exiting body of knowledge in the critical analysis of a new question or a specific problem or issue(s) in a new setting	<ul style="list-style-type: none"> Under the supervision of three faculty members, successful presentation in a public colloquium of scholarly and/or creative work in progress undertaken for the preparation of a conventional manuscript-based written interdisciplinary MA thesis or an interdisciplinary MA thesis that marries a shorter conventional manuscript-based written component with a creative component; Under the supervision of three faculty members, successful completion of a conventional manuscript-based written interdisciplinary MA thesis or an interdisciplinary MA thesis that marries a shorter conventional manuscript-based written component with a creative component; Before a committee of four faculty members, successful defence at oral examination of a conventional manuscript-based written interdisciplinary MA thesis or an interdisciplinary MA thesis that marries a shorter conventional manuscript-based written component 	<ul style="list-style-type: none"> Coursework (assignments and participation) IS 5000 6.0 Interdisciplinary Studies Seminar Program workshops MA Thesis Proposal Field Work The CREATIVE Component ! MA Thesis

		<p>with a creative component. Mastery in researching and writing scholarly essays and/or producing creative work in a range of courses pertinent to the diverse scholarly disciplines and/or creative practices constituting an individualized program of interdisciplinary inquiry;</p> <ul style="list-style-type: none"> • Competence to transfer and apply the disciplinary and interdisciplinary skills and scholarly and/or creative knowledge associated with certain forms of public presentation, and with researching, writing and defending a specified kind of scholarly and/or creative MA thesis, to the critical analysis and/or creative exploration of new scholarly and/or creative questions or of specified problems in new scholarly and/or creative environments; • Competence to discern and to interrogate the use and abuse of the disciplinary and interdisciplinary skills and scholarly and/or creative knowledge associated with certain forms of public presentation, and with researching, writing and defending a specified kind of scholarly and/or creative MA thesis, in the construction of new intellectual and/or creative questions or of specified problems in new intellectual and/or creative environments. 	
4. Professional Capacity/ Autonomy	<p>A. Achievement of the qualities and transferable skills necessary for employment requiring:</p> <p>i) the exercise of initiative and of</p>	<ul style="list-style-type: none"> • Mastery in balancing the various requirements of the IS MA program, namely coursework, the development of awards and scholarships 	<ul style="list-style-type: none"> • Coursework (assignments and participation) • Interdisciplinary Studies Colloquium • IS 5000 6.0 Interdisciplinary

	<p>personal responsibility and accountability; and</p> <p>ii) Decision making in complex situations</p> <p>B. The intellectual independence required for continuing professional development</p> <p>C. The Ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible research; and</p> <p>D. The ability to appreciate the broader implications of applying knowledge to particular contexts</p>	<p>applications, a thesis proposal, a colloquium presentation of research in progress, and an independently researched, academically and/or creatively innovative thesis and its defence at oral examination;</p> <ul style="list-style-type: none"> • Mastery in conducting integrative and combinative independent inquiry in the diverse scholarly disciplines and/or creative practices constituting an individualized program of interdisciplinary inquiry; • Mastery in integrating and combining the knowledge and skills associated with the diverse scholarly disciplines and/or creative practices constituting an individualized program of interdisciplinary inquiry; • Ability to produce new knowledge and/or creative works by applying the research theories and methods associated with the diverse scholarly disciplines and/or creative practices constituting an individualized program of interdisciplinary inquiry; • Informed understanding of the importance of academic integrity in research, and when required, the ability to design, complete and adhere to research ethics protocols, as mandated by the IS program, FGS, York University and the federal research funding Tri-Council of the Canadian Institutes of Health Research, the Natural Sciences and Engineering Research Council of Canada, and the Social Sciences and Humanities Research Council of 	<p>Studies Seminar</p> <ul style="list-style-type: none"> • Program workshops • MA Thesis Proposal • MA Thesis
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		<p>Canada;</p> <ul style="list-style-type: none"> • Successful and timely completion of graduate assistant responsibilities, as directed by members of the supervisory committee, singly and as a whole; • Familiarity with the academic, professional and/or vocational organizations and publications associated with the diverse scholarly disciplines and/or creative practices constituting an individualized program of interdisciplinary inquiry. 	
5.Scholarly Communication Skills	The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly	<ul style="list-style-type: none"> • Mastery in analyzing and assessing the variety and effectiveness of the different technical formats and media modes associated with the diverse scholarly disciplines and/or creative practices constituting an individualized program of interdisciplinary study and research; • Mastery in communicating forms of knowledge, modes of analysis and research results in the discursive, performing, visual and/or artisanal media associated with the diverse scholarly disciplines and/or creative practices constituting an individualized program of interdisciplinary study and research ideas and issues; • Mastery in communicating forms of knowledge, modes of analysis and research results in the different technical formats associated with the diverse scholarly disciplines and/or creative practices constituting an individualized program of interdisciplinary study and research; • Ability to enter unfamiliar academic and/or 	<ul style="list-style-type: none"> • Coursework (assignments and participation) • Interdisciplinary Studies Colloquium • Interdisciplinary Studies Oral Defense • IS 5000 6.0 Interdisciplinary Studies Seminar • Program workshops • MA Thesis Proposal • MA Thesis

		<p>creative environments to communicate forms of knowledge, modes of analysis and research results arising from the diverse scholarly disciplines and/or creative practices constituting an individualized program of interdisciplinary study and research;</p> <ul style="list-style-type: none"> • Ability to engage with academic and non-academic vocational and/or professional audiences about debates, insights and issues informing the diverse scholarly disciplines and/or creative practices constituting an individualized program of interdisciplinary study and research; 	
<p>6.Awareness of Limits of Knowledge</p>	<p>Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods and disciplines</p>	<ul style="list-style-type: none"> • General awareness of the complexity of knowledge and of the potential contributions of other theories, methods and disciplines to the diverse scholarly disciplines and/or creative practices constituting an individualized program of interdisciplinary study and research; • General awareness of the social, cultural and historical contingency of the processes of knowledge construction, use and exchange associated with the diverse scholarly disciplines and/or creative practices constituting an individualized program of interdisciplinary study and research; • General awareness of the social, cultural and historical contingency of the various academic and creative perspectives associated with the 	<ul style="list-style-type: none"> • Oral Defence • Interdisciplinary Studies Colloquium • IS 5000 6.0 Interdisciplinary Studies Seminar • MA Thesis

		<p>diverse scholarly disciplines and/or creative practices constituting an individualized program of interdisciplinary study and research;</p> <ul style="list-style-type: none">• Specific awareness of the limits of knowledge, modes of analysis and research results associated with the diverse scholarly disciplines and/or creative practices constituting an individualized program of interdisciplinary study and research;• Specific ability to identify gaps in the forms of knowledge, modes of analysis and research results associated with the diverse scholarly disciplines and/or creative practices constituting an individualized program of interdisciplinary study and research;• Specific ability to propose suggestions for addressing gaps in the forms of knowledge, modes of analysis and research results associated with the diverse scholarly disciplines and/or creative practices constituting an individualized program of interdisciplinary study and research;• Specific awareness of the value of peer-editing, co-authoring and other forms of collaborative study and research associated with the diverse scholarly disciplines and/or creative practices constituting an individualized program of interdisciplinary study and research;• Self-awareness with respect to the social, cultural and historical contingency of the researching subject in relation to the diverse	
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		scholarly disciplines and/or creative practices constituting an individualized program of interdisciplinary study and research.	
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3.7 List of Courses Offered in Support of the Program

Since plans of work are built around students' special interests, each Candidate's program of study is unique. These come in the form of facilitating course work in any of York's programs across the university, directed readings with learned scholars, and the creation of a student's own unique Interdisciplinary Studies Seminar – titled after the name of their area of inquiry. For 45+ years, the Graduate Program in Interdisciplinary Studies has successfully enabled its students access to every nook and cranny of the university. Despite not having the background in a given discipline, our students gain access to graduate courses and overwhelmingly excel. Interdisciplinary Studies provides maximum flexibility when it comes to the course offerings we enable. The Interdisciplinary Studies Program itself does not offer any formal courses, but does offer Directed Reading Courses and an Optional Practicum supervised most often by one of the student's supervisors. Candidates are expected to register in courses in other graduate programs, dependent on the consent of the course professor in question. Candidates are expected to select courses relevant to their plans of study in consultation with their Supervisory Committee, and enroll in the Interdisciplinary Studies Seminar (INST 5000 6.0)

Interdisciplinary Studies 5000 6.0 Interdisciplinary Studies Seminar: A discussion conducted by the Candidate's Supervisory Committee, focusing on the Candidate's research topic and designed to *integrate* the knowledge gained in courses in which the student is enrolled. These discussions fulfill a similar function to that of an interdisciplinary seminar and are graded as a regular course at the close of a student's program. *Required of all Candidates.*

Interdisciplinary Studies 5010 3.0 or 6.0 5020 3.0 or 6.0 Directed Reading Courses
The reading courses listed above may be offered for a Candidate or group of Candidates. They are directed by a faculty member in any area *not* covered elsewhere by courses offered in the Faculty of Graduate Studies in a particular year and they are pertinent to the student's research project. Students may not take more than one directed reading course with the same faculty member.

Interdisciplinary Studies Practicum 5030 3.0 or 5030 6.0

The acquisition of specialized skills, the mastery of mechanical techniques or of the principles of a particular discipline; and supervised experience in applying these to a Candidate's area of study.

Interdisciplinary Studies 6000 0.0 Thesis Research