



**SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS**

Intent to Plan for a New Program

UNIVERSITY:	SDSU
DEGREE(S) AND TITLE OF PROGRAM:	M.S. in Interdisciplinary Studies
INTENDED DATE OF IMPLEMENTATION:	2019-2020 Academic Year

University Approval

To the Board of Regents and the Executive Director: I certify that I have read this intent to plan, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

President of the University

10/17/18

Date

1. What is the general nature/purpose of the proposed program?

South Dakota State University (SDSU) proposes to offer a Master of Science in Interdisciplinary Studies. The Interdisciplinary Studies program will be an innovative, flexible, and highly individualized graduate program designed to meet students' academic and professional goals. The program SDSU intends to develop will share many features with similar programs nationwide. However, it will be structured intentionally to meet the specific needs of instructors at two- and four-year postsecondary schools, particularly tribal colleges and universities. The program gives students the opportunity to design a program of study tailored to their own needs and interests. This program will require students to take graduate-level coursework in at least two and possibly three disciplines, in accordance with a plan of study approved by the student's advisor and the Graduate School. A small number of students may also choose this option because they determined the Master's program to which they were originally admitted was not adequately addressing their academic and/or career goals.

The University does not request new state resources. New course development is not anticipated; however, SDSU plans to offer a number of existing courses in the online format. Currently, over 140 graduate courses are offered online not including Great Plains Interactive Distance Education Alliance (Great Plains IDEA) consortium courses. USDA-NIFA grant funding will provide support to develop online versions of existing classes in targeted disciplines.

2. What is the need for the proposed program (e.g., Regental system need, institutional need, workforce need, etc.)? What is the expected demand for graduates nationally and in South Dakota (provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.)?

The Higher Learning Commission (HLC) recently clarified Assumed Practice B.2 (Faculty Roles

and Qualifications). The associated white paper¹ states that faculty members teaching in a baccalaureate program must have completed a minimum of 18 credit hours of graduate coursework in their discipline of instruction. Some scope exists for faculty members to establish their qualifications by means of tested experience instead. It also states that a master's degree in education does not by itself qualify a faculty member to teach a particular discipline at the baccalaureate level. These standards for faculty qualifications also apply to courses that are transferable to four-year institutions even if they are taught in high schools (dual credit) or two-year schools.

The revised accreditation standards place a burden on faculty members at many institutions, but especially those at tribal colleges and universities (TCUs). South Dakota houses three TCUs: Oglala Lakota College, Sinte Gleska University, and Sisseton Wahpeton College. A fourth, Sitting Bull College, serves the Standing Rock reservation, which straddles North and South Dakota. Collectively, these institutions offer 91 baccalaureate programs; faculty members teaching in these programs are among those most directly affected by the HLC requirements.

Nationally, a large proportion of faculty members at TCUs lack the credentials required by HLC for undergraduate instructors. According to the American Indian Higher Education Council (AIHEC), faculty credentials for the 2015-2016 academic year were as follows:²

Faculty Credential	Percentage of Faculty
No Degree – Expert in Field	7%
Associate's Degree	5%
Bachelor's Degree	23%
Master's Degree	50%
Doctoral Degree	13%
Other	2%

These data show that approximately 35% of faculty members at TCUs possess a bachelor's degree or less as their highest earned degree. This figure understates the true need for credentials because many of the master's-qualified faculty members hold degrees in education, leadership, or other fields outside their discipline of instruction.

The M.S. in Interdisciplinary Studies will serve this population by allowing students to complete graduate coursework in their discipline(s) of instruction while also achieving a master's degree. Postsecondary instructors who teach two different disciplines, a common practice at many institutions, can become properly-credentialed in each, which would not be possible in the context of a traditional discipline-specific graduate program. The interdisciplinary framework SDSU proposes is therefore uniquely suited for meeting the needs of this segment of the educational labor force. The University will also market this program to those who already have a Master's but need discipline specific courses to address HLC requirements.

While the primary target market for this program comprises faculty members at South Dakota TCUs, the college believes that a broader regional and national market for this degree exists as well. SDSU intends to market this program to TCUs nationally, along with instructors at other postsecondary institutions and high school teachers who teach or wish to teach dual credit courses. The Bureau of Labor Statistics predicts that employment opportunities for postsecondary teachers

¹ Determining Qualified Faculty Through HLC's Criteria for Accreditation and Assumed Practices: Guidelines for Institutions and Reviewers. http://download.hlcommission.org/FacultyGuidelines_2016_OPB.pdf

² AIHEC. (2018). Unpublished raw data.

will grow by 13% from 2014 to 2024, significantly faster than the labor market average of 7%.³ Given this rate of growth and the demands placed on faculty qualifications by HLC and other accrediting bodies, the college expects that the proposed master's degree will attract a national audience.

3. How would the proposed program benefit students?

Students from the target population (under-credentialed postsecondary instructors) will strengthen and/or preserve their employability as their institutions comply with HLC accreditation guidelines. Students who choose the thesis completion option will also be in a position to apply to Ph.D. programs which accept students from diverse disciplines.

4. How does the proposed program relate to the university's mission as provided in South Dakota Statute and Board of Regents Policy, and to the current Board of Regents Strategic Plan 2014-2020?⁴

The statutory mission of South Dakota State University is provided by SDCL 13-58-1: *Designated as South Dakota's land grant university, South Dakota State University, formerly the state college of agriculture and mechanical arts, shall be under the control of the Board of Regents and shall provide undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in agriculture, education, engineering, home economics, nursing, and pharmacy, and other courses or programs as the Board of Regents may determine.*

The proposed M.S. in Interdisciplinary Studies advances the University's goals by providing students a graduate program with a flexible curriculum. Because of the nature of the program, students pursuing this master's degree will draw upon disciplines across the University, but the most heavily subscribed disciplines will likely be those in the College of Arts, Humanities and Social Sciences. The College of Arts, Humanities and Social Sciences already offers a B.A. and B.S. in Interdisciplinary Studies.

In line with SDSU's Imagine 2023 goals, this program is designed to meet the needs of diverse students and market demands, as well as increase the number of programs utilizing diverse delivery methods. Additionally, the M.S. in Interdisciplinary Studies would directly reinforce the goal of optimizing institutional efforts to support tribal communities and underserved populations.

Goal 1 of the South Dakota Board of Regents Strategic Plan (Student Success) lists as an action step to "expand collaborations with Tribal Colleges." While the Interdisciplinary Studies degree will naturally attract students from elsewhere as well, its primary purpose is to address a demonstrated need for our colleagues at TCUs.

5. Do any related programs exist at other public universities in South Dakota? If a related program already exists, explain the key differences between the existing programs and the proposed program, as well as the perceived need for adding the proposed new program.

³ <http://www.bls.gov/ooh/education-training-and-library/postsecondary-teachers.htm>

⁴ South Dakota statutes regarding university mission are located in SDCL 13-57 through 13-60; Board of Regents policies regarding university mission are located in Board Policies 1:10:1 through 1:10:6. The Strategic Plan 2014-2020 is available from https://www.sdbor.edu/theboard/agenda/2014/October/16_BOR1014.pdf.

Would approval of the proposed new program create opportunities to collaborate with other South Dakota public universities?⁵

The University of South Dakota offers a Master of Arts in Interdisciplinary Studies (MAIS). While similar, this program differs meaningfully from SDSU's proposed program. Specifically:

- The USD MAIS program requires 32 credits. SDSU proposes to offer a 36 credit non-thesis option (along with a thesis and research project options), so that students will be able to complete credits in at least two or more distinct disciplines.
- The USD MAIS program requires that students take no more than 12 credits in any single discipline. SDSU's proposed program will allow students to take up to 18 credits in a single discipline so that they can be properly-credentialed to teach at HLC-accredited schools.
- The USD MAIS program requires a research methods or statistics course and at least one additional interdisciplinary course (a course in ethical leadership, an internship, or an independent study). SDSU's proposal includes a more flexible plan that does not require a research methods course for the coursework only option.

Both programs are inherently open-ended, but the SDSU program will be tailored toward addressing a particular need among postsecondary educators. The SDSU program will also focus primarily on areas where we have graduate level expertise in contrast to many of the options available from USD which tend to focus on areas where they have graduate level expertise.

For SDSU, each Plan of Study is developed individually according to the student's interests and background but must be intellectually defensible and clearly interdisciplinary in nature. The requirements of the SDSU MSIS program are as follows:

1. Course work must be selected from a minimum of two academic areas.
2. No more than 9 credits of work completed prior to approval of the degree plan by the IDS Committee may be included in the program.
3. No more than 9 transfer credits may be included in the program.
4. Courses may not be challenged for credit.
5. A copy of the student's prospectus for the thesis/project option must be submitted to the Graduate Coordinator in the primary department immediately following the approval of the student's faculty advisory committee. Students completing the thesis/project option will, upon completion of that option, meet with their graduate committee for a final review of the thesis or project.
6. Students completing the examination option will submit a portfolio of representative course work and sit for an oral examination prepared by their graduate committee, with whom they will subsequently meet for a review of the results. The exam results will be filed in the department and graduate school offices.
7. Minor revisions to the plan of study may be approved by the Primary advisor; major changes must be approved by student's Committee.
8. All work toward the M.S. degree in Interdisciplinary Studies must be completed within a period of six years.

⁵ Lists of existing system programs are available through university websites and the RIS Reporting: Academic Reports database available from <http://apps.sdbor.edu/ris-reporting/AcademicProgramReports.htm>.

Summary of the Degree Program

M.S. in Interdisciplinary Studies - Option A	Credit Hours	Percent
Required courses, all students	18	56%
Electives	9	28%
Thesis	5	16%
Total Required for the Degree Total	32	100%

SDSU Master's Degree Option A: Thesis

M.S. in Interdisciplinary Studies - Option B	Credit Hours	Percent
Required courses, all students	18	53%
Electives	12	35%
Research/Design Paper	4	12%
Total Required for the Degree Total	34	100%

SDSU Master's Degree Option B: Research/Design Paper

M.S. in Interdisciplinary Studies - Option C	Credit Hours	Percent
Required courses, all students	18	50%
Electives	18	50%
Total Required for the Degree Total	36	100%

SDSU Master's Degree Option C: Coursework only

Required Courses

Prefix	Number	Course Title	Credit Hours	New (yes, no)
various	various	Primary Area Coursework	15-18	No
various	various	Research Methods (required for Option A and B only)	0-3	No
Subtotal			18	

Elective Courses

Students will select elective courses from existing graduate-level courses with approval from the POS committee.

Summary of Requirements - Option A

Prefix	Number	Course Title	Credit Hours	New (yes, no)
various	various	Primary Area Coursework	15	No
various	various	Research Methods course	3	No
various	various	Electives as approved by the POS committee	9	No
various	various	Thesis	5	No
Subtotal			32	

Summary of Requirements - Option B

Prefix	Number	Course Title	Credit Hours	New (yes, no)
various	various	Primary Area Coursework	15	No

Prefix	Number	Course Title	Credit Hours	New (yes, no)
various	various	Research Methods course	3	No
various	various	Electives as approved by the POS committee	12	No
various	various	Research/Design Paper	4	No
Subtotal			34	

Summary of Requirements – Option C

Prefix	Number	Course Title	Credit Hours	New (yes, no)
various	various	Primary Area Coursework	18	No
various	various	Electives as approved by the POS committee	18	No
Subtotal			36	

Student Learning Outcomes

Students will:

- demonstrate an understanding of the relationship between the various disciplines incorporated into their Study Plan;
- demonstrate an understanding of research methodology and research design, or creative activities appropriate to the interdisciplinary nature of their work;
- identify and apply relevant theoretical framework of the disciplines incorporated into their Study Plan;
- have fundamental knowledge of their disciplines and specific knowledge of their particular area of study;
- demonstrate mastery of their subject matter on their Study Plan; and
- understand the careers, professions, and/or future academic opportunities available to them upon completion of their studies.

Students who undertake a research-based thesis will be able to:

- develop a testable hypothesis or explore research questions;
- locate, retrieve and utilize appropriate information;
- read, understand, and critically review the primary literature;
- utilize appropriate methodology to conduct a research-based study;
- analyze results using qualitative or quantitative techniques;
- compare their results to previous studies;
- explain the contribution of their study to the broader field of existing knowledge;
- communicate the importance of their work in an oral presentation; and
- communicate the importance of their work in written format.

Students who undertake a project will be able to:

- develop a plan for the project or develop a plan for a scholarly or creative work;
- locate, retrieve and utilize appropriate information;
- read, understand, and critically review the primary literature or previous creative works;
- utilize appropriate methodologies to conduct an applied study, implement a project, or utilize appropriate skills to produce a creative work;
- analyze results using qualitative or quantitative techniques when appropriate;

- compare their results to previous studies when appropriate;
- explain the contribution of their work to the broader field of existing knowledge or to previously created works; and
- communicate the originality of, as well as the independent thinking and rationale for their work, in written format.

Students who undertake the course completion option will be able to:

- undertake scholarly or creative work as demonstrated in specific class assignments;
- locate, retrieve and utilize appropriate information;
- read, understand, and critically review the primary literature or previous creative works;
- analyze results using qualitative or quantitative techniques when appropriate;
- compare their results to previous studies when appropriate;
- explain the contribution of their work to the broader field of existing knowledge or to previously created works; and
- communicate the originality of, as well as the independent thinking and rationale for their work, in written format.

6. Do related programs exist at public colleges and universities in Minnesota, North Dakota, Montana, and/or Wyoming? *If a related program exists, enter the name of the institution and the title of the program; if no related program exists, enter “None” for that state. Add additional lines if there are more than two such programs in a state listed.*⁶

	Institution	Program Title
Minnesota	Minnesota State University (Mankato)	M.S. in Cross-Disciplinary Studies
	St. Cloud State University	M.A./M.S. in Special Studies
	University of Minnesota (Duluth)	Master of Liberal Studies (M.L.S.)
	University of Minnesota (Twin Cities)	Master of Liberal Studies (M.L.S.)
North Dakota	None	
Montana	Montana Tech	M.S. in Interdisciplinary Studies
	University of Montana (Missoula)	Master of Interdisciplinary Studies (M.I.S.)
Wyoming	None	

7. Are students enrolling in this program expected to be new to the university or redirected from other existing programs at the university?

Yes, students enrolling in the M.S. in Interdisciplinary Studies are expected to be new to the University. This program targets working adults in postsecondary institutions who need graduate

⁶ This question addresses opportunities available through Minnesota Reciprocity and WICHE programs such as the Western Undergraduate Exchange and Western Regional Graduate Program in adjacent states. List only programs at the same degree level as the proposed program. For example, if the proposed program is a baccalaureate major, then list only related baccalaureate majors in the other states and do not include associate or graduate programs.

training to meet HLC accreditation requirements. Enrollment in other graduate programs will not be affected.

8. What are the university’s expectations/estimates for enrollment in the program through the first five years? What are the university’s expectations/estimates for the annual number of graduates from the program after the first five years? Provide an explanation of the methodology the university used in developing these estimates.

Through the first five years, SDSU expects to enroll at least 5 students from TCUs and 2 additional students (e.g. instructors at non-TCU institutions, high school dual credit teachers, etc.) per year. It is expected that this level of enrollment will be sustained after the first five years because of the national demand for credentialing. This estimate is based on discussions with academic leaders at SD TCUs, presentations by participants at the annual meeting of the First Americans Land-Grant Consortium (FALCON), and the data on current faculty credentials provided by AIHEC described in item (2).

9. Complete the following charts to indicate if the university intends to seek authorization to deliver the entire program at any off-campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an on-line program)?⁷

	Yes/No	Intended Start Date
On campus	Yes	2019-2020 Academic Year

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	No		

	Yes/No	If Yes, identify delivery methods ⁸	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	Online	2019-2020 Academic Year

SDSU plans to provide this degree program online. Faculty members at higher education institutions are usually place-bound and may be located hours away from the Brookings campus. Online delivery is therefore necessary for SDSU to reach its primary audience. The proposed program will not detract from the USD offerings online as, in most cases, SDSU is targeting different disciplines. SDSU’s program will be structured intentionally to meet the specific needs of instructors at two- and four-year postsecondary schools, particularly tribal colleges and universities.

10. What are the university’s plans for obtaining the resources needed to implement the program? Indicate “yes” or “no” in the columns below.

The proposed program will draw largely upon existing courses in units that already offer graduate degrees, and therefore can be offered at minimal cost. SDSU was recently awarded a USDA-NIFA higher education challenge grant, which helps fund the development of additional online graduate courses in core subject areas. SDSU plans to sustain these efforts by seeking external

⁷ The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

⁸ Delivery methods are defined in [AAC Guideline 5.5](#).

funding and reallocating existing resources to continue to expand graduate-level coursework in high-demand disciplines among postsecondary instructors. SDSU faculty can also apply for Wokini funds or USDA Higher Education Challenge funds to increase offerings and expand the program.

	Development/ Start-up	Long-term Operation
Reallocate existing resources	Yes	Yes
Apply for external resources ⁹	Yes	Yes
Ask Board to seek new State resources ¹⁰	No	No
Ask Board to approve a new or increased student fee	No	No

11. Curriculum Example: Provide (as Appendix A) the curriculum of a similar program at another college or university. The Appendix should include required and elective courses in the program. Catalog pages or web materials are acceptable for inclusion. Identify the college or university and explain why the selected program is a model for the program under development.

Appendix A describes the requirements for the Master’s of Interdisciplinary Studies (M.I.S.) offered by the University of Montana. SDSU selected this program as a model for a number of reasons. First, this program provides maximum freedom for students to design their coursework around their career needs and academic interests. It does not have any credits tied up in required courses in methodology, pedagogy, or other non-disciplinary courses that fall outside of HLC academic qualification standards. Second, Montana’s program gives students a non-thesis option that can be completed with 36 credits of coursework. This structure offers the potential for a student to complete 18 credits of graduate coursework in two disciplines. Finally, the University of Montana is one of several institutions that SDSU has self-identified as peers, so its programs provide logical points of comparison.

⁹ If checking this box, please provide examples of the external funding sites identified

¹⁰ Note that requesting the Board to seek new State resources may require additional planning and is dependent upon the Board taking action to make the funding request part of their budget priorities. Universities intending to ask the Board for new State resources for a program should contact the Board office prior to submitting the intent to plan.

Appendix A

Master's of Interdisciplinary Studies (M.I.S.) – University of Montana

Additional information regarding the Master of Interdisciplinary Studies (M.I.S.) may be found at: <http://www.umt.edu/grad/Interdisciplinary%20Graduate%20Programs/Prospective%20Students/MIS.php>

Master's of Interdisciplinary Studies (M.I.S.)

The M.A./M.S. program allows students, in consultation with faculty, to combine the curricula of two or more programs from this university to produce a hybrid program. Students need to demonstrate how the disciplines would work together to form an interdisciplinary approach. This degree has a different application process than other degrees at the university; prospective students **must** schedule an appointment with the Director of Interdisciplinary Graduate Programs or the program coordinator **before** beginning the application process. Please contact the Graduate School at 406.243.2572 or interdisciplinary@mso.umt.edu to schedule this appointment. This is not an online degree.

Quick links: [Deadline](#) [M.A./M.S. Program Form](#) [Application Packet](#) [Plan of Study](#) [Recommendation Letters](#) [Memo](#)

1) Master's program requirements (for student admitted after Spring 2014)

Prospective students **must choose** from the following options:

30 credit Thesis option

Students must complete 30 credits of G- and UG- coursework; students must do the graduate increment of the UG-classes. Students will complete thesis proposal (format to be determined by the student's graduate committee) approximately one year after beginning the program. Students must satisfactorily complete an oral defense of the thesis.

36 credit non-Thesis option

Students must complete 36 credits of G- and UG- coursework; students must do the graduate increment of the UG-classes. Students must satisfactorily complete:

- a) Comprehensive exam, format to be determined by the student's graduate committee; **AND**
- b) One of three options:
 - i) Professional paper – a publishable quality paper, which shall consist of an article-length, monographic study, based substantially on primary sources.
 - ii) Three short critical papers or products that show creative work – merit to be judged by your graduate committee.
 - iii) A paper submitted to a nationally recognized journal

2) Admissions requirements

- a) Deadline: the M.A./M.S. deadline is three weeks prior to the beginning of the semester the prospective student is applying to. Applications received after this date will be considered on a space available basis.

- b) How to apply: Instructions for applying to the Graduate School are in the [Applying for Admission](#) section on this website. An overview of the application process for the M.A./M.S. is found in the [Programs](#) section on this website.
- Specific instructions for M.A./M.S. application are in section 3 on this page.
- c) Expectations for admission:
- i) Applicants must have a bachelor's degree and a minimum 3.0 GPA.
 - ii) GRE score with a test date that is within the past five years OR verifiable GRE scores if the test date is over five years old.
 - iii) The TOEFL, IELTS or MELAB are also required of international applicants and may substitute for the GRE upon approval of prospective graduate committee.
 - iv) The student **must** develop a plan of study in consultation with their prospective graduate committee. Details of such plan of study are found in section 5.

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3) Application requirements

Prospective students are required to seek out and identify a prospective graduate committee of at least three university faculty who are willing to serve in the M.A./M.S. committee, after consulting with the Director of Interdisciplinary Graduate Programs. Eligibility for membership can be found at the [Qualifications of Graduate Committee Members](#) on this website. Instructions for establishing a graduate committee are in section 4 below. A full description of application requirements are in the [Programs](#) section on this website and in the instruction page of the [M.I.S. Program Form](#). This form will be uploaded as the Writing Sample when completing the online application.

4) Establishing a graduate committee for the M.A./M.S. program

- a) After the initial consultation with the Director of Interdisciplinary Programs, seek out and identify at least three university faculty who are willing to work with you to develop a hybrid program. Each discipline in the proposed interdisciplinary program will be represented in the committee.
- b) It is highly recommended that the prospective student spend at least a term of enrollment at the University of Montana either as a non-degree graduate student or as a student admitted to an existing graduate degree program. Experience has shown that it is nearly impossible for a student to find members of a committee and negotiate a program of study from a distance.
 - i) The graduate non-degree status allows students to get to know professors and the departments of the disciplines he or she wishes to combine for the M.A./M.S. degree, thus building their academic network.
 - ii) Financially, if students would be paying out-of-state tuition, and wish for in-state tuition, they can start the Montana Residency process. Please go to [New Students](#) for information on Montana residency. Note that registering for more than 6 credits per semester (including summer school) creates a strong presumption the student is here for educational purposes and will likely disqualify them from achieving in-state status.
 - iii) The graduate non-degree status allows students to receive graduate credit for course work. Up to nine non-degree credits may be applied toward a subsequent degree program upon approval by the student's graduate committee's Chair. You can find more information about this at [Apply](#).

- Please note that applicants admitted as graduate non-degree students are NOT ELIGIBLE for financial aid. Graduate non-degree students are assessed the graduate level tuition and fees at the master's level rate for all credits taken.

c) In consultation with the full committee, the applicant will articulate a clear set of goals for the program and a curriculum plan, listing each course the student will take in the degree and a timeline for degree completion. This hybrid program plan should strike a balance of work among the various disciplines represented.

- Half of the credits (excluding up to 10 semester credits for thesis or research courses) must be at the 500 or 600 level.

5) Creating your M.A./M.S. program and Applying

a) At least one meeting between the applicant and all prospective graduate committee members should happen before the application deadline.

b) A complete application packet will include (1) the M.A./M.S. Program form, (2) a resume, (3) a letter of intent, (4) the official standardized test scores, (5) the official transcripts, and (6) three recommendation letters from prospective committee members.

i) All required information for applying to the M.A./M.S. constitutes the applicant's admission file and **must** be made available to all prospective graduate committee members before submission, with the exception of the recommendation letters. The prospective graduate committee will meet and discuss the student's application materials **before** writing their recommendation letters. Prospective members will receive a request for letters of recommendation after the applicant completes the online application. Recommendation letters will be submitted electronically, prospective committee members' letters should include their willingness to work in the interdisciplinary degree and why they recommend the student for a M.A./M.S..

ii) Each prospective graduate committee member will share the M.A./M.S. Program form and letter of intent with their department chair. Department chairs are asked to send a memo to interdisciplinary@mso.umt.edu verifying that they are aware of their faculty's involvement in the M.A./M.S..

c) Plan of Study: Prospective student and prospective graduate committee will develop an integrative coursework comprised of classes from the identified disciplines; a balance of work among those disciplines should be represented in the plan of study. A timeline showing the logical progression of the degree must be evident. Please use the M.A./M.S. Program form to create your plan of study. The letter of intent should address how the student is combining the disciplines and their goal(s) for the degree.

d) The prospective committee members will become the de facto department for the student's M.A./M.S. degree. The Director of Interdisciplinary Graduate Programs is the department chair. Once admitted, the student and his or her committee should meet regularly; any changes to the plan of study should be communicated to the Director via a memo from the committee's chair/co-chairs upon agreement from the whole committee.

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Note: The information on this website was edited May 2016.

Financial Assistance

Students in the interdisciplinary programs may apply for a Graduate Teaching Assistantship from the Interdisciplinary Graduate Programs at the Graduate School. Preference will be given to Master's of Interdisciplinary Studies students who have teaching as one of their goals. Program personnel will have more information on availability.

For additional information about financial assistance, see the [Financial Information](#) section on this web site.

Program Limitations

- More recognizable traditional degree programs may provide the opportunity to bridge over into other disciplines through electives.
- There may be interdisciplinary areas where the expertise and resource support is not available at the university.

Campus Location

Graduate School - Lommasson Center Room 224

Inquiries

Please send inquiries and questions to interdisciplinary@mso.umt.edu or call (406) 243-2572.