Understanding INST Dyads

Dyads are two linked courses from different disciplines that share a central problematic, field of inquiry, or topical focus.

After completing at least five of the six core Integrative Studies courses, students will enroll in the dyad of their choice. While the foundational courses in the core concentrate on specific curricular threads, the courses in a dyad will ask students to work a broad topic across all five goals. As the culminating experience in Integrative Studies curriculum, the dyads will encourage students to reflect meaningfully on their present and past learning experiences.

**General Considerations**

1. The two courses in a dyad must be drawn from different academic disciplines.

2. The two courses will link across a shared problematic, field of inquiry, or topical focus. Each course in the dyad will offer a different disciplinary and/or methodological perspective on a shared thematic.

3. Faculty members need to collaborate in order to intentionally develop integrated classes that demonstrate a connected learning experience across the two courses.

4. Together both courses should address all five Integrative Studies goals; together the two courses must also guarantee that at least one learning outcome from each goal has been met. Faculty teaching in the dyads will need to build opportunities for students to meet the INST learning outcomes that they select as relevant.

5. Dyad instructors will be asked to help insure that students use the e-portfolio platform to respond to an IS provided prompt that asks them to reflect on and evaluate their overall learning within Integrative Studies.

6. Course caps for dyads courses are 35, the same as INST “thread” courses.

**Thinking about timing within the dyad: how students will move through the two courses?**

1. Do the courses work best sequentially? Does one course provide a base or foundation for the other? Does one course build conceptually or developmentally on the other? Do you want students to complete one course before they take the other? **If yes:** students should take the two courses in adjacent terms (fall and spring or fall and j-term or j-term and spring).

2. Do the courses work best when they run concurrently? Do you want students to cover concepts/ideas simultaneously across the two disciplines? Are you interested in building shared curricular or co-curricular experiences? **If yes:** students should take both courses during the same term.

3. Can students take the courses in any order? Although the courses link, is it true that one course does not necessarily build upon the other? **If yes:** students can take the two courses in adjacent terms or the same term.
**Multiple configurations for the dyad: do you want students to have multiple course options for completing their two-course dyad?**

1. If a dyad includes one travel course, faculty might offer an alternate course that does not travel for those students who are unable to participate in a travel experience.

2. Different courses within the same or related discipline might support the same goals thus offering students more options for how to complete the dyad. For example, a team of faculty creates a dyad examining gender across both literature and visual culture. Students would choose one course from each side of a menu of courses:

   **DYAD: Deconstructing Gender**
   
   **Menu A (choose 1):**
   - INST 3501 Women Writing
   - INST 3502 Gender in Adolescent Literature

   **Menu B (choose 1):**
   - INST 4001 Sculpting Gender
   - INST 4002 Feminist Visual Culture

   All courses listed under each menu must meet the same INST goals in order to ensure students receive all 5 INST goals across the dyad.

**Some further considerations**

1. Students will take their two dyad courses within the same academic year.

2. Dyads may include a J-term course. They may include (but cannot require) travel courses.

3. Dyads may include existing upper-level disciplinary courses that are not built solely for the Integrative Studies curriculum. Students may enroll in these disciplinary courses for both INST and major/minor credit. **In order for an upper-level disciplinary course to participate in an INST dyad, that course must:**
   a. be developed to work within a dyad. It must still integrate with the second course.
   b. meet the Integrative Studies goals.
   c. be open to all students and not require prerequisites. If the existing disciplinary course has prerequisites, the instructor must allow INST students to take the course for dyad credit without completing the prerequisite courses. INST students would register with “permission from the instructor.”
   d. be located at the 3000 or 4000 level.

**Steps for getting an INST Dyad approved**

Once you have worked with partners to develop your dyad concept and courses, you will need to submit a proposal to the IS Chair and IS Advisory Committee for consideration.

That proposal should include the following:

1. Names and department affiliations of the participating faculty members
2. Title for the dyad as a whole and a short explanation of the unifying concept of the dyad
3. Course titles and descriptions for each partner course
4. Intended schedule (both courses in the same term? consecutively across two terms?)
5. Explanation of how the dyad will address the five IS learning goals. This should include:
   a. how the five goals will be shared across the partner courses
   b. identification of the outcomes (one per goal) each course will meet related to its IS goals
   c. identification of tentative teaching and learning activities that will be used to meet the identified outcomes
6. Explanation of how the courses will integrate with one another related to their unifying concept. (That is, how will the courses build in explicit points of connection for students between the different courses? These could include shared readings, activities, core question or theme.)
7. Sample syllabi