Developing interdisciplinary indicatirs for revised headlines of humanities disciplines in universities

Desarrollo de indicadores interdisciplinarios para titulares revisados de disciplinas de humanidades en las universidades

Desarrollar interdisciplinarios indicadores para revisar los títulos de las disciplinas humanitarias en la universidad

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Abstract

Considering the broadness and complexity of various sciences, on the one hand; and the need to respond to the diverse needs of learners and society, on the other hand, attention to the use of interdisciplinary curricula has been placed on the priority of the higher educational system of the country. Meanwhile, academic curriculum lines also require specific indicators to provide interdisciplinary provision. Given the fact that the headlines is considered as the core of the curriculum in university, reviewing the revised headings of the humanities in university, in light of its designers' claims on respect for interdisciplinary criteria, needs to be investigated. Of course, before the above-mentioned action, research is needed to develop interdisciplinary indicators for revised headline of the humanities in university. The present study has been designed and implemented to develop the above-mentioned interdisciplinary indicators for headline of the revised humanities in university. For this purpose, first of all, due to the importance of the documents and ratifications of the Supreme Council of the Cultural Revolution and the upstream documents of the country as well as other issues discussed in this field, the items related to interdisciplinary indicators was extracted using the method of documentary analysis. Then, from the views of Interdisciplinary specialists, academic curriculum was also used through research interview method and their opinions were gathered. Data from the two

Resumen

Teniendo en cuenta la amplitud y complejidad de varias ciencias, por un lado; y la necesidad de responder a las diversas necesidades de los educandos y la sociedad, por otro lado, la atención al uso de planes de estudio interdisciplinarios se ha colocado en la prioridad del sistema de educación superior del país. Mientras tanto, las líneas curriculares académicas también requieren indicadores específicos para proporcionar una provisión interdisciplinaria. Dado que los titulares se consideran el núcleo del plan de estudios en la universidad, es necesario investigar los títulos revisados de las humanidades en la universidad, a la luz de las afirmaciones de sus diseñadores sobre el respeto de los criterios interdisciplinarios. Por supuesto, antes de la acción mencionada, se necesita investigación para desarrollar indicadores interdisciplinarios para el titular revisado de las humanidades en la universidad. El presente estudio ha sido diseñado e implementado para desarrollar los indicadores interdisciplinarios antes mencionados para el titular de las humanidades revisadas en la universidad. Para este propósito, en primer lugar, debido a la importancia de los documentos y las ratificaciones del Consejo Supremo de la Revolución Cultural y los documentos anteriores del país, así como a otros temas discutidos en este campo, se extrajeron los elementos relacionados con los indicadores interdisciplinarios. Utilizando el método de

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sections were coded and categorized and an interdisciplinary indicator framework for headline of the disciplines of the humanities in university was developed using the inference method. The framework has dimensions: Appropriate and needed revised headlines for this type of programs for young people, headline fit of interdisciplinary curriculum with community needs, headline diversity of interdisciplinary curriculum, use of indicators for updating, Localization and Islamicization in revising headlines, coherence between headlines of a lesson and between the headlines of that interdisciplinary course, the design of interdisciplinary skills in the headline of the interdisciplinary lessons from simple to complex, creating an effective balance in the breadth, depth and composition in the headline of the Interdisciplinary curriculum, the participation of professors in the revise, transformation and innovation of Interdisciplinary headlines, Considering the necessary arrangements for students' participation and discussion, considering the basic abilities and competencies required by students to enter the community. Each dimension also has a number of components that have been addressed in the research. It should be noted that the developed indicators are inferred from this framework.

Keywords: Headline Indicators, Revised Disciplines, Humanities, Higher Educational System.

análisis documental. Luego, a partir de los puntos de vista de los especialistas interdisciplinarios, el currículo académico también se utilizó a través del método de entrevista de investigación y se recopilaron sus opiniones. Los datos de las dos secciones fueron codificados y categorizados y se desarrolló un marco de indicadores interdisciplinarios para el título de las disciplinas de las humanidades en la universidad utilizando el método de inferencia. El marco tiene dimensiones: titulares revisados apropiados y necesarios para este tipo de programas para jóvenes, ajuste adecuado del currículo interdisciplinario con las necesidades de la comunidad, titulo diverso del currículo interdisciplinario, uso de indicadores para actualización, localización e islamización en la revisión de titulares, coherencia entre titulares de una lección y entre los titulares de ese curso interdisciplinario, el diseño de habilidades interdisciplinarias en el titular de las lecciones interdisciplinarias de simple a complejo, creando un equilibrio efectivo en la amplitud, profundidad y composición en el titular del currículo interdisciplinario, la participación de profesores en la revisión, transformación e innovación de titulares interdisciplinarios, considerando los arreglos necesarios para la participación y discusión de los estudiantes, considerando las habilidades y competencias básicas requeridas por los estudiantes para ingresar a la comunidad. Cada dimensión también tiene una serie de componentes que se han abordado en la investigación. Cabe señalar que los indicadores desarrollados se deducen de este marco.

Palabras claves: Indicadores principales, Disciplinas revisadas, Humanidades, Sistema de educación superior.

Resumo

Considerando a amplitude e complexidade de várias ciências, por um lado; e a necessidade de responder às diversas necessidades dos alunos e da sociedade; por outro lado, a atenção ao uso de currículos interdisciplinares foi colocada na prioridade do sistema educacional superior do país. Enquanto isso, as linhas curriculares acadêmicas também exigem indicadores específicos para fornecer provisão interdisciplinar. Dado o fato de que as manchetes são consideradas como o núcleo do currículo na universidade, a revisão dos títulos revisados das ciências humanas na universidade, à luz das alegações de seus projetistas sobre o respeito pelos critérios interdisciplinares, precisa ser investigada. Naturalmente, antes da ação acima mencionada, é necessária pesquisa para desenvolver indicadores interdisciplinares para o título revisado das humanidades na universidade. O presente estudo foi desenhado e implementado para desenvolver os indicadores interdisciplinares acima mencionados para a manchete das humanidades revisadas na universidade. Para esse fim, em primeiro lugar, devido à importância dos documentos e ratificações do Conselho Superior da Revolução Cultural e dos documentos a montante do país, bem como de outros assuntos discutidos neste campo, extraíram-se os itens relacionados aos indicadores interdisciplinares. usando o método de análise documental. Em seguida, a partir dos pontos de vista dos especialistas interdisciplinares, o currículo acadêmico também foi utilizado por meio do método de

entrevista de pesquisa e suas opiniões foram reunidas. Os dados das duas seções foram codificados e categorizados e uma estrutura de indicadores interdisciplinares para o título das disciplinas das ciências humanas na universidade foi desenvolvida usando o método de inferência. A estrutura tem dimensões: Manchetes revisadas apropriadas e necessárias para este tipo de programas para jovens, ajuste de currículo interdisciplinar com necessidades da comunidade, diversidade de currículo interdisciplinar, uso de indicadores para atualização, Localização e islamização na revisão de manchetes, coerência entre manchetes de uma lição e entre as manchetes desse curso interdisciplinar, o design de habilidades interdisciplinares na manchete das lições interdisciplinares do simples ao complexo, criando um equilíbrio efetivo na amplitude, profundidade e composição na manchete do currículo interdisciplinar, a participação dos professores na revisão, transformação e inovação das manchetes interdisciplinares, considerando os arranjos necessários para a participação e discussão dos alunos, considerando as habilidades básicas e competências requeridas pelos alunos para ingressar na comunidade. Cada dimensão também possui vários componentes que foram abordados na pesquisa. Deve-se notar que os indicadores desenvolvidos são inferidos a partir deste quadro.

Palavras-chave: Indicadores Principais, Disciplinas Revisadas, Humanidades, Sistema Educacional Superior.

Introduction

Today's university has undergone changes in the cultural, social and technological spheres in the present era, and has brought the new concepts in higher education. In this global context, in recent years higher education and science have not only been considered, but have become central to the system of knowledge and foresight of the academic system (Shapiro, 2017).

The higher educational system also plays an important role in educating a proactive but at the same time prospective manpower for today's and tomorrow's society. Given that science, especially humanities, is rapidly expanding in various educational and research fields, the higher educational system needs to be matched with such acceleration, such as the actualization of potential learners' abilities, nurturing creative and critical thinking, and futurism. Because it is necessary, while emphasizing the development and promotion of science in the core of its goals, the expansion of the various needs of society along with the training of skilled and expert people, with combiner and creative mindset, they will have different skills and they will be able to communicate in their professional and personal lives, critical thinking, problem solving skills such as analysis and composition, application of information, aesthetic understanding, ability to adopt ethical decisions as well as lifelong learning. In addition to producing and disseminating knowledge and opening the educational and research frontiers, this system plays a key role in solving various problems of society, such as social, cultural, economic and political issues.

More importantly, it plays a role as an institution responsible for educating young people to meet the various needs of the community. Universities are in the era of information explosion, being up-to-date and moving around science. Given the broadness and complexity of various sciences, on the one hand, and responding to the diverse needs of learners and society on the other hand, the need to benefit from interdisciplines will be placed in the top priority of the country's higher educational system planning. Using interdisciplinary, it is possible to bridge the gap between different sciences so that each one shares their knowledge and achievements with each other. This university system as one of the most important formal education and continuous learning in the course of its life in order to realize human talents, meet the needs of learning and the growth and development of human societies in general, has been responsible for various duties and missions based on the different conditions. Meanwhile, using interdisciplinary and interdisciplinary curriculum can be bridge the gap between different sciences so that each one shares their knowledge and achievements with each other. An interdisciplinary curriculum is called a program that is the result of combining two or more independent disciplines that have been developed to meet a social need or epistemic problem and have been officially implemented in the universities approved by the country's higher educational system. The curriculum provides students with opportunities for studying and solving community-based issues, along with benefiting from a variety of scientific

disciplines, and critical thinking and compositional skills.

Considering the importance of humanities, which is the main focus of the discussion, Klein believes: Among the various human sciences, human scientists have the longest descent-cognitive background and trace the roots of interdisciplinary to the basic ideas of composition, total thinking and unity of knowledge in ancient Greece (Klein, 2010). These ideas were transposed into the traditions of humanities and theoretical education and continued to form the basis of an integrated model of culture and knowledge at the heart of the first American Colonial College in the United States. At the beginning of the twentieth century, historical reasons were the focus on the Generalist Model of Culture, Synoptic View of Subject, and Inter Art Comparison. During the last century, Traditional Canons of Wholeness was challenged by new approaches to culture, history and language. New forms of interdisciplinary were also formed at times. Such as digital humanities, which has become a growing field of research and education and technological innovation that has emerged in the field of computer science, disciplines, and the fields of art and humanities, media studies and communications, information science and librarianship? There has always been a middle ground in these developments.

Given the above issues about the university system and the interdisciplinary curriculum and humanities, and the emphasis on the interdisciplinary of headlines humanities "Has there been an overview of the design of the headlines for humanities disciplines?" Studies have shown that interdisciplinary is complex because it involves more than one discipline, expertise, or interdisciplinary domain, and sometimes there are contradictory opinions about which indicator is determined? Because of the lack of clear guidelines, most of the time, standards and indicators of the discipline are used in the past. So, the question of "What are interdisciplinary indicators for revised headlines of humanities in disciplines in universities?" are among questions that is one of the real issues of the Iranian university system and especially humanities university. Therefore, it is important to carefully examine these components in curricula of higher education interdisciplinary. A search in this field indicates that there is no response to the research question.

So, the Main question in this research is: "What are interdisciplinary indicators for revised headlines of Humanities Disciplines in universities? " and Sub questions are: "What are interdisciplinary indicators for revised headlines of Humanities Disciplines in universities in written documents?". "What are interdisciplinary indicators for revised headlines of Humanities Disciplines in universities according the ideas of interdisciplinary specialists? ".

Methodology

The present research is an applied research and the main approach is qualitative research. This research has been consisted of three main stages: firstly, for purpose of identifying the interdisciplinary primary indicators, the method of document analysis was selected which documents here refer to the ratifications of the Supreme Council of the Cultural Revolution and the documents related to the subject. After identifying indicators from written documents, in the second phase of the research, an implicit confirmation of the necessary information was obtained through interviewing information sources including experts in interdisciplinary humanities. In the third stage of the research, the extraction and compilation of interdisciplinary indicators was performed using the research methodology for headline university disciplines of the university's humanities. The information gathering tool in the first stage of the study is the form of information fission and in the second stage of the research, the semi-structured interview form is based on the indicators obtained from the first stage and during the interview, the indicators of the experts were also extracted.

The project community includes written sources and human resources: written resources that include the resources produced and published by relevant institutions. Another source of information are experts in the field of interdisciplinary in humanities, based on information from the Ministry of Science, Research and Technology, the Institute for Cultural and Social Studies, and the Director of the Interdisciplinary Studies (Cultural and Social Studies Institute, 2018); over 138 People. It is worth noting that sampling in written documents was not considered and all accessible documents were studied and samples and sampling were done in the group of interdisciplinary humanities, using purposeful sampling and up to saturation stage.

Data are collected for data analysis, in the documentation section and written sources; are coded and classified, and then interdisciplinary indicators were extracted from the documents, and the information gathered through interviews with interdisciplinary humanities specialists was implemented and then, using the categorization or information categorization, coding by Strauss and Carbine method, and interdisciplinary indicators were extracted from the perspective of the interdisciplinary specialists. Finally, according to the indicators obtained in the first stage and second stage, interdisciplinary indicators revised headlines of Humanities Disciplines in universities, and were extracted by using deductive conclusion.

Discussion

In recent decades, the discourse of the modern university has undergone tremendous changes. Beyond the conventional social responsibility that higher education still has against the community and other social institutions, newer values, missions, and social responsibilities are seen by the higher education institution. This has led to the emergence of higher education after centuries in the field of a young professional discipline, which the most desirable description of that is "professional interdisciplinarity" Several specialized journals in the field of higher education, multi-disciplinary professional activities, globalization and transnationalization of professors and social researchers in the field of higher education, as well as the development of disciplines and departments in contemporary universities, all express the importance of using the interdisciplinary curriculum in higher education (Tight, translation by Kharsandi Taskouh et al., 2017). Interdisciplinary into different areas of the society, such as the scientific and social fields, in which the daily needs of the human and the various branches of the emerging human societies, must be considered.

To find the answer to the research question; in the document analysis section, it has been addressed to how to focus on the interdisciplines of higher education in the ratifications of the Supreme Council of the Cultural Revolution from 1984 to 2018, with the keywords of higher education and curriculum, interdiscipline, and interdisciplinary. The council's resolutions were also revised at the time when it was headquartered in the Cultural Revolution (between the years 1979, when the

headquarters of the Cultural Revolution was set up before the Supreme Council of the Cultural Revolutionary Council of 1984). Of these, cases that had a closer relationship with the qualitative dimensions of interdisciplinary and higher education were selected and analyzed. Selected ratifications include:

- Ratification No. 143 sessions dated 09/03/1987; The Great Cultural Revolution; as the style of development of higher education.
- Ratification No. 165 sessions dated 03/10/1988, the great Cultural Revolution, titled the Country Research Policy.
- Ratification No. 223 sessions dated 18/09/1990, the Great Cultural Revolution; as a confirmation of the policy of the Ministry of Culture and Education in relation to the quality enhancement of existing universities and institutes of higher education and the adoption of the policy of the expansion of universities and higher education institutions of the country.
- Ratification No. 306 sessions dated 09/03/1994; The Great Cultural Revolution; titled as Basic Sections of Higher Education Institutions in the Second Development Plan of the Country.
- Ratification No. 430 sessions dated 03/10/1998; The Great Cultural Revolution; as revised by the Supreme Council of the Cultural Revolution on Higher Education.
- Ratification No. 530 sessions dated 18/09/2003; The Great Cultural Revolution; as well as the Implementation Strategies for Promotion of Science and Technology of the Country.
- Ratification No. 550 sessions dated 18/05/2004; The Great Cultural Revolutionary School, titled "Higher Education Assessment Indicators".
- Ratification No. 679 sessions dated 27/10/2010; "The Great Cultural Revolution", titled "Resolution of the document of the comprehensive scientific plan of the country" (Secretariat of the Supreme Council of the Cultural Revolution, 2018).
- In response to the research question, in addition to documentary analysis of the ratifications of the Supreme Council of

the Cultural Revolution, the analysis of other documents and development plans of the country, in connection with the issue discussed in the article, is also presented below.

- General policies of the system for development and scientific development of the country in the higher education and research centres,
- The laws of the first to sixth years of the Islamic Republic of Iran, Development Program are based on the requirements and specific conditions of the time, the necessary infrastructure to pave the way for development in different dimensions, design and implementation of programs in six stages of five years. The time division is presented as follows and this paper analyses these documents:
- The Law of the First Five-Year Plan for Development of the Islamic Republic of Iran (1989-1994)
- The Law of the Second Five-Year Plan of the Islamic Republic of Iran Development (1994-1999)
- The Law of the Islamic Republic of Iran's Third Five-Year Plan (2000-2005)

There is no sign of discipline in analysing these upstream documents, which include the laws of the first, second, third five-year plans of development (National Ducuments of Master Development, 2018). It should be noted that despite the existence of a section entitled "Development of Science and Technology" in the third chapter of the Third Development Plan, there was no effect of this term and its implications. But given the fact that in the fourth and fifth plans, there are clear indications of use the word interdisciplinary and interdisciplines, these two documents have been analyzed further as follows.

- The Law of the Fourth Five-Year Plan for Development of the Islamic Republic of Iran (2006-2010)

Due to the importance of the role of knowledge and technology and skills as the main factor in advancing in the law of the Fourth Development Plan, (National Ducuments of Master Development, 2018), the development of interdisciplinary science is necessary with an emphasis on humanities. In the country's development laws for first time, in the fourth clause of this law, the term of interdisciplinary

has been used with the word of science and the development of interdisciplinary science. This application of the above term is the same time with the resolution of the document of the comprehensive scientific map of the country, which was approved in 2010 by the Supreme Council of the Cultural Revolution. In other words, the interdisciplinary science development plan and the grounds for implementing this resolution are quite evident in the above-mentioned program.

- Law of the fifth Five-Year Plan of the Islamic Republic of Iran Development (2011-2015)

The fifth development plan of the country, implemented since 2011, has the most application of the interdisciplinary, which is due to the widespread perception of the benefits of interdisciplinary use in various aspects of the country's growth and development.

As in the second chapter of the fifth development plan law entitled Science and Technology, and in Article 15 and in clauses B and E, it is also referred to interdisciplines directly. In these two clauses, it is clearly referred to interdisciplines studies in the true and modern sense of the above word, along with the development of qualities and the promotion of science, and many aspects of scientific growth and development.

Achieving all of these above will ultimately lead to a fundamental transformation in the country's higher education and the promotion of quality in various fields of human knowledge and centres of education and research.

- The Law of the Sixth Five-Year Plan for Development of the Islamic Republic of Iran (2102-2016)
- In section 12 of the sixth country development law, titled General Education, Higher Education and Science and Technology, which contains Articles 63 to 66, there is no mention of an interdisciplinary.
- Goals, Duties and Organizations of the Ministry of Science, Research and Technology

"In Article 1, and in accordance with Article 99 of the Law of the Third Plan of Economic, Social and Cultural Development of the Islamic Republic of Iran approved on 06/04/2000, in order to co-ordinate the implementation of

executive affairs and the policy-making of the scientific system, research and technology of the country, the goals of the Ministry of Science, Research and Technology" (Ministry of Science, Research and Technology, 2018), one of which is the development and expansion of various scientific fields, while the term "interdisciplinary" has not been mentioned along with none.

It is worth noting that these goals and tasks after the enactment of the Law of the Third Plan of Development of the country have determined that in both cases, in general, the development of science has been dealt with, but in the true sense of the word, the interdisciplinary has not been taken into account.

In Article 1 of this document, entitled "Policy Making and Master Planning" despite the adoption of strategies and master plans in the fields of science, research and technology, there has been no mention of the use of interdisciplinary. This indicates the lack of consideration and attention to interdisciplines and their decisive role in advancing the country's major goals and plans. In continue, reviewing interdisciplinary in the topics raised of these plans will be discussed.

Interdisciplinary in the topics discussed in the interdisciplinary curricula:

- Internal Evaluation Indicators of the Educational Management and Educational Planning Department of Tehran University (Internal Evaluation Secretariat, 2006),
- Interdisciplinary Curriculum Indicators (Bazargan, 2009).
- Indicators of the revision of university curriculum (National Master Plan for Science and Education, 2010),
- Interdisciplinary Curriculum Evaluation Indicators (Mehrmohammadi and kayzouri, 2010).
- The indicators of the curriculum of higher education (Farasatkhah, 2016).

In short, in the first stage of research: three sources of approval by the Supreme Council of the Cultural Revolution, the approved guidelines relating to the Ministry of Science, Research and Technology in revised humanities, as well as topics covered in the headline academic disciplines and interdisciplinary academic humanities was used for determination of interdisciplinary indicators. In other words, in the first stage of research and documentary analysis,

the documents of the ratifications of the Supreme Council of the Cultural Revolution, the related upstream documents, and the theoretical foundations and research background in the field of successful international experiences were reviewed and indicators extracted in the table above were presented. After validation, in the second stage: the interdisciplinary curriculum specialists were gathered through the interview. The analysis of qualitative data (words, text) often includes the vocabulary of word clauses into groups of information, as well as the extraction of the diversity of ideas gathered in the data collection process (Creswell & Clark, 2011, p. 7). It should be noted that the coding method was performed using Strauss and Corbin method.

Conclusion

The higher educational system plays a major role in the modern era of information and interdisciplinary science. In order to expand contemporary scientific societies, learners not only need to be aware of the various disciplines, but must also combine these forms of knowledge effectively. Therefore, one of the requirements of higher education is the development of interdisciplinary skills in both fields of study and research through interdisciplinary curriculum in learners, which provides new ways to improve life by providing it. This importance increases with regard to humanities.

In the meantime, examining how headlines curriculum interdisciplinary can be described can illustrate problems, barriers, strengths and weaknesses and provide support for future interdisciplinary curriculum experiences in higher education. Based on past limited research, indicators have been identified for interdisciplinary evaluations. However, the abovementioned collection, in the same general and ambiguous manner, has not provided an index related to the headlines of university interdisciplinary disciplines in humanities. Considering that the curriculum headline disciplines are the basic pillars of curricula. The revised headlines of humanities in university suggest that headline designers claim to respect the interdisciplinary criteria in the headlines. Accordingly, the present study, with the formulation of interdisciplinary indicators for academic headline disciplines of the humanities in university, while presenting an image of some of the interdisciplinary features in the university headlines, provides a tool with university

headlines for future planners. According to which interdisciplinary provision of academic headlines becomes more effective. In other words, in this research, by cohering with qualitative information, and using the inference method, the interdisciplinary indicators framework for headline academic disciplines of the humanities was developed, which has been presented in Table1:

Table 1. Interdisciplinary dimensions and components for formulation of indicators for revised headlines of humanities disciplines in universities

Number	Dimensions	Components	Indicators
1	Appropriate and needed revised headlines of this type of programs for young people	- Suitable and needed headlines for young people - The clarity and precision of the headlines - Realizing headlines and observing mentioned points	- Fit headline of interdisciplinary curriculum to individual needs
2	Fit headlines of interdisciplinary curricula with community needs	- Fit headlines with the needs of the community with the observance of the points mentioned	- fit headline of the interdisciplinary curriculum with community needs (coverage of issues related to the problems of societies and sub-societies, internships in solving their problems and difficulties)
3	Diversity of headline in interdisciplinary curricula	- Variety of headlines - Ways to create diversity and respect them - Coming up interdisciplinarity students with the following points	- Diversity and Comprehension headlines of curricula - Interdisciplinary Existence of precise and clear headlines in the interdisciplinary curricula
4	Using upgrading, Localization, and Islamicization indicators in revised headlines	- Utilizing the indicators for upstream documents - The nature of the indicators and considering the suggested indicators	- Defining distinct interdisciplinary headlines in a curriculum that reflects the use of diverse interdisciplinary perspectives - Design interdisciplinary learning experiences on

			headlines to achieve interdisciplinary goals
5	Coherence between the headlines of a lesson, and between the headlines of its interdisciplines lessons	- The existence of coherence between the headlines of the lesson - The coherence between the headlines of an interdisciplines lesson	- Communicate the headlines of the course in the interdisciplinary curriculum with each other accurately - Designing a mechanism for linking the headlines of each interdisciplines lessons in its interdisciplinary curricula
6	Designing interdisciplinary skills in the headline of interdisciplinary courses from simple to complex	- Skill designs from simple to complex - Considering the reasons for failure of the current design of the headlines - The nature of successful headlines design with consideration of the mentioned points	- Formulate curriculum headlines based on the sequences of interdisciplinary skills from simple to complex
7	Creating an effective equilibrium in the breadth, depth and composition in the headline of interdisciplinary curricula	- The suitability of the nature of organizing headlines - Considering the reasons for not organizing proper headlines	- Designing a mechanism for continuous collaboration of headline interdisciplinary groups within the university and its outreach in connection with the updating of topics and topics related to interdisciplines headline - The existence of specific instructions on how to formulate interdisciplinary headlines and to use the advice of various discipline representatives in the formulation headlines of interdisciplinary curricula

8	The participation of professors in revised, evolution and innovation interdisciplinary headlines	- Teachers' participation in revised headlines - Considering the reasons for lack of participation of professors	- The contributions of professors in revised, evolution and headline of interdisciplinary curricula
9	Considering the necessary arrangements for students' participation and discussion	- Considering the necessary arrangements for students' participation and discussion in revised headlines - Pay attention to reasons of student unparticipation	- Considering activities for student participation and discussion in the classroom in revised headlines curriculum interdisciplinary - Formulate distinct interdisciplinary headlines to help students for comparing, contrasting, and integrating perspectives from different academic interdisciplines and gain a more comprehensive view of their issues
10	Considering the basic competencies and requirements that students need to enter the community	- Create competencies required of community in students - Considering ways to strengthen competencies community of community in students	- Developing basic competencies in the headline of interdisciplinary curriculum including self-learning and continuous learning, the ability to formulate conceptual maps of topics and contents; foster values and attitudes related to curriculum goals, research skills, and the ability to map questions related to the interdisciplinary field - Considering activities to create the ability to apply skills in different situations for students

- Considering activities to create the ability to use ICTs to apply interdisciplinary knowledge to students

According to the viewpoint of interdisciplinary specialists, in general, the headlines of interdisciplinary curricula, design and implementation of humanities currently do not achieve the expected success and are not of good quality and need to be revised and evolved. The main reason is that there are no specific and well-defined indicators in the formulation of headlines, because this important work is done without a multivariate and accelerated review that has led to a lack of achievement of the goals of interdisciplinary curricula. It should be noted that many headlines are well-designed, but the field does not succeed.

For example, the lack of appropriate funding and lack of financial support from higher education institutions will lead to the failure of the implementation of the best-designed headlines. With creative and exploratory action, in other words, with the power of exploration, discovery and creativity, good and successful interdisciplinary headlines can be formulated. In other words, in the formulation of headlines, it is necessary to study the resources and creative encounter with the necessities. Also, good formulating involves the exact recognition of topics and the inclusion of all components together, paying attention to the needs of students and society, continuous interaction of the production system with the system of implementation, paying attention to the training of the required professors among the disciplines created, the requirements for formulation of successful headings. Another point to note is that revised headline curricula must be designed and implemented on a frequent and continuous basis, with the sympathy and cooperation of professors and specialists.

There is also the degree of interdisciplinary acceptance (headlines, programs and graduates) in the community, which requires a framework for accepting these types of programs in the community. Therefore, it is more necessary to pay attention to the formulation of the headlines of the desired interdisciplinary curriculum by observing the specified indicators. It is hoped that with the introduction of interdisciplinary indicators, the development of headline curricula that have been obtained from evaluating documents and ratifications as well as internal and external research conducted and interviews with interdisciplinary specialists as a step towards the advancement of university humanities.

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