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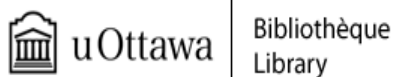
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ANALYSIS AND COMPILATION OF INTERDISCIPLINARY INDICATORS FOR HUMANITIES CURRICULUM IN ACADEMIC SYSTEM ACCORDING TO INTERDISCIPLINARY SPECIALISTS OF ISLAMIC REPUBLIC OF IRAN

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Abstract

Moving academic curriculum towards interdisciplinary curriculum, especially in colleges of humanities, is an objective synchronization of universities with current advances in science and technology interwoven. Attention to the use of interdisciplinary curricula has been placed on the priority of the higher educational system of the country. So, academic interdisciplinary curriculum headlines 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 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 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.

Keywords

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Introduction

As regards that science is rapidly expanding in various educational and research fields, the higher education system plays a significant role in reconciling with this acceleration. So that, while emphasizing the development and promotion of science in the core of its goals, have the expansion of various needs of society along with the training of skilled people, with interdisciplinary and creative mental power. On the other hand, interdisciplinary can be interconnected, while removing the gap between different sciences, so that each one can share their knowledge and achievements with others. So, given the extent and complexity of various sciences, from one side; And responding to the diverse needs of society on the other; the need to benefit of interdisciplines is prioritized by the country's higher education system. In this regard, one of experts in this field believes that one of the policies of higher education is development of interdisciplines, which has been sought to meet the community's need for new specialties. An interdisciplinary orientation in future academic study is not an option, but coercion and a requirement. In other words, filling human knowledge gaps or responding to the needs of human societies more efficiently and more satisfactorily does not leave a way for scientists and researchers[1]. Therefore, the entry of interdisciplines into various fields of society, such as the scientific and social fields, and the consideration of needs of human and the various branches of emerging knowledge of human societies in them, is more important.

In the other words, the higher educational system 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.

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 interdisciplinarity to the basic ideas of composition, total thinking and unity of knowledge in ancient Greece (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 for pay attention to interdisciplinarity were 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 interdisciplinarity 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,

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[1] Mahmoud Mehrmohammadi, "Key Consideration on the Policy Making for Interdisciplinary Sciences in Higher Education from the Standpoint of Development Process", Interdisciplinary Studies, num 3 (2009): 1-18.

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and the fields of art and humanities, media studies and communications, information science and librarianship. There has always been an interdisciplinarity in these developments.

Studies have shown that interdisciplinarity 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, the past discipline-based indicators are use. So, the question is: "According point of view of interdisciplinary specialists, what are interdisciplinary indicators for revised headlines of humanities disciplines in universities of Iran?" This main question is one of the real issues of the Iranian university system and especially humanities colleges. Therefore, it is important to carefully examine these components in curricula of higher education interdisciplinary. A search in this subject show that there is no response to this research question.

Research question

"What are interdisciplinary indicators for revised headlines of humanities disciplines in universities of Iran according point of view of interdisciplinary specialists?"

Methodology

This research is an applied research and the main research method is qualitative research. An implicit confirmation of the necessary information was obtained through interviewing information sources including specialists in humanity interdisciplinaries. The research tool is the semi-structured interview form that based on the indicators that were extracted during the interview with interdisciplinary specialists.

The information gathered through interviews with them was implemented and then, whit using the categorization, coding is done by Strauss and Carbine method, and finally interdisciplinary indicators were extracted from the perspective of the interdisciplinary specialists. The society of research are experts in the field of interdisciplinary in human sciences, 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 Quarterly[2]; are 138 people. Samples and sampling were done in this group whit using purposeful sampling and until the saturation stage.

Discussion

The discussion about the interdisciplinary curriculum in Iran has history and, on the other hand, there is many hopes for it. This refers back to the upstream documents, such as the Comprehensive Country Science Map Document (2010), which has been more referenced to the word interdisciplinary. Studies have shown that benefiting from the interdisciplinary curriculum in Iran's higher education system goes back more than thirty years old. Its first application has been seen in the "Cultural Revolutionary Staff Regulations" entitled "Interdisciplinary Services in Higher Education"[3]. Another application,

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[2] Institude for Cultural and Social Studies, Interdisciplinary Studies in the Humanities. Aims and Scope. Retrieved May 23, 2018, from http://www.isih.ir/journal/aim_scope.
[3] Supreme Council of the Cultural Revolution, History of Supreme Council of the Cultural Revolution. Retrieved April 28, 2018, from farhangoelm.ir.

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after the Islamic Revolution, goes back the Imam Sadeq University. In this university different interdisciplines of humanities and Islamic education interdisciplinary relationship has been established that has been established at 1981[4].

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, and development of disciplines and departments in contemporary universities; express the importance of using the interdisciplinary curriculum in higher education[5]. In other words, interdisciplinaries have entered 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.

In order to compile the research findings, in this section, the questions were openly discussed and further explanation of the topic was provided by auxiliary questions and further explanations. The analysis of the proposed comments was done after recording and writing the interviewees' explanations and implementing them on paper. For presenting the results, the interviewees' responses are expressed in terms of each question and then, using open and axial coding. They have been categorized in the tables that are significant after each question.

Question 1: Considering the interdisciplinary nature of some humanities curricula, do you consider the revised headings of these curricula suitable and appropriate for students?

The open, axial and selective coding of specialists' interviews in the first question has been presented in table 1 by mentioning the audio source.

coding of suitable and appropriate of revised headings of these programs for students		
Open and Axial	Audio Sources	Selective
Suitable and appropriate of revised headings for students - Headings suitable - Headings unsuitable	11,10,9,7,5,3,1,19,17,15,14,13,22,21,20,23 8,6, 24, 12,25	Among interdisciplinary specialists, many of them have considered the interdisciplinary revised headings of interdisciplinary curricula to be appropriate for students.
The clarity and precision of the revised headings - Clarity of revised heading - Lack of clarity in revised headings	11,9,5,19, 20,21,23,18,16,22 24, 1, 15, 25	They assume that clarity revised headings have been presented in the interdisciplinary curricula.

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[4] Emam Sadeq University, About Imam Sadiq University. Retrieved April 28, 2018, from https://www.isu.ac.ir/page.aspx?ID=Overview-%20EN.
[5] Malcolm Tight, Research in higher education. Translations: Ali Khorsandi Taskouh, Nematollah Azizi and others. First Edition (Tehran: Institute for Cultural and Social Studies, 2017).

Came true to revised headings		
-Achieve to revised headings	1, 9, 13, 16, 20, 21, 22, 23	Revised headings of interdisciplinary curricula are not fully implemented.
- Failure to achieve revised headings	3,8,4,5,10,11,12,15,17,18, 19,24,20,21,25	
Reasons for not came true of revised headings	24	According to some specialists who have not considered the headings as came true, there are various reasons for not came true of revised headings of interdisciplinary curricula.
-Failure to meet students' needs	17	
- The low level of students' science	17	
- The lack of flexibility of the approved headings	17	
-Continuous change of needs	11,15	
-Non-accurate and non-scientific of curricula	11	
- Low performance quality	8	
- Low students' interest	18,15,3	
- Evidence-oriented of universities and youth	6	
- Lots of content and low educational time		

Table 1

Coding of specialists' answers from the first question

Question 2: Is revised heading of interdisciplinary curricula appropriate with the needs of the community?

The open, axial, and selective coding of specialists' interview in the second question has been presented in Table 2 by mentioning the audio source.

Coding of appropriateness of the interdisciplinary curricula revised headings with needs of community		
Open and axial	audio source	selective
The appropriateness of the headings with needs of community		Among interdisciplinary curricula specialists, many of them have considered revised headings of interdisciplinary curriculum are fit with needs of community.
-Appropriateness of the headings	11,10,9,7,5,3,1,19,17,15,14,13,22,21,20,	
-Inappropriateness of the headings	8,6, 24, 12,23, 25	
Reasons for inappropriateness of headings with needs of community		According to some specialists that do not consider the revised headings of interdisciplinary curricula fit the needs of the community, they provide different reasons.
- Mismatching the headings with existing conditions	25,8	
-Failure to meet students' needs	25	
-Political- social variables	6,12	
- Lack of coordination of university theory dimension with society practical dimension	20, 21, 23, 24, 25	

Table 2

Coding of specialists' answers from the second question

Question 3: Does interdisciplinary curricula revised heading have a lot of variation? And with this diversity in interdisciplinary curricula headings, does an interdisciplinary student is delivered to the community?

The open, axial and selective coding of specialists' interview in the third question has been presented in table 3 with the mention of audio source.

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coding of variation in revised heading of interdisciplinary curricula		
Open and axial	audio sources	selective
Heading variation - Variety of headings - Unvaried of headings	1, 5, 7, 12, 15, 16, 17, 189, 10, 11, 13, 15, 19, 22 20, 21, 23, 24, 25	Most interdisciplinary specialists are considered the interdisciplinary curricula revised headings as diverse.
Ways to create diversity -Need to revise the headings frequently - Need for a fundamental review of the whole interdisciplinary curricula	20, 21, 23, 24, 25 24,25	There is a need to review the headings and interdisciplinary materials frequently.

students delivered to community with interdisciplinary skills
  -Cause the students to be persons with interdisciplinary skills
  -becoming persons with relatively interdisciplinary skills
	1,3
	
	11, ,12, 13, 15, 16, 19, 22
		Most of the interdisciplinary specialists are believed that revised headings of interdisciplinary curricula educated students with interdisciplinary skills from the theoretical dimension, not from the practical dimension.

Cause the student to be educated as interdisciplinary person depends on:
  -Student's tracking and potential
  -Good practice of engagement rings in university
  -The subjective relationship between the three academic levels
- Targeted design of the headings in each of the three level
	16,8,7
	5,3,1
	
	13
	
	11, 13, 15, 19, 22
		In order to make the student to be persons with interdisciplinary skills, there are some factors that need to be taken into consideration to achieve this goal.

Table 3
Coding of specialists' answers from the third question

Question 4: Are the modernization, localization and Islamization indicators used that have been recently emphasized in the human sciences review discussions? What other indicators do you suggest as the specialist?

The open, axial, and selective coding of specialists' interviews in the fourth question has been presented in table 4 by mentioning of audio source.

Coding of using modernization, localization, and Islamization indicators in revised headings		
Open and Axial	Audio Sources	Selective
Utilization of desired indicators -Use this indicators in the compilation of interdisciplinary revised headings - Lack of using this indicators in the compilation of revised headings	10,1,2,4,6,8,19,17,15,18,13,22,21,20,23,24 16,14,12,11,9,7,5,3,25	Most of the interdisciplinary specialists have considered using the intended indicators in the compilation of revised headings of interdisciplinary curricula.
The nature of the indicators - Lack of appropriate indicators	16,14,12,11,9,7,5,3	According to some specialists, there are no proper indicators for the compilation of the present interdisciplinary curricula headings.
Suggested Indicators -Attention to the philosophy of the	7	

province -Improvement of thought, motivation and behavior -Intended indicators of cultural, religious, scientific, moral and national -Small and early returns indicators -Repeated updating of headings -Attention to the headings of the valid universities in the world - Attention to future infrastructure	14,7 14,7 16 16,14,7,3 16 13,14,15,17,19	Using appropriate indicators, precise and applicable headings will be compiled for the interdisciplinary curricula of the humanity universities.

Table 4
Coding of specialists' answers from the fourth question

Question 5: Is there a consistency between the headings of one lesson and also between the headings of all lessons in that interdisciplinary curriculum?

The open, axial, and selective coding of specialists' interviews in the fifth question has been presented in table 5 by mentioning the audio source.

Coding of coherence between headings of a lesson and between headings all lessons of that interdisciplinary		
Open and axial	audio source	selective
The existence of coherence between headings of a lesson -The existence of coherence - lack of coherence	 10,1,2,4,6,8,19,17,15,18,13,22,21,20,23,24 16,14,12,11,9,7,5,3,25	According to most specialists, there is coherence between the headings of each curriculum in the current interdisciplinary course.
The existence of coherence between all headings of that interdisciplinary -The existence of coherence - Lack of coherence	 1,2,4,6,8,10,13,17,15,18,19,22,21,20,23,24 16,14,12,11,9,7,5,3,25	According to most specialists, there is coherence between the revised headings of interdisciplinary curriculum.

Table 5
Coding of specialists' answers from the fifth question

Question 6: Are interdisciplinary skills in interdisciplinary curriculum headings designed from simple to complex layouts?

The open, axial and selective coding of specialists' interviews in the sixth question has been presented in table 6 by mentioning the audio source.

Coding of design interdisciplinary skills from simple to complex		
Open and axial	audio sources	selective
Skill designing from simple to complex - Successful - unsuccessful	 1, 5, 7, 12, 15, 16, 17, 18 9, 10, 11, 13, 15, 19, 22 20, 21, 23, 24, 25	According to most specialists, skill design is successful from simple to complex in interdisciplinary curriculum heading.
The reasons for the failure of the current design of the headings - The lack of a realistic and applicable interdisciplinary design	 36,34,32,31,25,23	Failure in the design of interdisciplinary curriculum

		headings is due to some reasons.
- Lack of running capacity	31,29,27,23	
The essence of successful design of the headings		
-Using the new resources	23	
-Creative and exploratory action	36, 34,25, 23	Successful design of interdisciplinary curriculum headings curricula requires consideration of the mentioned factors.
-The relationship between production and implementation system	36,34,25,23	
-Attention to the training of new interdisciplinary required professors	32,31,22,23	
-Designed carefully and with reflection, not accelerated	23	
- Creating implementation capacity in universities	34.23	

Table 6
Coding of specialists' answers from the sixth question

Question 7: Is there an effective balance in the scope, sequence and composition in the interdisciplinary curriculum heading?

The open, axial and selective coding of specialists' interviews in the seventh question has been presented in table 7 by mentioning the audio source.

Coding of effective balance in scope, sequence and composition in the interdisciplinary curriculum heading		
Open and axial	audio sources	selective
The nature of organizing headings		According to most specialists, organizing methods are appropriate in designing interdisciplinary curriculum heading.
- Suitable	11,10,9,7,5,3,1,19,17,15,14,13,22,21,20,23	
- Unsuitable	8,6, 24, 12,25	
Reasons for not organizing headlines properly		There are various reasons for the lack of proper organization of interdisciplinary curriculum heading.
-Lack of attention to the relationship between the lessons	25,23	
-Lack of attention to pre-request courses	32,31,25	
-Lack of a relationship between the three undergraduate, graduate and postgraduate degrees in an interdisciplinary	36,34,29	
- Unintegrated and unfunctional organization	36,27	

Table 7
Coding of specialists' answers from the seventh question

Question 8: What role do professors play in the review, development and innovation of interdisciplinary curriculum headings?

The open, axial and selective coding of specialists' interviews in the eighth question has been presented in table 8 by mentioning the audio source.

Coding of professors role in review, development and innovation of interdisciplinary headings		
Open and axial	audio sources	selective
The involvement of professors in the review of headings	1, 5, 7, 12, 15, 16	According to most specialists,

-The participation of professors - Lack of professors participation	17, 18, 9, 10, 11, 13, 15, 19, 22, 20, 21, 23, 24, 25	humanities professors are not involved in the revision and innovation of interdisciplinary curriculum heading.
Reasons for Failure -No feeling the need -Time-consuming - Lack of mastery of professor	17, 18, 9, 10, 11 15,19,22 20,21, 23,25	There are several reasons why professors are not involved in revising the interdisciplinary curriculum heading.

Table 8
Coding of specialists' answers from the eighth question

Question 9: Are the necessary arrangements prepared for students' participation and discussion?

The open, axial, and selective coding of specialists' interview in the ninth question has been presented in table 9 by mentioning the audio source.

Coding of considering the necessary arrangements for students' participation and discussion		
Open and axial	audio sources	selective
Position of being active the student in headings -Considering student in class discussions - Not considering student in class discussions	1, 5, 7, 12, 15, 16, 17, 18 9, 10, 11, 13, 15, 19, 22 20, 21, 23, 24, 25	According to most specialists, the necessary arrangements for student participation and discussion are considered in the revised headings.
Reasons for not paying attention to student's participation -Failure to provide scientific topics and opinions -Time-consuming - Slow down the timetable curriculum	21,24,25 20, 23, 24, 25 20, 23, 24, 25	There are various reasons for not considering student's participation in the revised headings of interdisciplinary curriculum.

Table 9
Coding of specialists' answers from the ninth question

Question 10: Are the basic competencies required by students to enter the community, considered in the design of headings?

The open, axial, and selective interviewing of specialists in the tenth question has been presented in table 10 by mentioning the audio source.

Coding to take into account the basic competencies required by students to enter the community		
Open and axial	audio sources	selective
Creating the required competencies for community -Attention to the creation and strengthening the required competencies in students - Lack of attention to creating and strengthening the required competencies in students	1, 5, 7, 12, 15, 16, 17, 18 9, 10, 11, 13, 15, 19, 22 20, 21, 23, 24, 25	According to most specialists, the basic qualifications required for students to enter the community are considered in revised headings.
Strategies for strengthening the required competencies of community in students -Creating appropriate resources and	17,16 13,11,10	Various strategies were expressed for creating and

content	19	strengthening the required competencies in the students for enter to community by specialists in the field of humanities.
-Proper execution of revised headings	12,7,5	
-Creating specialized libraries		
-Strengthening the skills of professors to interest students in discovering new domains and increasing their risk-taking	23,24,25	
-Passing the course units of all three sections in one interdisciplinary	21,20	
-Increasing the completion of graduate courses for student mobility in depth	25,22,19	
-The interaction and relationship between the general education system and the system of higher education and planning since the first years of study	5, 7, 12, 15,	
-Laying literature and interdisciplinary culture in society		

Table 10
Coding specialists' answers from the tenth question

Conclusion

The findings were analyzed after initial compilation of interdisciplinary indicators of the study and analysis of the upstream documents of the Islamic Republic of Iran, validation of the indicators was carried out by the interdisciplinary experts of the humanities and after the selection of interdisciplinary specialists in the humanities based on the criteria for specialization and interviews with specialists.

Most interdisciplinary specialists in the human sciences, in the first question, reconsidered the revised headings of an interdisciplinary curriculum to be suitable for youth, and believe that in the interdisciplinary curriculum, clear headings have been provided, but these headings have not been fully realized. Specialists have different reasons for not fulfilling the revised headings of interdisciplinary curriculum, such as not meeting students' needs, the low level of students' science, the lack of flexibility of approved titles, the constant change of needs, and the precision and the lack of scientific knowledge, low quality of implementation, the lack of interest among students, the evidence-oriented of universities and youth, and the high level of educational content and low educational time.

Among interdisciplinary specialists, many respondents consider the second part of the revised curriculum to be in line with the needs of the community. For some specialists do not consider the revised curriculum of interdisciplinary to be appropriate to the needs of the community; various reasons have been mentioned, such as: mismatching the titles with the existing conditions of the community; failing to meet the needs of the students; political, economic and social factors in society; and finally, the lack of coordination of the theory of the university dimension and the practical dimension of society are the most important reasons.

Most interdisciplinary specialists in the answer to question 3 consider the revised interdisciplinary curriculum guidelines to be diversified, but there is a need for frequent revision of headings and disciplines. An important point mentioned by the specialists is that the students are theoretically interdisciplinary with these headings, but it is felt necessary to make changes in the formulation of the headings. Ultimately, in order to achieve the special purpose of student arrival, there are some necessary and essential factors, such as academic pursuit and the student's potential, the good functioning of the

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circles involved in this goal, the existence of a relationship between the three academic levels and the targeted design of the headings of each three sections.

Most interdisciplinary specialists, in response to the fourth question, consider the indicators useable in the formulation of revised interdisciplinary headings. At the same time, according to some specialists, there are no proper indicators for the formulation of curricula for interdisciplinary curriculum. According to him, using the appropriate indicators, detailed and applicable is for interdisciplinary curriculum in the humanities will be developed. Indicators such as: attention to provincial philosophy, improvement of thought, motivation and behavior, cultural, religious, scientific, ethical, national, small and early indicators, frequent updating of headings, attention to the titles of reputable universities of the world, Attention to future infrastructure.

For most specialists, in response to question 5, there is a need for consistency between the headings of each curriculum in the interdisciplinary curriculum. In his view, the coherence between the revised headings of interdisciplinary lessons has been established.

Also, in response to question 6, according to most specialists in interdisciplinary curriculum in the humanities, skills designing have been successful in the interdisciplinary curriculum from simple to complex. But in the few cases, the failure of the interdisciplinary curriculum design has so far been due, for some reason such as the lack of interdisciplinary design with feasibility, and lack of implementation capacity at universities. In this view, the successful design of an interdisciplinary curriculum requires the consideration of factors such as the use of scientific resources of the world, the creative and exploratory work, the relationship of the production system with the system of implementation in the community, Attention to the training of new intermediate degree faculty members, designed with care and with no reflection, hurried, capacity building at universities.

According to most specialists, in answering the seventh question, the organizing methods are appropriate for the formulation of the Interdisciplinary curriculum. Also, for the small number that this balance is not appropriate in the interdisciplinary curriculum. They have been mentioned for a variety of reasons, such as: lack of attention to the relationship between the courses, lack of attention to the prerequisite courses, lack of a relationship between the three undergraduate, graduate and postgraduate degrees in an interdisciplinary, and lack of integrated and functional organization.

According to most specialists, humanities professors are not involved in evaluating the topics of interdisciplinary curriculum, and there are various reasons for the lack of participation of professors in revising the heading of interdisciplinary curriculum. In response to the eighth question, there are reasons for wanting to be felt sometimes by the faculty and sometimes by specialists, time-consuming for professors, as well as the lack of proficiency of the professor.

According to most specialists, in response to question ninth, the necessary arrangements for student participation and discussion has been considered in the revised headings. However, few specialists have explained various reasons for not taking into account student engagement in the revised headings of interdisciplinary curriculum such as: failure to provide students with academic topics and opinions, time consuming discussions with students, slowing the timetable curriculum trend.

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In the opinion of most specialists in answering the tenth question, the basic qualifications required for students to enter the community have been considered in revised headings. There are also various ways to build and strengthen community competencies in students, as expressed by specialists in the field of humanity resource curriculum, such as: the development of appropriate resources and content, the smooth implementation of revised headings, the creation of a library, specialist skills, enhancing the skills of professors to interest students in discovering new domains and increasing their risk-taking ability, passing the course units of all three sections in one step, increasing the number of postgraduate units to move students to the depth of contents, interaction and relationship between general education system and higher education system and planning from the first years of studying, throwing literature and interdisciplinary culture in society.

Finally the results of this research show that 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 researches, 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.

So in general, according to the viewpoint of interdisciplinary specialists, 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, 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

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of the required professors among the disciplines created, the requirements for formulation of successful headings for interdisciplinary curriculums in higher educational system of Iran.

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