

**New Program Proposal
 Master of Arts, Liberal Studies
 Coastal Carolina University**

Summary

Coastal Carolina University requests approval to offer a program leading to the Master of Arts degree in Liberal Studies to be implemented in Fall 2014. The proposed program is to be offered through traditional, distance, and blended instruction. The following chart outlines the stages for approval of the proposal; the Advisory Committee on Academic Programs (ACAP) voted to recommend approval of the proposal to the Committee on Academic Affairs and Licensing (CAAL). The full program proposal **is attached**.

Stages of Consideration	Date	Comments
Program Planning Summary received and posted for comment	5/1/2012	
Program Planning Summary considered at ACAP	3/22/2012	ACAP members expressed support for the proposed program and suggested that Coastal Carolina University join the Association of Graduate Liberal Studies Programs.
Program Proposal Received	5/15/2013	
Comments and suggestions from CHE staff to the institution	6/3/2013	Staff questioned the need for a Master's degree in Liberal Studies and suggested edits for clarity and consistency
Revised Program Proposal received	6/5/2013	Revisions to information provided about need and edits made for clarity and consistency.
Program Proposal posted to ACAP members for review	6/13/2013	
ACAP Consideration	6/20/2013	ACAP members advised Coastal Carolina to be aware that these types of programs typically have high enrollment, but low completion rates. ACAP members asked about the purpose of the proposed program and institutional representatives responded that the proposed program will serve as an incubator for potential new graduate programs. ACAP members also suggested expanding the justification section to include additional information about the need locally. ACAP voted to recommend approval of the program.
Revised Proposal Received	7/29/2103	Revisions added additional detail to the justification section.

Recommendation

The staff recommends that the Committee on Academic Affairs and Licensing commend favorably to the Commission the program leading to the Master of Arts degree in Liberal Studies, at Coastal Carolina University to be implemented in Fall 2014, provided that no additional “unique cost” or other special state funding be required or requested.

**Coastal Carolina University
Conway, South Carolina**

**Proposal to the
South Carolina Commission on Higher Education
to establish a
Master of Arts degree in Liberal Studies**

May 15, 2013

Signature will be provided on original

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President

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CLASSIFICATION

Name of Proposed Program:	Master of Arts in Liberal Studies
Possible areas of emphasis:	American Studies, International Studies, Leadership and Public Service
Academic Unit:	Edwards College of Humanities and Fine Arts Office of the Dean
Designation of Degree:	Master of Arts
Proposed Date of Implementation:	Fall 2014
CIP Code:	24.0101
Identification of Program:	New
Site:	Coastal Carolina University
Qualifies Palmetto Fellows and LIFE Scholarship Awards:	No
Delivery Mode:	Traditional, Distance Learning, and Blended

INSTITUTIONAL APPROVAL

List of titles of all internal institutional approvals, and date of each approval

Edwards College of Humanities and Fine Arts Graduate Committee	1/23/13
Coastal Carolina University Graduate Council	2/07/13
Coastal Carolina University Faculty Senate	3/07/13
Coastal Carolina University Provost	3/26/13
Coastal Carolina University President	5/10/13
Coastal Carolina University Board of Trustees	5/10/13

PURPOSE

Coastal Carolina University (CCU), through the Thomas W. and Robin W. Edwards College of Humanities and Fine Arts, proposes the M.A. in Liberal Studies, a graduate program designed to provide students in the Grand Strand region of South Carolina with the opportunity to pursue advanced interdisciplinary study in the humanities, arts, and social sciences. This broad-based graduate program is flexible enough to appeal to a wide constituency, but rigorous enough to ensure that graduates have a strong grounding in the critical thinking, communication, and research skills that are the hallmarks of a liberal arts education.

This proposal is in response to a marked increase in the popularity of interdisciplinary graduate programming nationally and is particularly appealing for our region because it is designed to respond to local demographics while taking advantage of extant capacity for graduate study at Coastal Carolina University. Our target audiences are undergraduates who are seeking advanced, interdisciplinary coursework to meet the demands of a new marketplace; adult learners seeking an intense engagement in humanistic concepts; educators looking for an advanced credential; and midcareer professionals seeking skills enrichment and broader cultural literacy.

The mission of the M.A. in Liberal Studies is to prepare students to conduct advanced research across disciplinary boundaries, to synthesize information, and to present that information in a range of formats, both oral and written, that suit the needs of a variety of audiences. Graduate students in the Master of Arts in Liberal Studies become acquainted first-hand with the challenges and rewards of interdisciplinary study; they practice critical thinking

skills not only through the projects they complete in their first three core courses, but in the planning and taking of their content coursework and the design and completion of their capstone project. They become adept at collaboration with colleagues in other fields of study; they investigate and pursue practical applications of disciplinary knowledge; they become more proficient in writing; they utilize technology for presentations, visual media, and print documents; and they learn professional procedures appropriate for a variety of both public sector and private industry settings.

JUSTIFICATION

Need for the program in the state

The graduate degree in Liberal Studies has existed in American higher education since the 1950s, but in the past two decades, programs like the one we propose have proliferated nationally, filling a need for graduate study that is focused on the part-time adult learner who holds an undergraduate degree and wishes to return to the classroom to take advantage of a flexible post-graduate experience. Some M.A. in Liberal Studies students enroll in order to enhance professional prospects and others to seek personal achievement. Both groups are attracted by the concept of an individually-designed degree that will allow advanced study of an academic subject for which there is no established existing local structure for graduate study. There are over 120 similar programs in the United States, and growth prospects are strong as universities respond to a vast increase in the population of working adults seeking both career enhancement and personal fulfillment.¹ In our examination of 81 M.A. in Liberal Studies programs in the United States, we noticed a 28% overall increase in degrees awarded when comparing 1999-2000 and 2009-10 statistics. The University of Missouri-Kansas, the University of Denver, The New School, and Vanderbilt University, schools with undergraduate populations ranging from 6,835 to 11,000, increased the number of M.A. in Liberal Studies degrees awarded during this period by 83%, 84%, 65%, and 58% respectively. M.A. in Liberal Studies programs, with their interdisciplinary ethos and orientation to nontraditional students, are often found at regional public universities, and South Carolina could benefit from more access to this type of graduate education.

Coastal Carolina University has extensive experience working with nontraditional student populations, and the demographics of our region suggest the program will address a demand and produce graduates. According to statistics compiled by the Association for Graduate Liberal Studies Programs, the average age of an M.A. in Liberal Studies participant is 44 years and most are over 50.² These students are part of a national trend whereby older adults are returning to the classroom, some after their working careers are over, others having been inspired by noncredit coursework to seek more rigorous academic experiences. In 2008, the *New York Times* reported that the number of graduate students older than 50 grew by 38% between 2001 and 2005, to about 173,000 from 125,000. According to the National Center for Education Statistics, that's "more than twice the rate of growth for graduate students overall."³ In Horry and Georgetown counties, which Coastal Carolina University serves, the median age of full-time residents, according to the 2010 Census, was 41.1 and 45.4 respectively⁴; in addition to the many retirees who migrate to the Grand Strand to live, our seasonal visitors (snowbirds) also tend to be older, thus adding to the pool of potential students likely to be attracted to this program. In the last decade, Horry County outpaced both South Carolina and the United States in the growth in population of citizens over the age of 54; this trend is expected to continue.⁵

A survey of interest (see appendix) was given to current Coastal Carolina University undergraduates and students in the university's lifelong learning program. Out of 243 survey

respondents, 221 undergraduates and 22 retirees, just over 50% indicated some level of interest in a hypothetical M.A. in Liberal Studies. This program is proposed in a context where there has been a long-term trend of increased demand for graduate credentials; total applications for graduate admission in all fields increased 4.3% from 2001 to 2011, and the total number of master's degrees awarded in the humanities and arts during that period increased by 3%.⁶ Our local survey tracked well with this national trend, as we found high levels of interest in a potential M.A. in Liberal Studies among students who are currently majoring in arts and humanities disciplines (e.g., communication, dramatic arts, graphic design, history, and music) as well as students in disciplines outside of the College of Humanities and Fine Arts (e.g., education, economics, marketing, management, and psychology). When asked what areas of study would generate the most interest in an M.A. in Liberal Studies degree, respondents favored traditional liberal arts disciplines already housed in the College of Humanities and Fine Arts; world cultures, politics, visual arts, history, philosophy, and religious studies generated the largest proportion of interest, with communication, theatre, English, and music following. Of the retirees who responded to the survey, 40.9% expressed interest in the M.A. in Liberal Studies degree.

Coastal Carolina University's service region already has all the ingredients for a successful M.A. in Liberal Studies program:

1. A liberal arts-oriented university with growing graduate programs already in place and undergraduates who are interested in graduate study.
2. An extensive record of providing educational opportunities to older students. CCU offers more than 300 Lifelong Learning courses, taught by 75 qualified instructors, to more than 1,200 students each term.
3. A local population that matches the demographics of successful M.A. in Liberal Studies programs across the nation. The median resident age in Horry County is 38.3 years, in Georgetown County it is 41.1, whereas the South Carolina median age is 35.4 years.⁷

Because this program "piggybacks" on existing resources (using current faculty and drawing on well-developed undergraduate programs), we believe it can be viable with very low enrollments, launched with only three new faculty hires, and provide a fully-realized graduate educational experience to 15 new enrollees per year and a total of 25 FTE at any one time.⁸

The availability of this degree will help align Coastal Carolina University with clear trends in the relationship between individual economic success and level of educational attainment. The total FTE enrollment at all comprehensive teaching institutions in the state of South Carolina grew 19.4% between 2002 and 2011, these students, primarily undergraduate, are entering a world where advanced instruction has become an economic advantage.⁹ According to Bureau of Labor Statistics' projections, the number of jobs typically requiring a master's degree for entry is expected to grow by 22%. These rates of increase exceed the gains expected for individuals with lower levels of educational attainment.¹⁰ Of particular advantage of our service region is the likelihood that a large majority of participants in the MALS will be South Carolina residents, likely to stay in the region after gaining a degree. In Fall 2011, 79.4% of Coastal Carolina University graduate student were in-state residents.¹¹

Employers recognize that a liberal studies education is an important vehicle for nurturing talent that will move them forward in the 21st century economy. The M.A. in Liberal Studies degree will provide the critical, creative thinking, and interpersonal skills that many employers seek even in the current economy. According to former Proctor & Gamble chairman A.G. Lafley, "The formula for businesses trying to compete in today's economy is simple: hire

employees with the mental agility, leadership and passion to navigate constant change – in other words, hire those who are liberally educated.”¹² Sectors from retail to agriculture seek graduates who demonstrate a balance between liberal education and specific training. The hospitality industry, which is the main supporting industry in the areas surrounding Coastal Carolina University, prefers the more liberal education to that of a specific trade according to the CERI Research Brief 2012.¹³ Likewise, studies in the *Liberal Education and American’s Promise Initiative of the Association of American Colleges and Universities* show that the essential learning outcomes of a liberal education are aligned with the skills most desired in prospective workers by private sector employers.¹⁴

Many students enter interdisciplinary M.A. in Liberal Studies programs seeking advancement in already established careers, according to Anthony Tambasco, Associate Dean of Graduate Liberal Studies at Georgetown University; Melissa Hilbish, Director of the M.A. in Liberal Studies Program at Johns Hopkins University; Stephen Zehr of the University of Southern Indiana; and Carol Gayle, Associate Director of the Graduate Program in Liberal Studies at Lake Forest College, who responded to our e-mail inquiries. Lawyers, doctors, website developers, teachers, journalists, and administrators are among the many seeking enrichment through study in the humanities. For some of these students, the M.A. in Liberal Studies degree has led to a change in career; Gayle mentioned a woman who owned a small advertising agency who retooled herself to become an art teacher, developing her own curriculum based on the independent study she did at Lake Forest. Other students, both young and middle-aged, continued their education in master’s programs (law, library science, museum studies, communication) or doctoral programs. Hilbish mentions those who pursue “dream jobs,” noting students who used internship experiences in their program as stepping stones to such positions as the manager of an Antiquarian bookstore, head of promotions in a theatre setting, and museum administration. Gayle also notes that their program attracts people born and educated abroad who wish to learn more about the American educational system and to improve their ability to study and write in English. Among the graduates in this category, she describes Russian students who entered a graduate program in Psychology and an Art Institute for Photography and Chinese students who pursued a journalism master’s and a history doctorate after completing the M.A. in Liberal Studies.

According to data from the Georgetown University Center for Education and the Workforce, higher level liberal education skills and abilities mean higher wages for graduates. The Center also reports that evidence from a federal database analyzing qualifications for 1,100 different jobs indicates that the highest salaries apply to positions that call for intensive use of liberal education capabilities.¹⁵ On the webpage for the United States Department of Labor, the Bureau of Labor Statistics provides data comparing both the unemployment rates and median weekly earnings for workers according to their degrees. In comparison with those who have earned a bachelor’s degree, whose median weekly earnings in 2011 were \$1,053, those with master’s degrees earned \$1,263. Unemployment rates in 2011 for those with bachelor’s degrees were 4.9% as opposed to the 3.6% for those with master’s degrees.¹⁶

In the 2013 State of the State speech, Governor Nikki Haley acknowledged the progress that has been made in the creation of new jobs and the subsequent lowering of the unemployment rate in South Carolina, but she also stressed that our state has “a long, long way to go.” Although her primary focus in this speech was on K-12 education policies, she argued that “having a well-educated work force is a real factor in attracting more businesses and jobs to our state.”¹⁷ Residents of Charleston, Columbia, and the upstate have opportunities to pursue graduate study in the humanities, but those living in the Grand Strand area whose careers demand such a course of study are limited to the M.A. in Writing unless they are willing to travel

or take classes online. It is in the interest of the citizens of South Carolina to attract businesses and develop cultural outlets throughout the state. A well-educated work force includes graduates with master's degrees in the humanities. Therefore, we believe that this degree can be part of the economic development of our service region. Middle school and secondary teachers whose concentrations are in social studies and English will be particularly attracted to this program as a means of recertifying their credentials and advancing their careers, opening the possibility for them to achieve the Class 1-S, Specialist status and to become even more knowledgeable in their fields. More importantly, perhaps, graduate students wishing to prepare for or enhance their careers will be able to develop the critical thinking, research, and communication skills that will enable them to adapt to a dynamic economy in which they are predicted not only to switch jobs, but also careers, many times during their lives.

Centrality of the program to the mission of the institution

As Coastal Carolina University's Mission Statement asserts, we are a "mid-sized regional comprehensive university with a strong liberal arts core." Now that our enrollment is over 9,000, it seems fitting that, as a liberal arts institution, we offer more than one graduate program in the field of humanities and fine arts. The University's 2008-2013 Strategic Plan calls for an "increase in academic majors, minors, specializations, and emphases at both undergraduate and graduate levels" (Objective 1.2.1) and "interdisciplinary cooperation in developing new academic programs at the undergraduate and graduate levels" (Objective 1.3.5). The Master of Arts in Liberal Studies not only adds a much needed second graduate program within the Edwards College of Humanities and Fine Arts, one that promises to include all the departments in the college, but it also promotes cooperation among university faculty from different areas of specialization through interdisciplinary courses. This graduate degree offers students opportunities for advanced study in a variety of disciplines, a chance to make connections between these disciplines and to experience different ways of looking at issues, and the freedom to create an individualized, interdisciplinary curriculum to match their career goals. Because M.A. in Liberal Studies programs traditionally draw most prevalently from a nontraditional student population, this program also addresses Objective 1.2.3 of the university's Strategic Plan to "increase intergenerational learning opportunities for University students, faculty, and staff."

A key attraction of this degree is its role as a low-cost "incubator" for other graduate programming at Coastal Carolina University. At this time, there is a significant imbalance between graduate enrollment in the humanities and the overall "footprint" of the humanities at this institution. Humanities students make up only 7% of the overall graduate enrollment Coastal, despite the fact that humanities major make up 24% of Coastal Carolina University's undergraduate population. Whereas the primary function of this proposed degree program is to offer an excellent and timely graduate experience in and of itself, we are not blind to the possibility that one or more of the proposed degree concentrations might develop a critical mass of student and identify demand for a future free-standing disciplinary master of arts program. At other institutions, Liberal Studies programs often "spawn" other programs, and they do in a low-risk resource-friendly context, in that new program are created after student demand is not just predicted, but present.

The situation at University of Oklahoma is instructive. Since establishing their Liberal Studies program, the tracked student demand within that program has allowed for the creation of new degree programs in museum management, administrative leadership, health and human services, and criminal justice.¹⁸ The appeal of this approach to graduate education development

is that future degree programs can be created in a deliberate fashion, within the mission of the institution, in response to local interest and economic variations.

In scenarios where such “critical mass” is not present, student will be able to construct interdisciplinary degrees that suit their professional needs, drawing on a range of the range of disciplines and programs already extant in the college. We foresee scenarios where local employers who seek workers with advanced critical thinking, research, writing, cultural sensitivity, and presentation skills collaborating with the M.A. in Liberal Studies director to craft educational opportunities for individuals who already hold a bachelor’s degree.

Relationship of the proposed program to other related programs within the institution

The administration for the M.A. in Liberal Studies program, plus the four-course core faculty members, will be housed in the Dean’s Office of the Edwards College of Humanities and Fine Arts. Most of the “content coursework” in the degree will be drawn from the departments in the Edwards College, as team-taught and interdisciplinary courses already proliferate at the undergraduate level, with particularly close recent collaborations among the disciplines of English, Philosophy, History, Art History and Archeology. Cross-disciplinary courses developed specifically for the program will be given a “MALS” designation, but courses offered by individual departments will be developed, staffed, and delivered under departmental rubrics.

Because Coastal Carolina University has only one other graduate program in the humanities and arts, the Master of Arts in Writing, and that program has specialized enrollment standards and outcomes, we believe that there is an untapped market for graduate studies in the humanities in this region. Consequently, the relationship between the M.A. in Liberal Studies and the M.A. in Writing is likely to be complementary, with occasions for shared resources a distinct possibility. We do not anticipate competition or overlap between the M.A. in Liberal Studies degree and graduate degrees offered by Coastal Carolina in business, marine science, and education. We do acknowledge that the summer content courses offered by our college for students pursuing the M.A.T. degree in Secondary Education will be suitable for M.A. in Liberal Studies students to take as electives.

The strongest relationship between the M.A. in Liberal Studies and other programs within our institution will be the connections between our well-developed undergraduate programs and the new graduate degree. Resources devoted to our undergraduate programs have created extra capacity that can be exploited by the M.A. in Liberal Studies. While Coastal’s recent growth has created a “space crunch” for classrooms during the traditional day schedule, instructional space is available in the evenings, weekends, and summers—the periods when M.A. in Liberal Studies programs thrive. Databases, software, and hardware we have already acquired to support undergraduate instruction can be “scaled up” for M.A. in Liberal Studies use.

In order to establish the program’s credibility and appropriate rigor, the M.A. in Liberal Studies will not make extensive use of 400/500 level “split classes.” Instead, graduate versions of undergraduate courses will be demonstratively more challenging and developed for advanced learning, and more ambitious in pedagogical aims. To that end, faculty teaching in the M.A. in Liberal Studies program will have to meet respective departmental standards for graduate faculty status, as well as overall college and university guidelines for graduate instruction.

Comprehensive list of similar programs in the state

Winthrop University is the only institution of higher learning in South Carolina that offers a Master of Liberal Arts at this time.

Similarities and differences between the proposed program and those with like objectives offered at other institutions in state, region, and nation

Winthrop University offers a Master of Liberal Arts degree that shares a number of elements with our proposed program. However, graduate liberal studies programs draw from local populations and tend to attract a disproportionate number of part-time students, so it is unlikely a program established at Coastal Carolina University, 195 miles away from Winthrop, will “compete” with Winthrop’s long-established degree. There are six such degree programs established in the state of North Carolina. If North Carolina, with a population of 9,380,884, can sustain six MALS-type programs, it seems likely that South Carolina, with a population of 4,561,242, could sustain two.¹⁹

ADMISSION CRITERIA

Candidates seeking admission to the M.A. in Liberal Studies will submit the following materials:

1. Official transcripts from each school or college previously attended. (The minimum requirement for admission is a baccalaureate degree from a regionally accredited institution in this country or its equivalent at a foreign institution based on a four-year degree).
2. If the candidate’s transcripts do not reflect an undergraduate Grade Point Average (GPA) of at least 3.0 (overall) on a 4.0 scale, the candidate must submit a Graduate Record Exam report showing a minimum score of 300 with no less than 150 in the verbal reasoning section of the exam. (150 in verbal reasoning is equal to 450 on the prior scale for the GRE.)
3. Three letters of recommendation.
4. A three-part writing sample, in which the candidate will demonstrate the ability to take on graduate work by showcasing a variety of writing skills:
 - a. A description, in the form of a personal narrative, of the applicant’s intellectual and professional development and the role the M.A. in Liberal Studies will play in his/her continued growth as a student, citizen, and/or employee (300-500 words);
 - b. A persuasive essay on a topic about which reasonable people might disagree, in which the applicant presents a strong thesis, well-developed arguments, and awareness of audience (750-1,000 words) (a choice of prompts for this essay will be included on the application form);
 - c. A researched essay, in which the applicant shows the ability to locate, summarize, synthesize, and document information from scholarly resources in support of an original argument in the field of humanities (1,250-1,750 words).

Completed applications will be reviewed by the Graduate Admissions Committee. Before meeting to discuss the candidates, committee members will evaluate the essay components, rating the applicant’s research and writing skills according to a common rubric. In rare cases, the committee may waive the second requirement (GPA or GRE score) if the quality of an applicant’s writing and the strength of the letters of recommendation reveal the candidate to be uniquely qualified for graduate study.

ENROLLMENT

Projected student enrollment

The two charts pertaining to enrollment on the next page reflect a conservative estimate based on recruitment from the following pools:

1. Area professionals seeking graduate education (25%);
2. Area teachers seeking graduate credit in a content area and making progress toward an M.A. in Liberal Studies part-time (20%);
3. Recent undergraduates seeking further study after a bachelor’s degree (25%);
4. Area retirees seeking graduate education for personal enrichment and intellectual fulfillment, with no firm plans to apply the M.A. in Liberal Studies to a career (30%).

Additional assumptions:

1. Most students will take two courses per traditional term and one each summer.
2. The summer term will be populated with part-time students and non-degree-seeking educators seeking graduate credits for recertification; thus, summer credit hours are calculated based on each student taking one course.

Table A – Projected Total Enrollment

PROJECTED TOTAL ENROLLMENT						
YEAR	FALL		SPRING		SUMMER	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2013-2014	10	60	11	66	13	39
2014-2015	27	160	28	168	30	90
2015-2016	26	155	27	163	29	88
2016-2017	26	153	28	168	30	90
2017-2018	26	155	29	175	31	94

Note 1: Based on enrollment of 15 new students each fall plus a small number of new students each spring.

Note 2: Credit hours based on an average of 6 hours per semester.

Note 3: First year total headcount based on 90% returning fall to spring and 90% returning spring to fall.

Note 4: Years 2-5 headcount based on 40% graduation rate of returning students after Spring semester, 90% of students returning fall to spring and 90% of students returning spring to fall.

CURRICULUM

Sample Curriculum

The proposed Master of Arts in Liberal Studies degree at Coastal Carolina University will require 30 graduate credit hours. As this degree exists to provide both enrichment and skills, coursework will be balanced between a sequence of required core competency classes and a broad range of flexible content offerings. While the program is open to students with B.A. or B.S.

degrees from all disciplines, the core sequence will provide instruction and exposure to the central M.A. in Liberal Studies competencies of interdisciplinary thinking, advanced writing and presentation skills, critical thinking, and research methods. During the program, every student will complete four core classes:

- MALS 600 (Core Seminar) will serve as an introduction to the concept of interdisciplinary graduate study by exploring a broad topic through various disciplinary lenses.
- MALS 650 (Graduate Research Methods) will introduce students to the skills necessary to explore a range of topics suitable for study in the program.
- MALS 700 (Graduate Writing, Documentation, and Presentation) will allow students to hone the composition and presentation skills necessary to complete a major project in their area of study.
- MALS 799 (Capstone Experience) will stand as the culmination of the program, wherein the student, with the guidance of an academic mentor, will complete a comprehensive project, sometimes in the form of a traditional thesis, but sometimes in alternative (but equally significant) configurations based on the student's plan of study and academic interests.

With these four courses providing the foundation of the M.A. in Liberal Studies degree, the remaining 18 hours will be assembled from a wide range of courses from across participating disciplines, taking advantage of new M.A. in Liberal Studies-specific interdisciplinary seminars as well as extant courses Coastal Carolina University already offers in support of established graduate programs in the humanities, education, business, and sciences. Currently, Coastal Carolina University's College of Humanities and Fine Arts offers a regular rotation of graduate courses in Art, English, History, Political Science, and Music. Since many graduate arts and humanities courses currently offered as part of the Masters of Arts in Teaching have excess capacity, the addition of students pursuing the M.A. in Liberal Studies degree would create enrollment efficiencies at no additional cost to the university.

Below are the humanities and fine arts graduate courses currently listed in the CCU catalog that could be chosen as part of the 18 hours of electives (depending on the student's interest and completion of prerequisites at the undergraduate level). These courses already exist, and they serve other programs, but often have unused enrollment capacity:

ANTH 540: Seminar in Current Archaeological Issues	HIST 631: Issues in Southern History
ANTH 541/2: Field Problems in Archaeology	HIST 755: Issues in Twentieth-Century United States History
ANTH 591: Selected Topics	HIST 770: Latin American History
ENGL 662: Teaching Multicultural Literature	MUED 560: World Music
HIST 501: World History for Secondary Instruction	MUED 599: Special Topics in Music
HIST 505: United States History for Secondary School Instructors	POLI 501: Contemporary Issues in International Relations
HIST 528: Renaissance and Reformation Europe	POLI 532: International Relations of the Middle East
HIST 592/593/594: Special Topics in History	POLI 534: Contemporary East Asian Politics
	POLI 535: Globalization
	POLI 539: International Law
	POLI 560: Advanced American Government

New Courses (to be added within 5 years)

Although one of the strengths of the M.A. in Liberal Studies is the freedom it allows students in designing their own curriculum by choosing six elective courses particularly suited to their needs, this flexibility does not preclude a natural grouping of courses into three areas of emphasis: American Studies, International Studies, and Leadership and Public Service. In addition to discipline-specific courses that fit each area of emphasis, interdisciplinary courses for each emphasis have been developed and have been given the MALS designation: MALS 610, 635, and 671. As students' needs and interests become apparent and as faculty expertise evolves, more areas of emphasis may be added to the program.

MALS 600: Core Seminar

This introduction to the concept of interdisciplinary graduate study explores a broad topic through various disciplinary lenses.

MALS 650: Graduate Research Methods

This course introduces students to the skills necessary to explore a range of topics suitable for study in the program. In addition to providing practice in locating and synthesizing information from a variety of academic resources, the course will also introduce students to other research methodologies (field research, ethnographic studies, statistical analysis) and to theoretical and conceptual issues associated with humanities research.

MALS 700: Graduate Writing, Documentation, and Presentation

This course allows students to hone composition and presentation skills necessary to complete a major project in their area of study.

MALS 799: Capstone Experience

This course serves as the culmination of the MALS degree as students complete either a thesis or an equally significant project based on their program of study and their academic interests.

MALS 610: American Studies

This course investigates what it means to be American and identifies how those meanings have changed over time. Students will explore materials used in a multitude of disciplines and will be asked to interpret such documents as historical primary sources, literary works, films, photographs, music, and art.

MALS 635: International Studies

This interdisciplinary graduate course focuses on an issue (environmentalism, globalization, humanitarian relief efforts, peace studies, etc.) of international importance.

MALS 671: Leadership in the Public Sphere

This interdisciplinary graduate course focuses on the legal, social, and/or ethical issues that confront public leaders, both fictional and historical. Emphasis is placed on the rhetoric, political tactics, and organizational techniques that leaders use to navigate through and solve the problems they face.

MALS 679: Studies in World Film

This course gives students the opportunity to study masterworks of world film and to explore how these works are connected to broader cultural, social, and historical processes. This course will also explore important monuments of film criticism and theory.

ASSESSMENT

Objectives of the Program:

1. Students will demonstrate knowledge of issues and approaches in interdisciplinary studies
2. Students will demonstrate skills in conducting research in multiple disciplines
3. Students will be able to convey information clearly and effectively in writing, conforming to the structure and format prescribed by discipline, occasion, and audience
4. Students will be able to convey information clearly and persuasively, demonstrating mastery of oral communication skills and effective use of multi-modal media
5. Students will demonstrate critical thinking skills

Student Learning Outcomes Students will be able to:	Assessments	Data to be Collected
Demonstrate knowledge of issues and approaches in interdisciplinary studies	Exams	MALS 600, 650
Demonstrate knowledge of resources used in multiple disciplines	Exams, reading responses, research proposal	MALS 600, 650
Demonstrate knowledge of research methodologies employed in multiple disciplines	Exams and research proposal	MALS 650
Evaluate resources	Annotated Bibliography	MALS 650
Synthesize information	Research reports, written assignments, final project	MALS 650, 700, 799
Analyze structural and rhetorical features of a variety of texts	Textual analyses	MALS 700
Present information in a variety of formats	Writing assignments, final project	MALS 700, 799
Adhere to appropriate documentation of resources	Writing assignments, final project	MALS 700, 799
Convey information clearly and effectively through oral presentation	Presentations	MALS 700, 799
Demonstrate skills in collaboration	Class project, presentations	MALS 600, 700
Demonstrate use of multi-modal media in presentations	Class project, presentations	MALS 600, 700
Demonstrate skills of critical thinking (examining topic/issue from multiple perspectives)	Class project	MALS 600
Demonstrate skills of critical thinking (in critiquing methodologies and arguments)	Weekly critiques	MALS 799
Demonstrate skills of critical thinking (in conducting and presenting research)	Research reports, final project	MALS 650, 799

Program Assessment Plan:

- Initial admission criteria: scores and rubrics for three application essays
- Exams in 600, 650
- Portfolio (evaluated by rubric that is also used in individual courses) containing:
 - Analyses of texts from variety of disciplines
 - Annotated bibliography
 - Research papers and other written work (including admission sample)
 - Thesis/Project (including proposal and methodology)
 - Reflective Essay
- Presentation in 700/799 (common rubric)
- Survey of alumni

The Graduate Committee in the Thomas W. and Robin W. Edwards College will review data collected under the Program Assessment Plan annually, compiling a report for the college and university that documents and analyzes these results and that suggests ways of improving the program through curricular, instructional, and systemic changes. This report will be archived in the database Coastal Carolina University uses for assessment reports and will be used by the Director and instructors within the M.A. in Liberal Studies program to initiate curricular and instructional improvements.

FACULTY

Table B– Faculty List

List Staff by Rank (e.g. Professor #1, Professor #2, Associate Professor #1, etc.)	Highest Degree Earned	Field of Study	Teaching in Field (Yes/No)
Professor #1	Ph.D.	Applied Music	Yes
Professor #2	Ph.D.	Theatre	Yes
Professor #3	Ph.D.	Art History	Yes
Professor #4	Ph.D.	English	Yes
Professor #5	Ph.D.	Political Science	Yes
Professor #6	Ph.D.	Spanish	Yes
Associate Professor #1	Ph.D.	Philosophy	Yes
Associate Professor #2	Ph.D.	Spanish Culture and Literature	Yes
Associate Professor #3	Ph.D.	African American Studies	Yes
Associate Professor #4	Ph.D.	Political Science	Yes
Associate Professor #5	Ph.D.	Philosophy	Yes
Associate Professor #6	Ph.D.	Communication	Yes
Assistant Professor #1	Ph.D.	Political Science	Yes
Assistant Professor #2	Ph.D.	Health Communication	Yes
Assistant Professor #3	Ph.D.	History	Yes

List Staff by Rank (e.g. Professor #1, Professor #2, Associate Professor #1, etc.)	Highest Degree Earned	Field of Study	Teaching in Field (Yes/No)
Assistant Professor #4	Ph.D.	English	Yes
Assistant Professor #5	Ph.D.	Language and Culture of Asia	Yes
Assistant Professor #6	Ph.D.	Philosophy	Yes
Assistant Professor #7	Ph.D.	Media and Communication	Yes

Enumeration and discussion of the necessary qualifications of new faculty (and staff) that will be added in support of the proposed program

The Edwards College of Humanities and Fine Arts currently includes 104 tenured and tenure-track faculty, with eight searches currently underway for additional tenure-track faculty this year. Based on the enrollment data for the 2012-2013 academic year, selected faculty from this pool will be able to staff the graduate course offerings in the M.A. in Liberal Studies, teach within their academic areas, and fulfill our college’s obligations to the Coastal Carolina University Core Curriculum. Should the proposed program meet enrollment projections, it will be necessary to hire three full-time professors within the first three years, with each new faculty member dedicating .25% of the teaching load to the graduate program. These additional hires have been taken into account in the budget for this program. Future hires will be triggered by student demand and justified by increased tuition revenues.

Explanation of proposed changes in assignment and of the extent to which each new assignment may require the addition of new positions to fulfill the former assignment

One member of the faculty will be designated “Director of the Masters of Liberal Studies Program” and be reassigned one class per semester to recruit and advise graduate students as well as to work with the department chairs in the Edwards College of Humanities and Fine Arts in scheduling courses and coordinating faculty teaching in the program.

Institutional plan for faculty development as it relates specifically to the proposed program

Coastal Carolina University offers a robust slate of on-campus faculty development opportunities through the Ce-Teal Center, including teaching seminars, workshops, and mentoring opportunities. Coastal also supports faculty who are engaged in research and creative activities through competitive grant programs, conference travel funding, and administrative support to pursue publication, including scholarly reassigned time. The added demands of graduate teaching and the particular challenges of directing theses and other capstone projects will be addressed through an internally-developed formula of reassigned time to ensure that faculty who participate in graduate instruction continue to present and publish in their field.

Institution's definition of full-time equivalents

Table C – Unit Administration, Faculty & Staff Support

Every 21 credit hours taught during the academic year is equivalent to one Full-Time Equivalent (FTE).

UNIT ADMINISTRATION/FACULTY/STAFF SUPPORT						
YEAR	NEW		EXISTING		TOTAL	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
Administration						
2013-2014	0	0	1	.25	1	.25
2014-2015	0	0	1	.25	1	.25
2015-2016	0	0	1	.25	1	.25
2016-2017	0	0	1	.25	1	.25
2017-2018	0	0	1	.25	1	.25
Faculty						
2013-2014	1	.25	4	1	5	1.25
2014-2015	1	.25	5	1.25	6	1.50
2015-2016	1	.25	6	1.25	7	1.50
2016-2017	0	0	7	1.50	7	1.50
2017-2018	0	0	7	1.50	7	1.50
Staff						
2013-2014	0	0	1	.25	1	.25
2014-2015	0	0	1	.25	1	.25
2015-2016	0	0	1	.25	1	.25
2016-2017	0	0	1	.25	1	.25
2017-2018	0	0	1	.25	1	.25

PHYSICAL PLANT

The M.A. in Liberal Studies will be primarily housed in the 110,000-square-foot Edwards Building. The largest academic building on campus, the Edwards Building contains most of the classrooms and faculty offices that will support M.A. in Liberal Studies programming, plus an art gallery, recital hall, and "black box" theater.

M.A. in Liberal Studies classes will also take place in Brittain Hall, a new building adjacent to the Edwards Building. This 48,995-square-foot building includes 103 faculty/staff offices, as well as three large classrooms with tiered seats, plus six 25-seat and six 30-seat classrooms.

The new degree will be supported by our new library wing. Kimbel Library's Bryan Information Commons is a 18,500-square-foot, \$6 million study/reference/tutorial center. This new space will allow for the kind of small-group projects and individualized research we expect will be the hallmarks of our program.

EQUIPMENT

The M.A. in Liberal Studies can be supported by our current and near-future equipment levels. Teaching, research, and writing in the humanities can be supported with conventional computer labs, a range of affordable software packages, and widely available instructional technology. Coastal has introduced appropriate technology into every teaching space on campus, and we are confident that our students will have access to current-generation hardware and regularly upgraded software.

LIBRARY RESOURCES

Kimbel Library is a small academic library with holdings of over 250,000 items in all formats. We currently subscribe to over 80,000 periodicals: magazines, newspapers, scholarly journals, and proceedings in print and online formats. The Library provides access to its holdings and to over 100 online citation, abstracting, full-text, and reference resources via the Library's web page at <http://www.coastal.edu/library/> Library instruction sessions are available to all academic departments covering general library usage as well as project or course-specific sessions for upper-level research oriented courses.

Quantitative Analysis of Library Holdings Monographs

A quantitative comparison of Kimbel Library's holdings in liberal studies was conducted using *Bowker's Book Analysis System*. This collection tool compares individual library holdings against a core list of titles recommended for academic libraries by subject bibliographers. Comparison with such a list controls for age of collection held by peer libraries and offers a standard by which any academic library's holdings may be measured.

Subject areas and corresponding Library of Congress call number ranges were identified for broad areas of liberal studies (Table 2.) Kimbel Library's book holdings in these ranges were compared with the recommended list of core titles in the same LC class ranges in *Resources for College Libraries*. Kimbel Library owns approximately 40,000 titles in broad subject areas relevant to liberal studies, and subscribes to an e-book collection with over 25,000 additional titles. This analysis will examine the 40,000 titles owned by the library. Table 1 shows titles by format; 89% of the collection is books in either print or digital format. Table 2 shows the number of titles held by Library of Congress subject area and core titles for each subject. Quantitatively, the library collection in support of M.A.L.S subjects is strong in philosophy, psychology, religion, and histories and Western literatures, and this is appropriate as it reflects much of the University's curriculum. Smaller areas of the collection are non-Western literatures and law of nations.

Periodicals

Kimbel Library currently provides access to almost 8,000 journals in the subjects listed below (Table 3.) in online and print formats. Of these, 84% are considered core journals and represent an average of 28% of all core journals in identified subject areas. Online access is

provided for periodicals via aggregator databases, publisher packages, open access titles, and direct online subscriptions. A list of electronic resources in support of the proposed program is extensive and too unwieldy for this document; however, a list of all periodical databases is available via the Kimbel Library [web page](#). Direct subscriptions and open access titles are linked via [LinkSource](#).

The library also subscribes to streaming music and video databases, a digital image library and owns several digital archive collections in history and women's studies.

Qualitative Analysis

Age of collection

Liberal studies monographs are primarily print books (77% of the collection) with an average publication date of 1979. While the age of materials in liberal studies subjects does not indicate a poor collection, a lack of current titles is a hindrance to scholarship. Table 4 indicates age of collection by subject, with highlighted areas indicating areas of collection weakness in currency. Over 80% of the history and general music titles were published prior to 2000, less than the average of 72% for the liberal studies collection in other print-heavy areas of the collection (literature, political science.)

Use of Collection

Circulation statistics, available since 1997 (date of implementation of Kimbel Library's automated library system) show that of the roughly 35,000 *circulating* titles (no circulation data for e-books), 13,664 (39%) titles had no circulation incidents and 7014 (20%) had one circulation incident since 1997. 1658 titles circulated between 10-20 times, 72 titles circulated 50 to 75 times, and four titles have 100 or more circulations (American literature: Frost, Chopin, Fitzgerald, and Miller.) Table 5 shows use by subject: Music (M) has the highest per item circulation, perhaps since this call number range includes music CDs. Likewise, the next highest circulation per item is in General Literature (PN), which includes feature films in DVD format. Recent use is a measure of collection relevance, and in these same subject areas 50% and 90% (respectively) circulated since 2010.

Quantitative estimate of acquisitions needed

Coastal Carolina University is a liberal arts institution, and as such the library has always supported the subjects relevant to a liberal studies program. On average, 20% of books in the identified subject areas are core titles. This exceeds the average for the library book collection overall (13-16%). The library also subscribes to a substantial journal collection; 84% of journals relevant to liberal studies are considered core titles and comprise almost 30% of all core journals for the subjects evaluated. In addition to monographs provided by Kimbel Library, M.A.L.S. students will have access to books from South Carolina academic libraries via PASCAL Delivers, a rapid-delivery service provided by the state's academic library consortium, PASCAL (Partnership Among South Carolina Academic Libraries). The analysis indicates areas of need in Anthropology, History (World, U.S.), and Romance literatures (PQ) due to age of collection or lack of core titles owned. These areas are highlighted in Table 6, which indicates the number of titles needed to meet a collection average of 15% core holdings and current holdings of 20%. Average cost per book in the Library of Congress class range is included to determine estimated cost of titles needed. Subjects for which less than ten titles are needed to meet collection averages (Music, Law of Nations) or areas that are not widely taught in the current and

anticipated program are excluded. The library estimates total need at \$22,700, or \$4540 per year for the first five years of the program.

Journal subscriptions are an ongoing cost. The average cost of humanities journals in 2012 ranged from \$210 in music to \$793 in psychology. The Library's budget would need to be increased to cover the continuation of any new journal titles added. Selection of journal titles should closely conform to titles indexed in sources available to CCU students.

Tables

Table 1. M.A.L.S: Library Holdings by Format

Book	30669	77%
DVD/VHS	2051	5%
Ebook	4970	12%
CD	1902	5%

Table 2. M.A.L.S.: Library Holdings and Core Holdings by Subject

Subject	LC Classification	Titles	Core Owned	Core Not Owned	% Core Owned	Avg. cost by subject*
Philosophy, Psychology, Religion	B	8977	1198	4354	22%	\$ 71.05
World History	D	7888	1052	4794	18%	\$ 71.39
U.S History	E	5486	792	2117	27%	\$ 52.96
Regional U.S. History	F 206-220	226	42	56	43%	\$ 42.00
Latin American History	F 1201-3799	940	176	724	20%	\$ 42.00
Anthropology	GN	630	58	408	12%	\$ 81.39
Political Science (general)	JA	304	26	100	21%	\$ 117.00
International Relations	JZ	182	33	161	17%	\$ 112.00
Law of Nations	KZ	72	4	27	13%	\$ 176.00
Music	M	2740	1	16	6%	\$ 92.45
Music Study	MT	402	75	252	23%	\$ 79.63
Asian Literatures	PJ	63	31	561	5%	\$ 74.23
Indo-Iranian literatures	PK	25	5	184	3%	\$ 63.69
East Asian, African, Oceanic Literatures	PL	204	46	323	12%	\$ 58.67
Hyperborean, Indian Literatures	PM	28	2	25	7%	\$ 98.18
Literature (general)	PN	3447	415	2097	17%	\$ 59.69
Romance Literatures	PQ	938	400	2997	12%	\$ 46.18
English, Provincial Literatures	PR	3038	1072	4082	21%	\$ 45.92
American Literature	PS	4000	861	2036	30%	\$ 27.69
Germanic Literatures	PT	292	143	552	21%	\$ 72.68
		39882	6432	25866	20%	\$ 74.24
* Source: http://www.ybp.com/title_reports.html						

Tables 3-6 for this section are located in the appendix.

ACCREDITATION

The Program Proposal for the M.A. in Liberal Studies will be submitted for SACS review per CHE procedures. Coastal Carolina University will become a member of the Association of Graduate Liberal Studies Programs; this organization is an advisory group, not an accrediting body.

ARTICULATION

The M.A. in Liberal Studies is not a terminal degree, and we anticipate no unusual articulation issues associated with this degree. In terms of transfer students, we are willing to accept nine graduate hours transferred in from accredited external programs, as long as that coursework can be integrated into one of our preexisting concentrations. In this way, Coastal's M.A. in Liberal Studies would be more transfer-friendly than most graduate programs, recognition of the fact that students who enter M.A. in Liberal Studies programs often have prior graduate experience.

ESTIMATED COSTS and SOURCES OF FINANCING

While the program will require three new faculty hires in the first three years, these hires are needed for the undergraduate program as well, so the FTE will be .75 (i.e. each new professor dedicates 25% of his/her load to graduate teaching, so $.25 * 3 = .75$). Calculating annual salaries and benefits at \$72,000, the graduate-related costs of these additional hires will be \$54,000 per year by Year Three. Extant faculty will be teaching graduate level courses as well, and in their case, they will account for an additional 1.0 FTE by Year Three (four faculty, each teaching one course, $4 * .25$). Therefore, the program cost for extant faculty reassignment is listed at \$72,000.

Since the program will require one faculty member to be reassigned one course per term in order to complete administrative tasks, we propose hiring one additional part-time instructor to cover that load deficit at a cost of \$5,000/year.

The program intends to seek funding for one graduate assistant each year, with an award of \$10,000 per year, and no more than two serving at any one time. By year two, these assistantships will cost \$20,000 annually. However, these graduate students will be tasked with providing administrative and instructional support to the program faculty, making it possible to run the program without any additional full-time staff, which allows us to keep the staff support allocation down to .25 FTE. A full-time administrative assistant would cost about \$45,000, annually, so the net outlay is actually \$11,250.

In order to keep up with changing technology, we propose \$3,000 be allocated starting in Year 3 to account for technology upgrades. We estimate supply costs to hold steady at an estimated \$2,000 annually.

Funding for this program will be generated by tuition and no new special state appropriations will be required or requested. Grants, such as those offered by the Mellon and Rockefeller Foundations, the NEH, and other agencies will also be sought as sources of funding.

Table D – Estimated Costs and Sources of Financing by Year

ESTIMATED NEW COSTS BY YEAR						
CATEGORY	1ST	2ND	3RD	4TH	5TH	TOTALS
Program Administration	18,000	18,360	18,727	19,102	19,484	93,673
Faculty Salaries	23,040	46,080	161,280	164,506	167,796	562,701
Graduate Assistants	10,000	20,000	20,000	20,000	20,000	90,000
Clerical/Support Personnel	11,200	11,424	11,652	11,886	12,123	58,285
Supplies and Materials	2,000	2,000	2,000	2,000	2,000	10,000
Library Resources	4,540	4,540	4,540	4,540	4,540	22,700
Equipment	0	0	3,000	3,000	3,000	56,197
Facilities	0	0	0	0	0	0
Other	0	0	0	0	0	0
Totals	68,780	102,404	221,200	225,033	228,943	846,359
SOURCES OF FINANCING BY YEAR	1st	2nd	3rd	4th	5th	TOTALS
Tuition Funding (New students only)	86,371	224,343	222,907	231,129	244,159	1,008,908
Other State Funding (Legislative Approp.)	0	0	0	0	0	0
Reallocation of Existing Funds	0	0	0	0	0	0
Federal Funding	0	0	0	0	0	0
Other Funding (Endowment, Auxiliary etc.)	0	0	0	0	0	0
TOTALS	86,371	224,343	222,907	231,129	244,159	1,008,908

Notes:

- (1) Program administration based on .25 of director's salary plus 28% fringe for year one. Years 2-5 are based on a 2% increase.
- (2) 28% Fringe Benefits included with faculty salaries. Years 2-5 are based on a 2% increase.
- (3) Clerical/Support salary includes 28% fringe for year. Years 2-5 are based on a 2% increase.

¹ <http://www.aglsp.org/about-1.html>, August 10, 2010.

² <http://www.aglsp.org/about-1.html>, August 10, 2010.

³ Larons, Christine. "Older and Wiser Students" *The New York Times*, October 23, 2008.

⁴ South Carolina Demographics. <http://www.southcarolina-demographics.com/horry-county-demographics> January 23, 2013

⁵ City of Myrtle Beach Comprehensive Plan 2011.

<http://www.cityofmyrtlebeach.com/PDF%20Forms/ComprehensivePlan2011.pdf> January 23, 2013.

⁶ CGS/GRE Survey of Graduate Enrollment and Degrees. <http://www.cgsnet.org/graduate-enrollment-and-degrees-2001-2011> October 20, 2012.

⁷ <http://quickfacts.census.gov/qfd/states/45/45051.html>, October 7, 2010.

⁸ Winthrop University's MALS program reports enrollments between 2006 and 2009 between 12 and 18 students.

⁹ *South Carolina Higher Education Statistical Abstract, 2012.*

<http://www.che.sc.gov/Finance/Abstract/Abstract-2012-webaa.pdf>

¹⁰ <http://www.cgsnet.org/data-sources-strong-employment-growth-expected-graduate-degree-recipients-o>

¹¹ *South Carolina Higher Education Statistical Abstract, 2012.*

<http://www.che.sc.gov/Finance/Abstract/Abstract-2012-webaa.pdf>

¹² http://www.washingtonpost.com/blogs/college-inc/post/six-tips-for-liberal-arts-colleges-to-produce-employable-grads/2012/03/31/gIQAQb6EnS_blog.html

¹³ CERI Research Brief 2012 <http://www.ceri.msu.edu/wp-content/uploads/2010/01/CERI-Research-Brief-2012-4-Liberally-Educated-Versus-In-Depth-Training.pdf>

¹⁴ Liberal Education and American's Promise initiative of the Association of American Colleges and Universities <http://www.aacu.org/leap/>

¹⁵ Georgetown University Center on Education and the Workforce www.cew.georgetown.edu

¹⁶ Bureau of Labor Statistics, United States Department of Labor, http://www.bls.gov/emp/ep_chart_001.htm, March 23, 2012.

¹⁷ Haley, Nikki. "2013 State of the State Speech." *Governing the State and Localities.* <http://www.governing.com/news/state/southcarolina-haley-2013-speech.html>, January 21, 2013.

¹⁸ "Our History: The OU College of Liberal Studies" http://www.ou.edu/cls/vantage_point/history.html

¹⁹ U.S. Census Data via <http://quickfacts.census.gov/qfd/index.html>, October 7, 2010.