

**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 Committee on Academic Affairs and Licensing (CAAL) voted to recommend approval to the Commission. 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.
Program Proposal distributed to CAAL for review	8/21/2013	

Stages of Consideration	Date	Comments
CAAL consideration	9/5/2013	Commissioners asked questions concerning the need for the program and the proposed assessment plan as well as expressed concern about program productivity. Commissioners requested that the proposal be revised to expand the explanation of need for the program, include in the assessment plan indicators to identify students who may not complete the program in a timely manner, and describe the steps to assist students to complete the program. CAAL voted to recommend approval to CHE.
Revised Program Proposal received	9/18/2013	Revisions made to the proposal to address the items as requested by CAAL.

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve 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

David A. DeCenzo

President

Program Contact Information: Dr. Carol Osborne, osborne@coastal.edu, 843-349-2658, fax 843-349-2943

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

National models for nontraditional learning not only include noncredit programs like the Chautauqua Institute, which offers classes in art, religion, literature, and lectures on topics such as foreign policy, history, and music, but also programs such as Harvard University's Center for Learning in Retirement, which offers a robust liberal arts curriculum ranging from histories of specific cities, cognitive linguistics, diplomacy, languages, music history, writing, and religion. In order to better gauge local interest in this kind of advanced, substantial and credit-bearing experience, we surveyed individuals over 50 years of age who have taken either non-credit courses via Coastal Carolina University's Osher Lifelong Learning Institute (OLLI), or who have taken undergraduate classes for credit in the past three years. Of the 52 respondents, 26

expressed interest in advanced credit-bearing coursework, and most were interested in multiple disciplines in the humanities and fine arts:

Subject	PCT
History	13.0%
Literature	10.0%
Politics & geography	10.0%
Visual Arts	9.0%
Music	8.0%
Philosophy & Religion	6.0%
Communication	4.0%
Theatre	2.0%
Other	18.0%
No Response	20.0%
Total Percentage	100.0%

This spread of disciplines suggests an MALS with a broad curriculum might be appealing, whereas we would not yet be position to offer any one of these areas for graduate study aimed at the nontraditional student demographic.

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

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
6. Students will demonstrate the ability to formulate, execute, and complete a program of study within the parameters of the degree structure

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
Demonstrate the ability to formulate, execute, and complete a program of study within the parameters of the degree structure	Degree entry interview and program plan, degree progress assessment instruments in designated courses	MALS 650, 700, 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
- Progress self-assessment completed in MALS 650, 700, and 799 to track credit accumulation against the student's own plan of study.
- Degree completion will not be compared to other MA degrees at Coastal Carolina University, but instead measured against norms for similar programs established by national data sources.

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
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.

Proposal for a Master of Arts degree in Liberal Studies

Appendix

A. Survey

1. The student survey (below) was administered in the fall of 2011 during the second week of classes. It was sent in electronic format to all degree-seeking juniors and seniors, all majors. 221 undergraduates responded.

College of Humanities and Fine Arts Master of Arts in Liberal Studies

At Coastal Carolina University, your opinion matters. CCU would like your assistance in determining if there is interest in a proposed graduate program that would allow you to tailor an interdisciplinary degree to meet your unique professional or personal goals and interests.

What is/was your undergraduate major?

Do you intend to pursue education beyond your undergraduate degree?

What are your career plans?

The Edwards College of Humanities and Fine Arts is proposing a new broad-based graduate program, a Master of Arts in Liberal Studies (MALS). Coursework will be balanced between a sequence of required core classes and a broad range of flexible content offerings. The core sequence will provide instruction in the central competencies of interdisciplinary thinking, advanced writing and presentation skills, critical thinking, and graduate-level research methods. Every student will complete this sequence of courses: a Core Seminar, in which a broad topic will be explored through various disciplinary lenses; a Graduate Research Methods class; a course in Writing, Documentation and Presentation; and, at the end of the program, the Capstone Experience, in which the student, with the guidance of an academic mentor, will complete a project, either a traditional thesis or an alternative (but equally significant) configuration based on the student's plan of study and academic interests. With these four courses providing the foundation of the MALS degree, the remaining 18 hours will be assembled from a wide range of courses from across participating disciplines, taking advantage of new MALS-specific interdisciplinary seminars as well as extant courses Coastal Carolina University offers in support of established graduate programs in the humanities, education, business, and sciences.

How interested would you be in attending Coastal Carolina University for a Master of Liberal Studies if such a degree were offered?

What areas of study would you most likely choose?

Please indicate your preference of class times (if you were to pursue the MALS degree), placing a 1 beside the time that best suits your schedule and proceeding to 6 beside the time you would least likely enroll in a course.

Weekends (with classes offered Saturday morning or afternoon)

Early evenings (with classes offered 2 times a week starting between 4:00 and 6:00)

Late evenings (with classes offered 2 times a week starting after 6:30)

Evenings (with classes offered once a week starting at 6:00)

Early mornings (with classes offered 3 times a week starting between 7:00 and 7:30)

Weekdays (with classes starting between 9:00 and 5:00)

Would you be interested in taking graduate courses in the summer?

Would you be interested in taking courses through a distance-learning format?

How do you see the attaining of a Master of Liberal Studies fitting into your career/life plan?

What would you add or subtract from the proposed MALS program to strengthen the degree?

2. An electronic survey was sent to the retiree population (individuals in the OLLI program). 22 responded to the survey below.

College of Humanities and Fine Arts

Master of Arts in Liberal Studies

At Coastal Carolina University, your opinion matters. CCU would like your assistance in determining if there is interest in a proposed graduate program that would allow you to tailor an interdisciplinary degree to meet your unique professional or personal goals and interests.

Have you considered pursuing a graduate degree or taking graduate courses for the purpose of personal growth and life enhancement?

If you answered yes to the previous question (or if you have taken courses for enrichment after reaching the age of 50), what areas of study have you pursued and/or what degrees have you considered?

The Edwards College of Humanities and Fine Arts is proposing a new broad-based graduate program, a Master of Arts in Liberal Studies (MALS). Coursework will be balanced between a sequence of required core classes and a broad range of flexible content offerings. The core sequence will provide instruction in the central competencies of interdisciplinary thinking, advanced writing and presentation skills, critical thinking, and graduate-level research methods. Every student will complete this sequence of courses: a Core Seminar, in which a broad topic will be explored through various disciplinary lenses; a Graduate Research Methods class; a course in Writing, Documentation and Presentation; and, at the end of the program, the Capstone Experience, in which the student, with the guidance of an academic mentor, will complete a project, either a traditional thesis or an alternative (but equally significant) configuration based on the student's plan of study and academic interests. With these four courses providing the foundation of the MALS degree, the remaining 18 hours will be assembled from a wide range of courses from across participating disciplines, taking advantage of new MALS-specific interdisciplinary seminars as well as extant courses Coastal Carolina University offers in support of established graduate programs in the humanities, education, business, and sciences.

How interested would you be in attending Coastal Carolina University for a Master of Liberal Studies if such a degree were offered?

What areas of study would you most likely choose?

Please indicate your preference of class times (if you were to pursue the MALS degree), placing a 1 beside the time that best suits your schedule and proceeding to 6 beside the time you would least likely enroll in a course.

Weekends (with classes offered Saturday morning or afternoon)

Early evenings (with classes offered 2 times a week starting between 4:00 and 6:00)

Late evenings (with classes offered 2 times a week starting after 6:30)

Evenings (with classes offered once a week starting at 6:00)

Early mornings (with classes offered 3 times a week starting between 7:00 and 7:30)

Weekdays (with classes starting between 9:00 and 5:00)

Would you be interested in taking graduate courses in the summer?

Would you be interested in taking courses through a distance-learning format?

How do you see the attaining of a Master of Liberal Studies fitting into your career/life plan?

What would you add or subtract from the proposed MALS program to strengthen the degree?

3. A third survey was sent to area businesses during the first weeks of the fall semester of 2011 to assess the interest of mid-career professionals. We received no responses from this survey.

College of Humanities and Fine Arts Master of Arts in Liberal Studies

At Coastal Carolina University, your opinion matters. CCU would like your assistance in determining if there is interest in a proposed graduate program that would allow you to tailor an interdisciplinary degree to meet your unique professional or personal goals and interests.

Have you considered pursuing a graduate degree as a means of advancing in your career or as a means of transitioning to a new area of employment?

What particular professional objectives would guide your choice of a graduate degree?

Have you considered pursuing a graduate degree for the purpose of personal growth and life enhancement?

What personal needs or interests would guide your choice of a graduate degree?

The Edwards College of Humanities and Fine Arts is proposing a new broad-based graduate program, a Master of Arts in Liberal Studies (MALS). Coursework will be balanced between a sequence of required core classes and a broad range of flexible content offerings. The core sequence will provide instruction in the central competencies of interdisciplinary thinking, advanced writing and presentation skills, critical thinking, and graduate-level research methods. Every student will complete this sequence of courses: a Core Seminar, in which a broad topic will be explored through various disciplinary lenses; a Graduate Research Methods class; a course in Writing, Documentation and Presentation; and, at the end of the program, the Capstone Experience, in which the student, with the guidance of an academic mentor, will complete a project, either a traditional thesis or an alternative (but equally significant) configuration based on the student's plan of study and academic interests. With these four courses providing the foundation of the MALS degree, the remaining 18 hours will be assembled from a wide range of courses from across participating disciplines, taking advantage of new MALS-specific interdisciplinary seminars as well as extant courses Coastal Carolina University offers in support of established graduate programs in the humanities, education, business, and sciences.

How interested would you be in attending Coastal Carolina University for a Master of Liberal Studies if such a degree were offered?

If you responded to question 3 with “Potentially Interested,” “Interested,” or “Very Interested,” what areas of study would you most likely choose?

Please indicate your preference of class times (if you were to pursue the MALS degree), placing a 1 beside the time that best suits your schedule and proceeding to 6 beside the time you would least likely enroll in a course.

Weekends (with classes offered Saturday morning or afternoon)

Early evenings (with classes offered 2 times a week starting between 4:00 and 6:00)

Late evenings (with classes offered 2 times a week starting after 6:30)

Evenings (with classes offered once a week starting at 6:00)

Early mornings (with classes offered 3 times a week starting between 7:00 and 7:30)

Weekdays (with classes starting between 9:00 and 5:00)

Would you be interested in taking graduate courses in the summer?

Would you be interested in taking courses through a distance-learning format?

How do you see the attaining of a Master of Liberal Studies fitting into your career/life plan?

What would you add or subtract from the proposed MALS program to strengthen the degree?

B. New Courses designed by academic departments for electives in the Masters of Liberal Studies

ARTH 692: Critiquing the Museum

This course critically evaluates the institution of the museum. What functions do museums serve? What relationships do they have with their communities? Are their priorities to preserve, conserve, display, educate, or something else? Who are their audiences? What role does the physical space play in determining audience reception? What role does a museum play in determining social values? Do museums have an ethical responsibility to society? Depending on when it is offered, this course may sometimes include travel to museums in cities within the United States or abroad.

COMM 675: Communication Theory & Practice

This course surveys the Communication field and representative theories. Students research communication from both humanities and social science perspectives through analysis, critique, and reflection. This course provides students with tools to enhance communication skills and develop communication messages and events.

ENGL 666: Studies in World Literature

This course gives students the opportunity to read masterworks of literature and critical theory from across cultures and to explore how these works are connected to broader cultural, social and historical processes. This course will also explore connections between literature and other arts such as painting, music, and film.

ENGL 669: Studies in American Literature

This course gives students the opportunity to read literary texts and critical theory that engage with concepts of Americanness from a variety of cultural viewpoints and to explore how these texts are connected to broader intellectual, social, and historical processes. This course will also explore connections between literature and other arts such as painting, photography, architecture, music, and film.

PHIL 610: Advanced Moral Issues

This course is aimed at familiarizing liberal arts Masters' students with specific current issues in a philosophically and ethically rigorous way. After an introduction to ethical principles and theories, students will investigate particular subject areas. Possible topics may include intellectual property rights, ethics of war, race and racism, gender and sexism, media ethics, and more. A larger project will be the culmination of the class.

POLI 561: Advanced Public Policy

This course is an advanced exploration of the nature of public policy in the U.S. Topics include theories and models of policy making, policy formation and implementation by political institutions, and the formation of the policy agenda. A significant focus is placed on the content and design of policy in selected areas, including health, education, welfare, criminal justice, and environmental policy.

RELG 600: Advanced Topics in World Religions

This course is an advanced study of a selected topic in one or more of the world's religious traditions. Topics may include mysticism, saints, religion and society, sacred space, buildings and iconography, focusing on specific practices, traditions, and texts.

RELG 601: Topics in Southern Religion

This seminar course surveys the evolution of religion in the South from its beginnings to the arrival of new religions and movements in the twentieth century. This course reviews the formation of major denominational churches and their connection to social and political developments

SPAN 621: Seminar on Latin American Poetry

This course offers an intensive study of selected topics in order to develop critical approaches to the poetic text. It includes representative movements and authors.

THEA 695: International Theater Experience

In this course, students will be exposed to the world-class cultural activities and history of a city outside of the United States. Students will read plays and attend productions from theater and opera companies across the region, attending lectures, engaging in research and participating in tours and leisure events.

WGST 625: Gender and Sexuality in the United States

This graduate seminar is an interdisciplinary introduction to some of the central topics in American gender and sexuality studies, such as protests, movements and revolutions in American sexuality; modern masculinity and sexual violence; lesbian, gay, bisexual, transgender, and queer studies; gender socialization, gender communication, gender identity and gender performance; feminist philosophy, epistemology, and political theory; and the intersection of race, class, and gender in relation to personal identity, historical events, and cultural studies.

WGST 630: Gender and Sexuality: A Global Perspective

This graduate seminar is an interdisciplinary introduction to some of the central topics in global gender and sexuality studies. These may include the representation of transnational gender, sexuality, and eroticism; transnational sexual economy, sexual protests, movements and revolutions (including decolonization and poverty); "sexual rights" discourse and legislative practices worldwide; activism, laws, and citizenship; sex work and trafficking, HIV/AIDS organizing, tourism and travel; transnational feminism, postcolonial theory, and the intersection of race, nationality, class, and gender; and lesbian, gay, bisexual, transgender, and queer global immigration laws, identity, and nationalisms.

C. Tables 3-6 for Library Resources

Table 3. M.A.L.S.: Periodical Titles by Subject

Ulrich's Subject	Periodicals Held	Core Periodicals Held	% Held - Core	All Core Periodicals in Subject	% of Core Periodicals Held
ANTHROPOLOGY	315	303	96%	927	32.69%
CLASSICAL STUDIES	70	70	100%	361	19.39%
COMMUNICATIONS	506	309	61%	865	35.72%
ETHNIC INTERESTS	190	133	70%	406	32.76%
HISTORY	813	747	92%	4,824	15.49%
HUMANITIES	307	287	93%	1,177	24.38%
LITERARY AND POLITICAL REVIEWS	215	144	67%	422	34.12%
LITERATURE	1192	958	80%	4,097	23.38%
MUSIC	341	249	73%	972	25.62%
PHILOSOPHY	542	519	96%	1,886	27.52%
POLITICAL SCIENCE	1244	949	76%	2,702	35.12%
PSYCHOLOGY	1218	1,185	97%	2,287	51.81%
RELIGIONS AND THEOLOGY	680	611	90%	2,908	21.01%
THEATER	164	109	66%	276	39.49%
WOMEN'S STUDIES	142	131	92%	286	45.80%
TOTAL	7939	6,704	84%	24,396	27.48%

Table 4. M.A.L.S.: Age of Collection by Subject

Subject	LC Class	Titles	Average Age	2000+	% 2000+
Philosophy, Psychology, Religion	B	8977	1983	2404	27%
World History	D	7888	1979	1393	18%
U.S History	E	5486	1976	935	17%
Regional U.S. History	F 206-220	226	1973	218	96%
Latin American History	F 1201-3799	940	1980	186	20%
Anthroplogy	GN	630	1985	184	29%
Political Science (general)	JA	304	1979	65	21%
International Relations	JZ	182	2004	163	90%
Law of Nations	KZ	72	2006	70	97%
Music	M	2740	1989	589	21%
Music Study	MT	402	1988	135	34%

Subject	LC Class	Titles	Average Age	2000+	% 2000+
Asian Literatures	PJ	63	1988	19	30%
Indo-Iranian literatures	PK	25	1993	8	32%
East Asian, African, Oceanic Literatures	PL	204	1995	102	50%
Hyperborean, Indian Literatures	PM	28	1981	9	32%
Literature (general)	PN	3447	1998	2227	65%
Romance Literatures	PQ	938	1985	287	31%
English, Provincial Literatures	PR	3038	1986	926	30%
American Literature	PS	4000	1988	1319	33%
Germanic Literatures	PT	292	1981	47	16%
		39882		11286	28%

Table 5. M.A.L.S.: Use by Subject

Subject	LC Class	Titles	Items Circulated	% Circulated	Total Circ.	Circ/item	Recent Use (2010+)	% Recent Use
Philosophy, Psychology, Religion	B	8977	4500	50%	13390	1.49	1354	15%
World History	D	7888	3853	49%	10846	1.38	1260	16%
U.S History	E	5486	2919	53%	9333	1.70	989	18%
Regional U.S. History	F 206-220	226	127	56%	335	1.48	33	15%
Latin American History	F 1201-3799	940	519	55%	1637	1.74	169	18%
Anthropology	GN	630	188	30%	452	0.72	56	9%
Political Science (general)	JA	304	123	40%	327	1.08	42	14%
International Relations	JZ	182	69	38%	164	0.90	33	18%
Law of Nations	KZ	72	4	6%	4	0.06	0	0%
Music	M	2740	2253	82%	21368	7.80	1357	50%
Music Study	MT	402	198	49%	498	1.24	61	15%
Asian Literatures	PJ	63	26	41%	104	1.65	11	17%
Indo-Iranian literatures	PK	25	17	68%	60	2.40	6	24%
East Asian, African, Oceanic Literatures	PL	204	101	50%	294	1.44	61	30%
Hyperborean, Indian Literatures	PM	28	7	25%	34	1.21	3	11%
Literature (general)	PN	3447	2280	66%	19259	5.59	3216	93%
Romance Literatures	PQ	938	351	37%	1147	1.22	126	13%
English, Provincial Literatures	PR	3038	1382	45%	5558	1.83	574	19%
American Literature	PS	4000	2230	56%	13692	3.42	1042	26%
Germanic Literatures	PT	292	97	33%	507	1.74	48	16%
		39882	21244	53%	99009	2.48	6505	16%

Table 6.

M.A.L.S.: Estimate of Acquisitions Needed

Subject	LC Class	Titles	% Current	% Core Owned	Estimate of Titles Needed	Avg. cost by subject*	Estimate of Need
Philosophy, Psychology, Religion	B	8977	27%	22%		\$ 71.05	
World History	D	7888	18%	18%	145	\$ 71.39	\$ 10,351.55
U.S History	E	5486	17%	27%	165	\$ 52.96	\$ 8,738.40
Regional U.S. History	F 206-220	226	96%	43%		\$ 42.00	
Latin American History	F 1201-3799	940	20%	20%		\$ 42.00	
Anthropology	GN	630	29%	12%	16	\$ 81.39	\$ 1,302.24
Political Science (general)	JA	304	21%	21%		\$ 117.00	
International Relations	JZ	182	90%	17%		\$ 112.00	
Law of Nations	KZ	72	97%	13%	2	\$ 176.00	
Music	M	2740	21%	6%	3	\$ 92.45	
Music Study	MT	402	34%	23%		\$ 79.63	
Asian Literatures	PJ	63	30%	5%		\$ 74.23	
Indo-Iranian literatures	PK	25	32%	3%		\$ 63.69	
East Asian, African, Oceanic Literatures	PL	204	50%	12%		\$ 58.67	
Hyperborean, Indian Literatures	PM	28	32%	7%		\$ 98.18	
Literature (general)	PN	3447	65%	17%		\$ 59.69	
Romance Literatures	PQ	938	31%	12%	50	\$ 46.18	\$ 2,309.00
English, Provincial Literatures	PR	3038	30%	21%		\$ 45.92	
American Literature	PS	4000	33%	30%		\$ 27.69	
Germanic Literatures	PT	292	16%	21%		\$ 72.68	
Total		39882			381		\$ 22,701.19

-
- 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.