



MEMORANDUM

TO:  President Edward T. Foote II

FROM:  George C. Alexandrakis *GEA.*  
Chairman, Faculty Senate

DATE: January 25, 1991

SUBJECT: Faculty Senate Legislation #90002(B) -  
Proposed Master of Arts in Liberal Studies Degree

Enclosed please find Faculty Senate Legislation #90002(B) - proposing the establishment of the Master of Arts in Liberal Studies Degree. It is forwarded to you for your approval.

Attached you will find Faculty Senate Legislation #90003(D) - Part-time, Overtime Teaching Compensation, pertaining to all new programs. Additional understandings involve the Provost's formula for the budgetary matters of the program and that the Provost will provide the startup funds for it.

*2/1/91*

*George*

GCA/b

cc: Provost Luis Glaser

Attachments

*① Approved*  
*② Not approved*

CAPSULE:

Faculty Senate Legislation #90002 (B) - Proposed Master of Arts in Liberal Studies Degree

RESPONSE BY THE PRESIDENT:

DATE: 2/10/51

APPROVED: Yes STA

OFFICE OR INDIVIDUAL TO IMPLEMENT OR PUBLISH: Person

EFFECTIVE DATE OF LEGISLATION: \_\_\_\_\_

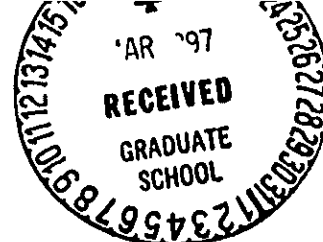
NOT APPROVED AND REFERRED TO: \_\_\_\_\_

REMARKS (IF NOT APPROVED): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Duke University**

DURHAM  
NORTH CAROLINA  
27708-0095



THE GRADUATE SCHOOL  
MASTER OF ARTS IN LIBERAL STUDIES

BOX 90095  
138 SOCIAL SCIENCES BUILDING  
TELEPHONE (919) 684-3222

March 14, 1997

Tarek M. Khalil, Dean  
The Graduate School  
University of Miami  
P. O. Box 24815  
Coral Gables, Florida 33124-2220

Dear Dean Khalil:

Enclosed is my report on the review of the University of Miami Master of Arts in Liberal Studies Program.

Thank you for an enjoyable visit to Miami and the University. It was a pleasure meeting you.

Please feel free to give me a call if you would like to discuss any aspects of this report.

Sincerely,

Diane Sasson, Director  
Master of Arts in Liberal Studies

cc: Dr. Eugene Clasby, Director, MALS Program  
Dr. Paul Blaney, Interim Dean, College of Arts & Sciences  
Dr. Andrew Reck, Tulane University

**REPORT ON SITE VISIT  
THE UNIVERSITY OF MIAMI  
MASTER OF ARTS IN LIBERAL STUDIES PROGRAM  
FEBRUARY 24-25, 1997**

**I. OVERVIEW**

The University of Miami Master of Arts in Liberal Studies program provides an interdisciplinary, liberal arts curriculum with a solid core of courses specifically designed for adult students, many of whom must study part-time. The program draws on regular rank faculty at the University to teach its core courses and electives; as a result, MALS students are taught by faculty who are highly qualified and often well-known in their disciplines. The campus is located in an attractive, safe metropolitan environment where the numbers of prospective students for such a graduate degree should be numerous. The reputation of the University of Miami for a commitment to liberal arts education and for offering strong professional programs enhances the appeal of the MALS degree to residents of the greater Miami area.

The University of Miami MALS program can do more, however, to draw upon these assets to strengthen the program. The next few years may well be pivotal, as the program must prove that it can sustain and increase enrollments, can build a broader base of internal support at the University, and can move successfully beyond the stage of a new, experimental program to a well-established and well-respected graduate degree that will be both an intellectual and a financial asset to the University. The report that follows will address the topics outlined in the University of Miami's "Procedure for Review of Existing Graduate Programs" and will make some specific suggestions of how the MALS program can realize its full potential.

**II. RATIONALE**

The rationale for the University of Miami Master of Arts in Liberal Studies Program is consistent with the standards established by the Association of Graduate Liberal Studies Programs. Although the Miami program is one of only a handful in the state of Florida, GLS programs have become well known in other parts of the country, where they first developed at private colleges and

universities in the northeastern U. S. in the 1950s and 1960s. During the 1980s, the GLS movement grew rapidly, with new programs springing up across the country at both private and state-supported schools. Nation-wide several thousand students receive the MALS degree each year.

The University of Miami's program, then, is part of a larger movement in U. S. higher education. This movement has been stimulated by the over-specialization of undergraduate education during the past twenty years, so that many of today's college graduates have not experienced a broad liberal arts education. The GLS movement takes the goals of traditional liberal arts education (the development of critical thinking and of analytical and writing skills, and understanding of questions and issues central to human experience) and extends them into rigorous, interdisciplinary graduate learning. At the same time, it offers adults the freedom and flexibility to pursue their own learning goals.

The MALS program at the University of Miami is well designed to fulfill these goals. Like other MALS programs, its purpose is not to provide a professional credential, although the degree may indeed be valuable to professionals who need a broader education. Consequently, the program should not be evaluated in the same terms as would traditional graduate degree programs. The rationale for the MALS program is not that the job market requires such a degree, or that large numbers of graduates receive job offers. Since most MALS students are already employed and come to the program with professional training or experience, this program should be evaluated on the basis of whether or not it fulfills its stated mission "to provide a broad understanding of. . . [issues and questions central to the history and development of human culture] through a focused and systematic program of study." In my judgement, the University of Miami MALS program is doing a good job in fulfilling this goal.

### **III. PHYSICAL RESOURCES**

The University of Miami MALS program is lucky to have a superb location, a safe attractive campus, a large metropolitan population from which to draw students, and a fine faculty who seem pleased to teach adults. Faculty, research and library resources are adequate to support this graduate degree. The MALS program does not, however, have adequate space and facilities. A separate

office for the program would enhance its visibility to faculty, students and prospective students alike. Currently, the program operates out of two disparate locations: the director's office in the English department where, I assume, interviews of prospective students and advising of current students takes place; and the desk of an assistant who is located in the School of Continuing Education, but whose responsibilities include responding to prospective students and handling the administrative needs of faculty and current students. Neither space is identified specifically with the MALS program. This arrangement is far from ideal and poses a number of problems.

Both prospective or current students need to be able to go to one place where there will be staff to take care of their needs--whether this need is to get information and an application; to find out about future course offerings; to get advising; or to pick up papers that faculty have graded. Ideally, there should be a space that is available at the times when adults can come to campus, including early evening hours before classes. There needs to be space for interviewing applicants and for advising students--a space where applicant and student files are readily accessible. Since MALS graduates live in the local community, they continue to keep in touch, often taking additional classes or participating in university events; and they also need access to a space that is identified with the program. If the MALS program continues to be successful, the need for space and for the availability of staff will increase.

The current configuration of space (and its lack) reflects a confusing administrative structure (see Section VII below). I suggest that these issues be discussed together, and that a solution be found that gives the University of Miami MALS program a more visible presence on the campus as a "real" and distinct graduate degree program.

#### **IV. CURRICULUM**

The design of the University of Miami MALS program is similar to many such programs nationwide: it requires three core courses that all students must take. I examined syllabi for these courses, MLS 601, "Aspects of Creative and Reflective Thought: The Idea of Beauty;" MLS 602, "Perspectives on Human Nature;" and MLS 603, "Theories of the Physical Universe." I did not see student course evaluations, but my general impression from our meeting with students was that they

were pleased with them. The core ensures that MALS students are exposed to interdisciplinary study across the liberal arts: the inclusion of the sciences is a particular strength of the curriculum. The syllabi do not always make clear the reading, writing or other requirements for these courses, but my overall impression is that the courses are appropriately rigorous. At least one of the core courses depends heavily on guest lecturers (with more than ten different faculty members making presentations in MLS 602. I would be interested in seeing how students evaluate the effectiveness of this format (as opposed to team teaching, for example, which seems to be the model for MLS 603). The use of guest lecturers has the advantage of introducing students to a large number of fields of study and to a variety of faculty members, but this advantage may need to be weighed against the need for coherence. If it does not already do so, the MALS program should consider systematic evaluation of its courses, getting information from both faculty and students as to their perceptions of the course's effectiveness.

Student satisfaction with MALS courses, as expressed in our meeting with them, was high; in fact, they seemed to prefer these courses over those taken from the regular offerings of other departments. Their one complaint was that there were not as many electives offered as they would have wished and the variety of offerings was limited.

A related concern was expressed by faculty: over the past couple of years several MALS classes have been canceled because of low enrollment. These cancellations have not helped the program's reputation among faculty, and they have further reduced course selection options for students. If course cancellations are frequent, they can quickly lead to a downward spiral. Faculty may be hesitant to agree to teach (feeling that they can't count on the course "making") and students may be left stranded without courses that are of interest to them.

Both of these problems can be addressed by expanding MALS enrollment. Additionally, I would recommend that the MALS Director be given the discretion to decide on any cancellation of MALS courses, as long as the program as a whole is operating within its budget and producing the targeted revenues. It is to the program's advantage (even, in the long run, financial advantage) to occasionally run a course with less than optimal enrollment, so long as the course has sufficient students to make the educational experience worthwhile.

In order to expand curricular options for its students, the MALS program might consider

developing closer relationships with other interdisciplinary efforts on campus. My understanding is that most interdisciplinary programs now operate at the undergraduate, not graduate level. The MALS program, however, is well placed to explore possibilities of interdisciplinary concentrations at the graduate level (not as separate degrees, but as a way of focusing the work of MALS students and of enlarging the pool of prospective students). Women's Studies and Judaic Studies are areas that might have particular appeal if courses were offered at times convenient for adult students.

The one modification of the curriculum that the University of Miami may want to consider is requiring a capstone experience or project. Although students in our meeting were less than enthusiastic about this suggestion, my experience that such a project adds greatly to student learning and it increases respect for the degree within the University community. Since most MALS students will not go on to further graduate work, the project is a "culminating experience," where they can demonstrate their ability to generate a topic or question and to explore it.

## V. FACULTY

Faculty were enthusiastic about their experiences of teaching in the MALS program. In a few cases, early enthusiasm seems to have been tempered by some recent frustrations with class cancellations, lack of well-equipped classroom space, and unsuccessful attempts to get funds to purchase teaching materials. MALS needs to address faculty perceptions that the University is less concerned about the teaching and learning, which should be the central mission of the program, than it is with the profits that MALS generates. Some faculty suspect that the profits are not used in ways that benefit MALS or other Arts and Sciences Departments, and it would be unfortunate if these suspicions are allowed to undermine the general good will that faculty express toward the program.

The MALS program can also benefit from a wider base of support among faculty by expanding the faculty who teach elective courses and by increasing the diversity of faculty. In particular, it was noticeable that although students in MALS are more than 50% female, few tenured women faculty seem to have taught for the program.

One of the most interesting of our meetings during the site visit was with faculty who had taught MALS courses: they enjoyed sharing their experiences with each other, were interested in



finding out how other faculty had handled particular issues in teaching MALS students, found it useful to hear about what assignments has been most effective, etc. The conversation was so lively that not everyone who wanted to participate had an opportunity to do so.

The MALS program might want to consider additional ways to bring MALS faculty together to talk about their teaching in the program. Faculty development in other MALS programs has ranged from brown-bag lunch discussions to institutes of up to three weeks that have received grant funding. Workshops in which faculty discuss the goals of the program, how the themes of the core courses are interrelated, and pedagogical issues in teaching adult students can be very useful both to experienced faculty and to those teaching in MALS for the first time.

## **VI. STUDENTS**

The University of Miami has been successful in recruiting outstanding students for its MALS program. The admission standards seem to be appropriate. Most students entering MALS have solid undergraduate records, yet the program retains the flexibility to admit students whose undergraduate records are not stellar, but whose post-baccalaureate accomplishments suggest that they will be good MALS students.

MALS does need to put extra effort into marketing the program. Enrollment has declined slightly, while at the same time the number of students who are employees of the University has increased. In order to expand the program, to have a diverse student body, and to generate real revenues, MALS must be more successful in recruiting adult students from the Miami area. An enrollment of about 75 students, with 15-20% of these being University employees, might be ideal.

## **VII. ADMINISTRATION/GOVERNANCE**

As it now stands, the MALS program operates under a somewhat confusing administrative structure with relationships to the Graduate School, Arts and Sciences and Continuing Education. The administrative relationships among these units (particularly in regard to Arts and Sciences and Continuing Education) is not clearly understood, even by people closely involved with the program.

I have broken my comments on administration of the MALS program into four sections: administrative reporting, faculty oversight, program staff, and program finances.

#### **A. ADMINISTRATIVE REPORTING**

It is important that the MALS program be strongly identified with Arts and Sciences and the Graduate School, that there be no doubt, either internally at the University or in the community, that MALS is a graduate, degree program as distinct from "continuing education." At the same time, it is also important that the program have sufficient flexibility to respond to market forces and that its students not be hindered by regulations that are designed for full time students. MALS programs do require greater attention to marketing, to designing attractive promotional materials, to fostering good relationships in the community than do traditional graduate programs. And it is true that Continuing Education is often the unit on campus with the greatest expertise in these areas. I would suggest that the MALS program could contract for these services with Continuing Education, but that all staff of the program report to Arts and Sciences.

#### **B. FACULTY OVERSIGHT**

Although there was an active faculty committee who early on helped get the MALS degree up and running, currently it is inactive. In fact, we discovered considerable confusion from faculty about whether or not they were members of such a committee (since there have been no meetings for quite a long time). And no one seems to have a clear idea of the role of such a committee.

The MALS program should reactivate an advisory committee, composed of faculty who represent different disciplines, and who have taught or who are committed to teaching MALS students. An effective committee might consist of six members who are appointed for staggered two-year terms and who meet regularly (at least two or three times per semester). In order to be effective, this committee must have real work to accomplish: it must feel pride in the program and take responsibility helping to establish its goals and priorities. The role of the committee should be clarified through discussions with the director and faculty who have worked with the MALS program during its first five years of operation. Appointments to the committee might be made by the Dean of Arts and Sciences with the recommendation of the Director of the MALS program.

An advisory committee can serve a number of important functions. It can help the Director recruit appropriate faculty to teach core courses and electives. It can advise the Director on the development of curriculum (particularly important if MALS expands its elective offerings or develops interdisciplinary concentrations). It can help the Director gain greater visibility for MALS within the University. It can help the Director mobilize political support within the University and can advise the Director on relationships with other parts of the university. It might also organize faculty development activities or other events sponsored by the MALS program.

### **C. PROGRAM STAFF**

The MALS program is staffed by a part-time Director who is permitted a one-course release from his other teaching. Professor Eugene Clasby, however, has continued to carry a full teaching load since becoming MALS Director. In effect, he directs the program on an overload basis for a small salary supplement. He receives some administrative assistance from an employee in Continuing Education who spends about half her time on the MALS program (but there was confusion about how much time this employee devotes or is supposed to devote to MALS).

Professor Clasby is well liked by both faculty and students, and he has done an excellent job of directing the MALS program. But it seems clear that he needs additional staff in order to undertake the kind of activities that I have suggested in this report. Clasby is a committed teacher; an involved member of the University community, serving on numerous committees; and a well respected scholar who continues to be actively engaged in research. Given these demands on his time, it is not reasonable to expect him to be able to devote additional time to administering MALS.

In order to reach its potential, the University of Miami MALS program needs at least one full-time staff person, in addition to a part-time faculty director. A full-time Assistant to the Director might have responsibility for planning and executing marketing of the program; planning on campus information sessions for prospective students; responding to inquiries, keeping a data base of prospective students, and inviting them to activities on campus; monitoring student and applicant files; setting up interviews for applicants and advising appointments for students; and bringing to the attention of the Director any academic problems that students encounter (grades, incomplete, lack of progress to degree).

## D. PROGRAM FINANCES

The financial arrangements under which a MALS program operates is, of course, dependent on the particular university's financial structure. I would, however, like to make a few general observations about the budget of the MALS program that may be useful as the University of Miami conducts its review.

### *1. Reinvest in the program*

Although it is understood that the University expects the MALS program to pay for its own expenses and to generate additional revenue, some of the program's proceeds should be reinvested into activities that will raise its visibility on and off the campus, that will help the program increase enrollment, and that will increase faculty satisfaction. I am not suggesting that faculty stipends for teaching be raised (although they should be kept competitive with the stipend that faculty would receive for comparable extra teaching). Rather, I think that faculty members would feel more commitment to the program if they were convinced that the program itself was not short-changed and that excess revenue supported the liberal arts mission of the University. For example, MALS might consider including in its budget funds to sponsor lectures or symposia, to which prospective as well as current students could be invited to attend; or the program might co-sponsor graduate student conferences with other Arts and Sciences Departments.

### *2. Increase Director's budgetary discretion*

The MALS Director should have considerable budgetary discretion, particularly in regard to whether courses should be canceled because of low enrollment or whether funds can be spent to purchase equipment or supplies to support teaching of MALS classes.

### *3. Minimize tuition increases for MALS students*

Although MALS students at the University of Miami pay less per course than other graduate students, the tuition charged is still among the highest in the country for the GLS degree (below only Duke and Dartmouth, but these programs give scholarships to many students). Many MALS programs set a differential tuition rate which is often 50% or less of full tuition, a rate justified by

the fact that GLS students place fewer demands on the University than traditional students. Especially since the University of Miami MALS program needs to increase its enrollment over the next couple of years, I recommend holding tuition at its current level. I think it would be far better to bring in additional revenues through increased enrollment than through higher tuition. MALS students are unlike undergraduates whose tuition is most often funded by parents or outside sources, graduate students in Ph.D. programs who often receive funding either from the University or outside sources, and students in professional MA programs--where the degree promises a better or higher paying job. MALS students pay for their degrees out of their own pockets. The expenditures often must be justified to spouse and family and the funds spent on tuition may be in lieu of a family vacation or a new car. I'm convinced that the market for the MALS program in Miami is large, but many of the people interested in pursuing the liberal studies degree are not wealthy. Even for those who can afford private university tuition, there is a limit to how much they are willing to spend on education that is primarily for personal, intellectual benefit--that cannot be justified to family or colleagues on pragmatic grounds. If tuition at University of Miami for the MALS program increases, it will make expansion of the program to its optimal size difficult.

## VIII. CONCLUSION

The University of Miami has established a solid MALS program that is in keeping with the standards established by the Association of Graduate Liberal Studies Programs. The program is, however, at a point where an assessment about the future is needed. I am convinced that with some attention to matters outlined in this report it can become a truly outstanding program.

Respectfully submitted,



Diane Sasson, Director  
Master of Arts in Liberal Studies  
Duke University

Report on the Master of Arts in Liberal Studies Program  
at the University of Miami

The site visit on Monday and Tuesday, February 24 and 25, was well organized. The schedule of meetings was pleasant; discussions were open and amiable; and a wealth of information was communicated, filling out the details of the capably written internal report.

The Master of Arts in Liberal Studies program at the University of Miami conforms to the criteria for such programs nationwide. It is genuinely interdisciplinary; literature, philosophy, religious studies, history, biology, physics, chemistry, biophysics, cultural studies, sociology, political science, art, and creative writing (poetry and fiction) are represented in its curriculum. The courses are offered in the evening and are thereby accessible to the adult student who is fully employed. The curriculum is focused: there are three core courses, one on aspects of creative and reflective thought, another on perspectives on human nature, and a third on theories of the physical world. Syllabuses of the courses reveal that they are most challenging. At least two of the core courses are taught each semester, and a special topics course or a seminar (with varying contents) may be offered. In addition to the 9 credits earned in the three core courses, the student is required to elect 21 additional credits, 6 of which may be satisfied by a thesis. Only 2 of the 30 graduates in the program have taken the thesis option, and while focus would be enhanced by a thesis (or project) requirement, there would be a price to be paid in a falling number of students completing the program.

The director of the program, Professor Clasby, a distinguished scholar and devoted teacher in his own field, has done a superior job, starting up the program, recruiting outstanding faculty to participate, organizing the course offerings, handling student admissions, and directing a large number of demanding adult students to a satisfying pursuit and completion of graduate studies. At the same time despite the reduced tuition and tuition waivers, the program is a money-maker, its bottom line in recent years showing a balance, after expenses, in excess of \$100,000. Professor Clasby perceives

as a problem for the program that its enrollment peaked two years ago and that it either reached a plateau or is declining in numbers. He has expressed the hope that enrollment would rise to 75 students, and given the size of the Miami metropolitan area, this is considered a reasonable goal, although it would require the return of a larger share of the program's earnings to the program.

The administrative structure of the program merits consideration. The students are enrolled in the Graduate School. The college of arts and sciences funds the program. The college of continuing studies markets the program and houses the secretary, half of whose time is funded by the program. The surplus revenues from the program are distributed as follows: 10% to the Provost, 30% to continuing studies, and 60% to the college of arts and sciences, although the Provost has ceded his 10% to continuing studies. Some irritations and defenses over this distribution surfaced in various discussions.

If the program is to reach the optimum envisioned by the director, an optimum that would produce a greater surplus of revenues despite an increase in expenditures, certain conditions would have to be met.

First, a more varied and aggressive marketing strategy would have to be adopted, and in this area Professor Sasson's expertise is particularly pertinent.

Second, the director should have a full-time secretary or assistant, located in an office space identified as belonging the Master of Arts in Liberal Studies program. This would heighten the visibility of the program on campus. The recent provision of a seminar room is most useful in this regard.

Third, in the event that the enrollment increases, it will be necessary to offer an additional M.A.L.S. course each semester.

Fourth, the present practice of canceling a course when fewer than 8 students are enrolled (as has happened to 3 M.A.L.S. courses in recent semesters) should be discontinued, especially since the program as a whole, given the registrations in other

M.A.L.S. courses, is producing a surplus. The cancellation of courses is dismaying not only to the instructors who have spent time in the preparation of the course and yet lost the compensation but also to the students and prospective students who perceive such cancellation as the restriction of their course selection, which indeed it is, as well as indicating the possible discontinuance of the program, thereby discouraging further enrollment and the recruitment of new students.

Fifth, requests for supplies and equipment, when authorized by the director and as long as the program is producing revenues in excess of its costs, should be expedited in a timely fashion. It was clear in the visit that the Master of Arts in Liberal Studies program is perceived as a money-maker. Equally important it is a community outreach program, attracting graduates of other colleges and universities and embracing them within the University of Miami fold. As Provost Ullmann observed, for a program as academically sound and culturally exciting as this program, it is most appropriate to invest some of its earnings in its own development.

Sixth, whereas at the beginning of the program's establishment, a faculty committee to advise the director and oversee the program was in place, it has ceased to function or even to exist. Such a faculty committee should be re-established, with members drawn not only from the faculty who teach in the program but from the Graduate School faculty at large. This committee would be useful in advising the director concerning the curriculum and the direction of the program. It would also be useful as a committee to hear academically delinquent students, if any surface, during the processes leading to their probation and/or termination.

Impressions made during the site visit confirm: 1) a knowledgeable administration, sympathetic to the program and appreciative of its achievements; 2) an energetic and fair-minded director; 3) a superior faculty engaged in teaching in the program; and 4) an enthusiastic body of students and recent graduates. Personally I was struck by the articulateness of these necessary components of a successful program and university. If



only the faculty members met more often and/or the students and graduates did so, then the problems that beset higher education could be seen in a new light, and perhaps resolved. I was struck, for example, by a professor who, in relating his experience teaching in the program, initiated a self-critique and indicated how he would and would not teach again. The professors were clear about the differences between a M.A.L.S. student and an undergraduate student and also the differences between a M.A.L.S. student and a traditional graduate student. I was also struck by the confession of an upper-middle aged student (or graduate) who confessed that her life had reached a point for radical change and that at this point she had enrolled in the program.

In conclusion, the Master of Arts in Liberal Studies program at the University of Miami is a sound program, academically and financially. There is no reason why, if the conditions specified above are met, it cannot attain the goals envisioned by the director. Then it would be a model for such a program offered by a major university in a large metropolitan area.

Andrew J. Reck,  
Director, Master of Liberal  
Arts Program  
Tulane University

## Response to Reports on Site Visits

### Master of Arts in Liberal Studies Program

April 9, 1997

Prof. Diane Sasson of Duke University and Prof. Andrew Reck of Tulane University have submitted reports on their site visits to the University for the five-year review of the Master of Arts in Liberal Studies Program. Both reports are candid, insightful, and constructive. Prof. Sasson's report follows the outlines of the internal report and this response to comments and recommendations will follow that same structure.

#### I. Overview

The reports assesses the environment for success of the Program and find that we have an opportunity to build on our initial success by moving forward to strengthen the program so that it can become what Prof. Reck calls a "model for such a program offered by a major university in a large metropolitan area." We agree with this finding and we are at work addressing the issues raised by the reports.

#### II. Rationale

The reports confirm that the rationale for the program is sound and that the Program is doing a job of fulfilling its stated mission.

#### III Physical Resources

The University's location and campus received very favorable comment from the reviewers but they point out that the program does not have adequate space and facilities. We need a separate office and a related seminar room to give the program identity and to facilitate learning. We plan to go forward with plans for addressing these needs.

#### IV. Curriculum

In general, the reviewers found that curriculum meets the standards of quality and variety that are essential to the success of such a program. They make several recommendations:

1. *Evaluations:*

Prof. Sasson suggests systematic student evaluations. We have done frequent evaluations, but not in a systematic, sustained way. We agree that such a system would be helpful to the in terms not only of feedback on teaching but also of information about curriculum and course choices.

2. *Class cancellations:*

This comment is perhaps based on misinformation transmitted by faculty at one of the meetings we scheduled. The fact is that we do not cancel courses because of low enrollment: the few courses that have been canceled had one or two students and would not in any case have been viable as seminars.

3. *Capstone Seminar:*

We have considered establishing a capstone seminar, but we have met with considerable resistance from the students in the program to the idea of a such a course. We are, however, considering a course that would provide an opportunity for student to summarize and review their work in the program, perhaps through the development of a portfolio. In any case we would not wish to sacrifice the variety and scope of the students' intellectual experience by imposing a rigid capstone requirement.

## V. Faculty

The reports comment on the enthusiasm of the faculty about there experiences teaching in the MALS Program. We agree that the faculty are the major asset of the program and that, as the reviewers recommend, we can find more ways to draw upon their experience and their support to enhance the Program. Some comments raise issues that need to be addressed:

1. *Availability of Teaching Materials:*

Our policy is to provide whatever materials are appropriate and necessary for the success of the various courses. We have not, to my knowledge, failed to provide such things, and the origin of this comment is mysterious. Perhaps the comments were made by faculty regarding the seminar room and the audio-visual equipment we have been seeking to obtain for that facility. Only recently have we been assigned

temporary space for the seminar room and the process of purchasing equipment has gone slowly, for a number of reasons, most of them technical. In any case, we are moving forward with this project and look forward to being able to provide enhanced program facilities and equipment in the near future.

## *2. Women Faculty:*

Since MALS courses are taught as an overload it is difficult to recruit younger faculty, particularly women faculty, as lead teachers in the program. Senior women faculty have many demands made upon their time for such activities as Women's Studies. We will make every effort to involve women faculty more deeply in the program, whether as lead teachers or as guest lecturers, and to persuade chairs and deans to encourage and recognize such activities as important contributions to the program and the University.

## **VI Students**

The reviewers note that we have been successful in recruiting outstanding students who have performed well not only in MALS courses but in graduate courses in other programs. They point out the need, which we recognize, for an intensive marketing program to attract quality students to the program in sufficient numbers to achieve a steady enrollment of about 75 students. Plans are underway for such a marketing program

## **VII. Administration/ Governance**

The reviewers take note of the "somewhat confusing administrative structure" under which MALS now operates. Comments and recommendations are directed at four areas of concern:

### *1. Administrative Reporting*

Both reviewers point out the problem of the complexity of the reporting system for MALS. The role of the School of Continuing Studies in this system is unclear, especially in light of the revenue sharing plan. The original plan called for revenues (net of direct costs of the program) to be shared by the College of Arts and Sciences (60%) the Office of the Provost (30%) and the School of Continuing Studies (10%). In the second year of the program, the Provost decided to allocate the 30% share of the Provost's Office to Continuing Studies, in effect raising that school's share of

program revenues to 40%. [Prof. Reck's account of this arrangement (p.2 of his report) is in error.] Continuing Studies provides the program a half time secretary, and the Program pays 60% of her half-salary. It would seem that some arrangement for contracting for services with Continuing Studies would be more appropriate than the present arrangement.

## 2. Oversight:

We agree that the MALS committee should be reconstituted with a new charge, in order to provide the program with broader support in terms of academic policy and curriculum planning. We are in the process of developing that charge and seeking out faculty who might be able to serve on the committee.

## 3. Program Staff:

The comments of the reviewers on the matter of staffing identify an important problem and a potential solution. MALS has grown to the point where, in order to develop further, it will need a full-time assistant to handle the daily administration of the program, including student admissions, registration, record-keeping. This structure would allow the Director to concentrate more on policy matters, curriculum development, and program development, in conjunction with the MALS committee.

## 4. Program Finances:

### a. Reinvesting in the Program:

The reviewers make sensible recommendations with respect to how program revenues can be used more effectively to enhance and strengthen the program. We concur in the overall recommendations and we are ready to explore ways of implementing them.

### b. Budgetary Discretion:

The Director has considerable budgetary discretion, and the reviewers' recommendation is based on the mistaken notion that courses were being canceled because of low enrollments. Budgetary constraints in the Program arise rather more from systemic and structural administrative arrangements than from any policy regarding the Director's budgetary authority.

c: Tuition Increases:

The recommendation of the reviewers that tuition increases be kept at a minimum is probably sound. But there is a concern that, since our tuition is already heavily discounted (about 30%), some increase may be necessary to keep the tuition, over time, in any sort of relation to regular graduate tuition. For the 1997-98 academic year we have decided to keep MALS tuition at the current amount, and we will assess the impact of this action in the light of student enrollment.

**VIII. Conclusion**

We are gratified that the reviewers found that the University has established "a solid MALS program that is in keeping with the standards established by the Association of Graduate Liberal Studies Programs." And we agree that, with decisive action on the matters needing attention, the Program can become truly outstanding.

Eugene Clasby  
Director  
Master of Arts in  
Liberal Studies Program

## **REPORT ON THE MASTER OF ARTS IN LIBERAL STUDIES PROGRAM (MALS)**

In general, the subcommittee concurs with the suggestions made by the outside reviewers, and supports the steps Dr. Clasby has outlined in his response to the external reviewers' reports to meet these suggestions. Here, we would simply like to emphasize what we see as the most important actions that need to be taken.

It is clear that a faculty committee with a minimum of four members needs to be constituted. This would ideally be made up of a representative sample of faculty members from the various units that contribute to the program, and would involve itself in admissions, certification of students, establishing offerings and sequences of offerings, and other tasks in which faculty normally participate in graduate programs. Hopefully, this would also help relieve some of the burden of the program director.

It is also clear that a unified space would be very useful. Having an office specifically for the program close to the seminar room in which much of the teaching is done would give the program a greater sense of identity, cohesiveness, and focus and would allow the director to work more easily with his staff members. A full time staff member who could devote undivided attention to the needs of the program is also necessary. These changes would require a slight addition of resources, but that brings us to the most important recommendation by the outside reviewers, namely for reinvestment in an expansion of the program. From the reports it is clear that expansion is both advisable and that is quite possible to get a critical mass of students taking classes. A full time staff member would be absolutely crucial for this process and a separate office would be very helpful. Channeling more of the revenue of this profit making program back into the program both for the purposes noted above and also to pay for the increased marketing necessary to attract more students, would, of course, deprive the university of revenue it uses elsewhere in the short run. In the long run, however, it seems clear that this is a reinvestment that would almost certainly pay for itself and would expand the resources available to the university as a whole.

The suggestion that the reviewers make of a more centralized administrative structure, firmly under Arts & Sciences, with any necessary services contracted out to Continuing Studies, also makes sense. At present, it is not clear what the School of Continuing Studies is doing to justify its 40% of the net profits, or indeed anything close to that. A shift in the administrative structure and a reallocation of some of these funds back to the program could play a big role in helping the program expand to its optimum size.

The program is clearly doing very well currently. It is hoped that adopting the above suggestions will allow it to do even better.

March, 1997

**SUBCOMMITTEE ON PROGRAMS AND DEGREES:**

**Dr. R. Langendorf, Architecture**

**Dr. J.P. Madou, Foreign Languages**

**Dr. P. Posnak, Keyboard Performance**

**Dr. H. Thomas, History**

**EXTERNAL REVIEWERS:**

**Dr. Diane Sasson, Director**

**MALS Program, Duke University**

**Dr. Andrew J. Reck, Director**

**MALS Program, Tulane University**



PROPOSAL TO

GRADUATE SCHOOL

and

FACULTY SENATE

for a

NEW GRADUATE PROGRAM

in the

COLLEGE of ARTS and SCIENCES

**MASTER of ARTS in LIBERAL STUDIES**

(Note: Appendices not attached, but  
are available upon request)

October 12, 1990

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# 1. Rationale for a MALS Program

Degree Title: MASTER of ARTS in LIBERAL STUDIES (MALS)

What is a Master of Arts in Liberal Studies?

The objective of a liberal education is not to teach students all that they will ever need to know. It is rather to give students ideas, techniques and habits that they will need to continue to educate themselves. The intention of a liberal studies curriculum is to provide students with the kinds of resources of intellect, imagination and sensibility that are essential if the labor of continuing self-education is to be achieved.

Liberal studies is not an accomplishment which one can expect ever to complete. The labor of liberal studies is the unfinished business of every individual, no matter what their age, historical time, culture or academic achievement. The primary function of a university is to provide a domain for the search for greater understanding and knowledge along with the techniques for that search. When the preparation for existing vocations becomes a more central aim of a university, it may have lost its intended way. It is at this point that a university should get back to imparting and extending knowledge through the process of encouraging and sustaining inquiry. That is, the university returns to valuing the integrity of the mind that seeks knowledge.

The extension of liberal education philosophies to the graduate level is a relatively new venture in higher education. It often has an interdisciplinary, broad-based flavor which stands in contrast to traditional graduate programs, which provide for more narrow, professional training and specific preparation for existing vocations or further graduate study.

A Master of Arts in Liberal Studies degree is intended to offer mature students a graduated degree. Students entering masters-level liberal studies programs (there are some 65 accredited American college and universities which offer such a degree) are non-traditional in the sense that often their formal education has been interrupted for varying periods of time by career and family responsibility. In choosing to return to education in a graduate liberal studies program they seek to enrich their lives and fill them with more meaning. As mature adults with a broad range of experience, they bring to their graduate studies both personal experiences and a heightened awareness of the unanswered questions that confront any inquiring mind.

A Committee was formed within the College of Arts and Sciences to consider the feasibility of creating a MALS degree at this University. This report has grown from its efforts.

A graduate liberal studies program is a unique opportunity for inquiring adults to draw upon the diversity of age, experience and occupation of others in the program, to exercise personal curiosity and initiative, and to extend their capacities of intellect and sensibility in a setting of inquiry that is serious, rigorous, and disciplined.

A MALS program within the College of Arts and Sciences at the University of Miami, as elsewhere, would adhere to the traditional values of a liberal education, but at a graduate level. Its purpose would be to encourage the study of the liberal arts and sciences for their own sake. Its goals would be to create habits and skills conducive to a sustained lifelong learning and individual growth with the University of Miami and its academic resolve as the focal point. Common to many existing MALS programs is the pursuit of an enriched experience in the great ideas of civilizations.

The faculty will benefit from this kind of graduate program for two reasons. First, these students can be a special pleasure and challenge to teach. Their very experiences will enrich classroom discussions and interactions. Second, the program will encourage interdisciplinary interactions.

The University will further benefit by the impact that such a Master's program will have on the community. We will be able to reach a new, influential audience with this program, and demonstrate to them the quality and relevance of the University.

The Association of Graduate Liberal Studies Programs (AGLSP, see Appendix 1) was founded in 1975 to offer member institutions a formal venue for the promotion and exchange of ideas in adult graduate education in the liberal arts. Currently, no Florida university is a member of that organization; a master's program in liberal studies does exist at Rollins College in Winter Park.

The Dean of the School of Music was interviewed by the MALS feasibility Study Committee and indicated that, while individual graduate music courses might be appropriate for students in this program, he saw no other significant role of the School of Music.

## 2. Physical Resources

The MALS program at the University of Miami will be non-departmentalized. Some of its academic base will be drawn from the graduate offerings in the traditional disciplines of liberal studies, i.e., from the Departments of Art and Art History, English, Foreign Languages and Literatures, History, Philosophy, and Sociology, all of which have graduate programs. We anticipate input also from faculty in the natural sciences and such departments as Anthropology and Religious Studies.

- A. The Library holdings and special acquisitions for these Masters programs have been reviewed and accepted as satisfactory to pursue a masters degree. No immediate library acquisitions are envisioned as necessary to initiate a Master of Arts in Liberal Studies.

## 3. Curriculum

### A. Interdisciplinary Component

Most schools offering a MALS degree have defined a set of required core courses. These courses are built on themes of traditional liberal studies. They are often team taught and attempt to merge concepts across discipline lines of Art, Literature, Science, Humanities and Philosophy. Generally these courses become individualized blends of ideas and philosophies of the specific faculty who teach in them. This allows for very innovative, provocative, and dynamic approaches to teaching. Listed below are some of the descriptive terms used by schools offering MALS degrees to describe their core courses:

Ideas & Inquiry	How does/have ideas shaped humans consciousness
Creative Imagination	Qualities of mind, personality and environment associated with acts of creation and innovation
Science and Human Values	Technology blended with ethics
Heritage	Social, political and psychological Perspectives: which examine concepts of individual in relation to social order
Human Value Course	often addresses the questions of moral growth, human freedom, comparable values in world religions, theories of justice,

social consequences of the new biology, war and american society, literary knowledge and human values

History of Ideas

covers a range of subjects in liberal arts which examines the impact of historical periods, movements, and individuals on civilization

Proseminar

A first course, team taught by faculty involved in a MALS programs, that surveys intellectual resources of the program (the faculty, library, etc) Content often varies depending on faculty.

Visions of Self

History of reflection on self and nature of human identity, i.e., western intellectual tradition vs. eastern.

Perceptions of Reality

A team taught course by an art historian and a scientist which probes the wonder of human creativity, order from chaos

American Experience

National identity through analysis of American History

The City

The point of maximum concentration for the power and culture of a community.

Mind and its Process

Creative & critical thinking. Creativity in artistic and intellectual work with examples from art, literature, math, law and science. Examines what is truth, can it be interpreted, what are facts.

Order and Disorder

Structure in chaos, structural patterns in nature, art and human society; does structure have the same meaning for the artist as the scientist.

Changing Values

The hero as a mythical construct, civilization & societies values. Western and Eastern civilization's heroes are examined, the warrior, politician, artist, scientist.

## B. Proposed College of Arts and Sciences CORE Courses

A College of Arts and Sciences faculty committee on the feasibility of a MALS degree has proposed three interdisciplinary courses that would form a core for all MALS degree candidates. Brief descriptions of these three are given below. While their content would be more firmly established by the faculty selected to teach them, the basic concept of each would be maintained.

### MALS Core Curriculum

The core curriculum is designed to provide MALS students with a broad understanding and detailed knowledge of the central themes and issues of life and civilizations, including major contributions of the humanities, science, history and the social sciences.

#### MALS G601 Aspects of Western Thought

An interdisciplinary course dealing with selected themes and concepts and central figures of the Western intellectual tradition. Required of all MALS students. Prerequisite: Admission to MALS program.

Description: This course involves the study of selected aspects of Western thought, based on materials from the arts, humanities, sciences, social sciences and history. Specific topics and materials may vary, but the focus will be on themes and issues central to Western cultural tradition.

#### MALS G602 Theories of Human Nature

An interdisciplinary seminar dealing with selected aspects of major humanistic and scientific theories of human nature. Required of all MALS students. Prerequisite: Admission to MALS program.

Description: This course involves the study of basic theories of human nature proposed by the humanities, sciences and social sciences. Specific topics and materials may vary, but the course will address fundamental issues regarding the concept of human nature, such as the nature of self and its relation to society, the impact of culture on self-perception, and the relation of thought to human actions. Contrasts between Eastern and Western views will be emphasized.

MALS G603 Concepts of the Physical Universe

An interdisciplinary seminar dealing with the changing concepts of the physical universe and the place of mankind within it. Required of all MALS students. Prerequisite: Admission to MALS program.

Description: This course involves the study of various understandings of the nature of the physical universe, particularly the scientific view and its impact on human culture and its development. Specific topics and materials may vary, but the course will deal with critical issues addressed in the various attempts to understand the physical world, such as the fundamental structures and processes, the limitations of human perception, and the interaction between the human species and its environment.

Note: For comparative purposes Appendix 6 includes descriptions for the Core Courses offered at Washington University in St. Louis. Washington University offers four Core Colloquia based upon the themes of 1) Ideas and Inquiry, 2) Creative Imagination, 3) Science and Human Values, and 4) Historical Understanding. The specific content of each colloquia varies from semester to semester and with instructor.

C. Elective Courses

Beyond core courses, each student will take a minimum of fifteen credits of elective course work. Many will be especially designed and selected for the students in the program. They will build upon the core courses, and many have one or more of the core courses as prerequisite(s). Once the program has entered its second year, several of these special MALS elective courses will be offered each semester. Some examples of the kinds of courses that will be taught follow.

MALS G610 Proseminar in History. Acquaints students with the active phase of the study of the discipline of history. How are historical questions formulated? How can one differentiate among the varieties of sources? How do professional historians deal with conflicting evidence and seeming contradiction? What methodological approaches have historians used, and what are the strengths and weaknesses of each one? To be offered by differing specialists on a rotating basis. Thus specific topics may vary from semester to semester.

MALS G551 Psychology Seminar : Issues in Stress, Emotions and Interpersonal Relationships. 3 cr. A team taught seminar reviewing current research in the causes, consequences and management of psychological stress, the physiological and cognitive bases of emotions, and the development and maintenance of interpersonal relationships across the



lifespan.

- MALS G552 Psychology Seminar : The Role of Psychology in Modern Society. 3 cr. Presentations and round table discussion with psychologists involved in community affairs. Drawing from the local psychology community, lecturers would discuss issues in clinical psychology, industrial/organizational psychology, human-factors psychology, social psychology, psychoneuroimmunology and forensic psychology.
- MALS G561 Understanding Modern Art. Cezanne to Surrealism; European and American art from 1880 to 1950's.
- MALS G562 Modern Art and Modern Criticism. Critiques of styles and their role in shaping the world of art.
- MALS G563 Why Art? Showing the evolution of our attitudes toward art; the different ways art in general has been perceived, renaissance to present, including the uses of art, and the art market.

It is expected that a limited amount of elective work can be accomplished by students taking existing graduate courses in Arts and Sciences. Students must gain permission from both the MALS Program Committee and the instructor or Directors of departmental Graduate Studies in these course before enrolling in such courses. Some examples of extant courses that have been identified as appropriate by particular departments are listed below:

- ENG 574 Schools of Criticism  
ENG 590 History of the English Language  
ENG 648 Studies in the Novel  
ENG 650 Studies in Modern British Literature  
ENG 670 The Classic Tradition and English Literature  
ENG 671 The Rise of the Romance  
ENG 675 European Novel  
ENG 677 Studies in Modern Literature  
ENG 680 History of Literary Criticism
- PHI 570 Plato  
PHI 571 Aristotle  
PHI 572 Medieval Philosophy  
PHI 573 Rationalism  
PHI 574 Empiricism  
PHI 581 Pragmatism
- SOC 501 Sociological Theory  
SOC 502 Structure of Social Scientific Inquiry  
SOC 545 Intercultural Communication  
SOC 550 Theories of Family Structure  
SOC 560 Adult Development and Aging

SOC 610 Advanced Research Methods (a non-quantitative course)  
SOC 614 Evaluation Research  
SOC 660 Social Gerontology  
SOC 690 Special Topics - Sociology of Drug Abuse  
SOC 690 Special Topics - Medical Sociology  
SOC 690 Special Topics - Theories of Deviant Behavior

#### D. Thesis project

Students must complete either 1) a thesis or its equivalent or 2) six additional hours of course work. Students who successfully complete either kind of project will earn six credit hours. Typically, the MALS thesis will be a written product based upon library research, but might be another type of creative or scholarly work. All such projects must be proposed by the student and approved by the Program Committee. The student is encouraged to develop the idea and submit a proposal as early as possible, before any considerable effort has been expended on a project that might not meet with approval. Up to \$500 of support for supplies or equipment for a thesis project will be made available to each student.

#### E. Course Tracks

While tracks are not defined for the students, it is expected that students will develop their programs of study in consultation with an advisor from the Program Committee. Such programs usually should have a theme or emphasis.

Note: In order to determine what is currently being done concerning course tracks for MALS students at other schools, we interviewed Deans of MALS programs at Duke University, Washington University in St. Louis, and Dartmouth College. Their comments are summarized below:

DUKE UNIVERSITY - Diane Sassen, Associate Dean Graduate School  
Liberal Studies Program

They require three core courses and 6 courses from the regular graduate offerings of the Graduate School. They do not define any specific course tracks. Students select courses with faculty advisor and Dean Sassen. In practice Dean Sassen finds the following distributions of students among the course offerings in Duke's MALS program:

10 % of Duke's MALS students take regular  
graduate courses after their 3 core courses  
15 % do mostly Independent Study course work  
75 % take additional MALS designed courses

Duke has created approximately 50 MALS courses just for their students, with about 5 to 7 offered in any semester. The MALS degree students prefer these specially designed interdisciplinary core-like course. They prefer courses with their peers to regular graduate courses. Enrollment in a regular graduate course requires the prior permission of the instructor and the signature of the Dean.

Only regular full time Duke faculty can teach in the program. They are compensated by overload at the flat rate of \$4500 per course.

WASHINGTON UNIVERSITY - Ann Hetlage, Assistant Dean Liberal  
Studies Program

Washington University's MALS does not define tracks for its students. Students select courses in consultation with a faculty advisor and Dean Hetlage. Most students prefer the specialized core courses. They like the topics presented in these courses and the faculty, who often are Washington's best. Their students do only these MALS courses and on average take only one regular graduate offering. As at Duke these students prefer courses with their peers to regular graduate offerings. All the MALS courses are offered by their evening college which is housed within Arts & Sciences. Their students may take up to 6 credits of 400 level course work with the Dean's approval. Dean Hetlage noted that a few students are doing regular graduate curricula (e.g., in Anthropology and Art History). The MALS is not a vehicle for entrance into the regular graduate programs.

Washington's admission policy is structured to ensure success. Entering students are given only provisional admission after a screening of applications. Each student must do two MALS core seminars with a grade of B or better and have the recommendation of the faculty in the program before admission to the degree program and further course work. A student is not permitted into graduate course work until the Dean and the faculty are assured there is a likelihood for success. Dean Hetlage advises MALS students to sit in on a regular graduate course for a few days before enrolling to be certain one is able to do the course work.

Washington's program began with two courses and 8 students. It grew into an all-colloquial course program as the teaching faculty enjoyed their experience with the MALS students. Only full time faculty teach in the program. A single course is compensated at \$4000 (\$2000 to \$2800 each for a team taught course). The faculty director's job is one primarily of recruitment of teaching faculty for their MALS courses. The program brings many quality individuals (friends) into the Washington University.

DARTMOUTH COLLEGE - Barbara Smith, Director MALS Program

Dartmouth College's MALS program does not define tracks of courses for its MALS students. Students must take 3 interdisciplinary core courses, which change every 3 years. Their MALS teaching faculty are hired on a three year basis, and much of the teaching is done in the summer. Their MALS degree requires 8 courses, at least one of which is an independent study course. They have concern with MALS students in their regular graduate courses. The program is not a method for students to enter regular graduate programs. Students select courses in consultation with a faculty advisor. Their MALS program is overseen by a faculty steering committee, which establishes core course content and guidelines for the program. An admissions committee screens applicants. Faculty teaching in the program include regular faculty and some visiting faculty. Compensation is at 2/9 of regular salary level.

ROLLINS COLLEGE -

Rollins College's MALS program is the only graduate program offered by the school. It is intended for adult learners and consists of 6 core seminars patterned on the ideas of Western Thought. A "senior seminar" is required as one of the 12 courses that a student must complete for graduation, leaving 5 elective courses for the student. Most students enroll in two courses per semester (minimum of one).

F. Summary of degree requirements

9	credits of core courses	
15	credits of electives	
6	credits of thesis	for a total of 30 credits.

Each MALS candidate will be assigned to an individual from the Program Committee who serves as the student's mentor and graduate advisor.

Core courses may be team taught. Approved elective courses are selected by the Advisory Committee and listed annually for students.

The Core courses and as many elective courses as possible are offered on weekday evenings, on Saturdays, and in both summer sessions.

Note: Appendix 8 is an unsolicited letter to President Foote from Mr. Michael Stokes, a teacher of his children, currently on sabbatical studying in the MALS program at Wesleyan University. His letter describes various aspects of the Wesleyan program and is inserted for your information.

#### 4 . Faculty

The success of the MALS program will depend on the quality of the faculty recruited to teach in the program. It is anticipated that at least one core course will be offered each semester in an academic year, i.e., fall, spring and once in the summer. About five (5) elective courses will also be offered each year after the initial year of the program.

During the first two years of the program, regular faculty will teach the core courses and elective courses as overloads. Because the College is already overly dependent upon overloads and part-time faculty, new faculty must be hired if the program is to continue. If we are unable to hire new faculty, the program will be discontinued. It is anticipated that two or three new appointments will be made, beginning in the second year of the program. The number will depend upon the number of students enrolled in the program. A typical teaching load in the College is 2/2 or 3/2, and thus four or five new courses can be taught in the program on an ongoing basis for each of the new hires. Two new faculty would allow eight to ten classes over the two semesters, plus some summer teaching. Some of the new faculty could be joint appointments, between pairs of departments. Thus, four to six departments would be committed to teaching courses regularly in the program. The faculty who teach in the program need not be limited to those who were hired, but the teaching would be an ongoing commitment of the departments. In this way, the most appropriate teachers can be used in the program while departments gain new faculty.

It is recognized that continuing to use regular faculty on an overload basis for teaching in this program would not be desirable because it will interfere with the ability of the faculty to

accomplish significant research. It also is important that the creation of this new program in no way interfere with the quality of teaching in regular undergraduate programs.

## 5. Students

### A. AGLSP Market Estimates

Appendix 5 is a market report from the Association of Graduate Liberal Studies Programs conducted for an unnamed College in 1977. The survey indicates the type of interest such a program can generate in prospective groups of adult students, i.e., high school principals, directors of adult education, school superintendents, directors of libraries, presidents of businesses, educational officers of industry.

While no market survey for the MALS degree at the University of Miami has been done, former Dean of Continuing Studies Dennis Tarr did assure the MALS feasibility Committee that the Miami market, based on his professional opinion as a Dean of Continuing Studies, would adequately supply adult students for such a program. Enrollment targets for the MALS program are 15 new students per year for the first three years until a steady state enrollment of 38 students per academic year (15 first year students, 13 second year students and 5 third year students). It is anticipated that the MALS degree candidates will finish their programs by the end of the third year.

The College of Arts and Sciences Committee on the Master of Arts in Liberal Studies interviewed the Provost and a number of Deans and Department Chairpersons concerning the feasibility of such a program. Appendix 7 is a listing of those interviewed.

The MALS degree would be advertised by the School of Continuing Studies, through newspaper ads, flyers to libraries, notice in alumni newsletters, mailings to Dade County professionals and professional societies. The target group would be: physicians, teachers, lawyers, housewives, clergy, artists, librarians, architects, engineers, computer experts, members of trade associations, etc.

MALS programs that are deemed successful from an academic and/or revenue point of view often draw from specialized markets. Some examples include:

1. Johns Hopkins - teachers, health professionals, engineers from metropolitan area of Maryland and Washington, D.C.
2. Georgetown - Physicians, Congressional staff, embassy officials, etc.
3. Salve Regina College - Naval War College personnel from New London Nuclear Submarine School.

4. Wesleyan - Suburbs of NYC, large populace from which to draw.
5. Duke - only game in town

#### B. Criteria for Admission

The criteria for admission to the Master of Arts in Liberal Studies are:

- a) a bachelor's degree from an accredited school of higher learning, with a GPA of at least 3.0
- b) a formal application which includes a written statement of purpose and goals
- c) a personal interview with the MALS Admissions Committee

All such admissions will be provisional, and continuation in the program will require at least a 3.0 GPA after completion of the three required core courses.

#### C. Need for Teaching/Research Assistants

The Feasibility Committee on the MALS degree expressed no specific need in the initial years for either teaching or research assistants. However, as the program grows and expands and tuition revenue dollars accrue, any such personnel would have to be provided for by expected revenue.

## 6. Administration

### A. Director

The MALS Program is envisioned as being non-departmentalized. It would be administered within the College of Arts and Sciences by a faculty Director appointed by the Dean. The Director will report directly to the Dean of the College of Arts and Sciences. It is envisioned that the Director could receive both release time (at least one course per year from a normal departmental course load), and an administrative supplement.

### B. Program Committees

There will be one Committee that oversees the MALS program. The Director of the program will serve as the Chairperson of the Committee. The function of this Committee would be admissions, advising and oversight, to review the objectives and quality of the program. The Committee would serve as the admissions committee for the program, reviewing the credentials of each candidate and recommending either rejection, provisional post-baccalaureate admission or full time status. Appointed by the Dean of the College of Arts & Sciences, the membership of this Committee is initially proposed to be:

Will Betsch	- Department of Art and Art History
Pat McCarthy	- Department of English
Peggy Phillips	- Department of History
Don Routh	- Department of Psychology
Peter Luykx	- Department of Biology

Besides administering the academic quality of the program, the MALS Program Committee would have endorsement authority of all program promotion and advertising. It is anticipated that the School of Continuing Studies would prepare and distribute advertising for the MALS program, with the Advisory and Admissions Committee having final approval of the format and content of promotional materials.

An advisor will be assigned to each student, with the entire committee reviewing all curricular matters and thesis proposals. The advisor will counsel students as to specific course requirements and a time frame for completion of the degree.

Thesis committee membership must be approved by the Program Committee, in addition to the normal approval procedures of the Graduate School. Faculty who serve on such committees can be identified from throughout the faculty. The chairperson of each committee must be a member of the graduate faculty. Members on each committee must come from at least ~~two~~ departments.



### C. Secretarial, Office/Space, Travel Needs

A half-time secretary will be provided to support the program. No specific additional space needs are required beyond those of the secretary. The Director could function out of his or her current departmental office. An advertising and promotions budget will be provided to the School of Continuing Studies, as indicated. It will diminish as the program is more widely known.

## 7. Comparative Materials

### A. List of MALS Schools

Many schools, colleges and universities offer programs similar to the one described above under the headings of Master of Arts in Liberal Studies (MALS), Master of Liberal Studies (MLS) and Master of Liberal Arts (MLA). A governing association (Association of Graduate Liberal Studies Programs - AGLSP) was founded in 1975 to offer member institutions a formal venue for the promotion and exchange of ideas in adult graduate education in the liberal arts. A membership list (see appendix 1) is attached to give the reader an indication of the kind and quality of schools that offer such programs.

### B. Descriptions of Comparative Programs

Appendix 2 is a page by page description of MALS programs at 12 different Universities. These provide a thumbnail sketch of the scope and objectives of existing programs describing admissions standards, course requirements and enrollment expenses.

Programmatic data on the history, student enrollment, faculty, curriculum, administration and finance of the MALS programs is provided by the AGLSP for Dartmouth University, Duke University, Georgetown University, The Johns Hopkins University, Washington University in St. Louis, and Wesleyan University.

### C. Comparative Fact Sheet

Appendix 3 is a comparative fact sheet prepared by the Association of Graduate Liberal Studies Programs which shows enrollment statistics, faculty compensation, tuition per credit, admission requirements and core course requirements by the percentage of its member institutions.

### D. Themes of Existing Programs

A number of common themes are expressed in many of the MALS programs. These themes are enumerated below:

1. Entrance requirements are geared to the "mature student," who is expected to be somewhat self-motivated, able to contribute to class discourse and is capable of independent work and thought.
2. Specially designed core courses are required. Generally course requirements are divided into five types:
  - (1) core courses,
  - (2) program electives,
  - (3) general electives,
  - (4) directed reading/studies, and
  - (5) essay/project/thesis.

Core courses are usually interdisciplinary, team taught and geared in content to the faculty available and desirous of teaching in the program. Core courses generally include material from the humanities, arts, social sciences, and sciences, but stress a single theme or concept.

3. A curriculum for both degree and non-degree students exists. Many programs admit students first on a provisional basis and after successful completion of a minimum number of credits these students are admitted to regular status in the MALS program.
4. Many schools offer their MALS program with emphasis on summer, weekend and evening sessions.
5. Admission often requires either a personal interview and/or a statement of purpose.
6. Individualized curricular programs can be set up with a faculty advisor.
7. Curriculum varies from semester to semester with release time for the faculty involved. All courses seem to be given at a level of scholarship fully compatible with the academic standards of the Graduate School.
8. Most programs require a project/essay/thesis which becomes a 3 credit course in which one writes a play, a concert, gives an oral history, etc. A proposal, which is usually under a faculty advisor's direction and must be approved by a committee, is often required.

## 8. Budget Material

A. Tuition A graduate tuition fee of \$ 1,050 per 3 credit course would be charged (\$350/credit).

### B. MALS Program Budget

YEAR 1 Assumptions: 15 students; some take two courses, others one course, each semester.

<u>Semester</u>	<u>courses offered</u>	<u>total enrollment</u>
Fall	2	20
Spring	2	20
Summer	<u>2</u>	<u>15</u>
TOTAL	6	55

REVENUE = 55 x 3 credits x \$350/cr. = \$ 57,750.

EXPENSES = PT/OL 6 x \$2500 (inc.26% CFB) = \$ 18,900.  
 Prog. Dir. admin. suppl. = 4,000.  
 1/2-time secy. 8,000.  
 Cont. Studies Professional Staff 9,920.  
 B budget :  
   Arts & Sciences 1,000.  
   Continuing Studies 2,000.  
   Advertising and Promotions 10,000.  
 TOTAL \$ 53,820.

YEAR 2 Assumptions: 15 new students, 13 continuing.  
 New faculty hire reduces need for some PT/OL.

<u>Semester</u>	<u>courses offered</u>	<u>total enrollment</u>
Fall	4	40
Spring	4	40
Summer	<u>2</u>	<u>20</u>
TOTAL	10	100

REVENUE = 100 x 3 x \$350 = \$105,000.

EXPENSES = PT/OL 6 x \$2500 (inc.26% CFB) = \$ 18,900.  
 Program Director 4,000.  
 1/2-time secretary 8,000.  
 Cont. Studies Prof. Staff 9,920.  
 B budget :  
   Arts & Sciences 1,650.  
   Continuing Studies 3,350.  
   New Faculty member 38,000.  
   Advertising and Promotions 8,000.  
 TOTAL \$ 91,820.

YEAR 3

Assumptions: 15 new students; program reaches steady-state; five still continuing and not yet graduated from first year; 13 continuing from second year; new faculty hired which reduces need for part-time faculty.

<u>Semester</u>	<u>courses offered</u>	<u>total enrollment</u>
Fall	4	45
Spring	4	45
Summer	<u>2</u>	<u>20</u>
TOTAL	10	110

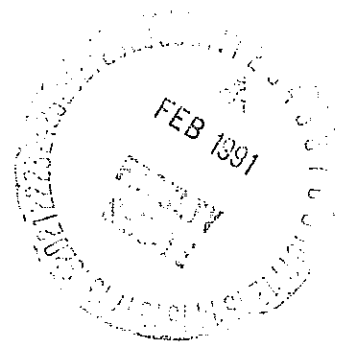
REVENUE = 110 x 3 x \$350 = \$ 115,500.

EXPENSES = PT/OL 2 x 2500. = \$ 5,000.  
 Program Director 4,000.  
 1/2-time secretary 8,000.  
 Cont. Studies Prof. Staff 9,920.  
 B budget :  
 Arts & Sciences 1,650.  
 Continuing Studies 3,350.  
 first faculty member 38,000.  
 second faculty member 38,000.  
 Advertising and Promotion 5,000.  
 Thesis Project Expenses 5,000.  
 TOTAL \$ 117,920.

<u>SUMMARY:</u>	<u>Revenue</u>	<u>Direct Expenses</u>	<u>Net</u>
Year 1	\$ 57,750.	59,820.	\$ (2,070)
Year 2	105,000.	91,820.	13,180.
Year 3	115,500.	117,920.	\$ (2,420)

=====

\$ 8,690



Edward T. Foote II  
President

MEMORANDUM

January 31, 1991

TO: George C. Alexandrakis

FROM: Edward T. Foote II

Enclosed are the following recent Faculty Senate proposals with my decisions as shown:

1. Faculty Senate Legislation #89012(B) - Amended  
Deadline for Adding and Dropping Courses  
**Approved.**
2. Faculty Senate Legislation #89013(A)  
Establishment of Librarian Faculty Category  
**Approved** and forwarded to the Board of Trustees  
via its Academic Affairs Committee.
3. Faculty Senate Legislation #90002(B)  
Proposed Master of Arts in Liberal Studies Degree  
**Approved** and forwarded to the Board of Trustees  
via its Academic Affairs Committee.
4. Faculty Senate Legislation #90003(D)  
Resolution on Part-Time, Overtime Teaching Compensation  
**Not approved.**

ETF:LLS  
cc: Luis Glaser  
Enclosures

Committee on the Master of Arts in Liberal Studies

Meeting of February 26, 1991

AGENDA

1. Organization
2. Admissions Policies
3. Recruitment
  - a. No teacher discount
  - b. Possible fellowship program
  - c. Additional opportunities
4. Advising
5. Course Offerings: Fall, 1991 Core Course
  - a. Class scheduling
  - b. Calendar
6. Team-Teaching and Compensation
7. Other Matters

## FACULTY SENATE MEETING

December 3, 1990

### Call to Order

The Chairman called the meeting to order at 3:00 p.m. The Provost gave an update report on the flooding of parts of the Ashe building. Professor Alexandrakis gave a brief summary of the recent budget meeting with the Administration. A presentation by the Senate Budget Review and Finance Committee showed the main components of the budget. The Provost stated that the instructions for distributing salary increases would come after the Board of Trustees has approved the overall concept of the budget.

### Budget for the Master of Arts in Liberal Studies Program

Professor Alexandrakis informed the Provost that the Senate had approved the Master of Arts in Liberal Studies with two attachments: 1) this program, and all other proposed programs, must include the 8.75% rate for all courses taught as overloads; and 2) the startup funds, within reason, will come from the Provost's office.

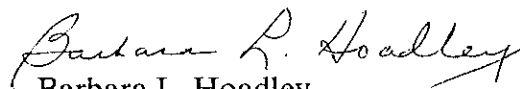
### Medical Plan Principles

Professor Green presented a summary of the general principles of understanding with the Administration and some specific agreements with regard to the medical benefit plans. Professor Yacoub presented the "Yacoub Formula" which governs the cost-sharing of medical benefits between the University and its employees. The Provost requested that Mr. Lieberman and Dr. Thomas review the documents and be given an opportunity to respond before the next Senate meeting.

### Update on Faculty Senate Retreat Questionnaire

Professor Kahn presented an update on the development of the questionnaire to be used as a basis for the Faculty Senate Retreat. Other members of the committee are Professor Steinfatt, Professor Charles Carver, Psychology; Professor Roger Dunham, Sociology; and Professor Howard Marmorstein, Marketing. He indicated that the final document proposes questions emanating from the Report of the Issues Committee and other aspects of the University that the President was interested in hearing faculty views. The cover letter to the faculty must still be drafted. It was *moved* and seconded that the Senate receive a copy of the questionnaire prior to the next Council meeting and that the Council be authorized to give final approval and to distribute the questionnaire. *The motion carried with 2 abstentions.*

The meeting adjourned at 3:55 p.m. followed by a reception for Dr. Rita Bornstein, former Vice President for Development, the 1990 James W. McLamore Outstanding Service Award recipient.

  
Barbara L. Hoadley  
Secretary to the Faculty Senate

## FACULTY SENATE MEETING

November 26, 1990

### Call to Order

Professor Alexandrakis called the meeting to order at 3:30 p.m. Excused absences were approved for Professors Atherton, Martin, McCabe, Recio, Seiler, Wellman and Wilson.

The Chairman announced that the meeting would move into Executive Session to discuss the budget with the President and Provost.

### Retirement Benefits

Professor Knoblock distributed a chart showing the retirement benefits for full-time personnel retiring from the University after twenty-five years of service. After discussion, it was *moved* and seconded that the Budget Committee be authorized to request that the actuaries calculate the cost of the Committee's recommendations: 1)adjust the formula for best year's salary for each year of service; 2)shift from 1.375 to 1.6%; and 3)adjustment for COLA. The *motion carried*.

### Proposed Master of Arts in Liberal Studies (Second Reading)

The Chairman presented the Council's *motion* to approve the proposed Master of Arts in Liberal Studies with the addition of a resolution which requires that all new programs shall include the rate of pay for University faculty at 8.75% per three credit course that is taught as an overload, for summer session or as part-time during intersession. The Provost's letter approving the program's budget was discussed. Dean Wilson spoke about the verbal agreement between the Provost and him with regard to overload salaries of faculty teaching in the program would become direct costs to the program. It was *moved* and seconded that this program shall compensate the faculty at a rate not less than 8.75% of nine-months base annual salary for any three-credit course taught as an overload, during summer session or as part-time during intersession. This shall be a footnote in the budget material applied to lines 1, 2, and 3 pertaining to the first three years in addition to the PT/OL costs. The *motion carried with one opposed*. Dean Wilson assured the Senate that the program will not be continued if revenues are insufficient to hire new, regular, tenure-track faculty to cover the courses being taught. It was *moved* and seconded to instruct the Chair to respond to the Provost's letter regarding termination of programs and to inform him that programs may be terminated only by action of the faculty. Admission to this program may be suspended or terminated only by the College of Arts and Sciences faculty with the concurrence of the Senate. The *motion carried*. It was *moved* and seconded to approve the program contingent upon receipt of a letter from the Provost by December 13 stating that 100% of the revenues for the first three years will go directly to the program. The *motion carried by a vote of 13 in favor, 5 opposed with one abstention*.



### Proposed Master of Arts in Liberal Studies

Professor Wilson presented the report of the Ad Hoc Review Committee for the proposed Master of Arts in Liberal Studies. Dean Wilson answered questions regarding the general education and distribution requirements. It was suggested that members of the thesis committee should be from three different departments.

It was also suggested that the core curriculum be strengthened by science courses

It was *moved* and seconded to forward the Review Committee's report to the Senate with a recommendation for approval. The *motion carried by a vote of five in favor with three opposed.*

### Academic Standards Committee Report on Adding and Dropping Courses

The Chairman presented the Academic Standards Committee request for proposed changes to Faculty Senate Legislation #89012(B) - Deadline for Adding and Dropping Courses, and Faculty Senate Legislation #88014(B) - Extension of Drop Date without a "W" Grade. It was *moved* and seconded to approve the committee's proposal. The *motion carried unanimously.*

### Report on Underlying Principles for Medical Benefits

Professor Green stated that, as a result of the September 17 meeting of the Council when Professor Awad inquired about post-doctoral students being denied health benefits when they accept prestigious national fellowships, the Dean of the Medical School only needed to write a letter requesting that they be made eligible for the health plan.

Professor Green summarized the medical plan principles prepared by the Employee Benefits Sub-committee of the Budget Review and Finance Committee as a review of the implicit and explicit understandings within the University Employee Benefits Committee. He explained that the reason the HMO premiums were not reduced this year is that the full cost savings was not passed on to the HMO subscribers but instead is subsidizing the UMSM Plan on a one-year basis to help that Plan survive while procedures are implemented to lower the cost of the Plan. Professor Green agreed with Professor Knoblock's suggestion that parity between plans should be included in the principles and that, in fact, the discussions this year included this issue. Item 5 was amended to include "but the indemnity plans and HMOs will feature comparable benefits" at the end of the paragraph. It was *moved* and seconded to accept the medical plan principles as outlined including the amendment. The *motion carried.*

The Yacoub Formula was presented to the Council as an informal addendum to the principles. The motions were unanimously approved by the University Employee Benefits Committee, Mr. Lieberman and the Senate representatives, Professors Clasby and Yacoub.

There was discussion on the Budget Review and Finance Committee's recommendation of a provision for University co-payments for a dental plan for employees.



Executive Vice President and Provost

MEMORANDUM

November 14, 1990

TO: Dean Carol Holden  
School of Continuing Studies

Dean David L. Wilson  
College of Arts and Sciences

FROM: Luis Glaser  
Executive Vice President  
and Provost

SUBJECT: Budget for the Master of Arts and Liberal Studies (MALS) Program

We propose to handle the budget for the Program in the following way. After allocation of direct costs, any profit will be divided with 60% to go to the College of Arts and Sciences, 10% to the School of Continuing Studies, and 30% to the general budget of the University. The latter will be contributed to the College of Arts and Sciences in the first two years of the Program.

Direct costs of the Program are faculty salaries, actual marketing expenses, and a maximum of \$5,000 each to the College of Arts and Sciences and Continuing Studies for indirect costs associated with administering the Program. Should the Program not be profitable, it will be terminated by mutual agreement of the two Deans.

LG:nh

The Senate Council, at its meeting of November 12, approved the following motion as a permanent resolution regarding new programs:

No program shall be approved unless the rate of pay for University faculty is 8.75% per three-credit course that is taught as an overload, for summer session or as part-time during intersession. No program shall be approved unless such provision is made in its budget and in the letter of budget approval from the Provost.

## Rationale for a MALS Program

Degree Title: MASTER OF ARTS IN LIBERAL STUDIES (MALS)

What is a Master of Arts in Liberal Studies?

The objective of a liberal education is not to teach students all that they will ever need to know. It is rather to give students ideas, techniques and habits that they will need to continue to educate themselves. The intention of a liberal studies curriculum is to provide students with the kinds of resources of intellect, imagination and sensibility that are essential if the labor of continuing self-education is to be achieved.

Liberal studies is not an accomplishment which one can expect ever to complete. The labor of liberal studies is the unfinished business of every individual, no matter what their age, historical time, culture or academic achievement. The primary function of a university is to provide a domain for the search for greater understanding and knowledge along with the techniques for that search. When the preparation for existing vocations becomes a more central aim of a university, it may have lost its intended way. It is at this point that a university should get back to imparting and extending knowledge through the process of encouraging and sustaining inquiry. That is, the university returns to valuing the integrity of the mind that seeks knowledge.

The extension of liberal education philosophies to the graduate level is a relatively new venture in higher education. It often has an interdisciplinary, broad-based flavor which stands in contrast to traditional graduate programs, which provide for more narrow, professional training and specific preparation for existing vocations or further graduate study.

A Master of Arts in Liberal Studies degree is intended to offer mature students a graduate degree. Students entering masters-level liberal studies programs (there are some 65 accredited American college and universities which offer such a degree) are non-traditional in the sense that often their formal education has been interrupted for varying periods of time by career and family responsibility. In choosing to return to education in a graduate liberal studies program they seek to enrich their lives and fill them with more meaning. As mature adults with a broad range of experience, they bring to their graduate studies both personal experiences and a heightened awareness of the unanswered questions that confront any inquiring mind.

A Committee was formed within the College of Arts and Sciences to consider the feasibility of creating a MALS degree at this University. This report has grown from its efforts.

A graduate liberal studies program is a unique opportunity for inquiring adults to draw upon the diversity of age, experience and occupation of others in the program, to exercise personal curiosity and initiative, and to extend their capacities of intellect and sensibility in a setting of inquiry that is serious, rigorous, and disciplined.

A MALS program within the College of Arts and Sciences at the University of Miami, as elsewhere, would adhere to the traditional values of a liberal education, but at a graduate level. Its purpose would be to encourage the study of the liberal arts and sciences for their own sake. Its goals would be to create habits and skills conducive to a sustained lifelong learning and individual growth with the University of Miami and its academic resolve as the focal point. Common to many existing MALS programs is the pursuit of an enriched experience in the great ideas of civilizations.

The faculty will benefit from this kind of graduate program for two reasons. First, these students can be a special pleasure and challenge to teach. Their very experiences will enrich classroom discussions and interactions. Second, the program will encourage interdisciplinary interactions.

The University will further benefit by the impact that such a Master's program will have on the community. We will be able to reach a new, influential audience with this program, and demonstrate to them the quality and relevance of the University.

The Association of Graduate Liberal Studies Programs (AGLSP, see Appendix 1) was founded in 1975 to offer member institutions a formal venue for the promotion and exchange of ideas in adult graduate education in the liberal arts. Currently, no Florida university is a member of that organization; a master's program in liberal studies does exist at Rollins College in Winter Park.

The Dean of the School of Music was interviewed by the MALS feasibility Study Committee and indicated that, while individual graduate music courses might be appropriate for students in this program, he saw no other significant role of the School of Music.

## 2. Physical Resources

The MALS program at the University of Miami will be non-departmentalized. Some of its academic base will be drawn from the graduate offerings in the traditional disciplines of liberal studies, i.e., from the Departments of Art and Art History, English, Foreign Languages and Literatures, History, Philosophy, and Sociology, all of which have graduate programs. We anticipate input also from faculty in the natural sciences and such departments as Anthropology and Religious Studies.

- A. The Library holdings and special acquisitions for these Masters programs have been reviewed and accepted as satisfactory to pursue a masters degree. No immediate library acquisitions are envisioned as necessary to initiate a Master of Arts in Liberal Studies.

## 3. Curriculum

### A. Interdisciplinary Component

Most schools offering a MALS degree have defined a set of required core courses. These courses are built on themes of traditional liberal studies. They are often team taught and attempt to merge concepts across discipline lines of Art, Literature, Science, Humanities and Philosophy. Generally these courses become individualized blends of ideas and philosophies of the specific faculty who teach in them. This allows for very innovative, provocative, and dynamic approaches to teaching. Listed below are some of the descriptive terms used by schools offering MALS degrees to describe their core courses:

Ideas & Inquiry	How does/have ideas shaped humans consciousness
Creative Imagination	Qualities of mind, personality and environment associated with acts of creation and innovation
Science and Human Values	Technology blended with ethics
Heritage	Social, political and psychological Perspectives: which examine concepts of individual in relation to social order
Human Value Course	often addresses the questions of moral growth, human freedom, comparable values in world religions, theories of justice,

	social consequences of the new biology, war and american society, literary knowledge and human values
History of Ideas	covers a range of subjects in liberal arts which examines the impact of historical periods, movements, and individuals on civilization
Proseminar	A first course, team taught by faculty involved in a MALS programs, that surveys intellectual resources of the program (the faculty, library, etc) Content often varies depending on faculty.
Visions of Self	History of reflection on self and nature of human identity, i.e., western intellectual tradition vs. eastern.
Perceptions of Reality	A team taught course by an art historian and a scientist which probes the wonder of human creativity, order from chaos
American Experience	National identity through analysis of American History
The City	The point of maximum concentration for the power and culture of a community.
Mind and its Process	Creative & critical thinking. Creativity in artistic and intellectual work with examples from art, literature, math, law and science. Examines what is truth, can it be interpreted, what are facts.
Order and Disorder	Structure in chaos, structural patterns in nature, art and human society; does structure have the same meaning for the artist as the scientist.
Changing Values	The hero as a mythical construct, civilization & societies values. Western and Eastern civilization's heroes are examined, the warrior, politician, artist, scientist.



Executive Vice President and Provost

MEMORANDUM

November 14, 1990

TO: Dean Carol Holden  
School of Continuing Studies

Dean David L. Wilson  
College of Arts and Sciences

FROM: Luis Glaser  
Executive Vice President  
and Provost

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SUBJECT: Budget for the Master of Arts and Liberal Studies (MALS) Program

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Direct costs of the Program are faculty salaries, actual marketing expenses, and a maximum of \$5,000 each to the College of Arts and Sciences and Continuing Studies for indirect costs associated with administering the Program. Should the Program not be profitable, it will be terminated by mutual agreement of the two Deans.

LG:nh



The Senate Council, at its meeting of November 12, approved the following motion as a permanent resolution regarding new programs:

No program shall be approved unless the rate of pay for University faculty is 8.75% per three-credit course that is taught as an overload, for summer session or as part-time during intersession. No program shall be approved unless such provision is made in its budget and in the letter of budget approval from the Provost.

## FACULTY SENATE MEETING

November 5, 1990

### Call to Order and Approval of Minutes

The meeting was called to order at 3:30 p.m. by Professor Alexandrakis. The minutes of September 24 were approved as submitted. Excused absences were approved for Professors Atherton, Boardman, Heuson, Lowery, Mangrum, Munter, Olson, Steinfatt, and Warren.

The Chairman announced that the first part of the agenda would be in Executive Session in order to discuss the budget with the President. A summary of the discussion is on file in the Senate office. The budget proposal was presented to the Senate as a *motion* from the Council. The *motion carried*.

Professor Alexandrakis announced that the Committee on Professional Conduct must be appointed annually by the Senate. It was recommended that Professors Alloway, Carrier and Tamer be appointed. It was *moved* and seconded to approve these appointments. The *motion carried*.

### Proposed Master of Arts in Liberal Studies - (First Reading)

Professor Paul Wilson presented the proposed Master of Arts in Liberal Studies program for first reading. The program was designed to meet the needs of career people who desire to return to the University for an advanced degree in liberal studies. Professor Knoblock requested the customary library and financial commitment from the Administration before the program is given final approval. Dean Wilson explained that the proposed budget is designed to have a temporary increment of a year or two in overloads as the program becomes established. He emphasized that the program should be abolished if most of the teaching cannot be done by the equivalent of full-time faculty. The courses listed in the proposal would be those approved but future modifications to the core curriculum would be made by faculty of the College of Arts and Sciences. It was recommended that the Council should amend the proposal with the 8.75% rate as is customary for summer school teaching. After further discussion, it was suggested that the Council bring a recommendation on the matter of overload to the next Senate meeting.

### James W. McLamore Summer Awards

The Chairman announced that, at the suggestion of the Council, President Foote received approval from the Board of Trustees to name fifteen of the summer research awards for Mr. McLamore. It was *moved* and seconded that the Senate recommends that fifteen summer faculty awards be named for Mr. McLamore and that these be available for the general University community. The *motion carried*. It was *moved* and seconded that in the future five fellowships in each category will be named McLamore Fellows. The *motion carried*.

The Executive Session followed.

October 18, 1990

M E M O R A N D U M

TO: Members of the Faculty Senate Council

FROM: Paul Wilson *PW*

RE: Review of the proposed degree program Master of Arts in Liberal Studies

The review committee, consisting of Professor Awad, Professor Eckstein, and myself, met first on September 20. Dean Wilson's office had provided us with the twenty-four-page version of the proposal, rather than the smaller document given to the Council on September 17. At our meeting we went through the proposal in detail and decided that we needed further information on two basic areas of concern: maintaining the academic quality of the program as a true master's degree and handling the program's administrative aspects, especially a foreseeable attenuation of faculty effectiveness in the College of Arts and Sciences.

We met with Dean Wilson briefly on September 24 to express those concerns and to arrange for a fuller discussion of them. Unfortunately, Professor Awad was then forced by ill health to resign from the committee. Professor Eckstein and I met with Dean Wilson and Dean Charly Mallery on October 4. We discussed all of the issues raised at the committee's first meeting. Both Professor Eckstein and I feel that Dean Wilson has successfully responded to all of our questions about both large issues. The plans for preventing dilution of faculty effectiveness, though they are dependent on tuition revenues flowing from the program itself, are well-conceived, in our judgment, and should permit excellent teaching in the program without undue burdens on any department or faculty member. The use of the core curriculum as a probationary stage in every student's admission to the program will help ensure a high standard in those courses, in the subsequent elective courses, and in the student population itself.

Both of us feel that Dean Wilson has carefully considered the potential problems in the MALS program and has devised workable solutions to them. The proposal you now have, dated October 12, 1990, is a revision of the draft originally given to us and incorporates responses to our discussion of October 4. Both Professor Eckstein and I fully support the program. Attached to this report is a separate letter from Professor Eckstein attesting his approval.



Memorandum

To: Faculty Senate Council  
Via: Professor Paul Wilson, School of Music  
From: Professor Eugene Eckstein, College of Engineering *all*  
Re: Proposed Program: Master of Arts in Liberal Studies  
Date: October 18, 1990

With the recent revisions, I can whole heartedly support the MALS program. In particular I would note that:

i. the admission will be provisional upon completing the core courses with a 3.0 grade point or better. This revision was suggested in the belief that control of access and quality could be done more thoroughly using recent, clearly applicable academic work.

ii. there is now a list of courses in the regular graduate program that may be used in place of specially taught courses. Use of such course offerings should reduce the need to offer special MALS courses beyond those in the core curriculum.

iii. Dean Wilson is keenly aware of the adverse impact of such a program if it did not become self-supporting or if it required the continued use of overload teaching by Arts and Sciences faculty.

In recommending the program, I feel that the underlying concepts are valid, that with proper advertising and publicity, it is likely to attract sufficient numbers of students possessing maturity, appropriate skills, and intelligence, and that its implementation will require flexibility in administration be allowed to the Dean and Chairpersons of the College of Arts and Sciences. An important factor, well recognized by Dean Wilson, is that this program will display internal aspects of the University to an influential segment of our community. To benefit from this contact, it is especially important that the course offerings for the MALS program be of high quality, offering a learning experience not available through conventional channels. The core courses, the guidance by faculty in selecting the remaining course work, and a "capstone" thesis or project course(s) can satisfy this requirement.



M E M O R A N D U M

October 9, 1990

TO: Faculty Senate

FROM: David Wilson, Dean *D. Wilson*  
College of Arts and Sciences

SUBJECT: Master of Arts in Liberal Studies

Attached is a revised version of the proposal for a Master of Arts in Liberal Studies. The revisions, which were made after consultation with members of the Senate Council sub-committee, include the following: the introduction contains further justification for such a new degree program, including its encouraging interactions among faculty, its potential positive impact on the community, and the advantages to faculty of teaching a more experienced group of students. Also in that introduction is a rationale for requiring adequate full-time faculty for the program.

In the body of the proposal, the changes include a requirement that all admitted students obtain a 3.0 or greater gpa in the three core courses before being allowed to continue in the program. A "no thesis" option has been added, allowing students to substitute six credits of additional course work in place of the thesis project. Some of the references to "Western" Civilization have been modified to encourage a more cross-cultural perspective. Finally, provision has been made to provide some minimal support for supplies and equipment for thesis projects.

DW:ek

enclosure

The Senate Council, at its meeting of November 12, approved the following motion as a permanent resolution regarding new programs:

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Executive Vice President and Provost

MEMORANDUM

November 14, 1990

TO: Dean Carol Holden  
School of Continuing Studies

Dean David L. Wilson  
College of Arts and Sciences

FROM: Luis Glaser  
Executive Vice President  
and Provost

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Direct costs of the Program are faculty salaries, actual marketing expenses, and a maximum of \$5,000 each to the College of Arts and Sciences and Continuing Studies for indirect costs associated with administering the Program. Should the Program not be profitable, it will be terminated by mutual agreement of the two Deans.

LG:nh

PROPOSAL TO

GRADUATE SCHOOL

and

FACULTY SENATE

for a

NEW GRADUATE PROGRAM

in the

COLLEGE of ARTS and SCIENCES

MASTER of ARTS in LIBERAL STUDIES

(Note: Appendices not attached, but  
are available upon request)

October 12, 1990



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# 1. Rationale for a MALS Program

Degree Title: MASTER of ARTS in LIBERAL STUDIES (MALS)

What is a Master of Arts in Liberal Studies?

The objective of a liberal education is not to teach students all that they will ever need to know. It is rather to give students ideas, techniques and habits that they will need to continue to educate themselves. The intention of a liberal studies curriculum is to provide students with the kinds of resources of intellect, imagination and sensibility that are essential if the labor of continuing self-education is to be achieved.

Liberal studies is not an accomplishment which one can expect ever to complete. The labor of liberal studies is the unfinished business of every individual, no matter what their age, historical time, culture or academic achievement. The primary function of a university is to provide a domain for the search for greater understanding and knowledge along with the techniques for that search. When the preparation for existing vocations becomes a more central aim of a university, it may have lost its intended way. It is at this point that a university should get back to imparting and extending knowledge through the process of encouraging and sustaining inquiry. That is, the university returns to valuing the integrity of the mind that seeks knowledge.

The extension of liberal education philosophies to the graduate level is a relatively new venture in higher education. It often has an interdisciplinary, broad-based flavor which stands in contrast to traditional graduate programs, which provide for more narrow, professional training and specific preparation for existing vocations or further graduate study.

A Master of Arts in Liberal Studies degree is intended to offer mature students a graduate degree. Students entering masters-level liberal studies programs (there are some 65 accredited American college and universities which offer such a degree) are non-traditional in the sense that often their formal education has been interrupted for varying periods of time by career and family responsibility. In choosing to return to education in a graduate liberal studies program they seek to enrich their lives and fill them with more meaning. As mature adults with a broad range of experience, they bring to their graduate studies both personal experiences and a heightened awareness of the unanswered questions that confront any inquiring mind.

A Committee was formed within the College of Arts and Sciences to consider the feasibility of creating a MALS degree at this University. This report has grown from its efforts.

A graduate liberal studies program is a unique opportunity for inquiring adults to draw upon the diversity of age, experience and occupation of others in the program, to exercise personal curiosity and initiative, and to extend their capacities of intellect and sensibility in a setting of inquiry that is serious, rigorous, and disciplined.

A MALS program within the College of Arts and Sciences at the University of Miami, as elsewhere, would adhere to the traditional values of a liberal education, but at a graduate level. Its purpose would be to encourage the study of the liberal arts and sciences for their own sake. Its goals would be to create habits and skills conducive to a sustained lifelong learning and individual growth with the University of Miami and its academic resolve as the focal point. Common to many existing MALS programs is the pursuit of an enriched experience in the great ideas of civilizations.

The faculty will benefit from this kind of graduate program for two reasons. First, these students can be a special pleasure and challenge to teach. Their very experiences will enrich classroom discussions and interactions. Second, the program will encourage interdisciplinary interactions.

The University will further benefit by the impact that such a Master's program will have on the community. We will be able to reach a new, influential audience with this program, and demonstrate to them the quality and relevance of the University.

The Association of Graduate Liberal Studies Programs (AGLSP, see Appendix 1) was founded in 1975 to offer member institutions a formal venue for the promotion and exchange of ideas in adult graduate education in the liberal arts. Currently, no Florida university is a member of that organization; a master's program in liberal studies does exist at Rollins College in Winter Park.

The Dean of the School of Music was interviewed by the MALS feasibility Study Committee and indicated that, while individual graduate music courses might be appropriate for students in this program, he saw no other significant role of the School of Music.

## 2. Physical Resources

The MALS program at the University of Miami will be non-departmentalized. Some of its academic base will be drawn from the graduate offerings in the traditional disciplines of liberal studies, i.e., from the Departments of Art and Art History, English, Foreign Languages and Literatures, History, Philosophy, and Sociology, all of which have graduate programs. We anticipate input also from faculty in the natural sciences and such departments as Anthropology and Religious Studies.

- A. The Library holdings and special acquisitions for these Masters programs have been reviewed and accepted as satisfactory to pursue a masters degree. No immediate library acquisitions are envisioned as necessary to initiate a Master of Arts in Liberal Studies.

## 3. Curriculum

### A. Interdisciplinary Component

Most schools offering a MALS degree have defined a set of required core courses. These courses are built on themes of traditional liberal studies. They are often team taught and attempt to merge concepts across discipline lines of Art, Literature, Science, Humanities and Philosophy. Generally these courses become individualized blends of ideas and philosophies of the specific faculty who teach in them. This allows for very innovative, provocative, and dynamic approaches to teaching. Listed below are some of the descriptive terms used by schools offering MALS degrees to describe their core courses:

Ideas & Inquiry	How does/have ideas shaped humans consciousness
Creative Imagination	Qualities of mind, personality and environment associated with acts of creation and innovation
Science and Human Values	Technology blended with ethics
Heritage	Social, political and psychological Perspectives: which examine concepts of individual in relation to social order
Human Value Course	often addresses the questions of moral growth, human freedom, comparable values in world religions, theories of justice,

social consequences of the new biology, war and american society, literary knowledge and human values

History of Ideas	covers a range of subjects in liberal arts which examines the impact of historical periods, movements, and individuals on civilization
Proseminar	A first course, team taught by faculty involved in a MALS programs, that surveys intellectual resources of the program (the faculty, library, etc) Content often varies depending on faculty.
Visions of Self	History of reflection on self and nature of human identity, i.e., western intellectual tradition vs. eastern.
Perceptions of Reality	A team taught course by an art historian and a scientist which probes the wonder of human creativity, order from chaos
American Experience	National identity through analysis of American History
The City	The point of maximum concentration for the power and culture of a community.
Mind and its Process	Creative & critical thinking. Creativity in artistic and intellectual work with examples from art, literature, math, law and science. Examines what is truth, can it be interpreted, what are facts.
Order and Disorder	Structure in chaos, structural patterns in nature, art and human society; does structure have the same meaning for the artist as the scientist.
Changing Values	The hero as a mythical construct, civilization & societies values. Western and Eastern civilization's heroes are examined, the warrior, politician, artist, scientist.

## B. Proposed College of Arts and Sciences CORE Courses

A College of Arts and Sciences faculty committee on the feasibility of a MALS degree has proposed three interdisciplinary courses that would form a core for all MALS degree candidates. Brief descriptions of these three are given below. While their content would be more firmly established by the faculty selected to teach them, the basic concept of each would be maintained.

### MALS Core Curriculum

The core curriculum is designed to provide MALS students with a broad understanding and detailed knowledge of the central themes and issues of life and civilizations, including major contributions of the humanities, science, history and the social sciences.

#### MALS G601 Aspects of Western Thought

An interdisciplinary course dealing with selected themes and concepts and central figures of the Western intellectual tradition. Required of all MALS students. Prerequisite: Admission to MALS program.

Description: This course involves the study of selected aspects of Western thought, based on materials from the arts, humanities, sciences, social sciences and history. Specific topics and materials may vary, but the focus will be on themes and issues central to Western cultural tradition.

#### MALS G602 Theories of Human Nature

An interdisciplinary seminar dealing with selected aspects of major humanistic and scientific theories of human nature. Required of all MALS students. Prerequisite: Admission to MALS program.

Description: This course involves the study of basic theories of human nature proposed by the humanities, sciences and social sciences. Specific topics and materials may vary, but the course will address fundamental issues regarding the concept of human nature, such as the nature of self and its relation to society, the impact of culture on self-perception, and the relation of thought to human actions. Contrasts between Eastern and Western views will be emphasized.

MALS G603 Concepts of the Physical Universe

An interdisciplinary seminar dealing with the changing concepts of the physical universe and the place of mankind within it. Required of all MALS students. Prerequisite: Admission to MALS program.

Description: This course involves the study of various understandings of the nature of the physical universe, particularly the scientific view and its impact on human culture and its development. Specific topics and materials may vary, but the course will deal with critical issues addressed in the various attempts to understand the physical world, such as the fundamental structures and processes, the limitations of human perception, and the interaction between the human species and its environment.

Note: For comparative purposes Appendix 6 includes descriptions for the Core Courses offered at Washington University in St. Louis. Washington University offers four Core Colloquia based upon the themes of 1) Ideas and Inquiry, 2) Creative Imagination, 3) Science and Human Values, and 4) Historical Understanding. The specific content of each colloquia varies from semester to semester and with instructor.

C. Elective Courses

Beyond core courses, each student will take a minimum of fifteen credits of elective course work. Many will be especially designed and selected for the students in the program. They will build upon the core courses, and many have one or more of the core courses as prerequisite(s). Once the program has entered its second year, several of these special MALS elective courses will be offered each semester. Some examples of the kinds of courses that will be taught follow.

MALS G610 Proseminar in History. Acquaints students with the active phase of the study of the discipline of history. How are historical questions formulated? How can one differentiate among the varieties of sources? How do professional historians deal with conflicting evidence and seeming contradiction? What methodological approaches have historians used, and what are the strengths and weaknesses of each one? To be offered by differing specialists on a rotating basis. Thus specific topics may vary from semester to semester.

MALS G551 Psychology Seminar : Issues in Stress, Emotions and Interpersonal Relationships. 3 cr. A team taught seminar reviewing current research in the causes, consequences and management of psychological stress, the physiological and cognitive bases of emotions, and the development and maintenance of interpersonal relationships across the

lifespan.

MALS G552 Psychology Seminar : The Role of Psychology in Modern Society. 3 cr. Presentations and round table discussion with psychologists involved in community affairs. Drawing from the local psychology community, lecturers would discuss issues in clinical psychology, industrial/organizational psychology, human-factors psychology, social psychology, psychoneuroimmunology and forensic psychology.

MALS G561 Understanding Modern Art. Cezanne to Surrealism; European and American art from 1880 to 1950's.

MALS G562 Modern Art and Modern Criticism. Critiques of styles and their role in shaping the world of art.

MALS G563 Why Art? Showing the evolution of our attitudes toward art; the different ways art in general has been perceived, renaissance to present, including the uses of art, and the art market.

It is expected that a limited amount of elective work can be accomplished by students taking existing graduate courses in Arts and Sciences. Students must gain permission from both the MALS Program Committee and the instructor or Directors of departmental Graduate Studies in these course before enrolling in such courses. Some examples of extant courses that have been identified as appropriate by particular departments are listed below:

ENG 574 Schools of Criticism  
ENG 590 History of the English Language  
ENG 648 Studies in the Novel  
ENG 650 Studies in Modern British Literature  
ENG 670 The Classic Tradition and English Literature  
ENG 671 The Rise of the Romance  
ENG 675 European Novel  
ENG 677 Studies in Modern Literature  
ENG 680 History of Literary Criticism

PHI 570 Plato  
PHI 571 Aristotle  
PHI 572 Medieval Philosophy  
PHI 573 Rationalism  
PHI 574 Empiricism  
PHI 581 Pragmatism

SOC 501 Sociological Theory  
SOC 502 Structure of Social Scientific Inquiry  
SOC 545 Intercultural Communication  
SOC 550 Theories of Family Structure  
SOC 560 Adult Development and Aging



SOC 610 Advanced Research Methods (a non-quantitative course)  
SOC 614 Evaluation Research  
SOC 660 Social Gerontology  
SOC 690 Special Topics - Sociology of Drug Abuse  
SOC 690 Special Topics - Medical Sociology  
SOC 690 Special Topics - Theories of Deviant Behavior

#### D. Thesis project

Students must complete either 1) a thesis or its equivalent or 2) six additional hours of course work. Students who successfully complete either kind of project will earn six credit hours. Typically, the MALS thesis will be a written product based upon library research, but might be another type of creative or scholarly work. All such projects must be proposed by the student and approved by the Program Committee. The student is encouraged to develop the idea and submit a proposal as early as possible, before any considerable effort has been expended on a project that might not meet with approval. Up to \$500 of support for supplies or equipment for a thesis project will be made available to each student.

#### E. Course Tracks

While tracks are not defined for the students, it is expected that students will develop their programs of study in consultation with an advisor from the Program Committee. Such programs usually should have a theme or emphasis.

Note: In order to determine what is currently being done concerning course tracks for MALS students at other schools, we interviewed Deans of MALS programs at Duke University, Washington University in St. Louis, and Dartmouth College. Their comments are summarized below:

DUKE UNIVERSITY - Diane Sassen, Associate Dean Graduate School  
Liberal Studies Program

They require three core courses and 6 courses from the regular graduate offerings of the Graduate School. They do not define any specific course tracks. Students select courses with faculty advisor and Dean Sassen. In practice Dean Sassen finds the following distributions of students among the course offerings in Duke's MALS program:

10 % of Duke's MALS students take regular  
graduate courses after their 3 core courses  
15 % do mostly Independent Study course work  
75 % take additional MALS designed courses

Duke has created approximately 50 MALS courses just for their students, with about 5 to 7 offered in any semester. The MALS degree students prefer these specially designed interdisciplinary core-like course. They prefer courses with their peers to regular graduate courses. Enrollment in a regular graduate course requires the prior permission of the instructor and the signature of the Dean.

Only regular full time Duke faculty can teach in the program. They are compensated by overload at the flat rate of \$4500 per course.

WASHINGTON UNIVERSITY - Ann Hetlage, Assistant Dean Liberal Studies Program

Washington University's MALS does not define tracks for its students. Students select courses in consultation with a faculty advisor and Dean Hetlage. Most students prefer the specialized core courses. They like the topics presented in these courses and the faculty, who often are Washington's best. Their students do only these MALS courses and on average take only one regular graduate offering. As at Duke these students prefer courses with their peers to regular graduate offerings. All the MALS courses are offered by their evening college which is housed within Arts & Sciences. Their students may take up to 6 credits of 400 level course work with the Dean's approval. Dean Hetlage noted that a few students are doing regular graduate curricula (e.g., in Anthropology and Art History). The MALS is not a vehicle for entrance into the regular graduate programs.

Washington's admission policy is structured to ensure success. Entering students are given only provisional admission after a screening of applications. Each student must do two MALS core seminars with a grade of B or better and have the recommendation of the faculty in the program before admission to the degree program and further course work. A student is not permitted into graduate course work until the Dean and the faculty are assured there is a likelihood for success. Dean Hetlage advises MALS students to sit in on a regular graduate course for a few days before enrolling to be certain one is able to do the course work.

Washington's program began with two courses and 8 students. It grew into an all-colloquial course program as the teaching faculty enjoyed their experience with the MALS students. Only full time faculty teach in the program. A single course is compensated at \$4000 (\$2000 to \$2800 each for a team taught course). The faculty director's job is one primarily of recruitment of teaching faculty for their MALS courses. The program brings many quality individuals (friends) into the Washington University.

DARTMOUTH COLLEGE - Barbara Smith, Director MALS Program

Dartmouth College's MALS program does not define tracks of courses for its MALS students. Students must take 3 interdisciplinary core courses, which change every 3 years. Their MALS teaching faculty are hired on a three year basis, and much of the teaching is done in the summer. Their MALS degree requires 8 courses, at least one of which is an independent study course. They have concern with MALS students in their regular graduate courses. The program is not a method for students to enter regular graduate programs. Students select courses in consultation with a faculty advisor. Their MALS program is overseen by a faculty steering committee, which establishes core course content and guidelines for the program. An admissions committee screens applicants. Faculty teaching in the program include regular faculty and some visiting faculty. Compensation is at 2/9 of regular salary level.

ROLLINS COLLEGE -

Rollins College's MALS program is the only graduate program offered by the school. It is intended for adult learners and consists of 6 core seminars patterned on the ideas of Western Thought. A "senior seminar" is required as one of the 12 courses that a student must complete for graduation, leaving 5 elective courses for the student. Most students enroll in two courses per semester (minimum of one).

F. Summary of degree requirements

9	credits of core courses	
15	credits of electives	
6	credits of thesis	for a total of 30 credits.

Each MALS candidate will be assigned to an individual from the Program Committee who serves as the student's mentor and graduate advisor.

Core courses may be team taught. Approved elective courses are selected by the Advisory Committee and listed annually for students.

The Core courses and as many elective courses as possible are offered on weekday evenings, on Saturdays, and in both summer sessions.

Note: Appendix 8 is an unsolicited letter to President Foote from Mr. Michael Stokes, a teacher of his children, currently on sabbatical studying in the MALS program at Wesleyan University. His letter describes various aspects of the Wesleyan program and is inserted for your information.

#### 4 . Faculty

The success of the MALS program will depend on the quality of the faculty recruited to teach in the program. It is anticipated that at least one core course will be offered each semester in an academic year, i.e., fall, spring and once in the summer. About five (5) elective courses will also be offered each year after the initial year of the program.

During the first two years of the program, regular faculty will teach the core courses and elective courses as overloads. Because the College is already overly dependent upon overloads and part-time faculty, new faculty must be hired if the program is to continue. If we are unable to hire new faculty, the program will be discontinued. It is anticipated that two or three new appointments will be made, beginning in the second year of the program. The number will depend upon the number of students enrolled in the program. A typical teaching load in the College is 2/2 or 3/2, and thus four or five new courses can be taught in the program on an ongoing basis for each of the new hires. Two new faculty would allow eight to ten classes over the two semesters, plus some summer teaching. Some of the new faculty could be joint appointments, between pairs of departments. Thus, four to six departments would be committed to teaching courses regularly in the program. The faculty who teach in the program need not be limited to those who were hired, but the teaching would be an ongoing commitment of the departments. In this way, the most appropriate teachers can be used in the program while departments gain new faculty.

It is recognized that continuing to use regular faculty on an overload basis for teaching in this program would not be desirable because it will interfere with the ability of the faculty to

accomplish significant research. It also is important that the creation of this new program in no way interfere with the quality of teaching in regular undergraduate programs.

## 5. Students

### A. AGLSP Market Estimates

Appendix 5 is a market report from the Association of Graduate Liberal Studies Programs conducted for an unnamed College in 1977. The survey indicates the type of interest such a program can generate in prospective groups of adult students, i.e., high school principals, directors of adult education, school superintendents, directors of libraries, presidents of businesses, educational officers of industry.

While no market survey for the MALS degree at the University of Miami has been done, former Dean of Continuing Studies Dennis Tarr did assure the MALS feasibility Committee that the Miami market, based on his professional opinion as a Dean of Continuing Studies, would adequately supply adult students for such a program. Enrollment targets for the MALS program are 15 new students per year for the first three years until a steady state enrollment of 38 students per academic year (15 first year students, 13 second year students and 5 third year students). It is anticipated that the MALS degree candidates will finish their programs by the end of the third year.

The College of Arts and Sciences Committee on the Master of Arts in Liberal Studies interviewed the Provost and a number of Deans and Department Chairpersons concerning the feasibility of such a program. Appendix 7 is a listing of those interviewed.

The MALS degree would be advertised by the School of Continuing Studies, through newspaper ads, flyers to libraries, notice in alumni newsletters, mailings to Dade County professionals and professional societies. The target group would be: physicians, teachers, lawyers, housewives, clergy, artists, librarians, architects, engineers, computer experts, members of trade associations, etc.

MALS programs that are deemed successful from an academic and/or revenue point of view often draw from specialized markets. Some examples include:

1. Johns Hopkins - teachers, health professionals, engineers from metropolitan area of Maryland and Washington, D.C.
2. Georgetown - Physicians, Congressional staff, embassy officials, etc.
3. Salve Regina College - Naval War College personnel from New London Nuclear Submarine School.

4. Wesleyan - Suburbs of NYC, large populace from which to draw.
5. Duke - only game in town

B. Criteria for Admission

The criteria for admission to the Master of Arts in Liberal Studies are:

- a) a bachelor's degree from an accredited school of higher learning, with a GPA of at least 3.0
- b) a formal application which includes a written statement of purpose and goals
- c) a personal interview with the MALS Admissions Committee

All such admissions will be provisional, and continuation in the program will require at least a 3.0 GPA after completion of the three required core courses.

C. Need for Teaching/Research Assistants

The Feasibility Committee on the MALS degree expressed no specific need in the initial years for either teaching or research assistants. However, as the program grows and expands and tuition revenue dollars accrue, any such personnel would have to be provided for by expected revenue.

## 6. Administration

### A. Director

The MALS Program is envisioned as being non-departmentalized. It would be administered within the College of Arts and Sciences by a faculty Director appointed by the Dean. The Director will report directly to the Dean of the College of Arts and Sciences. It is envisioned that the Director could receive both release time (at least one course per year from a normal departmental course load), and an administrative supplement.

### B. Program Committees

There will be one Committee that oversees the MALS program. The Director of the program will serve as the Chairperson of the Committee. The function of this Committee would be admissions, advising and oversight, to review the objectives and quality of the program. The Committee would serve as the admissions committee for the program, reviewing the credentials of each candidate and recommending either rejection, provisional post-baccalaureate admission or full time status. Appointed by the Dean of the College of Arts & Sciences, the membership of this Committee is initially proposed to be:

Will Betsch	- Department of Art and Art History
Pat McCarthy	- Department of English
Peggy Phillips	- Department of History
Don Routh	- Department of Psychology
Peter Luykx	- Department of Biology

Besides administering the academic quality of the program, the MALS Program Committee would have endorsement authority of all program promotion and advertising. It is anticipated that the School of Continuing Studies would prepare and distribute advertising for the MALS program, with the Advisory and Admissions Committee having final approval of the format and content of promotional materials.

An advisor will be assigned to each student, with the entire committee reviewing all curricular matters and thesis proposals. The advisor will counsel students as to specific course requirements and a time frame for completion of the degree.

Thesis committee membership must be approved by the Program Committee, in addition to the normal approval procedures of the Graduate School. Faculty who serve on such committees can be identified from throughout the faculty. The chairperson of each committee must be a member of the graduate faculty. Members on each committee must come from at least two departments.

### C. Secretarial, Office/Space, Travel Needs

A half-time secretary will be provided to support the program. No specific additional space needs are required beyond those of the secretary. The Director could function out of his or her current departmental office. An advertising and promotions budget will be provided to the School of Continuing Studies, as indicated. It will diminish as the program is more widely known.

## 7. Comparative Materials

### A. List of MALS Schools

Many schools, colleges and universities offer programs similar to the one described above under the headings of Master of Arts in Liberal Studies (MALS), Master of Liberal Studies (MLS) and Master of Liberal Arts (MLA). A governing association (Association of Graduate Liberal Studies Programs - AGLSP) was founded in 1975 to offer member institutions a formal venue for the promotion and exchange of ideas in adult graduate education in the liberal arts. A membership list (see appendix 1) is attached to give the reader an indication of the kind and quality of schools that offer such programs.

### B. Descriptions of Comparative Programs

Appendix 2 is a page by page description of MALS programs at 12 different Universities. These provide a thumbnail sketch of the scope and objectives of existing programs describing admissions standards, course requirements and enrollment expenses.

Programmatic data on the history, student enrollment, faculty, curriculum, administration and finance of the MALS programs is provided by the AGLSP for Dartmouth University, Duke University, Georgetown University, The Johns Hopkins University, Washington University in St. Louis, and Wesleyan University.

### C. Comparative Fact Sheet

Appendix 3 is a comparative fact sheet prepared by the Association of Graduate Liberal Studies Programs which shows enrollment statistics, faculty compensation, tuition per credit, admission requirements and core course requirements by the percentage of its member institutions.

### D. Themes of Existing Programs

A number of common themes are expressed in many of the MALS programs. These themes are enumerated below:



1. Entrance requirements are geared to the "mature student," who is expected to be somewhat self-motivated, able to contribute to class discourse and is capable of independent work and thought.
2. Specially designed core courses are required. Generally course requirements are divided into five types:
  - (1) core courses,
  - (2) program electives,
  - (3) general electives,
  - (4) directed reading/studies, and
  - (5) essay/project/thesis.Core courses are usually interdisciplinary, team taught and geared in content to the faculty available and desirous of teaching in the program. Core courses generally include material from the humanities, arts, social sciences, and sciences, but stress a single theme or concept.
3. A curriculum for both degree and non-degree students exists. Many programs admit students first on a provisional basis and after successful completion of a minimum number of credits these students are admitted to regular status in the MALS program.
4. Many schools offer their MALS program with emphasis on summer, weekend and evening sessions.
5. Admission often requires either a personal interview and/or a statement of purpose.
6. Individualized curricular programs can be set up with a faculty advisor.
7. Curriculum varies from semester to semester with release time for the faculty involved. All courses seem to be given at a level of scholarship fully compatible with the academic standards of the Graduate School.
8. Most programs require a project/essay/thesis which becomes a 3 credit course in which one writes a play, a concert, gives an oral history, etc. A proposal, which is usually under a faculty advisor's direction and must be approved by a committee, is often required.

## 8. Budget Material

A. Tuition A graduate tuition fee of \$ 1,050 per 3 credit course would be charged (\$350/credit).

### B. MALS Program Budget

YEAR 1 Assumptions: 15 students; some take two courses, others one course, each semester.

<u>Semester</u>	<u>courses offered</u>	<u>total enrollment</u>
Fall	2	20
Spring	2	20
Summer	<u>2</u>	<u>15</u>
TOTAL	6	55

REVENUE = 55 x 3 credits x \$350/cr. = \$ 57,750.

EXPENSES = PT/OL 6 x \$2500 (inc.26% CFB) = \$ 18,900.  
 Prog. Dir. admin. suppl. = 4,000.  
 1/2-time secy. 8,000.  
 Cont. Studies Professional Staff 9,920.  
 B budget :  
 Arts & Sciences 1,000.  
 Continuing Studies 2,000.  
 Advertising and Promotions 10,000.  
 TOTAL \$ 53,820.

YEAR 2 Assumptions: 15 new students, 13 continuing.  
 New faculty hire reduces need for some PT/OL.

<u>Semester</u>	<u>courses offered</u>	<u>total enrollment</u>
Fall	4	40
Spring	4	40
Summer	<u>2</u>	<u>20</u>
TOTAL	10	100

REVENUE = 100 x 3 x \$350 = \$105,000.

EXPENSES = PT/OL 6 x \$2500 (inc.26% CFB) = \$ 18,900.  
 Program Director 4,000.  
 1/2-time secretary 8,000.  
 Cont. Studies Prof. Staff 9,920.  
 B budget :  
 Arts & Sciences 1,650.  
 Continuing Studies 3,350.  
 New Faculty member 38,000.  
 Advertising and Promotions 8,000.  
 TOTAL \$ 91,820.

YEAR 3

Assumptions: 15 new students; program reaches steady-state; five still continuing and not yet graduated from first year; 13 continuing from second year; new faculty hired which reduces need for part-time faculty.

<u>Semester</u>	<u>courses offered</u>	<u>total enrollment</u>
Fall	4	45
Spring	4	45
Summer	<u>2</u>	<u>20</u>
TOTAL	10	110

REVENUE = 110 x 3 x \$350 = \$ 115,500.

EXPENSES = PT/OL 2 x 2500. = \$ 5,000.  
 Program Director 4,000.  
 1/2-time secretary 8,000.  
 Cont. Studies Prof. Staff 9,920.  
 B budget :  
 Arts & Sciences 1,650.  
 Continuing Studies 3,350.  
 first faculty member 38,000.  
 second faculty member 38,000.  
 Advertising and Promotion 5,000.  
 Thesis Project Expenses 5,000.  
 TOTAL \$ 117,920.

SUMMARY:	<u>Revenue</u>	<u>Direct Expenses</u>	<u>Net</u>
Year 1	\$ 57,750.	59,820.	\$ (2,070)
Year 2	105,000.	91,820.	13,180.
Year 3	115,500.	117,920.	\$ (2,420)
=====			\$ 8,690

## MEMORANDUM

TO: President Edward T. Foote II

FROM: Garrett W. Brass  
Vice Chairman, Faculty Senate

DATE: September 18, 1990

At its most recent meeting (9/17/90), the Senate Council received from Dean Wilson a proposal for a Master of Arts in Liberal Studies. The discussion was interesting and the Council is proceeding with its usual review. It was an unhappy surprise, however, to see that once again the proposal has already gone through the Graduate Council review and that we must now ask Dean Wilson and his merry men to jump through all of these hoops again.

The Council has requested (and cajoled and pleaded) with the Provost to get the Graduate Council to unify their review with ours in order to save the effort and time we now waste by conducting these reviews separately. You, quite rightly, brought this matter up at the time of the review of the MS in Architectural Engineering. The Senate Council wishes to see these programs reviewed expeditiously and effectively and deeply regrets the inefficiency of the current double review. Your assistance in getting the Graduate Council to at least communicate with the Senate Council on this matter would be warmly appreciated.

GB/b

cc: Provost Luis Glaser  
Dean Pamela Ferguson

file copy

latest

1/26/90

cc: Mullery ✓  
Ferguson ✓  
Holder ✓  
Houser ✓  
DLW ✓  
Elaine ✓  
Blaney ✓

PROPOSAL TO

GRADUATE SCHOOL

and

FACULTY SENATE

for a

NEW GRADUATE PROGRAM

in the

COLLEGE of ARTS and SCIENCES

MASTER of ARTS in LIBERAL STUDIES

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# 1. Rationale for a MALS Program

Degree Title: *MASTER of ARTS in LIBERAL STUDIES*

What is a Master of Arts in Liberal Studies (MALS) ?

The objective of a liberal education is not to teach students all that they will ever need to know. It is rather to give students ideas, techniques and habits that they will need to continue to educate themselves. The intention of a liberal studies curriculum is to provide students with the kinds of resources of intellect, imagination and sensibility that are essential if the labor of continuing self-education is to be achieved. More often than not today higher education provides for professional training and specific preparation for existing vocations. Curricular programs of higher education attempt to equip students to better meet the urgent and changing demands of a technological society, to have a more successful career.

The primary function of a university is to provide a domain for the search for greater understanding and knowledge along with the techniques for that search. When the preparation for existing vocations becomes a more central aim of a university, it may have lost its intended way. It is at this point that a university should get back to imparting and extending knowledge through the process of encouraging and sustaining inquiry, get back to the value system of a university, i.e., get back to the value of the integrity of the mind that seeks knowledge.

Liberal studies should not be taken as a terminus at which a student arrives after having paid out tuition, taken courses and received a degree. Liberal studies is not a product, an accomplishment, to which one can look forward to having completed. The labor of liberal studies is the unfinished business of every individual, no matter what their age, historical time, culture or academic achievement.

The extension of liberal studies (liberal education philosophies) to the graduate level is a relatively new venture in higher education. It often has an interdisciplinary focus which stands in contrast to traditional graduate programs whose primary aim may seem more oriented toward vocational or professional training and intensive specializations.

A Master of Arts in Liberal Studies degree is intended to offer mature students a graduate degree. This graduate degree is interdisciplinary in nature and non-professional in intent. This graduate degree is not designed to train students for a particular

vocation, to provide accreditation for a profession or to prepare students for subsequent graduate study. Students entering graduate liberal studies programs (there are some 65 accredited American college and universities which offer a graduate liberal studies degree) at the masters level are non-traditional in the sense that often their formal education has been interrupted for varying periods of time by career and family responsibility. In choosing to return to education in a graduate liberal studies program they seek the kind of breadth of vision that is manifest in a cross-disciplinary approach that dissects the arbitrary boundaries of traditional graduate education. As mature adults with a broad range of experience in the everyday world, they bring to their graduate liberal studies a heightened awareness of the unanswered questions that confront any inquiring mind.

A graduate liberal studies program is a unique opportunity for inquiring adults to draw upon the diversity of age, experience and occupation of others in the program, to exercise personal curiosity and initiative, and to extend their capacities of intellect and sensibility in a setting of inquiry that is serious, rigorous and disciplined.

A MALS program within the College of Arts & Sciences at the University of Miami, as elsewhere, would adhere to the traditional values of a liberal education, but at a graduate level. Its purpose would be to encourage the study of the liberal arts and sciences for their own sake. Its goals would be to create habits and skills conducive to a sustained lifelong learning and individual growth with the University of Miami and its academic resolve as the focal point.

Common to many existing MALS programs is the pursuit of an enriched experience in the great ideas of western civilization. The MALS program at Miami would assume that a more thorough knowledge of the great ideas of western civilization, as well as the philosophers, artists and writers of today will lead to a better intellectual awareness of the student.

The objective of a MALS program at the University of Miami would be to provide an opportunity for continued liberal learning after the baccalaureate degree to students who wish a broad interdisciplinary course program. A major goal would be to encourage students, through evening classes and intensive summer workshops/classes, to pursue an intensified curriculum at the graduate level. Such a course of study could offer personal reward for a prospective student while furthering their education in a humanistic context.

The MALS program in the College of Arts and Sciences at the University of Miami would be a program of continuing education that would offer a formal accredited degree, carefully structured, coherent in its curriculum, having a set of requirements and



imposing rigor in the intellectual challenge to the student.

At the present time no university in the State of Florida is a member of the Association of Graduate Liberal Studies Programs (see Appendix 1). The AGLSP was founded in 1975 to offer its member institutions a formal venue for the promotion and exchange of ideas in adult graduate education in the liberal arts. Current graduate bulletins from Florida colleges and universities indicates the only graduate program of liberal studies offered in the state is at Rollins College in Winter Park.

The Dean of the School of Music was interviewed by the MALS feasibility Study Committee and indicated that while individual graduate music courses might be appropriate for students in this program, he saw no other significant role of the School of Music.

## 2. Physical Resources

The MALS program at the University of Miami will be non-departmentalized. Much of its academic base will be drawn from the graduate offerings in the traditional disciplines of liberal studies, i.e., from the Departments of Art, English, Foreign Languages, History, Philosophy, and Sociology, all of which currently offer a Master of Arts in their discipline. However, we anticipate input from faculty in the natural sciences and such departments as Anthropology and Religious Studies.

- A. The Library holdings and special acquisitions for these Masters programs have been reviewed and accepted as minimally satisfactory to pursue a masters degree.

No immediate library acquisitions are envisioned as necessary to initiate a Master of Arts in Liberal Studies.

## 3. Curriculum

### A. Interdisciplinary Component

Most schools offering a MALS degree have defined an interdisciplinary set of core courses that all enrolled students must take. These courses are built on themes of traditional liberal studies. These core courses are often team taught and attempt to merge concepts across discipline lines of Art, Literature, Science, Humanities and Philosophy. Generally these courses become individualized blends of ideas and philosophies of the specific faculty who teach in them. This allows for very innovative, provocative and dynamic approaches to teaching. These types of programs can draw the best faculty to teach some highly motivated adult students. To be successful any MALS program at the University of Miami would have to combine our best and brightest faculty to offer a teaching and intellectual product geared to South Florida's cultural and aesthetics needs and desires. Listed below are some of the descriptive terms used by schools offering MALS degrees to describe their core courses:

Ideas & Inquiry	How does/have ideas shaped humans consciousness
Creative Imagination	Qualities of mind, personality and environment associated with acts of creation and innovation
Science and Human Values	Technology blended with ethics

Heritage	Social, political and psychological Perspectives: which examine concepts of individual in relation to social order
Human Value Course	often addresses the questions of moral growth, human freedom, comparable values in world religions, theories of justice, social consequences of the new biology, war and american society, literary knowledge and human values
History of Ideas	covers a range of subjects in liberal arts which examines the impact of historical periods movements and individual on western civilization
Proseminar	A first course, team taught by faculty involved in a MALS programs, that surveys intellectual resources of the program program (the faculty, library, etc) Content often varies depending on faculty.
Visions of Self	History of reflection on self and nature of human identity, i.e., western intellectual tradition.
Perceptions of Reality	A team taught course by an art historian and a scientist which probes the wonder of human creativity, order from chaos
American Experience	National identity through analysis of American History
The City	The point of maximum concentration for the power and culture of a community.
Mind and its Process	Creative & critical thinking. Creativity in artistic and intellectual work with examples from art, literature, math, law and science. Examines what is truth, can it be interpreted, what are facts.
Order and Disorder	Structure in chaos, structural patterns in nature, art and human society; does structure have the same meaning for the artist as the scientist.
Changing Values	The hero as a mythical construct, Western civilization & societies values. Western civilization's heroes are examined, the warrior, politician, artist, scientist.

## B. Proposed College of Arts and Sciences CORE Courses

A College of Arts and Sciences faculty committee on the feasibility of a MALS degree has proposed three interdisciplinary courses that would form a core of courses for all MALS degree candidates. A brief description of these courses is given below. While the content of these course would be more firmly established by the particular faculty selected to teach these courses, the basic philosophical concept of each the course would be maintained.

### MALS Core Curriculum

The core curriculum is designed to provide MALS students with a broad understanding and detailed knowledge of the central themes and issues of the Western cultural tradition, including major contributions of the humanities, science, history and the social sciences.

#### MALS G601 Aspects of Western Thought

*An interdisciplinary course dealing with selected themes and concepts and central figures of the Western intellectual tradition. Required of all MALS students. Prerequisite: Admission to MALS program.*

Description: This course involves an in-depth study of selected aspects of Western thought, based on materials from the arts, the humanities, the sciences, the social sciences and history. Specific topics and materials may vary, but the focus will be on themes and issues central to Western cultural tradition.

#### MALS G602 Theories of Human Nature

*An interdisciplinary seminar dealing with selected aspects of major humanistic and scientific theories of human nature. Required of all MALS students. Prerequisite: Admission to MALS program.*

Description: This course involves in-depth study of basic theories of human nature proposed by the humanities, the sciences and the social sciences. Specific topics and materials may vary, but the course will take up fundamental issues regarding the concept of human nature, such as the nature of self and its relation to society, the impact of culture on self-perception, and the relation of thought to human actions.

MALS G603 Concepts of the Physical Universe

*An interdisciplinary seminar dealing with the changing concepts of the physical universe and the place of mankind within it. Required of all MALS students. Prerequisite: Admission to MALS program.*

Description: This course involves in-depth study of various understandings of the nature of the physical universe, particularly the scientific view and its impact on human culture and its development. Specific topics and materials may vary, but the course will deal with critical issues addressed in the various attempts to understand the physical world, such as the fundamental structures and processes, the limitations of human perception, and the interaction between the human species and its environment.

For comparative purposes Appendix 6 includes descriptions for the Core Courses offered at Washington University in St. Louis. Washington University offers four Core Colloquia based upon the themes of 1) Ideas and Inquiry, 2) Creative Imagination, 3) Science and Human Values, and 4) Historical Understanding. The specific content of each colloquia varies from semester to semester and with instructor.

C. Elective Courses.

Beyond the three above core courses, each student in the program will take a minimum of fifteen credits of elective course work. Most of these elective courses will be especially designed for the students in the program. They will build upon the core courses, and typically have one or more of the core courses as prerequisite(s). Once the program has entered its second year, several of these elective courses will be offered each semester. The courses will be designed and taught by individual instructors, after approval by the Program Committee. Some examples of the kinds of courses that might be taught follow. They are meant to be examples only, and are not exhaustive. None of the potential faculty that are listed in the elective courses below have been contacted. The listings are for illustrative purposes only. The particular courses to be taught will depend upon the faculty members doing the teaching.

MALS G611 Social Change in the United States

This course would explore the social movements in the United States after the Korean War. For example, such movements as the Civil Rights Movement, The Peace Movement, Womens Movement, etc. could be used to examine theories about social movements. What were the sources of discontent and who leads the movements for

social change. Why were some movements successful and approved of by the body politic while others were not. A number of questions about the effects of these movements would be analyzed.

Prerequisite : MALS 601 and MALS 602.

Possible team instructors : Dr. Whitt Johnson, American History Scholar and Dr. Marvin Dawkins, Urban Sociologist.

### MALS 612 Medicine and Literature

Such a course would examine some non-scientific aspects of medicine expressed through literature. The experience of illness, suffering and ethical concerns are basically human issues that the poet, playwright and novelist have portrayed. The course would explore how literature has dealt with such issues as suffering and death, ethical and moral interaction of patient and physician, modern biotechnology.

Prerequisite : MALS 602 and MALS 603.

Possible team instructors include: Dr. Emanuel Papper, doctoral candidate in literature and former Dean of Medical School, Dr. Steven Sapp, religious theoretician and expert on the issue of death and dying, and Dr. Evelyn Mayerson, Department of English (who is currently teaching a similar course to medical students at the UM medical school).

### MALS G613 Ethical issues in Science

There are many scientific and engineering events of today that dramatically illustrate the ethical and professional issues facing scientists : abortion, genetic engineering, nuclear winter, greenhouse effect, ozone layer, fraud, etc. Frequently the scientist makes ethical choices based on unwritten standards and personal moral values. Through readings and case studies this class would explore these questions.

Prerequisite: MALS 603.

Possible team instructors : Dr. Peter Luykx, a funded geneticist and Dr. Harvey Siegel, a specialist in the philosophy of science.

### MALS G614 Feminist Theories of Mind and Body

An examination of contemporary feminist theories. An examination of the ways in which knowledge, emotion and sexuality are shaped by society. A critical examination of the premises of Western empirical thought that serve to undermine varied ways of knowing, particularly women's ways of knowing. The course is

designed to draw upon feminist scholarship across disciplines.

Prerequisite : MALS 601 and MALS 602.

Possible team or individual instructors: Dr. Sherri Benstock, Director of Womens Studies Program and Rita Deutsch of the English Department, currently teaching in the Womens Studies Program. Also contributing could be Dr. Arron Lipman, an expert in marriage, family life and human sexuality.

#### MALS 615 Social Thought and Modern Society

This course would examine some eminent currents of social thought that are central to an understanding of modern Western society. Ideas of social order from the early classical writers such as Plato and Aristotle to 18th century figures such as Adam Smith and Rousseau and the 19th century transformations in the nature of modern society will be explored. The ascendance of the industrial revolution, science and evolutionary thoughts influence will be examined in the context of the evolution of our modern Western society.

Prerequisite : MALS 601 and MALS 602.

Possible instructors include: Dr. David Jackson, Professor of Sociology an expert in community and urban organization or Dr. Michael Kreen, an expert in American Life thought and History.

#### MALS 616 Contemporary Theory and the Visual Arts

This course would examine new direction being used in art historical research: literary criticism, feminist history, etc.. An examination of the writings of such theory-engaged art historians as T.J. Clark, G. Pollack, M. Schapiro and D.S. Brown would be examined.

Prerequisite : MALS 601.

Possible instructors include Drs. Betsch, Wittmer and Roberts of the Department of Art History.

#### MALS 617 Changing Role of the American Family

The American Drama of the family in a modern changing society has resulted in a redefinition of the role of family. A critical examination of the American family against current historical, sociological and psychology theories will be attempted.

Prerequisite : MALS 601 and MALS 602.

Possible faculty include Dr. Arron Lippman and expert in sociology of family and human sexuality.

### MALS 618 Gerontology in America

A critical examination of the role of aging in American society. The crises of aging within the broader context of social structure and processes will be studied. The changing age of American society will be analyzed through America's institutions as Social Security.

Prerequisite : MALS 601 and MALS 602.

Possible instructors include Dr. Charles Longino, a recognized expert in gerontology, with contribution from Dr. George Warheit and William Vega.

Some of the elective work can also be accomplished by students taking existing course work in Arts and Sciences departments at the graduate level. An individual student will not normally take more than two such courses from existing programs. Students must gain permission from both the Program Committee and the instructor in the course before enrolling in such electives from other programs.

#### D. Thesis project

Each student must complete a thesis or its equivalent. The project will earn the student six credit hours. Typically, the MALS thesis will be a written product based upon library research, but might be another type of creative or scholarly work. All such projects must be proposed by the student and approved by the Program Committee. The student is encouraged to develop the idea and submit a proposal as early as possible, before any considerable effort has been expended on a project that might not meet with approval.

#### E. Course Tracks

While tracks are not defined for the students, it is expected that students will develop their programs of study in consultation with an advisor from the Program Committee. Such programs usually should have a theme or emphasis.

In order to determine what is currently being done concerning course tracks for MALS students at other schools we interviewed Dean's of MALS programs at Duke University, Washington University in St. Louis, and Dartmouth College. Their comments are summarized below:



DUKE UNIVERSITY - Diane Sassen Associate Dean Graduate School  
Liberal Studies Program

Their program states that you would take three core courses and 6 courses from the regular graduate offerings of the Graduate School. They do not define any specific course tracks. Students select courses with faculty advisor and Dean Sassen. In practice Dean Sassen finds the following distributions of students among the course offerings in Duke's MALS program:

- 10 % of Duke's MALS students take regular graduate courses after their 3 core courses
- 15 % do mostly Independent Study course work
- 75 % take additional MALS designed courses

Duke has created approximately 50 MALS course just for their students, with about 5 to 7 offered in any semester. The MALS degree students prefer these specially designed interdisciplinary core-like course. They prefer their peers to regular graduate courses. MALS students wishing to enroll in regular graduate course require the permission of the instructor and the signature of the Dean before enrolling in such courses.

Only regular full time Duke faculty can teach in their MALS program. They are compensated by overload at the flat rate of \$4500 per course.

WASHINGTON UNIVERSITY - Ann Hetlage Assistant Dean Liberal  
Studies Program

Washington University's MALS does not define tracks for its students. Students select courses in consultation with a faculty advisor and Dean Hetlage. Most students prefer the specialized core courses. They like the topics presented in these courses and the faculty, who often are Washington's best. Their students do only these MALS courses and on average take only one regular graduate offering. As at Duke these students prefer their peers rather than regular graduate offerings. All the MALS course are offered by their evening college which is housed within Arts & Sciences. Their students may take up to 6 credits of 400 level course work with the Dean's approval. Dean Hetlage noted that a few students are doing regular graduate curricula (e.g., in Anthropology and Art History). Dean Hetlage noted that the MALS is not a vehicle for entrance into the regular graduate programs.

Washington's admission policy is structured to insure success. Entering students are given only provisional admission after a screening of applications. Each student must do two MALS core seminars with a grade of B or better and have the recommendation of the faculty in the program before admission to the degree program and further course work. A student is not permitted into graduate course work until the Dean and the faculty are assured there is a likelihood for success. Dean Hetlage advises MALS students to sit in on a regular graduate course for a few days before adding to be certain one is able to do the course work.

Washington's program began with two courses and 8 students. It grew into an all colloquial type course program as the teaching faculty enjoyed their experience with the MALS students. Only full time faculty teach in the program. A single course is compensated at \$4000 (\$2000 to \$2800 each for a team taught course). The faculty director's job is one primarily of recruitment of teaching faculty for their MALS courses. The program brings many quality individuals (friends) into the Washington University.

DARTMOUTH COLLEGE - Barbara Smith, Director MALS Program

Dartmouth College's MALS program does not define tracks of courses for its MALS students. Students must take 3 interdisciplinary core courses which change every 3 years. Their MALS teaching faculty are hired on a three year basis and much of the teaching is done in the summer. Their MALS degree requires 8 courses at least with one being an independent study course. They have concern with MALS students in their regular graduate courses. The program is not a method for students to enter regular graduate programs. Students select courses in consultation with a faculty advisor. Their MALS program is overseen by a faculty steering committee, which establishes core course content and guidelines for the program. An admissions committee screens applicants. Faculty teaching in the program include regular faculty and some visiting faculty. Compensation is at 2/9 of regular salary level.

Appendix 8 is an unsolicited letter to President Foote from Mr. Michael Stokes, a teacher of his children, currently on sabbatical studying in the MALS program at Wesleyan University. His letter describes various aspects of the Wesleyan program and is inserted for your information.

ROLLINS COLLEGE -

Rollins College's MALS program is the only graduate program offered by the school. It is intended for adult learners and consists of 6 core seminar style courses patterned on the ideas of Western Thought. A "senior seminar" is required as one of the 12 courses that a student must complete for graduation, leaving 5 elective courses for the student. Most students enroll in two courses per semester.

F. Summary of degree requirements

9	credits of core courses	
15	credits of electives	
6	credits of thesis	for a total of 30 credits.

It is anticipated that the MALS student will enroll for only a maximum of six credit hours per semester. Each MALS candidate will be assigned to an individual from the Program Committee (see Administration on page 18) who will serve as the student's mentor and graduate advisor.

Core courses may be team taught. Approved elective courses will be selected by the Advisory Committee and listed annually for students.

The Core courses and as many elective courses as possible will be offered on weekday evenings, on Saturdays, and in both summer sessions. The MALS candidate will be expected to enroll for a minimum of one course per semester.

#### 4. Faculty

The success of the MALS program will depend on the quality of the faculty recruited to teach in the program. It is anticipated that at least one Core Course will be offered each semester in an academic year, i.e., fall, spring and once in the summer. About five (5) different elective courses will also be offered each year after the initial year of the program.

During the first two years of the program, regular faculty will teach the core courses and elective courses as overloads. Because the College is already overly dependent upon overloads and part-time faculty, new faculty must be hired if the program is to continue. If we are unable to hire new faculty, the program will

be discontinued. It is anticipated that two or three new appointments will be made, beginning in the second year of the program. The number will depend upon the number of students enrolled in the program. A typical teaching load in the College is 2/2 or 3/2, and thus four or five new courses can be taught in the program on an on-going basis for each of the new hires. Two new faculty would allow eight to ten classes over the two semesters, plus some summer teaching. Some of the new faculty could be joint appointments, between pairs of departments. Thus, four to six departments would be committed to teaching courses regularly in the program. The faculty who teach in the program need not be limited to those who were hired, but the teaching would be an on-going commitment of the departments. In this way, the most appropriate teachers can be used in the program while departments gain new faculty.

## 5. Students

### A. AGLSP Market Estimates

Appendix 5 is a market report from the Association of Graduate Liberal Studies Programs conducted for an un-named College in 1977. The survey indicates the type of interest such a program can generate in prospective groups of adult students, i.e., high school principals, directors of adult education, school superintendents, directors of libraries, presidents of businesses, educational officers of industry.

While no market survey for the MALS degree at the University of Miami has been done, former Dean of Continuing Studies, Dennis Tarr, did assure the MALS feasibility Committee that the Miami market, based on his professional opinion as a Dean of Continuing Studies, would adequately supply adult students for such a program. Enrollment targets for the MALS program are 15 new students per year for the first three years until a steady state enrollment of 38 students per academic year (15 first year students, 13 second year students and 5 third year students). It is anticipated that the MALS degree candidates will finish their programs by the end of the third year.

The College of Arts and Sciences Committee on the Master of Arts in Liberal Studies interviewed the Provost and a number of Deans and Department Chairpersons concerning the feasibility of such a program. Appendix 7 is a listing of those interviewed.

The MALS program would be designed for "mature students" who have earned a baccalaureate degree in any discipline, and are specifically interested in furthering their education along humanist lines.

The MALS degree would be advertised by the School of Continuing Studies, through newspaper ads, flyers to libraries, notice in alumni newsletters, mailing lists to Dade County professionals and professional societies. The target group would be: physicians, teachers, lawyers, housewives, clergy, artists, librarians, architects, engineers, computer experts, members of trade associations, etc.

MALS programs that are deemed successful from an academic and/or revenue point of view, often draw from specialized markets. Some examples include:

1. Johns Hopkins - teachers, health professionals, engineers from metropolitan area of Maryland and Washington, D.C.
2. Georgetown - Physicians, Congressional staff, embassy officials, etc...
3. Salve Regina College - Naval War College personnel from New London Nuclear Submarine School.
4. Wesleyan - Suburbs of NYC, large populace from which to draw.
5. Duke - only game in town

#### B. Criteria for Admission

Four criteria for admission to the Master of Arts in Liberal Studies would be required:

- a) a bachelor's degree from an accredited school of higher learning
- b) an undergraduate Grade Point Average of 3.0 or above
- c) a formal application which includes a written statement of purpose and goals
- d) a personal interview with the MALS Admissions Committee

#### C. Need for Teaching/Research Assistants

The Feasibility Committee on the MALS degree expressed no specific need in the initial years for either teaching or research assistants. However, as the program grows and expands and tuition revenue dollars accrue any need for such personnel would have to be met by expected revenue.

## 6. Administration

### A. Director

The MALS Program is envisioned as being non-departmentalized. It would be administered within the College of Arts and Sciences by a faculty director appointed by the Dean. The Director will report directly to the Dean of the College of Arts and Sciences. It is envisioned that the Director could receive both release time of at least one course per year from a normal departmental course load, and an administrative supplement.

### B. Program Committees

There will be one committee that oversees the MALS program. The Director of the program will serve as the Chairperson of the Committee. The function of this committee would be admissions, advising and oversight, to review the objectives and quality of the program. The committee would serve as the admissions committee for the program, reviewing the credentials of each candidate and recommending either rejection, provisional post-baccalaureate admission or full time status. Appointed by the Dean of the College of Arts & Sciences the membership of this committee is initially proposed to be:

Will Betsch	- Department of Art and Art History
Pat McCarthy	- Department of English
Peggy Phillips	- Department of History
Don Routh	- Department of Psychology
Peter Luykx	- Department of Biology

Besides administering the academic quality of the program the MALS Program Committee would have endorsement authority of all program promotion and advertising. It is anticipated that the School of Continuing Studies would prepare and distribute advertising for the MALS program with the Advisory and Admissions Committee having final approval of the format and content of promotional materials.

An advisor will be assigned to each student, with the entire committee reviewing all curricular matters and thesis proposals. The advisor will counsel students as to specific course requirements and a time frame for completion of the degree.

Thesis committee membership must be approved by the Program Committee, in addition to the normal approval procedures of the Graduate School. Faculty who serve on such committees can be identified from throughout the faculty. The chairperson of each committee must be a member of the graduate faculty. Members on each committee must come from at least two departments.

C. Secretarial, Office/Space, Travel Needs

A half-time secretary will be provided to support the program. No specific additional space needs are required beyond those of the secretary. The Director could function out of his or her current departmental office. An advertising and promotions budget will be provided to the School of Continuing Studies, as indicated. It will diminish as the program is more widely known.

## 7. Comparative Materials

### A. List of MALS Schools

Many schools, colleges and universities offer programs similar to the one described above under the headings of Master of Arts in Liberal Studies (MALS), Master of Liberal Studies (MLS) and Master of Liberal Arts (MLA). A governing association (Association of Graduate Liberal Studies Programs - AGLSP) was founded in 1975 to offer member institutions a formal venue for the promotion and exchange of ideas in adult graduate education in the liberal arts. A membership list (see appendix 1) is attached to give the reader a subjective indication of the kind and quality of schools that offer such programs.

### B. Descriptions of Comparative Programs

Appendix 2 is a page by page description of MALS programs at 12 different Universities. These provide a thumbnail sketch of the scope and objectives of existing programs describing admissions standards, course requirements and enrollment expenses.

Programmatic data on the history, student enrollment, faculty, curriculum, administration and finance of the MALS programs is provided by the AGLSP for Dartmouth University, Duke University, Georgetown University, The Johns Hopkins University, Washington University in St. Louis, and Wesleyan University.

### C. Comparative Fact Sheet

Appendix 3 is a comparative fact sheet prepared by the Association of Graduate Liberal Studies Programs which shows enrollment statistics, faculty compensation, tuition per credit, admission requirements and core course requirements by the percentage of its member institutions.

### D. Themes of Existing Programs

A number of common themes are expressed in many of the MALS programs. These themes are enumerated below:

1. Entrance requirements are geared to the "mature student", who is expected to be somewhat self-motivated, able to contribute to class discourse and is capable of independent work and thought



2. A set of specially designed core courses are required. Generally course requirements are divided into five types:
  - (1) core courses,
  - (2) program electives,
  - (3) general electives,
  - (4) directed reading/studies, and
  - (5) essay/project/thesis.

The design of the core interdisciplinary courses is such that they are usually team taught and geared in content to the faculty available and desirous of teaching in the program. Core courses generally include material from the humanities, the arts, the social sciences, the sciences while stressing a single theme or concept.

3. A curriculum for both degree and non-degree students exists. Many programs admit students first to a post-bac status and after successful completion of a minimum number of credits these students are admitted to regular status in the MALS program.
4. Summer offerings - many schools offer their MALS program with emphasis on summer and evening sessions, i.e., courses are given
  - a) late afternoons and early evenings
  - b) usually one day a week in the evening
  - c) weekends and summers
5. Admission often requires either a personal interview and/or a statement of purpose
6. Individualized curricular programs can be set up with a faculty advisor
7. Curriculum varies from semester to semester with release time for the faculty involved. All courses seem to be given at a level of scholarship fully compatible with the academic standards of the Graduate School's.
8. Most programs require a project/essay/thesis which becomes a 3 credit course in which one writes a play, a concert, gives an oral history, etc. A proposal, which is usually under a faculty advisor's direction and must be approved by a committee, is often required.

## 8. Budget Material

### A. Tuition

Standard graduate tuition fees would be imposed. No discounted tuition is envisioned or recommended.

### B. MALS Program Budget

YEAR 1 Assumptions: 15 students; some take two courses, others one course, each semester.

<u>Semester</u>	<u>courses offered</u>	<u>total enrollment</u>
Fall	2	20
Spring	2	20
Summer	<u>2</u>	<u>15</u>
TOTAL	6	55

REVENUE = 55 x 3 credits x \$525/cr. = \$86,625.

EXPENSES = PT/OL 6 x \$2500 (inc.26% CFB) = \$18,900.  
 Prog. Dir. admin. suppl. = 4,000.  
 1/2-time secy. 8,000.  
 B budget 3,000.  
 Advertising and Promotions 10,000.  
 total \$43,900.

YEAR 2 Assumptions: 15 new students, 13 continuing. Continuing students added to existing graduate courses, small additional cost; new faculty hire reduces need for some PT/OL.

<u>Semester</u>	<u>courses offered</u>	<u>total enrollment</u>
Fall	4	40
Spring	4	40
Summer	2	20
TOTAL	<u>10</u>	<u>100</u>

REVENUE = 100 x 3 x \$525 = \$157,500.

EXPENSES = PT/OL 6 x \$2500 (inc.26% CFB) = \$18,900.  
 Program Director 4,000.  
 1/2-time secretary 8,000.  
 B budget 5,000.  
 New Faculty member 38,000.  
 Advertising and Promotions 8,000.  
 total \$81,900.

YEAR 3

Assumptions: 15 new students; program reaches steady-state; five still continuing and not yet graduated from first year; 13 continuing from second year; new faculty hired which reduces need for part-time faculty.

<u>Semester</u>	<u>courses offered</u>	<u>total enrollment</u>
Fall	4	45
Spring	4	45
Summer	2	20
TOTAL	<u>10</u>	<u>110</u>

$$\text{REVENUE} = 110 \times 3 \times \$525 = \$173,250.$$

EXPENSES =	PT/OL 2 x 2700.	= \$ 6,300.
	Program Director	5,000.
	1/2-time secretary	8,000.
	B budget	7,000.
	first faculty member	38,000.
	second faculty member	39,000.
	Advertising and Promotion	5,000.
	total	\$108,300.

<u>SUMMARY:</u>	<u>Revenue</u>	<u>Direct Expenses</u>	<u>Net</u>
Year 1	\$ 86,625.	43,900.	\$42,725.
Year 2	157,580.	81,900.	75,600.
Year 3	173,250.	108,300.	64,950.

# Appendix Materials





M E M O R A N D U M

May 17, 1990

TO: Dr. George Alexandrakis, Chairman  
Faculty Senate and Government

FROM: Dr. Pamela A. Ferguson, Associate Provost *PAF*  
and Dean of the Graduate School

SUBJECT: Master of Arts in Liberal Studies (MALS)

At the May 16 meeting of the Graduate Council, the Council voted to approve the Master of Arts in Liberal Studies proposal. A synopsis of the proposal prepared by Arts and Sciences, the report from the external reviewers, and the response from Dean David Wilson are enclosed. The College of Arts and Sciences submitted a much longer proposal which you may wish to request from them. The Council approved the proposal as presented. However, it urges the College of Arts and Sciences to give careful consideration to the suggestions of the external reviewers, particularly that of allowing an option of 27 credits and a 3-credit capstone project as well as 24 credits and a 6-credit thesis. If the Graduate School can be of any further help, please contact me.

PAF:nb

Enclosure

cc: President Foote  
Provost Glaser  
Dean Wilson  
Dean Holden

May 10, 1990

## SUMMARY OF PROPOSAL FOR MASTER OF ARTS IN LIBERAL STUDIES (MALS)

### Procedure

A complete internal report prepared by the College of Arts and Sciences describing the program currently proposed was submitted to the Graduate School in April 1990. (Several earlier versions had been amended as the plans for the program evolved.) The proposal has been approved by the College of Arts and Sciences. The external reviewers, Dr. Nancy Norris, MLA Director at The Johns Hopkins University, and Dr. Wayne Fields, Chairman of the English Department, Washington University, and an active participant in the MALS program there, visited on April 16, 1990. They submitted a joint report which was sent to Dean Wilson for comment.

The Graduate School faculty subcommittee then met and decided to recommend the approval of this degree to the Graduate Council.

The following document is generally a synopsis of the internal report prepared by the College of Arts and Sciences. As such, many of the sentences are taken directly from the report.

### Rationale

A Master of Arts in Liberal Studies degree is designed for mature students. The goal is not to train students for a particular vocation, to provide accreditation for a profession or to prepare students for subsequent graduate study, but instead to provide an opportunity for continued liberal learning after the baccalaureate. The program should encourage students through evening classes and intensive summer workshops/classes to pursue an intensified curriculum at the graduate level. Such a course of study offers personal reward for a prospective student while furthering their education in a humanistic context.

Nearly 100 other universities offer a similar graduate degree. The national association, the Association of Graduate Liberal Studies Programs, provided information about programs offered elsewhere. The Miami program is designed to have a first-year enrollment of 10 and steady state enrollment of 38 people within three years. The external reviewers feel that this is a very conservative estimate for the size of the program.

This is a 30-credit degree. Most MALS programs require a number of interdisciplinary core courses and then allow subsequent course tracks to be designed by the student and faculty advisor.

The University of Miami will require three interdisciplinary courses entitled, Aspects of Western Thought, Theories of Human Nature, and Concepts of the Physical Universe. Fifteen credits would be earned in elective courses. Some elective courses especially designed for the MALS students will be offered each semester, the number increasing as the program grows in size. Examples of some of the courses, with potential instructors listed, were described in detail. In addition, a specific list of existing graduate courses in English, Philosophy, and Sociology which would be available for MALS students was given. Students must gain permission from the MALS Program Committee (a faculty committee which oversees the program) and the instructor or director of the appropriate departmental graduate studies in order to enroll in such extant graduate courses.

In addition, the proposal calls for each student to complete a thesis or its equivalent for six credits. The external reviewers strongly urged that another option allowing a three-credit project together with 27 other credits also be provided. They felt that the word "thesis" generally connotes a more scholarly, "publishable," document than would be appropriate for this degree. Most other MALS programs do not require a thesis.

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During the first two years of the program, regular faculty will teach the core courses and elective courses as overloads. This is the common practice in most MALS programs. Because the College of Arts and Sciences feels it is already overly dependent on overloads and part-time faculty, the proposal requires that two new faculty must be hired by the end of the third year for the anticipated enrollment. Some of the new faculty could be joint appointments, between pairs of departments. The faculty who teach in the program would not be limited to those who were hired, but the teaching would be an on-going commitment of the departments.

As with the case for most MALS programs, the following four criteria would be required:

- a) a bachelor's degree from an accredited school of higher learning



- b) an undergraduate Grade Point Average of 3.0 or above
- c) a formal application which includes a written statement of purpose and goals
- d) a personal interview with the MALS Admissions Committee

### Administration

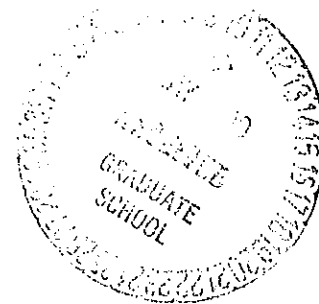
The MALS Program would be administered within the College of Arts and Sciences by a faculty director appointed by the Dean. She/he will report directly to the Dean of the College of Arts and Sciences. The Dean indicated that the Director could receive both release time and an administrative supplement.

One committee (chaired by the Director of the MALS Program) consisting of faculty from Arts and Sciences will be appointed by the Dean and will oversee the MALS Program. The committee's responsibilities include overseeing admissions, advising and oversight, and reviewing the objectives and quality of the program. The committee also will serve as the admissions committee for the program, reviewing the credentials of each candidate and recommending either rejection, provisional post-baccalaureate admission or full time status. Besides administering the academic quality of the program this MALS Program Committee would have endorsement authority of all program promotion and advertising. The School of Continuing Studies would prepare and distribute advertising for the MALS program with the Advisory and Admissions Committee having final approval of the format and content of promotional materials.

An advisor will be assigned to each student, with the entire committee reviewing all curricular matters and thesis proposals. The advisor will counsel students as to specific course requirements and a time frame for completion of the degree.

### Budget

A conservative three-year budget was presented, based on charging \$1050 per 3-credit course. The budget included funds for Continuing Studies for professional staff, advertising and promotions as well as hiring two new faculty. The budget showed a slight "steady profit" by the end of the third year.



M E M O R A N D U M

May 7, 1990

TO: Pamela A. Ferguson, Associate Provost and  
Dean of the Graduate School

FROM: David Wilson, Dean  
College of Arts and Sciences *David Wilson*

SUBJECT: MALS External Reviewers Report

The MALS External Evaluation Report of Dr. Nancy Norris and Dr. Wayne Fields is quite positive and indicative of likely success of such a program at the University of Miami administered within the College of Arts and Sciences.

With regard to the four main points of the External Report:

I. I will begin the appointment of the Program Advisory and Admissions Committee (PAAC) immediately. This Committee and its proposed membership was noted on page 20 of the MALS proposal. Because the external reviewers recommend that the Committee be composed of those teaching in the program, some adjustment of the membership will be necessary. The PAAC will be charged with defining the final requirements, admissions, and curriculum development as the outline defined in the original proposal to the Graduate Council.

During the Fall semester of 1990 members of the PAAC, subject to funding by the Provost's Office, will visit comparable programs to establish quality goals and programmatic ideas likely to be successful at the University of Miami and establish the lines of communication within the communities of MALS programs.

II. The External Review Committee appeared satisfied with our proposed core curriculum, elective course options and capstone written paper. Therefore these options shall remain a viable part of our proposal to the Graduate Council.

College of Arts & Sciences  
Office of the Dean  
P.O. Box 248004  
Coral Gables, Florida 33124  
(305) 284-4117

III. Admissions guidelines as proposed in our original proposal do not seem at odds with the external reviewers' comments, since we seek to recruit individuals who have an eagerness for interdisciplinary study and a drive toward an advanced level of critical inquiry. The PAAC could consider admitting some students in provisional status who do not meet our minimum listed criteria, but who do demonstrate maturity and academic potential.

A five-year normal time frame for completion of all requirements, as opposed to our proposed three years, would not be unreasonable when approved by the PAAC.

IV. The University of Miami and the College of Arts and Sciences have a unique opportunity to provide a program of sophisticated critical inquiry for the student desiring interdisciplinary liberal studies which will permit the members of our cosmopolitan community to engage ardently in a true academic discipline. The initial level for tuition probably should be just under \$1,000 per course rather than just over \$1,000. We are pleased with the positive outside review of our program.

If the Graduate Council concurs, after their review of the External Report, it is likely that the first class of MALS students could be admitted for the Fall 1991 semester.

DLW/CHM:ek

TO: Dr. Pamela Ferguson, Dean of the Graduate School, University of Miami

FROM: <sup>Nancy Norris</sup> Dr. Nancy Norris, Director of the MLA Program and Associate Director of the Division of Arts and Sciences, School of Continuing Studies, The Johns Hopkins University

Dr. Wayne Fields, Director of the MLA Program and Chair of the English Department, Washington University

DATE: April 28, 1990 <sup>Wayne Fields</sup>

RE: Evaluation of Proposed Master of Arts in Liberal Studies (MALS) Program

#### I. Faculty Recruitment, Development, and Responsibilities

The success of any program in liberal studies depends upon the quality, enthusiasm, and commitment of its faculty. It is imperative, therefore, that University of Miami faculty members be involved immediately in the development and implementation of the Master of Arts in Liberal Studies Program. We also recommend that a faculty committee, including persons likely to be teaching in the Program, be charged with responsibility for establishing the curriculum, defining the requirements, and, at least in the Program's first years, admitting the students.

We suggest that these faculty members individually visit with appropriate counterparts on campuses with established programs in graduate liberal studies (e.g., Duke, Dartmouth, Wesleyan, Johns Hopkins, and Washington Universities). Our concern is not only that the faculty take responsibility for the overall quality of the Program, but also that what eventually emerges programmatically is reflective of the particular strengths and concerns of the faculty as well as the adult community which the Program will be serving.

#### II. Proposed Curriculum

The proposed program is structured along the guidelines of the Association of Graduate Liberal Studies Programs (AGLSP): core courses, elective courses, and a final paper. The core courses, as outlined in the proposal, are appropriately interdisciplinary. It is less important whether they be team-taught or taught by one faculty member than that the students' experience in any given course be broadly-based and include perspectives from more than one discipline. Likewise, the number of particular courses identified as "core" is not as significant as the variety of courses that should be offered.

The electives, as stated in the proposal, can be drawn from graduate courses already "on the books," and can be more discipline-specific. If a particular student's academic interests are not met by existing course offerings, the responsibility for developing and justifying a plan for independent study should rest, as in any graduate program, with the student.

It is important, as proposed, that the capstone to the Program be a paper written independent of a course structure, under the guidance of a faculty sponsor. Since a thesis, by definition, is a very serious academic commitment, representing a comprehensive review of prior scholarship and a major, original contribution to the field, it should represent one, but not the only, option for the MALS student. More appropriate in most instances would be a graduate project, a paper of thirty to fifty pages which could emphasize the creative as well as the scholarly and which would be awarded three rather than six credits.

### III. Student Admissions and Advisement

Although high academic standards are essential to any graduate program, it is important that MALS administrators and faculty be flexible in considering criteria for admission. MALS applicants typically represent different generations (and, consequently, different grading standards) and bring a variety of professional and personal experiences to their graduate education. To be specific, while a strong liberal arts emphasis on the undergraduate transcript may recommend one applicant, other strong post-baccalaureate interests and achievements may recommend another. The crucial qualifications in all instances should be enthusiasm for interdisciplinary study and motivation for a sophisticated level of critical inquiry. Thus we recommend against use of the Graduate Record Examination (GRE) as a primary factor in the admissions decision. The Johns Hopkins University admits on a provisional basis those candidates whose GPA's are slightly below 3.0, but who evidence maturity and academic promise, and Washington University uses another admissions model, as outlined in Appendix Two of the proposal.

Since many, if not all, of the students in graduate liberal studies programs are busy professionals, it is as likely as not that they will be unable to take courses every term; five, rather than three, years seems to be a more appropriate expectation for completion of the degree.

Advisement of students in the Program can take many forms--from administrative communications regarding policies and procedures to the more informal give-and-take between faculty and students that constitutes the essential academic relationship at the heart of any MALS Program. To some degree the students themselves will determine just how advising takes place. From experiences elsewhere it can be said that adult liberal arts students, apart from initial conversations upon entering the program, require far less formal advising than do more conventional students, but that they are more persistent in seeking it when the need arises.

### IV. Conclusion

Universities in other metropolitan areas have found a diverse and enthusiastic market for graduate programs in liberal studies. These adults often have at least one degree beyond the baccalaureate and know what it means to engage seriously in an academic discipline. They expect serious and demanding study in which they are fully involved, not entertainment or academic hors

Dr. Pamela Ferguson  
April 23, 1990  
Page 3

d'oeuvres. They come to liberal studies highly motivated and demand similar motivation in their teaching faculty--all the more reason for faculty involvement in all aspects of program development. MALS students demand a university's best. If an institution cannot make this commitment, it should not venture into the program.

What the adult liberal studies students, unlike the more traditional students, offer in return is a challenging and thoughtful forum for the faculty's interdisciplinary research interests. Because, unlike other students, they do not promptly leave town upon completion of their degree, and because they are often already influential members of the community by the time they begin their studies, they typically become enthusiastic and generous alumni, even supportive of academic areas quite removed from their previous training and professional interests. This unique student body is, as well, attracted by the prestige of the sponsoring university and its reputation for quality and seriousness. Graduate liberal studies is, therefore, an area in which private universities often enjoy a distinct advantage provided--and this is an important provision--they do not push tuition too high.

The University of Miami seems ideally located for initiating a MALS Program, for it is the preeminent academic institution in a large cosmopolitan area without a graduate liberal studies program. Clearly the University has a faculty whose quality and academic interests are appropriate to such a program. If such members of that faculty can be immediately involved in the planning and development of the Program, and if they are willing to provide a nucleus of enthusiastic support, a master's program in liberal studies seems a very appropriate addition to the offerings of the University of Miami.

### Proposed Master of Arts in Liberal Studies

Dean David Wilson, College of Arts and Sciences, presented the proposed Master of Arts in Liberal Studies program. He explained that the proposal would extend the liberal arts undergraduate component into a terminal degree. The Dean mentioned two reasons for having such a program: 1) community enrichment; and 2) enrichment of faculty teaching experiences. In response to a question, he stated that the individuals entering this program would be expected to have a G.P.A. of 3.0 or above. The Dean emphasized that he wants the program to eventually produce enough revenue to enable the recruitment of full-time faculty. As is customary, the proposal must include such things as library holdings and a proposed budget. It was suggested that the program must have a commitment from the Provost before the review committee can report to the Council. There was discussion on whether or not the program needed to be more focused. The Dean stated that the College of Arts and Sciences will handle the total academic side of the program and the School of Continuing Studies will do the administrative paperwork, advertising and promoting of the program. The Graduate School and the outside reviewers have recommended approval of the proposed program. It was *moved* and seconded that the Chairman appoint a committee to review the program. The *motion carried*. Professors Awad, Eckstein and Wilson volunteered to review the program with Professor Wilson acting as the chairman.

### Academic Standards Recommendation on Final Exams

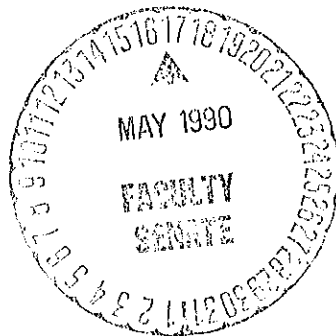
The Chairman explained the proposed change in the readings days prior to final examinations as recommended by the Academic Standards Committee. It was *moved* and seconded to approve the proposal. The *motion carried*.

### Faculty Senate Retreat

The Chairman informed the Council about recent discussions he and Professor Brass had with President Foote regarding the questionnaire to be used for gathering information as a basis for the Retreat agenda. The President agreed to co-sponsor a more scientific survey designed by a committee of experts rather than one primarily focused on faculty morale. Several Council members expressed a desire to distribute a modified version of the present draft. It was agreed that Professor Steinfatt and other experts would prepare another draft, present it to the drafting committee and to the Council for its review at a special meeting prior to the Senate meeting with the President on September 24.

### Matters from the Floor

Professor Knoblock brought to the Council an additional idea for the Faculty to honor the McLamore name on the occasion of Mr. McLamore's retirement as Chairman of the Board of Trustees from 1980-1990. After discussion, it was agreed that the Chairman would speak with the President regarding the appropriateness of the suggestion.



M E M O R A N D U M

May 17, 1990

TO: Dr. George Alexandrakis, Chairman  
Faculty Senate and Government

FROM: Dr. Pamela A. Ferguson, Associate Provost *PAF*  
and Dean of the Graduate School

SUBJECT: Master of Arts in Liberal Studies (MALS)

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PAF:nb

Enclosure

cc: President Foote  
Provost Glaser  
Dean Wilson  
Dean Holden



May 10, 1990

## SUMMARY OF PROPOSAL FOR MASTER OF ARTS IN LIBERAL STUDIES (MALS)

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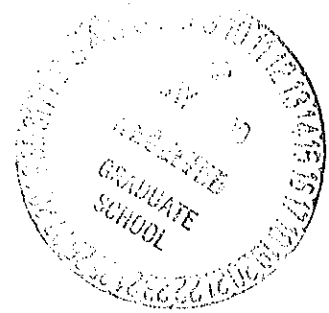
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M E M O R A N D U M

May 7, 1990

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FROM: David Wilson, Dean  
College of Arts and Sciences 

SUBJECT: MALS External Reviewers Report

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DLW/CHM:ek

TO: Dr. Pamela Ferguson, Dean of the Graduate School, University of Miami

FROM: <sup>Nancy Norris</sup> Dr. Nancy Norris, Director of the MLA Program and Associate Director of the Division of Arts and Sciences, School of Continuing Studies, The Johns Hopkins University

Dr. Wayne Fields, Director of the MLA Program and Chair of the English Department, Washington University

DATE: April 23, 1990 *Wayne Fields*

RE: Evaluation of Proposed Master of Arts in Liberal Studies (MALS) Program

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It is important, as proposed, that the capstone to the Program be a paper written independent of a course structure, under the guidance of a faculty sponsor. Since a thesis, by definition, is a very serious academic commitment, representing a comprehensive review of prior scholarship and a major, original contribution to the field, it should represent one, but not the only, option for the MALS student. More appropriate in most instances would be a graduate project, a paper of thirty to fifty pages which could emphasize the creative as well as the scholarly and which would be awarded three rather than six credits.

### III. Student Admissions and Advisement

Although high academic standards are essential to any graduate program, it is important that MALS administrators and faculty be flexible in considering criteria for admission. MALS applicants typically represent different generations (and, consequently, different grading standards) and bring a variety of professional and personal experiences to their graduate education. To be specific, while a strong liberal arts emphasis on the undergraduate transcript may recommend one applicant, other strong post-baccalaureate interests and achievements may recommend another. The crucial qualifications in all instances should be enthusiasm for interdisciplinary study and motivation for a sophisticated level of critical inquiry. Thus we recommend against use of the Graduate Record Examination (GRE) as a primary factor in the admissions decision. The Johns Hopkins University admits on a provisional basis those candidates whose GPA's are slightly below 3.0, but who evidence maturity and academic promise, and Washington University uses another admissions model, as outlined in Appendix Two of the proposal.

Since many, if not all, of the students in graduate liberal studies programs are busy professionals, it is as likely as not that they will be unable to take courses every term; five, rather than three, years seems to be a more appropriate expectation for completion of the degree.

Advisement of students in the Program can take many forms--from administrative communications regarding policies and procedures to the more informal give-and-take between faculty and students that constitutes the essential academic relationship at the heart of any MALS Program. To some degree the students themselves will determine just how advising takes place. From experiences elsewhere it can be said that adult liberal arts students, apart from initial conversations upon entering the program, require far less formal advising than do more conventional students, but that they are more persistent in seeking it when the need arises.

### IV. Conclusion

Universities in other metropolitan areas have found a diverse and enthusiastic market for graduate programs in liberal studies. These adults often have at least one degree beyond the baccalaureate and know what it means to engage seriously in an academic discipline. They expect serious and demanding study in which they are fully involved, not entertainment or academic hors

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d'oeuvres. They come to liberal studies highly motivated and demand similar motivation in their teaching faculty--all the more reason for faculty involvement in all aspects of program development. MALS students demand a university's best. If an institution cannot make this commitment, it should not venture into the program.

What the adult liberal studies students, unlike the more traditional students, offer in return is a challenging and thoughtful forum for the faculty's interdisciplinary research interests. Because, unlike other students, they do not promptly leave town upon completion of their degree, and because they are often already influential members of the community by the time they begin their studies, they typically become enthusiastic and generous alumni, even supportive of academic areas quite removed from their previous training and professional interests. This unique student body is, as well, attracted by the prestige of the sponsoring university and its reputation for quality and seriousness. Graduate liberal studies is, therefore, an area in which private universities often enjoy a distinct advantage provided--and this is an important provision--they do not push tuition too high.

The University of Miami seems ideally located for initiating a MALS Program, for it is the preeminent academic institution in a large cosmopolitan area without a graduate liberal studies program. Clearly the University has a faculty whose quality and academic interests are appropriate to such a program. If such members of that faculty can be immediately involved in the planning and development of the Program, and if they are willing to provide a nucleus of enthusiastic support, a master's program in liberal studies seems a very appropriate addition to the offerings of the University of Miami.