

GRADUATE LIBERAL STUDIES:
A NONTRADITIONAL, INTERDISCIPLINARY
APPROACH TO HIGHER EDUCATION

by

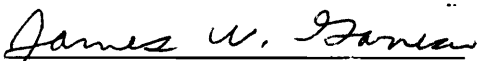
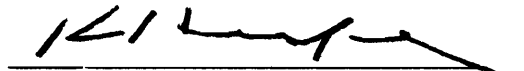
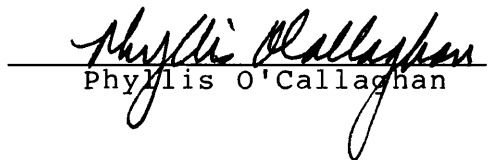
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(ABSTRACT)

Educators, authors and policymakers continue to address the quality and focus of higher education in the United States. Some have noted the unprecedented number of students entering professional colleges and universities as a gateway to promising careers, while others have suggested that our schools lack the wherewithal to reconstitute the idea of a liberally educated person. Yet, over the past 16 years there has been considerable growth in the number of institutions that have established new graduate programs in Liberal Studies.

This study examined the growth associated with those programs and addressed the issues of why the programs were started; whom they served; and, how they fit and operated within their host institutions. The methodology encompassed survey and case study research. The population consisted of the total number of schools actively affiliated with the Association of Graduate Liberal Studies Programs (AGLSP).

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DEDICATION

This dissertation is dedicated to those students that have diligently pursued nontraditional, interdisciplinary courses associated with graduate programs in liberal studies. Collectively, their efforts towards the acquisition of knowledge and truth--set within the rigorous constraints of academic discipline--have methodically achieved the highest standards of educational excellence.

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CHAPTER I

INTRODUCTION

What has happened to the quality and focus of higher education? Bennett (Washington Post, 1988) has questioned the quality of higher education and argued that there is "institutional hostility" towards a liberal arts curriculum. Marsh (1988) has noted the "unprecedented numbers of students flocking into professional colleges and departments" as gateways to promising careers, with a corresponding drop in enrollments for the humanities. Bloom (1987) has suggested that our universities "lack the energy and wherewithal" to reconstitute the idea of a liberally educated person.

Yet, over the past 16 years there has been considerable growth in the number of schools in the United States that have instituted new graduate programs in liberal studies.

PURPOSE OF THE STUDY

The purpose of this study was to examine the causes associated with the growth of graduate liberal studies over the past 16 years. Therefore, this study addressed why the programs were started; whom they served; and, how they fit and operated within their host institutions.

RESEARCH QUESTIONS

1. What are the characteristics of the graduate liberal studies programs within the member institutions of the Association of Graduate Liberal Studies Programs (AGLSP)?

2. What are the characteristics of the students recruited -- age, employment type -- and financial aid sources used?

3. What are the differences among the various institutions?

4. Whom do these programs serve?

5. What caused these programs to get started?

6. How do these programs fit and operate within the colleges and universities in which they are located?

HISTORICAL OVERVIEW

The system of higher education in the United States is complex and diverse. In the four year sector alone there are more than 2,000 degree granting institutions and over 7.8 million (Chronicle, 1988) students. They range in size from the multi-universities with tens of thousands of students to small colleges with only a few hundred students. About 28% of these institutions are public, and nearly 53% of the students are female. Approximately 57% of the students are full-time, with 18% representing minority groups and 3% reflecting non-U. S. citizens. In this total system, tuition and fees vary from an average of \$1,414 per year in public institutions to \$6,658 in private institutions.

While Bennett, Bloom and others bemoaned the deterioration of liberal arts and humanities in our colleges and universities, the number and size of graduate liberal studies programs proliferated. In 1975, there were only 13 such programs, and all but two were located in relatively prestigious private universities. The only public universities offering these programs were the Universities of Michigan and Oklahoma. By 1990, there were

more than 100 institutions involved with graduate liberal studies programs along with a flourishing national organization that lists 32 master's programs associated with public institutions -- or 39% of their total membership. Moreover, the number of new master's programs are expected to increase over the next few years and doctoral level programs in liberal studies are being considered by some institutions.

Classical Antiquity.

The purpose of this section is to highlight the genesis of graduate liberal study by providing a brief overview of the early history of education from antiquity; through the development of medieval universities; to the establishment of higher education in the United States.

Education, training and instruction for the task of day-to-day living was one of the most ancient concerns of mankind. Learning was undoubtedly a matter of basic experience and imitation. Boyd & King (1977) suggest that as far back as the later paleolithic age, there must have been some deliberate form of education. Yet, we can only speculate concerning the specifics of that form of education. The proper starting point for this study, therefore, is Greece -- the motherland of Western

civilization.

The people who lived in settlements on the Greek peninsula around 2,000 B.C. were called Hellenes and they were united by language, religion, and a common civilization. The settlements were separated by valleys and mountains and each large settlement formed a city-state. During the Doric Age -- approximately 1,200 B.C.--the Spartans developed the city-state of Sparta into one of the two great powers of Greece. Concurrently, the city-state of Athens also took form. Cordasco (1987) describes Spartan education as being typical of the Old Greek system of education in its most pronounced form. Essentially, Spartan education sought the complete submergence of the individual to the city-state -- with attributes of courage, obedience and physical perfection. The content of this type of education was predominantly physical and moral with very little that was intellectual or aesthetic. Athenian education had little in common with that of Sparta. All schools were private, and the responsibility for education was placed upon the family.

Athenian boys attended two schools -- music and gymnastic. Reading, writing and a literary element were included in the music school. At that time, music was understood to mean poetry, drama, history, oratory, science and music in the more limited sense.

That form of Greek education culminated in the age of Pericles, but that period was also one of transition with many forces exerting pressure for change -- including literary development, introspective psychology and philosophy, political events, and increased freedom for individuals. Agents for the new mode of education were teachers -- known as Sophists. They were unorganized and represented no common opinion, yet they placed great emphasis on rhetoric and were highly skeptical of the Athenian views and beliefs. The teachings of the Sophists placed considerable emphasis on individuality.

The conflict between the Old and New forms of Greek education gave rise to the educational theorists. In essence, they held that the ideals and the process of the Old Greek education to be totally inadequate; and, they rejected the negative attitude projected by the Sophists. Socrates (469-399 B.C.) first stated the problem of conflict. Although there was no written evidence to view, the ideas attributed to Socrates were cited and studied in the works of Xenophon and Plato. Essentially, Socrates accepted as his starting point the idea that "man was the measure of all things" but added that "man's first obligation was to know himself." Plato (420-348 B.C.) was in agreement with Socrates that a new moral bond was needed to replace the ideals of the antiquated Greek society. In

The Republic, Plato suggested that the function of education was to determine what each individual was fitted to do, and then to prepare each individual for that service. This contributed to the formulation of the Greek philosophy of education. Aristotle's (384-322 B.C.) views on education are cited in The Ethics and The Politics. Essentially, he viewed education as a branch of practical, political science and the means of obtaining the well-being of the citizens of the community. Aristotle's influence was profound, and his work became the basis for studies during the Middle Ages.

During this period, the school of the liberator attempted to provide the rudiments of reading, writing and calculation. When the student mastered the art of reading ordinary prose, he was moved to a higher school. The school of "grammaticus" became a formalized educational system with a clear method, curriculum and public support. The school of the rhetor furnished a direct preparation for the affairs of Roman life because of the training in oratory -- preparation for public careers. Many libraries were brought to Rome by military conquerors, and the University of Rome had its beginning in the library of Vespasian (69-79 A.D.), which developed into an institution of higher studies known as The Athenaeum. At that level, Roman education was practical and more attention was placed on law and medicine than philosophy or other speculative

matters.

Many references to educational practices are found throughout Latin literature -- Horace, Martial, Juvenal, Seneca, Marcus Aurelius. In a few works, there are theoretical discussions of education. Of these, the works of Cicero, Tacitus and Quintilian are most important. Cicero (106-43 B.C.) advocated a "broad general education" as the background for success in life. The conception of "humanities" was his most important contribution. Tacitus (50-117 A.D.) advocated the liberal education -- one that promoted the needs of public life and warned against the artificiality in school work. Quintilian (35-95 A.D.)-- perhaps the most prominent Roman writer on education-- developed his work -- Education of an Orator -- that became the model for education in Europe.

Roman education began to decline shortly after the opening of the Christian era. As Roman life tended to become corrupt -- and the government more despotic-- education lost its vital connection with the times. A new education, provided by the early Christian Church, replaced the old Roman structure.

Medieval Universities.

In the shaping of the present system of higher education, the formation of universities in medieval Europe also played a significant role. These institutions were an outgrowth of the teaching and learning methods that existed in connection with the schools that were associated with the earlier cathedrals and monasteries.

Greek/Roman philosophy and aesthetics provided solutions to man's intellectual speculations. Christianity offered solutions to man's moral quests. During the early Middle Ages, the monasteries were the schools, the libraries, and the sole producers of scholars. By the tenth century, most monasteries were teaching reading, writing, music, arithmetic, religious observations and rules of conduct. Advanced studies were known -- in time -- as the "liberal arts" and consisted of grammar, rhetoric, dialectics, arithmetic, astronomy and music.

During this formative stage academic interests were continually developed in such areas as logic, dialectics, and philosophy as a result of controversies emerging in theology, law, and medicine, and from contact with Eastern ideas and learning. Grunebaum (1969) described the period of Eastern contact -- the Crusades -- as "the greatest and

most consequential adventure on which medieval man embarked." He cited learning in the specific areas of food, drinks, medicine, armor and heraldry, astronomy and mathematics that acted as a catalyzer from Eastern contact. With the addition of philosophy to a curriculum that primarily addressed religious issues and discussions, plus the insights gained from new treatment methods and greater freedoms of expression, the first universities in medieval Europe emerged and formed during the 11th and 12th centuries.

There was considerable variation in the early universities, but in general terms they were modeled on the institutions in Italy and France. Italy was the birthplace of the medieval university, and the University of Bologna was founded in 1088. Particular attention was paid to the study of Roman law, and Bologna became the premiere institution. In 1150, the University of Salerno was formally established and the monks placed specialized emphasis on medicine. The University of Paris was formally organized in 1150, and had a faculty of arts as early as 1169. Its students were no longer drawn just from the local areas, but were admitted from all regions of Europe. Theology was the major subject of interest, but the majority were students of the liberal arts--not yet qualified to study theology. These developments tended to

follow the existing models for guilds. Although the term "university" generally applied just to corporations, gradually the word became associated with only the corporation of teachers and students. In the 13th century organized faculties of theology, medicine, civil law, and cannon law were added. In general, these faculties constituted the organization of a typical medieval university.

The salient feature of the medieval university was the distinctive area of specialization -- law, medicine, etc. With respect to organization, the groups of students and teachers that were drawn together -- most to learn, some to teach -- in the first universities were not controlled by either monastic rules or political authority and were essentially without protection concerning rights and privileges.

The first formal organizations consisted of national groups -- French, German, Italian, etc. -- within each institution, and through a system of appointed officers such groups constituted the student body as a whole. These student groups were termed "studium generale" and their organization was termed "universitas." Over the general course of time, the various national groups and faculties became united at each institution and the term "studium generale" was replaced by "universitas" to indicate the

general body rather than the constituent parts.

Late in the 13th century, Pope Nicholas III authorized the University of Paris to endow its graduates with permission to teach -- everywhere -- a privilege that was subsequently conferred to most universities. The degrees that were granted were similar to the stages of learning associated with a particular craft. The first stage was an apprenticeship and the conclusion was marked by the award of the bachelor's degree. Next, was a journeyman's period during which the candidate continued his studies and practiced his art by teaching the younger students. The master or doctor possessed the right to teach in their own university and were usually granted permission to teach in any institution. It became customary to select a number of graduates as permanent, public teachers. Initially, all graduates were under an obligation to teach in their own institutions. Over time, when such teachers had demonstrated an ability in disputation, the state exempted those teaching members of the university from certain financial and military obligations, and the church granted the rank of clergy. These graduates were privileged and salaried, and were ultimately designated as professors.

Like other guilds of the time, the corporation of teachers and students ultimately set requirements for admission of apprentices to the rank of master and doctor.

Accordingly, examinations and qualifications for degrees came into being and degrees (Jones, 1969) were thought of primarily as a license to join the others in the teaching of students -- the guild of scholars. As more institutions became established, more distinct faculties were organized and the degrees became more specialized. By the end of the period, there were faculties associated with theology, canon law, civil law, medicine and the arts.

The colleges that developed in other countries were different as compared to the earlier institutions at Bologna and Paris. They arose as a result of connections with hospitals, monastic foundations, and the need to provide for younger and poorer students. Collectively, these factors led to the foundation of "Halls" which were, in turn, provided with property and corporate privileges. The term "college" -- a general term similar to "universitas" -- was subsequently adopted by these institutions. Jones (1969) described the formation of these universities as an "awakened desire for knowledge." At the outset, there were no buildings, no faculties, and no corporate institutions -- merely a collection or group of young men that were eager to be taught, who gathered together and hired someone to serve as an instructor. As their members increased, it became necessary to provide for their organization, discipline and rules governing the

conduct of both students and teachers.

Scholars were teaching in Oxford, perhaps as early as 1090, but the first reference to a university organization occurred in 1214. Cambridge had all the characteristics of a university as early as 1233. In Germany, the oldest university was founded in Heidelberg in 1386. Three Scottish universities -- St. Andrews, Glasgow, and Aberdeen -- were established in 1411, 1450, and 1494 respectively. Trinity College, established in Dublin in 1592, rounded out the list of early institutions that emerged in the British Isles. Following the reformation and renaissance, a succession of universities were established throughout Germany including those at Leiden (1575), Halle (1694), and Gottingen (1737).

Present System.

The formation of the present system of higher education in the United States began with the factors and experiences that shaped the earlier universities in medieval Europe. Subsequently, it was modeled on the English system, during the colonial period, and generally was associated or affiliated with a religious group. During the formative stages (Cordasco, 1987), major areas of concern in higher education were: private versus state

control of colleges; definition of the curriculum; and, the subsequent growth of the universities.

Harvard University, the oldest in the United States, was founded in 1636. It was named for the English clergyman John Harvard, and it was established as a privately controlled, nonsectarian institution. Like most pre-Revolutionary institutions, Harvard was denominational and followed the Puritan example. The College of William and Mary -- second oldest in the United States -- was established by a charter granted in 1693 by King William and Queen Mary of England to the Reverend James Blair. This institution is now state controlled. It was from the College of William and Mary that Phi Beta Kappa -- the honorary society for students achieving academic distinction -- was founded. Curriculum in these institutions was generally limited to the classics, logic, geometry, astronomy and history. Science was added to the curriculum in the eighteenth century. Jencks (1969) describes these institutions as "pillars of the locally established church, political order, and social conventions." The schools were relatively stable, widely accepted and comparatively similar to one another. They were -- in some respects -- more like today's secondary schools rather than universities. There were no faculty of scholars. Usually, there was an upright clergyman who

served as president and a few other men to assist in the teaching. Unlike the leading continental universities, American colleges of the time offered little professional training--other than training for the ministry.

Unlike theology and medicine, military science never found a place in the medieval university. In the European tradition, military subjects were not regarded as a learned profession and -- as such -- were not associated with universities or other professional schools. This practice was perpetuated in America through the Revolution, but then the new nation moved quickly to establish its own military academy at West Point in 1802. This was the first college in America to emphasize technical subjects. In 1824, Rensselaer was founded as a civilian technical institution in Troy, New York, and soon became the leading center of applied science in the country.

Another group of American universities was patterned after the example set by the Commonwealth of Virginia, which established a university that allowed greater flexibility and liberty in the choice of study than was the general custom of the time. This was accomplished under the direction of Thomas Jefferson, whose ideas were shaped primarily by the French examples. Following the American Revolution, there were many attempts made to change the status of the colonial colleges into State controlled

institutions. However, in the Dartmouth College case of 1919 the U.S. Supreme Court held that states could not "abrogate vested rights and privileges of college charters." This decision opened the way for the development of church and private institutions of higher learning. During this era, the struggle between a "rigid, classical curriculum" and one that allowed "subject election" dominated much of college thinking. The classical conservative view was contained in the Yale Report of 1825. The University of Virginia was formally established in 1819, and subsequently many of the southern and most of the western states established similar institutions. With the primary exception of West Point and Rensselaer, the technical programs were generally attached to older, more established liberal arts colleges. This was not -- in most cases -- a very pleasant relationship. The general feeling appears to have been that applied science was -- from the perspective of the Liberal Arts College -- a very inferior subject, suitable for inferior students. According to Jencks (1969), Harvard and Yale both had lower admission requirements, shorter courses of study, and different degrees for the applied science students. At Yale (Cordasco, 1987), the scientific students were even segregated from their classmates at chapel services.

The animosity was mutual. The scientists generally

regarded the traditional liberal arts curriculum as uninteresting, impractical and undemanding. The passage of the Morrill Act in 1862 had an tremendous impact on this problem. Specifically, this Act (also known as the Land Grant Act of 1862 and 1890) provided for the authorization of 30,000 acres of public land for each senator and representative and the revenue derived would be for "the endowment, support and maintenance of at least one college where the learning object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related too agriculture and mechanical arts . . . ;" In the last half of the 19th century, another group of institutions arose that were directly founded or endowed by individuals.

The rise of the university was gradual rather than sudden and reflected the changes in American society. The first Ph.D. was awarded in 1861 by Yale. Cornell was established in 1869, and Harvard introduced a new elective system that facilitated the assemblage of a more scholarly and specialized faculty.

Perhaps the most important breakthrough was the establishment of Johns Hopkins as primarily a research university. By the 1890s further progress reflected the founding of the University of Chicago, the reform of Columbia and the acceptance of graduate work as an

important activity in the leading state universities. Other factors that continued to shape the development of higher education in the United States included the establishment of professional societies -- including the American Medical Association, 1847, National Education Association, 1857, American Institute of Architects, 1857, American Public Health, 1872, American Bar Association, 1878, American Psychological Association, 1892, and, the Home Economics Association of 1908.

Collectively, these and numerous other factors played a significant role in the development, formation and shaping of the present system of higher education in the United States. From the ancient Greco-Roman influence of the institutions in Athens (not yet called universities), through the formation of universities in medieval Europe to the establishment of the British collegiate and German university models of the 19th century, the seeds were sown for the establishment of our present day system. From the colonial heritage, through the period of western expansion and the struggle between professional and liberal education in the mid-19th century, with the increased focus on scientific education, to the explosive growth in higher education following World War II, the system of higher education in the United States has become complex and diverse.

Graduate Liberal Studies.

Either by accident or design, a program whose ideology owes much to classical antiquity and the medieval beginnings of higher education--graduate programs in liberal studies--has grown within the larger framework of higher education. Essentially, graduate liberal study is an aspect of higher education that is designed -- according to the Association of Graduate Liberal Studies Programs (AGLSP) -- "to offer mature students a high quality graduate degree that is interdisciplinary in nature and non-professional in intent." Graduate liberal education at the master's degree level began as a summer program for teachers at Wesleyan University in 1952. The program was designed as a movement away from the narrowed discipline and focus of a career orientation to a much broader, integrative program of research and scholarship. It offered courses in the humanities and was oriented toward the aims and values generally associated with a liberal education. The program flourished, and grew steadily into one of the largest and most successful programs in the country.

Encouraged by the Wesleyan effort, other institutions became interested in this mode of graduate learning. By 1975, there were 13 schools identified as having graduate

programs in liberal studies: Dartmouth College, Drew University, Georgetown University, Hollins College, Johns Hopkins University, Metropolitan College of Boston University, Saint John's College of Annapolis, The New School for Social Research, The University of Oklahoma, The University of Michigan at Dearborn, Southern Methodist University, and The University of Southern California.

With the establishment of these programs, a movement was initiated towards the formation of a national professional association of graduate schools offering programs in liberal studies. This organization became known as the Association of Graduate Liberal Studies Programs (AGLSP).

For the most part, graduate liberal studies programs are found in private, liberal arts colleges and universities. However, many public institutions are also involved and others are planning such programs for the future. In general, these programs are drawn and developed from the disciplines of art, history, literature, philosophy, psychology, science, social science, and theology. In most cases, the courses focus on problems or issues, rather than on individual disciplines.

Within the various programs, there are a number of distinctive characteristics: interdisciplinarity, in the manner in which the liberal arts are unified; maturity, in

terms of the students, their backgrounds, experiences and expectations; and structure, wherein each program is intentionally designed to be different from the established, traditional, graduate program. But considerable variations do exist in terms of organization, administration, curricula and size. Within this context, a significant difference also exists in the fact that these programs are not vocationally oriented but are geared simply towards the student's acquisition of knowledge. Since the original activation date of the AGLSP by the 13 charter institutions, the Association has grown to a current membership listing of more than 80 schools involved with graduate liberal education, with 39% drawn from public institutions.

THEORETICAL BASE

Colleges and universities are complex and diverse, and they operate individually within the framework of our system of higher education. French and Bell (1984) describe such systems as "linkages of inputs flows (energy, materials or information) from sources in the external environment, a transforming mechanism, and flows of outputs or outcomes, provided to users." In essence, colleges and universities are organizational entities -- systems in

operation -- but they are quite different from the traditional organizational entity found in industry, business or government.

Baldrige et al. (1978) described the critical differences found in higher educational institutions. Essentially, these included: goal ambiguity; service to clients who press for input regarding the decisionmaking process; problematic technologies; large numbers of professional employees; and, entities that are highly vulnerable to outside pressures. This study will examine graduate liberal studies programs and try to determine how they fit into this "collegial" system.

Institutions of higher education are constantly faced with situations relative to resource generation and program management. Barzun (1968) concluded that "universities have too much at stake to risk heresy alone, and they should make public the grounds and meaning of any changes introduced in common." Frequently, institutions make trade-offs for losses in traditional sources of support and are forced to make new financing strategies to maintain institutional growth and development. Additionally, they strive to keep pace with the pressing demands for new or improved services, the rapid growth in information technology, and the early identification of new markets to shore up stable or declining student populations. Bowen (1978) suggested that

the dynamics in our system of higher education -- regarding marginal institutions that fail and new entrants more attuned to the changing demands of the marketplace-- reflects the maintenance of a total system wherein institutions can "develop and compete openly in the marketplace for resources and support."

Barzun (1968) further noted that North American universities were unlike any others. Specifically, he was making reference to "structure, management, sources of support, relation to Church and State, and responsibility to the public." In essence, Barzun suggested that-- despite all of the outward appearances -- the American universities were "less homogeneous in interest and purpose" and that they could not be "relied on to give a uniform character and destiny to culturally diverse institutions." This was clearly recognized by Baldrige (1978) and others when they attempted to categorize colleges and universities by institutional type. Baldrige concluded that in spite of the many pronouncements of "growing homogeneity," American higher education was "incredibly diverse and growing more so."

In light of the diversity and complexity associated with existing programs in graduate liberal studies, it was necessary for this researcher to examine a variety of programs in graduate liberal studies that differ in

orientation, governance, geographic focus, and financial perspective. This examination was necessarily extensive and required the employment of several research methodologies. In the first instance, Survey Research Methodology was selected for use because the researcher was interested in the measurement of opinions, perceptions, preferences and interests from every unit of the population. No such data base was available. Additionally, this type of methodology produced descriptive data that was necessary to fill information gaps; provided standardized measurement that was consistent across all respondents; and, facilitated the collection of information that was not available from any other source. In the second instance, Case Study Methodology was selected for use because the researcher was intensively investigating the background, current status and environmental interactions of several institutions offering programs in graduate liberal studies. Again, no relevant studies were in existence.

SIGNIFICANCE OF THE STUDY

Graduate liberal study is a relatively new dimension in higher education. Today, there are approximately 100 institutions out of the 2,000 in our system of higher education that are providing graduate programs in this

arena. Essentially, these programs aim for an interdisciplinary approach to higher education and strive to show the interrelationships between disciplines rather than the specialization normally associated with a single discipline. The Association of Graduate Liberal Studies Programs (AGLSP) reports that there are about 18,000 graduate from these programs, with current student enrollments exceeding 7,000. This study answers the salient research questions identified on page 2, and -- as such -- should be quite useful to Administrators contemplating the development of such programs.

Findings from this study may be generalized as follows:

- Results provide additional insights concerning the growth of graduate liberal studies;

- Revelations indicate students, faculty and alumni attitudes about liberal studies programs at the institutions involved;

- Study provides a greater understanding and appreciation of interdisciplinary teaching methods;

- Study provides a clearer grasp of expectations possessed by students relative to the desire for a graduate level education in the liberal arts; and,

- Study provides information that could lead to improved designs and applications for new programs and

curricula associated with the liberal arts.

DEFINITIONS

AGLSP. This is an acronym for the Association of Graduate Liberal Studies Programs. The primary purpose of the AGLSP is to provide a forum of exchange for information and ideas among graduate programs of related curricula, structure and goals.

Attitude. A state of mind or feeling with regard to student expectations concerning academic programs in higher education.

Core Studies. Programs in graduate liberal studies frequently have required or "core courses." The typical range of core studies is 6 to 12 hours of semester credit in a 30 to 36 hour semester credit program, reflecting a diversity of patterns ranging from interdisciplinary courses to seminars in selected modes of values, culture, heritage or science.

Graduate Liberal Education. An education that both enhances a person's capacity to think and to choose, and to discover the correlation between knowledge, values, and informed decisionmaking.

Graduate Liberal Studies. An innovative educational concept at the master's degree level initiated in 1952.

These programs are specifically designed for inquiring adults to extend their capacities of intellect and sensibility in a serious, rigorous, and disciplined setting. Courses are usually interdisciplinary in nature, and focus on problems and themes.

Instructional Objectives. An academic goal set by students or faculty relative to program expectations and achievements.

Integrating Seminar. In most graduate liberal studies programs, a culminating project or "integrating seminar" is required. This is an opportunity for students to place their particular program of study in perspective. Essentially, this means the development of a study or a report that is both correlative and integrative in nature.

Interdisciplinarity. Required core courses in graduate liberal studies programs are usually interdisciplinary. In essence, this means that two or more professors bring to bear the wisdom of their discipline into the development of a single course. Such courses are generally taught by one professor, but team teaching is utilized by some institutions.

Liberal Education. This is a concept based on the nature of knowledge and the development of the human mind in the acquisition of rational knowledge. In the normative sense, such an education is a commitment to something that

is desirable.

Structure. The range of curricular structure in graduate liberal studies programs is extremely broad. Three general modes of curricula include: programs which encompass programmatic themes, orientations, or perspectives; programs which offer a multidisciplinary core, followed by electives; and, programs that provide areas of concentration in specific subjects.

Quality Control. Procedures and criteria established within higher educational institutions to ensure that programs are rigorous and of the highest quality. Within the broad spectrum of graduate liberal studies programs, quality control includes a review of graduate record examination scores, grade point averages in undergraduate programs, and class rank. In many liberal studies programs, autobiographical statements of purpose, motivation, interest and needs have become the vital documents associated with the prediction of success for students.

LIMITATIONS

This study was accomplished using qualitative and quantitative research methodologies. As such, the researcher became deeply involved with institutions and

personalities in their natural settings and was intensively examining the key variables that exerted influence in the graduate liberal study arena. Such activity necessarily involved sustained interactions with people under study, operating within the parameters of their own programs, and on their own turf. From that perspective, a major limitation of this study was the researcher's vulnerability to subjective biases brought about by his previous experiences as a student in a graduate liberal studies program. Nevertheless, every precaution was taken to resist such biases and to strive for objectivity and empirical reality in the course of the overall study effort.

Another limitation for this study was the imperfect procedure utilized to select institutions from the study population for case study research. Current programs in graduate liberal studies generally reflect the strengths and resources of their host institutions, indicating a wide variety of existing program types. Yet, within this framework seven general models for curricular organization were identified by the AGLSP:

- 1) Western Heritage (St. John's College);
- 2) History of Ideas (Johns Hopkins University);
- 3) Specific Heritage (University of Michigan);
- 4) Core Studies and Fields of Concentration (Wesleyan University);

- 5) Distributional Core Studies (University of Southern California);
- 6) Value Studies Core and Structured Electives (Georgetown University); and,
- 7) Broad Interdisciplinary Electives (Southern Methodist University).

From these seven models, several institutions were selected -- each from a different category -- as cases from the entire population that would serve as subjects or units for case study research.

In general, limitations associated with this type of study are found in their narrow focus and in their limited representativeness. Additionally, this type of study is particularly vulnerable to subjective biases. However, in this instance there were certain distinctive characteristics within each program that permitted valid generalizations to the entire population. Specifically, reference is made to such features as interdisciplinarity, specifically designed curricular elements, special orientations, integrative mechanisms, faculty training and program management.

Other factors that impacted on the study included imperfections in the design of the questionnaires, bias arising from nonresponse, errors in interpretation, and variability in response during interviews.

ORGANIZATION OF THE STUDY

Chapter 1 contains a general introduction to the study and includes a historical overview, statement of the problem, purpose of the study, a theoretical base, the significance, research questions, operational definitions and study limitations.

Chapter 2 contains the methodology, a description of the population, research procedures, identification of the instruments, the sampling procedure, an overview of the data gathering procedures and a description of the methods employed for preparation and analysis of the data.

Chapter 3 contains a report of the findings; and, Chapter 4 is comprised of the study summary, conclusions and recommendations for further study.

CHAPTER II

METHODOLOGY

The purpose of this study was to analyze the causes and effects associated with the growth of graduate liberal studies over the past 16 years. Data were gathered pertaining to institutions offering such programs and case studies were developed. This chapter describes the methodology used for the study including the population, research protocols, collection effort and the data analysis employed.

DESIGN

Survey Research and Case Study techniques were employed as the appropriate methods for investigating the phenomena associated with the growth in graduate liberal studies because -- collectively -- they permitted an intensive examination of the background, current status and environmental interactions relative to graduate liberal studies programs. The scope of this research effort encompassed a variety of institutions and concentrated on specific factors across a large number of variables and conditions.

Survey Research.

Limited information and data were available concerning graduate liberal studies programs. For the most part, the Association of Graduate Liberal Studies Programs (AGLSP) maintained the only consolidated repository of descriptive data pertaining to such programs. The researcher examined the available data and found it to be incomplete, outdated, and -- in some cases -- inaccurate. For these reasons, the researcher conducted a census of AGLSP affiliated institutions to obtain measurements of opinions, perceptions, preferences and interests. A mail survey was utilized for this purpose, so that standardized and consistent measurements could be obtained; information and descriptive statistics could be collected that were not available from any other sources; and, that special-purpose information and data could be received that were needed to carry out desired analysis in the subsequent case study construction phase of the study.

To ensure the optimal use of resources, and to maximize the collection of relevant and meaningful data, the researcher sought -- and received -- the AGLSP's full endorsement for this research effort. To that end, the survey instrument reflected the precise needs of the AGLSP

as specified through their Officers and Board of Directors representing the following institutions: The Johns Hopkins University, University of Oklahoma, Kean College of New Jersey, Wesleyan University, Louisiana State University, Hamline University, Southern Methodist University, Duke University, and De Paul University. The information obtained in answering the first three research questions resulted in a descriptive profile of each institution affiliated with the AGLSP. The information and data were obtained from the population survey of AGLSP institutions, and from archival data associated with the AGLSP.

Case Study Research.

Case study methods were also used as a research technique for this study because they facilitated the intensive study of background, current status, and environmental interactions of selected institutions. As Stake (1988) illustrated in his Case Study Methods in Educational Research, this type of effort reflected the study of a "bounded system" that emphasized not only the "wholeness of the system" but "confined attention" to those aspects that were "relevant to the research" at hand.

Therefore, case study was employed as the methodology for the in-depth analysis of institutions because it

facilitated the examination of a small number of units across a wide spectrum of situations and circumstances. As a result of the imprecise nature of the phenomena under study, this approach provided the most effective vehicle for generating insights into the complexity of the particular issues. The researcher became deeply involved with describing and understanding the particular institutions of graduate study. In essence, this approach permitted a holistic view of each institution in a natural setting and under uncontrolled conditions. Because this combination of research methodologies was intensive, key variables, conditions, environmental situations, and institutional processes were identified that will require closer scrutiny in further study.

During the conduct of each of the case studies, the researcher employed in-depth interviews and participant observations. To enhance the validity of research findings, multiple methods and sources were used, including research of archival data and triangulation techniques.

The information obtained in answering the remaining research questions facilitated in the development of case studies conducted at several AGLSP affiliated institutions. These case studies were modeled -- to a degree -- on Barzun's descriptions of an American University, the Baldrige, et al. study of policymaking and effective

leadership, and Hay and Gray's cases associated with business and society. Each case study addressed the causes for program initiation, institutional governance, and program maintenance. Information from these intensive studies are useful not only for describing how these programs were managed in diverse institutions, but for calibration of information that was derived from the survey.

POPULATION

Though there are more than 2,000 degree granting four-year institutions in our present system of higher education that could have established a graduate program in liberal studies, there are only about 100 institutions in the United States that offer such programs. Within that framework, there are 83 colleges and universities affiliated with the Association of Graduate Liberal Studies Programs (AGLSP). The population for this study consisted of the total number of institutions actively affiliated with the AGLSP. (Please refer to Appendix "A" for detailed information associated with the AGLSP and its institutions.)

According to AGLSP historical records, their national professional association came into existence in 1975 with

thirteen charter members. Additionally, the AGLSP reported that among the currently existing programs there were seven general models of curricular organization that could be distinguished. A review of historical data revealed that three of the original charter institutions of the AGLSP--Georgetown University, Johns Hopkins University, and Saint John's College--all private, liberal arts institutions, were identified as three of the seven examples representing general curricular organizations within the AGLSP. Further review indicated that a variety of public institutions--including Mary Washington College and the University of North Carolina -- were listed as full members of the AGLSP with programs in interdisciplinary study. Collectively, these institutions possessed sufficiently different program orientations, modes of governance, geographical focus, and financial perspectives to warrant in-depth examinations into the underlying reasons for their existence. Some of these institutions were within a reasonable distance from the researcher's base of operation and appeared to be appropriate for case study. From this grouping, two institutions (one private and one public) were selected for case study analysis.

PROTOCOLS

Student, faculty, alumni and institutional views regarding graduate liberal studies were gathered through the use of survey research and case study techniques. Additionally, in-depth interviews and archival data were utilized to document the impact of graduate liberal studies on students, faculty, alumni and institutions. An assessment was made of the factors that underlie the levels of satisfaction, the program differences, and the reasons for sustained growth. The plan of research driving the data collection effort included a series of protocols that guided the survey process, steered the interview direction, and established realistic parameters for participant observation.

First Protocol.

The first protocol to be employed pertained to survey research methodology and consisted of a general mail survey that was targeted against the entire population of AGLSP affiliated institutions. As a census of the study population, the purpose of this protocol was to establish a baseline from which conclusions could be drawn about the

entire population. The survey design for this protocol included questions pertaining to the program content, student interests and expectations, faculty teaching objectives, alumni satisfaction and institutional interactions.

As a census, this protocol guided the survey process in the collection and production of statistics relative to graduate liberal studies programs. Specific information targeted for collection on the survey instrument included such factors as age and background of the students; enrollment statistics; financial aid sources used; and, the opinions, perceptions and subjective feelings of Program Directors concerning graduate liberal studies.

Instrument.

The primary instrument for this protocol was a mail survey. Surveys were sent to each institution affiliated with the AGLSP. Please refer to Appendix B for detailed information pertaining to the survey instrument.

Strategy.

During the 1989 Fall term, a draft survey instrument was forwarded to the AGLSP for review and modification as

appropriate. Upon receipt of the Association's comments, the final version of the instrument was developed and sent to all Program Directors. Approximately two weeks after the initial mailing, nonrespondents were sent a "reminder card" that emphasized the importance of the study and the need for a "high" rate of response. Approximately two weeks after the dispatch of the reminder cards, a second letter was sent to the remaining nonrespondents that again emphasized the importance of the study and the need for a high response rate. The second letter included another copy of the survey instrument. The remaining nonrespondents were contacted telephonically.

Control.

An identifying mark was placed on each survey instrument to facilitate nonresponse follow-up action.

Targets.

Program Directors of AGLSP institutions were the targets for this survey. Each Director received a letter from the researcher that addressed the specific nature of the survey. In this regard, the letter contained a brief description of the study purpose; a statement of

confidentiality; assurances that cooperation was voluntary; and, further assurances that they could skip any question that they did not desire to answer.

Mailings.

Each Program Director received the initial mailing. This mailing included a cover letter and a copy of the survey instrument; and, a stamped, self-addressed envelope for posting to the researcher. Nonrespondents also received a "reminder card," telephone call, or both, as appropriate.

Reliability.

This protocol reflects the data collection effort that was used in the population census. Accordingly, the instrument served as an interaction between the researcher and the various respondents. In this regard, the survey instrument -- a questionnaire -- was self-administered and the process reflected one side of the interaction. Therefore, to provide for a consistent data collection effort the instrument contained the following properties: fully scripted questions; questions designed to have the same meaning for all respondents; and, the kinds of answers

that constituted an appropriate response.

Validity.

Surveys cannot be perfectly controlled, and there are no known measuring instruments that are perfectly calibrated or available for this type of project. Therefore measurement was imperfect to some degree. To offset this problem, the researcher initiated the following actions in the design of the instrument: minimized the number of questions that require respondent judgments; maximized the importance of accuracy; used self-administered questions; stressed confidentiality and anonymity; and, constructed the survey questions to be as reliable as possible. Please refer to Appendix B for detailed information pertaining to the survey results and to Chapter III for an analysis of the survey findings.

Second Protocol.

The second protocol employed case study methodology and consisted of in-depth interviews, participant observations, and an examination of archival data at selected field site locations. Program Directors, faculty members, students, alumni, and institutional staff members

were interviewed. The purpose of this protocol was the development of case studies that accurately portrayed the background, current status, and environmental interactions of each institution under study. The design for this protocol included questions pertaining to historical development, student enrollments, faculty and student attitudes and motivation, alumni satisfaction, and institutional interactions. Triangulation techniques were employed to develop sounder explanations of the phenomena under study.

Case Study.

Each case study was historically grounded and contains detailed information relative to the background, current status and the environmental interactions associated with each institution. This protocol focussed on site visits, participant observations, in-depth interviews, and the examination of archival data. In essence, this protocol enhanced the collection of data and facilitated the development of case studies that were reflective of the underlying reasons for program success. The design of this protocol included factors pertaining to historical development, enrollments, faculty and student attitudes and motivations, alumni satisfaction, and institutional

interactions.

Site Visits.

Site visits were conducted at Georgetown University in Washington, D.C.; and, at Mary Washington College in Fredericksburg, VA. The initial site visits were planned to cover a three day period, but two months were allocated for the total data collection effort at each institution. Subsequent visits were planned, and executed as necessary, to complete the case studies.

Prior to site visitations, a thorough review was conducted of AGLSP archival data pertaining to the institution under study. This was accomplished to ensure that the researcher was properly equipped to initiate such activity and to establish a baseline of information that the researcher could subsequently expand through interview, probing activity, participant observation and an analysis of pertinent institutional records and data. At each site, the salient topics for investigation were: the critical issues associated with program initiation; the identification of the protagonists and the antagonists; the rationale for program start-up; the clientele served; the factors associated with program maintenance; and, how the programs fit into the organizational structure of their host

institutions. At the outset of each site visit, a strategy session was conducted at each institution -- with the Program Director -- to establish the ground rules and parameters for the data collection effort.

Interviews.

In-depth, unstructured interviews were conducted at each site with Program Directors, students, faculty, alumni and institutional staff members. Interviews were open-ended, unstructured, and focussed as follows: Program Directors -- historical and philosophical underpinnings, and student characteristics; Students -- attitude, motivation, satisfaction, and program effects; Faculty-- attitude, motivation, program effects, and interactions; Alumni -- program satisfaction; and, Institutional Staff-- interactions and program effects. All interviews were recorded on microcassettes and field notes were taken.

Each of the interview sessions were flexible and dynamic and each were accomplished in accordance with established qualitative methods. Essentially, these sessions were face-to-face encounters between the researcher and the informants and were oriented towards an understanding of the informant's perspective on their experiences and situations regarding graduate liberal

studies. As suggested by Taylor and Bogdan (1984) in their treatise on qualitative research methods, this style of in-depth interviewing entailed "not merely obtaining answers, but learning what questions to ask and how to ask them." A guideline for questions was developed by the researcher-- for each category of respondents -- that proved to be most helpful in all field encounters.

Archival Data.

Archival data was utilized to research and collect information pertaining to enrollments, student employment data, financial aid, historical facts, and student characteristics.

Prior to the site visits, the researcher expended three weeks reviewing the archival data and administrative files associated with the conceptualization, establishment, management and administration of the AGLSP. These records included memoranda, correspondence, financial statements, notes, newspaper articles, publications, and other data relative to annual meetings, board meetings, executive meetings, membership applications, strategic planning sessions, and day-to-day operations and activities associated with the management of a national organization. At each site, administrative files pertaining to program

activation and operation were reviewed, along with institutional files regarding students, faculty and historical happenings.

Participant Observations.

Participant observations were employed during site visits, including those to classrooms, organized social activities, faculty-student interchanges, and in all formal and informal contacts with students, faculty, alumni, and institutional staff members.

These observations were particularly useful in determining how programs actually operated within their host institutions; how local factors shaped particular programs; how programs differed and why; how programs were implemented; how individuals felt about their program; and, how individuals have changed as a result of their program. A distinguishing feature of the participant observation technique was the availability of multiple sources for data collection. This was supported by the views of Glaser & Strauss (1967) regarding the "grounded theory," wherein variables are derived inductively from the field work stage and hypotheses are reformulated as new data becomes available.

To enhance the overall study effort, the researcher

requested -- and was selected for -- an internship with an AGLSP affiliated institution. The internship spanned a ten month period, and provided considerable opportunity for participant observation and interaction with students, faculty, and administrators

Triangulation.

To enhance the validity of research findings, multiple methods and sources were used to check the data collected. This process -- triangulation of measurement -- provided more powerful supporting evidence than that obtained from a single criterion approach. Essentially, triangulation was used as a strategy that aided in the elimination of bias and allowed for the dismissal of plausible -- but rival-- explanations so that valid propositions about the phenomenon under study could be made.

Campbell & Field (1959) introduced the idea of multiple methods and Webb et. al. (1966) coined the term "triangulation" in their treatise on nonreactive measures in the social sciences. Simply stated, the researcher used several kinds of information to determine the truth about social phenomenon under study. Miles and Huberman (1984) suggested an alternative option -- detective work -- to accomplish the same objective. Whatever the metaphor,

triangulation served as an aid in the elimination of bias and allowed for the dismissal of questionable explanations about the social phenomenon under study.

Field Notes.

Field notes were maintained relative to descriptions of settings in which events occurred, the nature and timing of the events, the identity of the participants, and to make valid records of what was said. These notes were taken either during or immediately after periods of observation or interview and supplemented data collected via the microcassettes.

Field notes recorded during observations and interviews were accomplished in two phases. The first phase was completed during the activity in "condensed accounts" as described by Spradley (1980) -- notations, phrases, unconnected sentences, etc. The second phase was completed as soon as possible, but generally within 24 hours, and consisted of an "expanded account" that started with the condensed version and included the details and recollections not recorded on the spot.

Probing.

Probing tactics were used throughout the field work. Specifically, probing was used to follow-up on topics that had been raised by asking specific questions, encouraging informants to describe their experiences in detail, and by constantly pressing for clarification of their spoken words.

During the field work phase of the study, the range of probe actions varied considerably from "what happened" to "whose responsibility was it," to "was there a turf problem involved?" Accordingly, the researcher used Gordon's (1980) range of topic control categories to facilitate the interview activity -- silent probes, encouragement, immediate elaboration, immediate clarification, retrospective elaboration, retrospective clarification and mutation. Collectively, these tactics assisted in the steering of respondents towards complete, clear and relevant answers to questions without disturbing their natural thought processes.

Reliability.

During the Field Site phase of this study, the

researcher discussed various aspects of graduate liberal studies programs with Directors, faculty, students, staff and alumni. Unstructured, open-ended questions were employed because of the advantages provided to the researcher. Essentially, these advantages included the obtaining of answers that were unanticipated; the receipt of descriptions that more closely revealed the views of the respondent; and, the provision of opportunities for respondents to answer questions in their own words. Accordingly, this aspect of the protocol minimized the constraints of time and place and permitted the receipt of observations and information that were not biased by the idiosyncrasies of the observer/researcher, the subject, or by the research instrument.

Therefore, this researcher followed the audit trail suggestion proposed by Guba (1981) and Guba and Lincoln (1981) and maintained a log supported by field notes and tapes that accurately reflected conversations, observations, perceptions and reactions relative to all field site encounters.

Validity.

The purpose of this study was to analyze the causes and effects associated with the growth of graduate liberal

studies over the past 16 years. A major thrust of the study effort was the construction of case studies pertaining to the establishment and maintenance of graduate liberal studies programs in several institutions -- each containing a bounded system.

In Jaeger's (1988) Complementary Methods For Research in Education, Stake suggests that a case study is valid "to the reader to whom it gives an accurate and useful representation of the bounded system." In this context, validity depends on purposes and points of view -- which is consistent with Cronbach's (1971) definition of test validity in Educational Measurement. In this study, validity was derived from direct observation, in-depth interviews, triangulation, field notes, the researcher's log, participant observation, and archival data.

Case Study Organization.

Each of the case studies was organized as follows: Introduction; Historical Foundations; Institutional Organization; Governance; Overview of Graduate Liberal Studies; Program Initiation; Course Design; Program Maintenance; Program Trends; Financial Management; and, Survey Comparison Data.

DATA ANALYSIS

The purpose of the data collection effort was the development of relevant information pertaining to the growth of graduate liberal studies over the past 16 years. During the data analysis phase of the study, the extensive data collected were interwoven in an effort to produce an in-depth, well organized understanding of the educational institutions under study. This approach to educational research has a substantial history and has been used extensively in studies pertaining to clinical psychology and individual differences. Examples of this type of study have been noted in the works of Freud and Piaget, and in a variety of ethnographic field studies.

Once the survey data were collected, the answers were translated into an appropriate form for analysis. The procedures included formatting or organizing the data; designing a code; coding; entering the data; and, cleaning, or making the final checks of the data for accuracy and consistency prior to analysis. These steps were accomplished in conjunction with the first protocol. With respect to the survey data analysis, Number Cruncher Statistical System (NCSS) software was utilized. The use of unobtrusive measures for triangulation -- participant

observations, archival records and documents, and results from free-flowing interviews -- were interwoven in conjunction with the traditions associated with cultural anthropology and sociology and were used with the second protocol.

The vast amount of data that were developed made it difficult for presentation in its entirety. For that reason, the researcher has presented a reasonable selection of evidence in the form of quotations, transcriptions and field notes that fairly represent the complexity of the data collection process. The researcher employed a variety of validation efforts to strengthen the data quality that included the checking for researcher biases, triangulation, feedback from students, faculty, staff and alumni, the quest for ulterior motives and deception, and the rechecking of all data against the hard facts.

CHAPTER III

FINDINGS

The purpose of this chapter is to present the findings that were derived from the application of survey research and case study methodology relative to the growth and development of graduate liberal study over the past 16 years. From that context, therefore, the information and data for this chapter was organized and arrayed in two sections -- survey results; and, case studies.

ANALYSIS OF MAIL SURVEY

A survey instrument addressed the following specific questions: (1) Whom do graduate liberal studies programs serve? (2) What are the program characteristics? (3) What caused these programs to get started? (4) Where is the administrative leadership of these programs placed within the institutional organization? (5) What were the enrollment trends of the past three academic years? and, (6) What percentage of students receive financial aid? In addition to these primary research questions, the survey also provided data relative to a variety of other pertinent areas including program completion times, status of Program

Director's appointment, numbers of matriculants in each program, enrollment expectation over the next three years, student age characteristics, sources of financial aid, tuition variances, program changes, academic fields reflecting most student interest, and faculty compensation.

Survey Design.

Data for this survey were collected through a survey questionnaire (see Appendix B) sent to all Program Directors of AGLSP affiliated institutions. The purpose of the questionnaire was to measure the opinions and perceptions of Program Directors and to get a grasp of preferences and interests regarding graduate liberal studies today. There were 83 member institutions associated with the AGLSP at the start of this project-- 45 full members and 38 associate members (see Appendix A). Rather than sample just a portion of the membership, the researcher elected to conduct a census of the entire population. The initial questionnaire was developed by the researcher and designed to be self-administered and self-explanatory. At the outset, the instrument contained 13 questions -- including three open ended questions.

The questionnaire was pretested with the Officers of the AGLSP. Based upon the input of those officers, changes

were made to the questionnaire that -- in many ways -- made it easier for respondents to meet the researcher's objectives. The final version of the questionnaire contained 28 questions -- including four open ended questions relative to marketing, program establishment, growth, and admissions. The final layout and format for the survey instrument was accomplished with the assistance of a professional printing firm and only established conventions were used. A total of 150 survey instruments were printed to accommodate the initial and subsequent mailings to the population. Additionally, 150 dispatch and return envelopes were printed along with a corresponding number of cover letters and reminders for each respondent.

On January 29, 1990, the initial mailing to all 83 Program Directors occurred. Their individual packets of information consisted of an envelope addressed to each Program Director by name; a letter of explanation (stressing the importance of the study, the criticality of their individual response, the confidentiality of their input, and the importance of a prompt reply); a copy of the survey instrument; and, a stamped self addressed return envelope. The response rate by February 24, 1990, was 69.8%. Accordingly, a second mailing occurred on February 25, 1990, and the cover letter incorporated a single focus

-- the importance of individual responses. This mailing was only sent to nonrespondents. The subsequent response rate was 91.6% (76 out of a possible 83 responses).

Because the nonresponse rate was less than 9%, the researcher concluded that the tradeoffs associated with additional mailings -- time, expense, projected input, etc. -- would not justify the negligible changes that possibly could occur as a result of data obtained through the receipt of additional questionnaires. Therefore, the database was closed and the data prepared for analysis.

Statistical Tabulations.

There were twenty eight questions on the survey instrument. In subsequent paragraphs, each question is examined in light of the information received from respondents. In preparing the data for analysis, the survey answers were transformed into data files and the process of coding or data reduction was accomplished in consonance with the phases described in Fowler's Survey Research Methods. Essentially, this process included organizing and formatting the data on control sheets and data entry cards; designing an appropriate code; coding; entering the data; and, cleaning or checking the data for accuracy and consistency prior to analysis.

Question No. 1 pertained to membership status in the AGLSP. The high response rate from the total membership is attributed to the educational level of the respondents and their specific degree of interest in graduate liberal study. The difference in response rates between institutions with Full and Associate Memberships was negligible. A review of profiles associated with nonresponding institutions did not reveal any significant program differences from responding institutions. Descriptive data: $N = 83$; and, $\% = 91.6$.

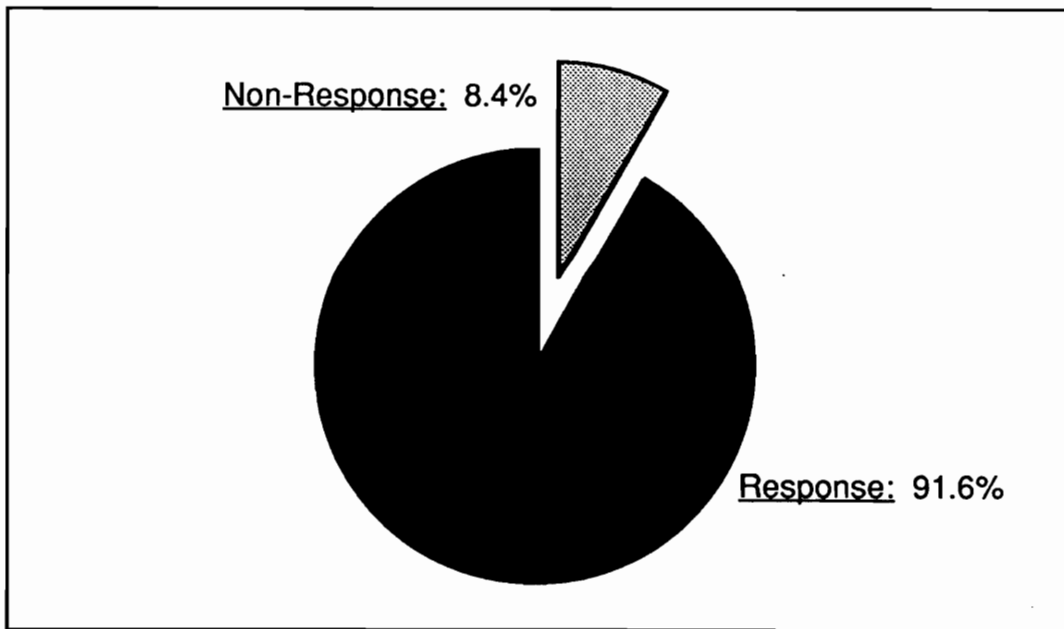


Figure No. 1

Survey Response Rates

Question No. 2 addressed program start dates for graduate liberal studies (GLS) programs. Of those responding, establishment dates ranged from 1953 through 1990. The majority of programs were initiated subsequent to 1975. Figure No. 2 portrays the percentage of respondents with program establishment dates within the years cited. Descriptive data: $N = 76$; $\% = 100$; Mean = 1979; Median = 1977; Mode = 1980; and, Standard Deviation = 7.94.

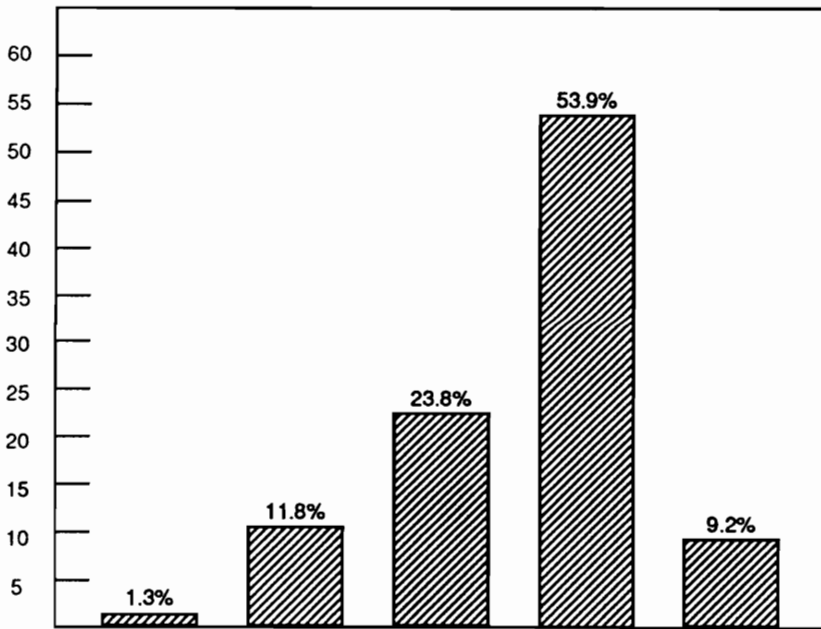


Figure No. 2

Program Initiation

Question No. 3 was relative to the administrative leadership for graduate liberal studies; specifically, where that leadership element was placed within host institutions. The majority of respondents reported that the leadership element for their program was located in the Graduate School. Figure No. 3 displays the response data. With respect to the "other" category, respondents indicated that their programs were directly subordinate to Deans, Separate Directors, or Division Directors within colleges. Descriptive data: $N = 76$; and, $\% = 100$.

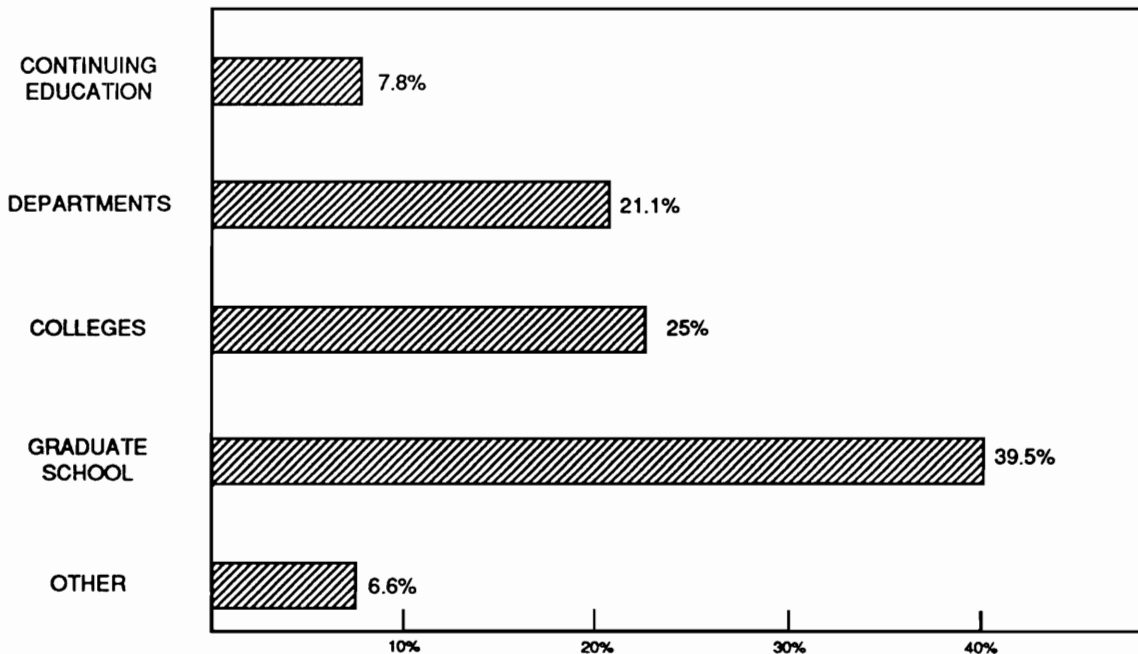


Figure No. 3 Leadership Element Location

Question No. 4 addressed the issue of "time limits" for completion of degree requirements. The vast majority of respondents indicated that there were set time limits for program completion. Approximately 6.6% of the respondents did not answer the question. Descriptive data: N = 76; and, % = 89.5.

Table No. 1 Time Limits

Yes.....	82.9%
No.....	10.5%

Question No. 5 asked about the percentage of students that complete degree requirements within 5 years. Respondents indicated that approximately 65.8% of GLS students complete their programs in that time frame. Descriptive data: N = 76; and % = 68.4.

Table No. 2 Program Completions in 5 years

Mean.....	52.3%
Median.....	65.0%
Mode.....	75.1%
Range.....	20 to 100.0%

Question No. 6 addressed the status of Program Director appointments. Specifically, the focus was on the percentage of such appointments that were on a full time basis. Descriptive data: N = 76; and, % = 100.

Table No. 3 Full Time Appointments

Yes.....38.2%

No.....61.8%

Question No. 7 asked for the number of matriculants in the graduate liberal studies program -- registered for the 1990 term -- pursuing a master's degree. Descriptive data: N = 76; and, % = 69.7.

Table No. 4 Matriculants

Mean.....71

Median.....60

Mode.....100

SD.....31

Range.....3 to 400

Question No. 8 pertained to enrollment trends over the past three years. Descriptive data: N = 76; and, % = 80.3.

Table No. 5 Enrollment Trends

Significant increases.....	27.9%
Slight increases.....	37.7%
No major changes.....	31.2%
Slight decreases.....	1.6%
Significant decreases.....	1.6%

Question No. 9 solicited views regarding anticipated enrollments over the next three years. Descriptive data: N = 76; and, % = 86.8.

Table No. 6 Enrollment Expectations

Significant increases.....	15.2%
Slight increases.....	54.5%
No major changes.....	27.3%
Slight decreases.....	1.5%
Significant decreases.....	1.5%

In addition to the information already provided relative to Question Nos. 8 and 9, the researcher examined enrollment trend and expectation data from a group perspective. Programs reporting enrollments of 40 or less were assigned to Group # 1; enrollments between 41 and 80 were assigned to Group # 2; and, enrollments of 81 or higher were assigned to Group # 3 for analysis. The resultant data are displayed in Figure No. 10. It should be noted that only Group # 3 programs reported enrollment declines over the past three years, with expectations of some decreases over the next three years. Descriptive data: N = 76; and, % = 83.6.

Table No. 7 Enrollment Patterns by Program Size

<u>Measure</u>	<u>Group</u>	<u>Trend</u>	<u>Expectation</u>
Significant	1	30%	11%
Increase	2	32%	26%
	3	26%	13%
Slight	1	32%	53%
Increase	2	36%	48%
	3	44%	74%
About the	1	38%	36%
same	2	32%	26%
	3	22%	13%

Question No. 10 focused on age groups that best typified students in GLS programs. Respondents indicated that their students fell within two distinct categories. Descriptive data: N = 76; and, % = 78.9.

Table No. 8 Age Groups

25 to 40.....	78.3%
40 to 50.....	21.7%

Question No. 11 addressed the variety of students that are associated with graduate liberal studies. Directors were asked to identify the most prominent groups. Descriptive data: N = 76; and, % = 81.5.

Table No. 9 Most Prominent Student Groups

Education.....	1st
Business.....	2nd
Homemakers.....	3rd
Administration.....	4th
Communication.....	5th
Government.....	6th

Question No. 12 pertained to financial aid. Specifically, Directors were asked to approximate the percent of students in the programs that receive such assistance. Descriptive data: $N = 76$; and, $\% = 81.6$.

Table No. 10 Financial Aid

Less than 10%.....	59.7%
Between 10 and 20%.....	16.1%
Between 20 and 30%.....	12.9%
Between 30 and 40%.....	4.8%
More than 40%.....	6.5%

Question No. 13 listed categories of financial aid. Directors were asked to identify the most prominent categories used in the programs. Descriptive data: $N = 76$; and, $\% = 81.6$.

Table No. 11 Financial Aid Sources

Government benefits.....	19.4%
Employer reimbursements.....	46.8%
Senior citizen.....	2.7%
Staff tuition cuts.....	18.9%
Other (Grants, assistantships, loans)...	12.2%

Question No. 14 pertained to tuition rates. Essentially, the focus was on variance in tuition rates between GLS courses and other graduate courses. Descriptive data: N = 76; and, % = 100.

Table No. 12 GLS Tuition Variance

Significant increase.....	1.4%
Slight increase.....	2.6%
No variance.....	84.2%
Slight decrease.....	2.6%
Significant decrease.....	9.2%

Question No. 15 was oriented towards the design of advertising material used in GLS programs. Specifically, Directors were asked to identify the segment of the population they were most interested in reaching. Descriptive data: N = 76; and, % = 90.8.

Table No. 13 Advertising Focus

Administrative.....	15.9%
Business.....	23.2%
Education.....	34.8%
Government.....	8.8%
Homemakers.....	11.6%
Health.....	5.7%

Question No. 16 probed for the underlying reason associated with the establishment of GLS programs. Directors were asked to identify the salient pressure that led to the creation of their particular program. Descriptive data: N = 76; and, % = 97.4.

Table No. 14 Pressures

Alumni.....	1.3%
Community.....	27.0%
Faculty.....	51.4%
Other.....	20.3%

With respect to the "Other" pressures, the most prevalent answers were Deans, Senior Administrators, and Public School Teachers.

Question No. 17 pertained to the growth of graduate liberal studies over the past 15. Directors were asked to identify the primary reason for such activity at their institution. Descriptive data: N = 76; and, % = 97.4.

Table No. 15 Stimulation for Growth

Curriculum.....	63.3%
Institution.....	31.6%
Faculty.....	5.1%

Question No. 18 was relative to fields of interest or areas of concentration that reflected the most student interest over the past three years. Descriptive data: N = 76; and, % = 81.6.

Table No. 16 Student Interest

Anthropology.....	19.4%
History.....	25.8%
Humanities.....	54.8%

Question No. 19 concerned the percentage of full time tenure track faculty that were teaching in the GLS programs. Descriptive data: N = 76; and, % = 80.3.

Table No. 17 Tenure Track Faculty

Mean.....	87.2%
Median.....	75.0%
Mode.....	100.0%
SD.....	15.4%
Range.....	25 to 99.0%

Question No. 20 asked if faculty were teaching graduate liberal studies courses on an overload or a regular load basis. Descriptive data: N = 76; and, % = 92.1.

Table No. 18 Teaching Basis

Overload.....	57.1%
Regular load.....	42.9%

Question No. 21 requested information regarding the amount of faculty compensation, if teaching were accomplished on an overload basis. Descriptive data: N = 76; and, % = 97.5.

Table No. 19 Compensation

Mean.....	\$2886.77
Median.....	\$2800.00
Mode.....	\$3000.00
Range.....	\$1500 to \$4500.00

Question No. 22 addressed the issue of courses taken from GLS offerings versus other graduate level courses. Directors were asked to provide the percentage of courses taken from their GLS program. Descriptive data: N = 76; and, % = 77.6.

Table No. 20 Courses taken from GLS offerings

Mean.....	69.6%
Median.....	60.0%
Mode.....	100.0%
SD.....	24.7%
Range.....	20 to 100.0%

Question No. 23 pertained to the availability of GLS courses to other graduate students. Directors were asked if other than GLS students could register for GLS classes. Descriptive data: N = 76; and, 77.6.

Table No. 21 GLS Classes -- Can Others register?

Yes.....	77.6%
No.....	22.4%

Question No. 24 solicited information about the percentage of classes that GLS students were permitted to take from regular graduate school offerings. Descriptive data: N = 76; and, % = 77.6.

Table No. 22 Non-GLS Courses

Mean.....	42.9%
Median.....	40.1%
Mode.....	20.0%
SD.....	29.8%
Range.....	0 to 90.0%

Question No. 25 asked if students without a bachelor's degree were ever accepted into their programs. Descriptive data: N = 76; and, % = 76.3. Note: In those instances where an affirmative answer was provided, respondents stated that such admissions were "infrequent" and that the circumstances were "exceptional."

Table No. 23 Matriculants without Degrees

Yes.....	20.7%
No.....	79.3%

Question No. 26 was relative to "limits" placed on the number of professional courses permitted in GLS programs. Descriptive data: N = 76; and, % = 81.6.

Table No. 24 Limits

Yes.....93.5%

No.....6.5%

Question No. 27 pertained to the status of matriculants in GLS programs. Specifically, Directors were asked if all their students were part time. Descriptive data: N = 76; and, % = 81.6.

Table No. 25 Part Time Students

Yes.....48.4%

No.....51.6%

Question No. 28 was a follow-on to the preceding question. Specifically, Directors were requested to comment regarding the "full time" status of the students in their programs. The majority of respondents indicated that their "full time" (those taking nine credit hours or more) students were on an "occasional" basis and just "a few in number." However, in several instances Directors reported that their "part time" students were only on an "occasional basis" and that the majority were all "full time." Descriptive data: N = 76; and, % = 81.6.

The information obtained from the census of AGLSP institutions successfully answered the six research questions relative to why the programs were started; whom they served; and, how they fit and operated within their host institutions. Specifically, research questions number one (pertaining to program characteristics) and three (relative to program differences) were answered by questionnaire responses to numbers 1 through 28. Research question number two (student characteristics) was answered by questionnaire responses to numbers 4, 5, 7 through 13, 15, 27 and 28. Research question number four (concerning whom the programs serve) was answered by questionnaire responses to numbers 11, 12, 13, 15 and 23. Research question number five (program initiation) was answered by

questionnaire responses to numbers 11, 14, 16, 17 and 18. The sixth research question (associated with program fit and operation) was answered by questionnaire responses to numbers 3, 8, 9, 14, 19, 20 and 23.

ANALYSIS OF CASE STUDIES

Truth is an evasive concept. Two persons describing the same experience may do so in quite different ways, yet both may be "telling the truth" according to their own perspectives. As a qualitative research effort, this study is replete with quotes from respondents, excerpts from field notes, pieces of historical material, case accounts, and other illustrations that guided the construction of the individual case studies into tightly interwoven descriptions and interpretations of the graduate liberal studies program under investigation. Each case study attempts to present a realistic, credible account of the establishment, growth and development of graduate liberal study in host institutions, and each study employs a holistic method of presenting research materials. Case Studies are organized as follows: Introduction; Historical Foundations; Institutional Organization; Governance; Overview of Graduate Liberal Studies; Program Initiation; Course Design; Program Maintenance; Program Trends;

Financial Management; and, Survey Comparison Data.

Please refer to Appendix B for the complete case studies pertaining to Georgetown University and Mary Washington College.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter is to present a summary, the conclusions and recommendations relative to the study of growth and development in graduate liberal study over the past 16 years. From that perspective, this chapter is organized into three major sections -- a summary of the overall study efforts; conclusions derived from the data analysis; and, recommendations pertaining to further study and evaluation in this arena.

Summary.

During the last several years, there has been considerable discussion concerning the quality and focus of higher education in the United States. Educators, authors and policymakers have been quite vocal about the existing modes of learning. Some have noted an unprecedented number of students entering professional colleges and universities -- as a gateway to promising careers. Others have suggested that there is institutional hostility towards a liberal arts curriculum, and that our institutions of higher learning lack the energy and wherewithal to

reconstitute the idea of a liberally educated person. Yet, over the past 16 years there has been considerable growth in the number of schools in the United States that have instituted new graduate programs in liberal studies.

Graduate liberal studies at the master's degree level began as a summer program for teachers at Wesleyan University in 1952. The program was designed as a movement away from the narrowed discipline and focus of a career orientation to a much broader, integrative program of research and scholarship. It offered courses in the humanities and was oriented toward the aims and values generally associated with a liberal education. Encouraged by the Wesleyan effort, other institutions became interested in this mode of graduate learning. By 1975, there were 13 schools with graduate programs in liberal studies.

For the most part, those programs were found in private, liberal arts colleges and universities. However, a few public institutions were also involved. In general, those programs were drawn and developed from the disciplines of art, history, literature, philosophy, psychology, science, social science, and theology. In most cases, the courses focused on problems or issues, rather than on individual disciplines.

Within the various programs, there were a number of

distinctive characteristics: interdisciplinarity, in the manner in which the liberal arts were unified; maturity, in terms of the students, their backgrounds, experiences and expectations; and structure, wherein programs were intentionally designed to be different from the established, traditional, graduate program. But considerable variations existed in terms of organization, administration, curricula and size. Within that context, a significant difference also existed in the fact that these programs were not vocationally oriented but were geared simply towards the student's acquisition of knowledge.

With the establishment of these programs, a movement was initiated towards the formation of a national professional association of schools offering graduate programs in liberal studies. This organization became known as the Association of Graduate Liberal Studies Programs (AGLSP).

There are no known studies that address the phenomena associated with the rapid growth of graduate liberal studies programs over the past 16 years. Therefore, the purpose of this study was to analyze the causes relative to the rapid growth of such programs. Specifically, this study addressed why the programs were started; whom they served; and, how they fit and operated within their host institutions.

The methodology used for investigating this phenomena was survey research and case study. Collectively, they permitted an intensive examination of the background, current status and environmental interaction relative to graduate liberal studies programs. The scope of the research effort encompassed a variety of institutions and concentrated on specific factors across a large number of variables and conditions.

Within our present system of higher education, any of more than 2,000 degree-granting four-year institutions could have established programs in graduate liberal studies. Nevertheless, only about 100 institutions in the United States initiated such action. Within that framework, 83 of those colleges and universities became affiliated with the AGLSP -- the national organization that specifically adheres to the values of a liberal arts education at the graduate level. Therefore, the total number of institutions actively participating with the AGLSP were selected as the population for this study effort.

The findings of this study showed that faculty in 51.4% of the institutions were directly responsible for stimulating the underlying interest that led to the establishment of graduate liberal studies programs; that teachers were the primary and most prominent student group

served; that curriculum was the dominant reason for growth and maintenance in 63.3% of the programs; and, that graduate liberal studies programs were organizationally situated within the graduate school in the majority of institutions and enrollment trends in 65.6% of the institutions have been increasing over the past three years.

The high response rate (91.6%) to the survey was attributed to the educational level of the respondents and their corresponding level of interest in graduate liberal study (GLS). A review of the profiles of the nonresponding institutions did not reveal any significant program differences from responding institutions. The survey data reflected that the mean number of students in GLS programs was 71; that 78.3% of those students were in the 25-40 age group; and, that the mean percentage of students completing the program within five years was 52.3%. With respect to administration and faculty, the data further showed that only 38.2% of the Directors were appointed on a full time basis; that 87.2% of the faculty teaching in GLS programs were tenure track; and, that 57.1% of the faculty were teaching on an overload basis.

The two institutions selected for in-depth case study analysis were selected from the seven general models of curricular organization that could be distinguished among

the 83 affiliated institutions of the Association of Graduate Liberal Studies Programs (AGLSP). One was privately controlled and the other was publicly controlled. These programs represented differences in institutional size, control, geographic location and program focus. During the conduct of each case study, the researcher employed in-depth interviews, participant observations, archival data, multiple methods and sources, and triangulation techniques. Each case study focused on the background, current status and environmental interaction of the particular graduate liberal studies program under review.

Three significant differences were noted in program development: (1) rationale for initiation; (2) continuity in leadership; and, (3) effective marketing techniques. At Georgetown, the program was initiated to satisfy the express needs of inquiring adults seeking intellectual challenge and personal development. Program leadership has been consistent from the outset, and marketing techniques have been systematic and effective. At Mary Washington, the program was initiated -- for the most part -- as a device for elevating faculty salaries. Program leadership has changed frequently and marketing efforts have only been marginally effective.

Conclusions.

The findings of this study support the views and observations of others that many adults in the United States are interested in pursuing graduate programs that are oriented towards the acquisition of knowledge and away from the narrow discipline and focus of a career orientation. Such programs offer an alternative approach to life long learning by offering broad, interdisciplinary paths to knowledge in a unified liberal arts curriculum at the master's level. These programs are individually and carefully structured, rigorous in intellectual challenge, and coherent in curricula content.

The findings and conclusions of this study are significant and quite important for educators and administrations designing and marketing graduate courses and programs. Recognizing the salient factors that motivate mature, part-time students toward intellectual stimulation, should enable the strategic planners to develop the appropriate plans to satisfy the expressed educational needs of our society.

Recommendations.

Whether by accident or by design, programs whose ideology owe much to classical antiquity and the medieval beginnings of higher learning -- graduate liberal studies programs -- have grown within the larger framework of our system of higher education. The results of this study show that many adult students and institutions of higher learning recognize that voids do exist in the liberal learning process and that each -- in his own way -- must exert pressures and take appropriate actions to satisfy perceived needs for further study or for the creation of new and innovative academic programs. Institutions that fail to respond to such needs -- or fail to recognize the demand for a broader and more integrative perspective with and between disciplinary study -- will not be fully successful in attracting new students from a rapidly expanding, mid-life, adult population.

Though American colleges and universities have retained their reputation as the best in the world, Cooper (Washington Post, 1990) states that there is "uneasiness" among some administrators and presidents because their central mission of educating students has suffered from neglect because of the "higher priority" placed on faculty

research. Statistical evidence -- according to Cooper-- relative to such academic problems are limited and there are considerable disagreements about how measurements should be taken concerning the results achieved in higher education. Nevertheless, these administrators and presidents are asking tough questions about "what is being taught, how well, and by whom," because of "their own impressions and observations of student trends on campus."

The findings of this study show that the vast majority (71.7%) of graduate liberal studies programs were established through the underlying efforts of faculty and senior administrators; that the primary reason for growth in these programs was attributed to curricula content in 63.3% of the institutions; that enrollment trends were expected to continue at an increased level in 69.7% of the programs over the next three years; that "humanities" courses reflected the most student interest as reported by 54.8% of the respondents; and, that the mean for full time tenure track faculty teaching in graduate liberal studies programs was 87.2% -- the mode was 100%. Additionally, the case studies clearly reflect that a proper rationale for program initiation, continuity in program leadership, and a systematic marketing program are all essential ingredients for a successful program in graduate liberal study.

The findings and conclusions of this study are

significant and most important for educators and administrators who are interested in developing graduate level courses and programs for mature students seeking academic challenge and stimulation. This was a pilot study that investigated the causes associated with rapid growth in graduate liberal studies programs. Further studies, using similar and different factors and measures are recommended. Many questions remain unanswered, particularly those associated with student backgrounds and minority enrollments. Have these programs actively sought students from Black, Hispanic, Asian, or American Indian backgrounds? Is there an ethnocentricity to the existing programs that makes them unattractive to such groups? Can interdisciplinarity be augmented to include the intercultural dimension as well? Answers to these and other related questions are extremely important and will impact significantly on future trends in higher education.

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APPENDIX A

The Association of Graduate Liberal Studies Programs (AGLSP)

This appendix contains information and data relative to the AGLSP and is organized as follows:

- Listing of institutions with full membership.
- Listing of institutions with associate membership.
- Institutional Fact Sheets.
- The Constitution.

AGLSP Full Members

Baker University in Kansas City
 Beaver College
 Brooklyn College
 The College of Staten Island--CUNY
 Dartmouth College
 DePaul University
 Duke University
 Georgetown University
 Graduate School, CUNY
 Grambling State University
 Hamline University
 Hollins College
 Houston Baptist University
 The Johns Hopkins University
 Kean College of New Jersey
 Keene State College
 Lake Forest University
 Louisiana State University
 Louisiana State University at Shreveport
 Loyola College in Maryland
 Manhattanville College
 Mary Washington College
 Mercer University

Metropolitan College of Boston University

Moorhead State University

The New School for Social Research

New York University

Old Dominion University

Rollins College

St. John's College at Annapolis

St. John's College at Santa Fe

Southern Methodist University

SUNY--Empire State College

SUNY--Stony Brook

Tulane University

The University of Colorado at Denver

University of Maine

University of Michigan - Flint

The University of Oklahoma

University of Toledo

Valparaiso University

Washington University

Wesleyan University

Western Maryland College

Xavier University

AGLSP Associate Members

Alaska Pacific University
Albertus Magnus College
Arizona State University
Auburn University at Montgomery
Augsburg College
Drake University
Duquesne University
Indiana University
Kent State University
Lehman College (CUNY)
Lock Haven University
Marymount University of Virginia
Mills College
Mundelein College of Chicago
North Central College
North Carolina State University
Northern Arizona University
Northern Kentucky University
Ohio State University
Reed College
Rutgers University
St. Mary's College

San Diego State University

Simmons College

SUNY -- Albany

SUNY -- Brockport

SUNY -- Cortland

Texas Christian University

Towson State University

University of Delaware

University of Miami

University of North Carolina at Ashville

University of North Carolina at Greensboro

Villanova University

Wake Forest University

Wichita State University

Widener University

Wright State University

AGLSP

FACT SHEET -- LIBERAL STUDIES

MASTER'S DEGREE PROGRAM

INSTITUTION: Baker University.

DEGREE: Master of Liberal Arts.

PROGRAM START DATE: 1975.

TERM: Semester, year-round, evenings and weekends.

ENROLLMENT: Initial: Unknown; Current: 176.

DEGREE REQUIREMENTS: Thirty six credit hours. One interdisciplinary Core Seminar and one Capstone Project required. At least one course each taken from humanities; social science; and, science and culture. A fifteen hour Area of Concentration is optional. Programs offered in a variety of the liberal arts, plus the professional areas of education, gerontology, and management.

TRANSFER CREDIT: Twelve (maximum).

COSTS: Liberal Studies: \$120 per credit hour; other graduate courses: Data not available.

FACULTY: Regular faculty, on overload.

COMPENSATION: \$1,500.

STUDENT BACKGROUNDS: Various, including business, medical, engineering, and teaching arenas. Numerous retired persons also matriculate.

INSTITUTIONAL CATEGORY: Private.

AGLSP

FACT SHEET -- LIBERAL STUDIES

MASTER'S DEGREE PROGRAM

INSTITUTION: Beaver College.

DEGREE: Master of Arts in Humanities.

PROGRAM START DATE: 1976.

TERM: Semester, year-round, after 4 PM.

ENROLLMENT: Initial: 3; Current: 45.

DEGREE REQUIREMENTS: Thirty credit hours. Introductory and capstone seminars, plus courses selected from art history, history, literature, music, philosophy, religion and theater. There is a thesis option.

TRANSFER CREDIT: Six (maximum).

COSTS: Liberal Studies: \$128 per credit hour; other graduate courses: \$128 per credit hour.

FACULTY: Regular faculty, with some on overload.

COMPENSATION: Overload, at 7% of regular salary, per course.

STUDENT BACKGROUNDS: Artists, business persons, housewives, lawyers and teachers.

INSTITUTIONAL CATEGORY: Private.

AGLSP

FACT SHEET -- LIBERAL STUDIES

MASTER'S DEGREE PROGRAM

INSTITUTION: Brooklyn College.

DEGREE: Master of Arts in Liberal Studies.

PROGRAM START DATE: 1982.

TERM: Semester, year-round, evenings and weekends.

ENROLLMENT: Initial: 39; Current: 70.

DEGREE REQUIREMENTS: Thirty credit hours. Program includes Core Seminars, Symposia, and Electives; plus, an interdisciplinary project.

TRANSFER CREDIT: Six (maximum).

COSTS: Liberal Studies: \$82 per credit hour; other graduate courses: \$82 per credit hour.

FACULTY: Regular faculty.

COMPENSATION: Data not available.

STUDENT BACKGROUNDS: Administrators in social services and health fields; plus, educators.

INSTITUTIONAL CATEGORY: Public.

AGLSP

FACT SHEET -- LIBERAL STUDIES

MASTER'S DEGREE PROGRAM

INSTITUTION: The College of Staten Island -- CUNY.

DEGREE: Master of Arts in Liberal Studies.

PROGRAM START DATE: 1983.

TERM: Semester, year-round, evenings and weekends.

ENROLLMENT: Initial: 20; Current: 32.

DEGREE REQUIREMENTS: Thirty two credit hours. The program consists of seven required courses, two electives, and a Master's Essay. The essay is an extended reflection on an issue in contemporary society or culture that is selected by the student for analysis.

TRANSFER CREDIT: Six (maximum).

COSTS: For N.Y. State residents: \$82 per credit hour;

Non-state residents: \$136 per credit hour.

FACULTY: Regular faculty.

COMPENSATION: Regular salary.

STUDENT BACKGROUNDS: Business managers, homemakers, librarians, and teachers.

INSTITUTIONAL CATEGORY: Public.

AGLSP

FACT SHEET -- LIBERAL STUDIES

MASTER'S DEGREE PROGRAM

INSTITUTION: Dartmouth College.

DEGREE: Master of Arts in Liberal Studies.

PROGRAM START DATE: 1970.

TERM: Semester, year-round, with summer emphasis.

ENROLLMENT: Initial: 42; Current: 110.

DEGREE REQUIREMENTS: Three interdisciplinary liberal studies courses, five regular graduate courses, an independent study course, and a thesis. At the heart of the program is the choice to arrange individual patterns of study; opportunity to build on previous academic work; encouragement to explore new interests; and the development of connections or relationships between fields of study.

TRANSFER CREDIT: Two courses (maximum).

COSTS: Individual courses are \$1,557. Two courses cost \$2,725 and three cost \$3,893. All students pay the same.

FACULTY: Regular faculty, on overload during off term.

COMPENSATION: Regular salary, plus 2/9 of salary for terms in which liberal studies courses are taught.

STUDENT BACKGROUNDS: Approximately 50% teachers.

INSTITUTIONAL CATEGORY: Private.

AGLSP

FACT SHEET -- LIBERAL STUDIES

MASTER'S DEGREE PROGRAM

INSTITUTION: DePaul University.

DEGREE: Master of Arts in Liberal Studies.

PROGRAM START DATE: 1984.

TERM: Quarter, year-round, evening and weekends.

ENROLLMENT: Initial: 22; Current: 91.

DEGREE REQUIREMENTS: Forty eight quarter hours. The program is grounded in a set of four, team-designed, core courses. Other components include colloquia, electives, and an integrating project.

TRANSFER CREDIT: Generally not permitted.

COSTS: Data not provided.

FACULTY: Regular faculty, on overload.

COMPENSATION: Data not provided.

STUDENT BACKGROUNDS: Varied business and professional backgrounds.

INSTITUTIONAL CATEGORY: Private.

AGLSP

FACT SHEET -- LIBERAL STUDIES

MASTER'S DEGREE PROGRAM

INSTITUTION: Duke University.

DEGREE: Master of Arts in Liberal Studies.

PROGRAM START DATE: 1984.

TERM: Semester, year-round, evenings.

ENROLLMENT: Initial: 24; Current: 78.

DEGREE REQUIREMENTS: Thirty credit hours. The program includes three core courses, six electives, and a final project. The core courses contain specifically designed interdisciplinary components from the humanities, social sciences, and sciences.

TRANSFER CREDIT: Six credits (maximum).

COSTS: \$825 per course, for all courses.

FACULTY: Regular faculty, on overload, plus adjuncts.

COMPENSATION: \$4,000 per course.

STUDENT BACKGROUNDS: Artists, attorneys, bankers, business executives, homemakers, journalists, medical professionals, and teachers.

INSTITUTIONAL CATEGORY: Private.

AGLSP

FACT SHEET -- LIBERAL STUDIES

MASTER'S DEGREE PROGRAM

INSTITUTION: Georgetown University.

DEGREE: Master of Arts in Liberal Studies.

PROGRAM START DATE: Summer, 1974.

TERM: Semester, year-round, evenings and weekends.

ENROLLMENT: Initial: 21; Current: 250.

DEGREE REQUIREMENTS: Thirty credit hours. Students develop their own programs of study from courses in three fields of concentration: Humanities, International Affairs, and Social or Public Policy. A final integrating seminar and a thesis or major creative project is required.

TRANSFER CREDIT: Six (maximum).

COSTS: Liberal Studies: \$205 per credit hour; Other graduate courses: \$331 per credit hour.

FACULTY: Regular faculty, on overload; plus, adjuncts.

COMPENSATION: Professors, \$3000; Associate Professors, \$2800; Assistant Professors, \$2600; and Adjuncts, \$2400.

STUDENT BACKGROUNDS: Attorneys, foreign service officers, government employees, homemakers, managers, military officers, physicians, teachers, secretaries, and others.

INSTITUTIONAL CATEGORY: Private.

AGLSP

FACT SHEET -- LIBERAL STUDIES

MASTER'S DEGREE PROGRAM

INSTITUTION: Graduate School, CUNY.

DEGREE: Master of Arts in Liberal Studies.

PROGRAM START DATE: 1981.

TERM: Semester, Fall and Spring only.

ENROLLMENT: Initial: 20; Current: 125.

DEGREE REQUIREMENTS: Thirty credit hours. The program includes two core courses in an area of specialization, plus eight electives and a Master's thesis.

TRANSFER CREDIT: Twelve hours (maximum).

COSTS: Up to six credits, \$495; over six credits, \$950; for all state residents. Up to six credits, \$844; over six credits, \$1,600; for all non-state residents.

FACULTY: Regular faculty, plus borrowed faculty from other disciplines and adjuncts.

COMPENSATION: Regular salary, plus contract rates for adjuncts.

STUDENT BACKGROUNDS: Varied, including some directly from undergraduate work, but most from the professions.

INSTITUTIONAL CATEGORY: Public.

AGLSP

FACT SHEET -- LIBERAL STUDIES

MASTER'S DEGREE PROGRAM

INSTITUTION: Grambling State University.

DEGREE: Master of Arts in Liberal Studies.

PROGRAM START DATE: Summer, 1983.

TERM: Semester, year-round, evenings and weekends.

ENROLLMENT: Initial: 16; Current: 33.

DEGREE REQUIREMENTS: Thirty three credit hours. Twelve hours are required in core courses, which are centered around the general theme of "International Perspectives and Expressions of Meaning and Value." Students develop their own program from courses in three areas: Fine Arts, Literature, or Elective. A thesis is not required.

TRANSFER CREDIT: Six (maximum).

COSTS: \$320 per semester, for a normal course load of 9 semester hours.

FACULTY: Regular faculty, full time.

COMPENSATION: \$22,000 to 26,000 per faculty member.

STUDENT BACKGROUNDS: Attorneys, homemakers, librarians, legislative assistants, managers, military officers, physicians, teachers, secretaries, and others.

INSTITUTIONAL CATEGORY: Public.

AGLSP

FACT SHEET -- LIBERAL STUDIES

MASTER'S DEGREE PROGRAM

INSTITUTION: Hamline University.

DEGREE: Master of Arts in Liberal Studies.

PROGRAM START DATE: 1980.

TERM: Semester, year-round, evenings and weekends.

ENROLLMENT: Initial: 15; Current: 300.

DEGREE REQUIREMENTS: The program consists of a core seminar, a four-course field of concentration, three electives and a synthesis project. The courses are team taught, and are drawn upon concepts associated with the humanities, fine arts, social sciences and natural sciences. The final project is designed to reflect the interdisciplinary nature of the student's experience.

TRANSFER CREDIT: Two courses (maximum).

COSTS: \$520 per course, for all graduate courses.

FACULTY: Regular faculty, as part of load or as overload.

COMPENSATION: \$500 stipend for course taught as part of load, and \$2,200 per course taught as overload.

STUDENT BACKGROUNDS: Arts administration, business, education, human services, journalism, law, and medicine.

INSTITUTIONAL CATEGORY: Private.

AGLSP

FACT SHEET -- LIBERAL STUDIES

MASTER'S DEGREE PROGRAM

INSTITUTION: Hollins College.

DEGREE: Master of Arts in Liberal Studies.

PROGRAM START DATE: 1969.

TERM: Semester, year-round, evenings and weekends.

ENROLLMENT: Initial: 42; Current: 381.

DEGREE REQUIREMENTS: Thirty credit hours. The program includes a Humanities core seminar and a Social Studies core seminar, plus a coherent concentration and a culminating project. This program also includes a six week summer session with extensive course options.

TRANSFER CREDIT: Six credits (maximum).

COSTS: \$95 per credit hour for all graduate courses.

FACULTY: Regular faculty on-load plus overload, and adjuncts.

COMPENSATION: Regular salary; \$2,000 per course; and, \$100 for independent study.

STUDENT BACKGROUNDS: Artists, business executives, engineers, homemakers, journalists, physicians, nurses and teachers.

INSTITUTIONAL CATEGORY: Private.

AGLSP

FACT SHEET -- LIBERAL STUDIES

MASTER'S DEGREE PROGRAM

INSTITUTION: Houston Baptist University.

DEGREE: Master of Liberal Arts.

PROGRAM START DATE: 1985.

TERM: Quarter, year-round, evenings.

ENROLLMENT: Initial: 49; Current: 141.

DEGREE REQUIREMENTS: Thirty six credit hours. The program includes six required credits from a core curriculum, with the remainder from courses in Fine Arts, Humanities, Natural Sciences, and Behavioral Studies.

TRANSFER CREDIT: Six hours (maximum).

COSTS: \$450 per course, which is the medium rate among other graduate programs.

FACULTY: Part-time, drawn from colleges of Humanities, Fine Arts, Science and Health, and Behavioral Studies.

COMPENSATION: \$2,500 per course.

STUDENT BACKGROUNDS: Business, education, homemakers, physicians and retirees.

INSTITUTIONAL CATEGORY: Private.

AGLSP

FACT SHEET -- LIBERAL STUDIES

MASTER'S DEGREE PROGRAM

INSTITUTION: The Johns Hopkins University.

DEGREE: Master of Liberal Arts.

PROGRAM START DATE: 1962.

TERM: Semester, year-round, evenings and weekends.

ENROLLMENT: Initial: 60; Current: 225.

DEGREE REQUIREMENTS: Thirty credit hours. The curriculum is divided into four parts: a proseminar in the History of Ideas (three credits), a series of History of Ideas Seminars (eighteen credits), advanced liberal arts elective courses (six credits), and an Independent Project (three credits).

TRANSFER CREDIT: Generally not permitted.

COSTS: Liberal Studies: \$120 per credit hour; Other graduate courses: \$335 per credit hour.

FACULTY: Regular faculty, on overload.

COMPENSATION: \$3500.

STUDENT BACKGROUNDS: Attorneys, homemakers, physicians, and other business and professional persons.

INSTITUTIONAL CATEGORY: Private.

AGLSP

FACT SHEET -- LIBERAL STUDIES

MASTER'S DEGREE PROGRAM

INSTITUTION: Kean College of New Jersey.

DEGREE: Master of Arts in Liberal Studies.

PROGRAM START DATE: 1976.

TERM: Semester, year-round, evenings and weekends.

ENROLLMENT: Initial: 23; Current: 85.

DEGREE REQUIREMENTS: Thirty three credit hours. Nine in core courses; twelve in a primary concentration; and the balance from the remaining concentrations, including the humanities; history, philosophy, and religion; social or behavioral sciences; and, educational policy sciences. A comprehensive exam and integrating project are required.

TRANSFER CREDIT: Six (maximum).

COSTS: \$74 per hour for state residents; \$94 for non-residents.

FACULTY: Regular faculty, on in-load.

COMPENSATION: Regular salary.

STUDENT BACKGROUNDS: 50% teachers; plus, accountants, entrepreneurs, civic leaders, engineers, journalists, librarians, nurses and social workers.

INSTITUTIONAL CATEGORY: Public.

AGLSP

FACT SHEET -- LIBERAL STUDIES

MASTER'S DEGREE PROGRAM

INSTITUTION: Keene State College.

DEGREE: Master of Arts in Liberal Studies.

PROGRAM START DATE: 1983.

TERM: Semester, year-round, evenings and weekends.

ENROLLMENT: Initial: 9; Current: 25.

DEGREE REQUIREMENTS: Thirty credit hours. The program consists of two interdisciplinary core seminars, five to seven courses in at least two disciplines, and a culminating project.

TRANSFER CREDIT: Six; however, more could be considered by petition to the Graduate Council.

COSTS: \$94 per semester hour for all graduate courses.

FACULTY: Regular faculty, within load.

COMPENSATION: Regular salary, plus release time for preparation of new courses.

STUDENT BACKGROUNDS: Varied, including educators, retirees and "house spouses."

INSTITUTIONAL CATEGORY: Public.

AGLSP

FACT SHEET -- LIBERAL STUDIES

MASTER'S DEGREE PROGRAM

INSTITUTION: Lake Forest College.

DEGREE: Master of Liberal Studies.

PROGRAM START DATE: 1977.

TERM: Semester, year-round, evenings and weekends.

ENROLLMENT: Initial: 40; Current: 163.

DEGREE REQUIREMENTS: Forty credit hours. The program consists of three team-taught, interdisciplinary seminars; five elective courses; and, a colloquium. Each student must complete a master's project or thesis.

TRANSFER CREDIT: Eight (maximum).

COSTS: \$855 per course.

FACULTY: Regular faculty, within load.

COMPENSATION: Regular salary.

STUDENT BACKGROUNDS: Educators, engineers, executives, housewives, and retired persons.

INSTITUTIONAL CATEGORY: Private.

AGLSP

FACT SHEET -- LIBERAL STUDIES

MASTER'S DEGREE PROGRAM

INSTITUTION: Louisiana State University.

DEGREE: Master of Arts in Humanities.

PROGRAM START DATE: 1983.

TERM: Semester, year-round, days and evenings. However, seminars in the humanities are only offered in the fall and spring terms.

ENROLLMENT: Initial: 15; Current: 43.

DEGREE REQUIREMENTS: Twenty four to thirty six credit hours, depending on thesis option. Any graduate level course in the humanities may be selected for inclusion in an individual program. There are two required courses-- Methods of Inquiry; and, The Humanities.

TRANSFER CREDIT: Six (maximum).

COSTS: \$145 for 1 to 3 hours; \$245 for 7 to 8 hours; and \$425 for 9+ hours.

FACULTY: Regular faculty, on release time.

COMPENSATION: Regular salary.

STUDENT BACKGROUNDS: Attorneys, accountants, business executives, educators, engineers, and a variety of others.

INSTITUTIONAL CATEGORY: Public.

AGLSP

FACT SHEET -- LIBERAL STUDIES

MASTER'S DEGREE PROGRAM

INSTITUTION: Louisiana State University at Shreveport.

DEGREE: Master of Arts in Liberal Arts.

PROGRAM START DATE: 1983.

TERM: Semester, year-round, days and evenings.

ENROLLMENT: Initial: 66; Current: 74.

DEGREE REQUIREMENTS: Thirty three credit hours. The program consists of nine hours of required core courses, eighteen hours of an individually designed sequence of courses that develop a particular theme; and, six hours associated with the submission of a thesis or final project.

TRANSFER CREDIT: Six (maximum).

COSTS: \$120 for 1 to 3 hours; \$265 for 4 to 6 hours; \$390 for 7 to 8 hours; and, \$490 for 9 or more hours.

FACULTY: Regular faculty.

COMPENSATION: Regular salary.

STUDENT BACKGROUNDS: Advertising executives, business managers, educators, homemakers, physicians, and reporters.

INSTITUTIONAL CATEGORY: Public.

AGLSP

FACT SHEET -- LIBERAL STUDIES

MASTER'S DEGREE PROGRAM

INSTITUTION: Loyola College in Maryland.

DEGREE: Master of Modern Studies.

PROGRAM START DATE: 1973.

TERM: Semester, year-round, weekday evenings.

ENROLLMENT: Initial: 24; Current: 60.

DEGREE REQUIREMENTS: Thirty six credit hours. The program consists of nine credits in core subjects, a maximum of nine credits from electives outside the Modern Studies Program, and the remainder of credits must be from within the Modern Studies Program. The program is centered around three themes: Ways to be; ways to see; and, ways to say. These themes address the whole spectrum of 20th century experience in America.

TRANSFER CREDIT: Six (maximum).

COSTS: \$100 per credit hour.

FACULTY: Regular faculty, on overload, plus adjuncts.

COMPENSATION: Regular salary, plus \$1,800 per course.

STUDENT BACKGROUNDS: Clerical personnel, government employees, librarians and teachers (approximately 60%).

INSTITUTIONAL CATEGORY: Private.

AGLSP

FACT SHEET -- LIBERAL STUDIES

MASTER'S DEGREE PROGRAM

INSTITUTION: Manhattanville College.

DEGREE: Master of Arts in Humanities.

PROGRAM START DATE: 1965.

TERM: Semester, year-round, days and evenings.

ENROLLMENT: Initial: 62; Current: 130.

DEGREE REQUIREMENTS: Thirty two credit hours. The curriculum consists of a humanities seminar, seven courses including a major research paper for each, and a master's thesis.

TRANSFER CREDIT: Six (maximum).

COSTS: \$190 per credit hour.

FACULTY: Regular faculty.

COMPENSATION: Regular salary.

STUDENT BACKGROUNDS: Business persons, housewives, writers, and teachers.

INSTITUTIONAL CATEGORY: Private.

AGLSP

FACT SHEET -- LIBERAL STUDIES

MASTER'S DEGREE PROGRAM

INSTITUTION: Mary Washington College.

DEGREE: Master of Arts in Liberal Studies.

PROGRAM START DATE: 1980.

TERM: Semester, year-round, evenings.

ENROLLMENT: Initial: 8; Current: 35.

DEGREE REQUIREMENTS: Thirty credit hours. There are four components to the program. The first is a six credit, two semester, team-taught course oriented towards the ideas and movements in the Western world. The second, two three-credit colloquia using three different methodologies. The remaining components include fifteen credits of graduate electives; plus, a three credit study project.

TRANSFER CREDIT: Six (maximum). However, six additional credits could be approved by the Program Director.

COSTS: \$62 per hour for State residents; \$118 for others.

FACULTY: Regular faculty, on in-load.

COMPENSATION: Regular salary.

STUDENT BACKGROUNDS: Administrators, educators, engineers, lawyers, librarians, physicians, and retired persons.

INSTITUTIONAL CATEGORY: Public.

AGLSP

FACT SHEET -- LIBERAL STUDIES

MASTER'S DEGREE PROGRAM

INSTITUTION: Mercer University.

DEGREE: Master of Liberal Studies.

PROGRAM START DATE: 1978.

TERM: Semester, year-round.

ENROLLMENT: Initial: 60; Current: 128.

DEGREE REQUIREMENTS: Thirty six credit hours. The programs are individualized within three categories-- Great Books, Human Potential, and Social Life. Two required courses: History and Philosophy of the Liberal Arts; and, a Liberal Studies Seminar relative to Functioning in the Information Age. Electives constitute the balance, based on preferences of the students, as approved by advisors.

TRANSFER CREDIT: Six (maximum).

COSTS: All graduate courses are identical per credit hour.

FACULTY: Regular faculty, in-load.

COMPENSATION: Regular salary.

STUDENT BACKGROUNDS: Varied, including arts, business, education, retired, social service and writers.

INSTITUTIONAL CATEGORY: Private.

AGLSP

FACT SHEET -- LIBERAL STUDIES

MASTER'S DEGREE PROGRAM

INSTITUTION: Metropolitan College, Boston University.

DEGREE: Master of Liberal Arts.

PROGRAM START DATE: 1967.

TERM: Semester, year-round, days and evenings.

ENROLLMENT: Initial: 10; Current: 45.

DEGREE REQUIREMENTS: Forty two credit hours. The program consists of three required core courses from the Humanities, Physical and Natural Sciences, and from the Social Sciences; plus, selected elective courses and a culminating project or master's thesis.

TRANSFER CREDIT: Three (maximum).

COSTS: \$195 per credit hour.

FACULTY: Regular faculty, on overload.

COMPENSATION: Regular salary, plus 10% of base salary for liberal studies courses.

STUDENT BACKGROUNDS: A wide variety of intellectually curious adults interested in graduate liberal education for its intrinsic value.

INSTITUTIONAL CATEGORY: Private.

AGLSP

FACT SHEET -- LIBERAL STUDIES

MASTER'S DEGREE PROGRAM

INSTITUTION: Moorhead State University.

DEGREE: Master of Liberal Arts.

PROGRAM START DATE: 1980.

TERM: Quarter, year-round, evenings.

ENROLLMENT: Initial: 30; Current: 6+.

DEGREE REQUIREMENTS: Forty five credit hours. The program consists of eighteen interdisciplinary courses. These courses are specifically designed by the faculty in arts, humanities, natural sciences and social sciences.

TRANSFER CREDIT: Fifteen (maximum).

COSTS: \$45.70 per credit hour.

FACULTY: Regular faculty, on in-load.

COMPENSATION: Regular salary.

STUDENT BACKGROUNDS: Variety of professions, with approximately 10% from the field of education.

INSTITUTIONAL CATEGORY: Public.

AGLSP

FACT SHEET -- LIBERAL STUDIES

MASTER'S DEGREE PROGRAM

INSTITUTION: New School for Social Research.

DEGREE: Master of Arts in Liberal Studies.

PROGRAM START DATE: 1966.

TERM: Semester, year-round, evenings and weekends.

ENROLLMENT: Initial: 15; Current: 100.

DEGREE REQUIREMENTS: Thirty six credit hours. The program consists of four required courses, in seminar format, pertaining to ethics, culture, and poetics addressed from the historical, psychological, anthropological, aesthetic and political perspectives. The remaining hours may be selected from other graduate departments. A Master's project is also required.

TRANSFER CREDIT: Six (maximum).

COSTS: \$265 per credit hour.

FACULTY: Four full time faculty and eight adjunct.

COMPENSATION: Regular salary; adjuncts from \$2,500 to \$5,000 per course.

STUDENT BACKGROUNDS: All professions -- characterized by diversity.

INSTITUTIONAL CATEGORY: Private.

AGLSP

FACT SHEET -- LIBERAL STUDIES

MASTER'S DEGREE PROGRAM

INSTITUTION: New York University.

DEGREE: Master of Arts in Liberal Studies.

PROGRAM START DATE: 1975.

TERM: Semester, year-round, evenings and weekends.

ENROLLMENT: Initial: 37; Current: 190.

DEGREE REQUIREMENTS: Thirty six credit hours. The program consists of three core courses -- selected from the social sciences, humanities, natural sciences, or area studies-- the remaining courses may be taken from any graduate department. A master's thesis or comprehensive examination is required.

TRANSFER CREDIT: Eight (maximum).

COSTS: \$244 per credit hour.

FACULTY: Regular faculty, on overload, plus adjuncts.

COMPENSATION: Regular salary, plus \$2,000 per course.

STUDENT BACKGROUNDS: Executives, engineers, media, nurses and teachers.

INSTITUTIONAL CATEGORY: Private.

AGLSP

FACT SHEET -- LIBERAL STUDIES

MASTER'S DEGREE PROGRAM

INSTITUTION: Old Dominion University.

DEGREE: Master of Arts in Humanities.

PROGRAM START DATE: 1976.

TERM: Semester, year-round, evenings and weekends.

ENROLLMENT: Initial: 19; Current: 77.

DEGREE REQUIREMENTS: Thirty three credit hours. The program consists of two required courses in Humanities, plus three electives selected from art history, economics, English, foreign languages, history, music, philosophy, political science, sociology and anthropology. The program concludes with a required seminar in Humanities and a Master's thesis. A non-thesis option is available.

TRANSFER CREDIT: Nine hours (maximum).

COSTS: \$94.50 per semester hour.

FACULTY: Regular faculty drawn from graduate departments.

COMPENSATION: Regular salary.

STUDENT BACKGROUNDS: Approximately 25% are teachers; others include clergy, librarians, military, museum workers and spouses.

INSTITUTIONAL CATEGORY: Public.

AGLSP

FACT SHEET -- LIBERAL STUDIES
MASTER'S DEGREE PROGRAM

INSTITUTION: Rollins College.

DEGREE: Master of Liberal Studies.

PROGRAM START DATE: 1987.

TERM: Semester, year-round, evenings.

ENROLLMENT: Initial: Unknown; Current: 60.

DEGREE REQUIREMENTS: Thirty six credit hours. Six interdisciplinary core courses, five electives, and one Seminar in Liberal Studies. This program offers a broad perspective of the great works of western civilization. Each course considers the moral dimensions of contemporary issues and choices.

TRANSFER CREDIT: Six (maximum).

COSTS: Slight decrease for liberal studies courses.

FACULTY: Regular faculty, on overload.

COMPENSATION: \$2,100.

STUDENT BACKGROUNDS: Diversity -- corporate executives, doctors, lawyers, engineers, homemakers, artists, teachers, and retirees.

INSTITUTIONAL CATEGORY: Private.

AGLSP

FACT SHEET -- LIBERAL STUDIES

MASTER'S DEGREE PROGRAM

INSTITUTION: Saint John's College--Annapolis.

DEGREE: Master of Arts in Liberal Education.

PROGRAM START DATE: 1977.

TERM: Semester, year-round, days and evenings.

ENROLLMENT: Initial: 35; Current: 100.

DEGREE REQUIREMENTS: Four terms of study, interdisciplinary in nature, divided into four segments: Literature; Mathematics and Natural Science; Philosophy and Theology; and, Politics and Society. Each segment consists of three classes -- seminar, tutorial, preceptorial. The curriculum is centered around 70 classic works and students are required to produce four major essays that replace the conventional Master's thesis.

TRANSFER CREDIT: A maximum of nine hours.

COSTS: \$220 per credit hour.

FACULTY: Regular faculty, on overload, plus adjuncts.

COMPENSATION: \$2,440.

STUDENT BACKGROUNDS: Primarily (70%) teachers, with the remainder representing a wide spectrum of society.

INSTITUTIONAL CATEGORY: Private.

AGLSP

FACT SHEET -- LIBERAL STUDIES

MASTER'S DEGREE PROGRAM

INSTITUTION: Saint John's College--Santa Fe.

DEGREE: Master of Arts in Liberal Education.

PROGRAM START DATE: 1967.

TERM: Four terms of study, interdisciplinary in nature, divided into four segments: Literature; Mathematics and Natural Science; Philosophy and Theology; and, Politics and Society. Each segment consists of three classes -- seminar, tutorial, preceptorial. The curriculum is centered around 70 classic works and students are required to produce four major essays that replace the conventional Master's thesis.

ENROLLMENT: Initial: 35; Current: 100.

DEGREE REQUIREMENTS: 36 semester hours.

TRANSFER CREDIT: A maximum of nine hours.

COSTS: \$220 per credit hour.

FACULTY: Regular faculty, on overload, plus adjuncts.

COMPENSATION: \$2,440.

STUDENT BACKGROUNDS: Primarily (70%) teachers, with the remainder representing a wide spectrum of society.

INSTITUTIONAL CATEGORY: Private.

AGLSP

FACT SHEET -- LIBERAL STUDIES

MASTER'S DEGREE PROGRAM

INSTITUTION: Southern Methodist University.

DEGREE: Master of Liberal Arts.

PROGRAM START DATE: 1968.

TERM: Semester, year-round, evenings and weekends.

ENROLLMENT: Initial: 43; Current: 157.

DEGREE REQUIREMENTS: Thirty six credit hours. The curriculum consists of courses in the humanities, social science, science and culture. A thesis is not required.

TRANSFER CREDIT: A maximum of six hours.

COSTS: \$429 per credit hour; other university tuition is \$310 per credit hour.

FACULTY: Regular faculty, on overload, plus adjuncts.

COMPENSATION: \$2,500

STUDENT BACKGROUNDS: Diverse. Numerous occupations represented.

INSTITUTIONAL CATEGORY: Private.

AGLSP

FACT SHEET -- LIBERAL STUDIES

MASTER'S DEGREE PROGRAM

INSTITUTION: SUNY--Empire State College.

DEGREE: Master of Liberal Arts.

PROGRAM START DATE: 1984.

TERM: Semester, year-round.

ENROLLMENT: Initial: 64; Current: 153.

DEGREE REQUIREMENTS: Thirty six credit hours. The program consists of a core Policy Studies Seminar; fifteen required credits in Business and Labor; nine credits in Culture; and, six electives. There is a six credit final project and a Master's Examination.

TRANSFER CREDIT: Twelve credits maximum, with a B or better grade in courses taken no more than seven years prior to entry into SUNY.

COSTS: Full time rate is \$1,075 for NY residents and \$1,868 for non-residents.

FACULTY: Regular faculty, plus adjuncts.

COMPENSATION: Regular salary and \$1,500 for adjuncts.

STUDENT BACKGROUNDS: Bankers, business managers, city officials, military officers and union officials.

INSTITUTIONAL CATEGORY: Public.

AGLSP

FACT SHEET -- LIBERAL STUDIES

MASTER'S DEGREE PROGRAM

INSTITUTION: SUNY--Stony Brook.

DEGREE: Master of Arts in Liberal Studies.

PROGRAM START DATE: 1967.

TERM: Semester, year-round, evenings.

ENROLLMENT: Initial: 1,000; Current: 390.

DEGREE REQUIREMENTS: Thirty credit hours. The program consists of nine credits associated with Core Foundations; eighteen credits in Cluster Courses; and, three credits in Electives. There is a required essay project relative to the primary theme of the Cluster Courses.

TRANSFER CREDIT: Twelve credits maximum.

COSTS: \$90 per credit hour.

FACULTY: Regular faculty, plus adjuncts.

COMPENSATION: Regular salary and \$1,500 for adjuncts.

STUDENT BACKGROUNDS: Approximately 90% are teachers and the remainder are mature students seeking enrichment.

INSTITUTIONAL CATEGORY: Public.

AGLSP

FACT SHEET -- LIBERAL STUDIES

MASTER'S DEGRFE PROGRAM

INSTITUTION: Tulane University.

DEGREE: Master of Liberal Arts.

PROGRAM START DATE: 1984.

TERM: Semester, year-round, evenings.

ENROLLMENT: Initial: 22; Current: 61.

DEGREE REQUIREMENTS: Thirty credit hours. The program consists of six credits in core courses, twenty-one credits from graduate offerings, and a three credit seminar or integrating project.

TRANSFER CREDIT: Nine hours maximum.

COSTS: \$627 per course.

FACULTY: Regular faculty, on overload.

COMPENSATION: Awards range from \$2,300 to \$4,400.

STUDENT BACKGROUNDS: Attorneys, bankers, business persons, military officers, social workers, and teachers.

INSTITUTIONAL CATEGORY: Private.

AGLSP

FACT SHEET -- LIBERAL STUDIES

MASTER'S DEGREE PROGRAM

INSTITUTION: University of Colorado--Denver.

DEGREE: Master of Humanities.

PROGRAM START DATE: 1979.

TERM: Semester, year-round.

ENROLLMENT: Initial: 78; Current: 207.

DEGREE REQUIREMENTS: Thirty two credit hours. The program consists of two required core courses and twenty four hours of 500 level courses. Additionally, there is a required comprehensive examination and a Master's thesis or integrating project.

TRANSFER CREDIT: A maximum of nine hours.

COSTS: \$128 per credit hour.

FACULTY: Regular faculty, on overload.

COMPENSATION: \$2,500.

STUDENT BACKGROUNDS: Arts administration, advertising, business persons, managers, teachers, and social workers.

INSTITUTIONAL CATEGORY: Public.

AGLSP

FACT SHEET -- LIBERAL STUDIES

MASTER'S DEGREE PROGRAM

INSTITUTION: University of Maine.

DEGREE: Master of Arts in Liberal Studies.

PROGRAM START DATE: 1980.

TERM: Semester, year-round, day and evening.

ENROLLMENT: Initial: 16; Current: 41.

DEGREE REQUIREMENTS: Thirty credit hours. The program consists of nine hours of required core seminars; and, twenty one hours of graduate courses from at least two disciplines. An integrating project is required.

TRANSFER CREDIT: Six hours maximum.

COSTS: Instate residents: \$57.90 per credit hour; out of state: \$174.80 per credit hour.

FACULTY: Regular faculty, on overload.

COMPENSATION: Regular salary, plus rate per course: Instructor -- \$1,083; Assistant Professor -- \$1,419; Associate Professor -- \$1,653; and, Professor -- \$1,923.

STUDENT BACKGROUNDS: Biologists, broadcasters, careers counselors, dog breeders, editors, housewives, journalists and teachers.

INSTITUTIONAL CATEGORY: Public.

AGLSP

FACT SHEET -- LIBERAL STUDIES

MASTER'S DEGREE PROGRAM

INSTITUTION: University of Michigan--Flint.

DEGREE: Master of Liberal Studies.

PROGRAM START DATE: 1978.

TERM: Semester, year-round, day and evenings.

ENROLLMENT: Thirty credit hours. The program consists of twelve hours of required core seminars; fifteen hours of electives; and, a three hour research project.

DEGREE REQUIREMENTS: Six hours maximum.

TRANSFER CREDIT: \$92 per credit hour.

COSTS: Regular salary.

FACULTY: Regular faculty, in-load.

COMPENSATION: Regular salary.

STUDENT BACKGROUNDS: Mostly teachers; plus, a broad range of backgrounds including health professionals, social service personnel, business professionals, housewives, and retired persons.

INSTITUTIONAL CATEGORY: Public.

AGLSP

FACT SHEET -- LIBERAL STUDIES

MASTER'S DEGREE PROGRAM

INSTITUTION: University of Oklahoma.

DEGREE: Master of Liberal Studies.

PROGRAM START DATE: 1968.

TERM: Semester, year-round, days and evenings.

ENROLLMENT: Initial: 12; Current: 161.

DEGREE REQUIREMENTS: The program consists of five enrollment phases: Introductory Seminar; Directed Study--usually one year in duration; a Colloquium; Advanced Study and Thesis Preparation; and, an Advanced Seminar plus the student's defense of thesis.

TRANSFER CREDIT: Generally not permitted.

COSTS: \$33.90 per credit hour for residents; and, \$114.40 per credit hour for non-residents.

FACULTY: Regular faculty, on overload.

COMPENSATION: Regular salary, plus compensation fee that ranges with complexity and time demands of tasks involved.

STUDENT BACKGROUNDS: Administrators, business persons, engineers, housewives, journalists, librarians, military officers, museum workers, and retired personnel.

INSTITUTIONAL CATEGORY: Public.

AGLSP

FACT SHEET -- LIBERAL STUDIES

MASTER'S DEGREE PROGRAM

INSTITUTION: University of Toledo.

DEGREE: Master of Liberal Studies.

PROGRAM START DATE: 1984.

TERM: Quarter, year-round, evenings.

ENROLLMENT: Initial: Unknown; Current: 80.

DEGREE REQUIREMENTS: Forty five credit hours. One interdisciplinary research project (5 - 10 credit hours), followed by a broad, general program designed for mature students that includes three interdisciplinary seminars--one each in humanities, social science, and the natural sciences -- for fifteen credit hours, and the remainder of courses are selected from electives that focus on topics or problems of interest.

TRANSFER CREDIT: Ten (maximum).

COSTS: All graduate courses have the same tuition rates.

FACULTY: Regular faculty, on course-load.

COMPENSATION: Standard compensation.

STUDENT BACKGROUNDS: Various, including business persons, educators, and homemakers.

INSTITUTIONAL CATEGORY: Public.

AGLSP

FACT SHEET -- LIBERAL STUDIES

MASTER'S DEGREE PROGRAM

INSTITUTION: Valparaiso University.

DEGREE: Master of Arts in Liberal Studies.

PROGRAM START DATE: 1963.

TERM: Semester, year-round, days, evenings and weekends.

ENROLLMENT: Initial: 42; Current: 130.

DEGREE REQUIREMENTS: Thirty credit hours. The program consists of four required core courses, all of which must be taken from The Western Tradition I and II selections; sixteen hours from electives, of which twelve may be from education courses. A thesis is not required.

TRANSFER CREDIT: Six hours maximum.

COSTS: \$110 per credit hour.

FACULTY: Regular faculty, on overload.

COMPENSATION: Regular salary, plus additional stipend per course, rate depending on academic rank -- Instructor, \$500; Assistant Professor, \$550; Associate Professor, \$600; and, Professor, \$650.

STUDENT BACKGROUNDS: Predominantly teachers.

INSTITUTIONAL CATEGORY: Private.

AGLSP

FACT SHEET -- LIBERAL STUDIES

MASTER'S DEGREE PROGRAM

INSTITUTION: Washington University.

DEGREE: Master of Liberal Arts.

PROGRAM START DATE: 1980.

TERM: Semester, year-round, days, evenings and weekends.

ENROLLMENT: Initial: 27; Current: 142.

DEGREE REQUIREMENTS: Thirty credit hours. The program consists of four courses in a Master of Liberal Arts colloquia; and, the balance of courses selected from related graduate electives. There is a two course elective/thesis option, and a required oral examination.

TRANSFER CREDIT: Six hours maximum.

COSTS: \$165 per credit hour.

FACULTY: Regular faculty, on overload.

COMPENSATION: Regular salary, plus course stipend ranging from \$2,000 to \$3,250 depending on whether course is team or individually taught.

STUDENT BACKGROUNDS: Varied, but includes accountants, business, computers, counseling, education, engineering, journalists, law, medicine, nursing, retirees and spouses.

INSTITUTIONAL CATEGORY: Private.

AGLSP

FACT SHEET -- LIBERAL STUDIES

MASTER'S DEGREE PROGRAM

INSTITUTION: Wesleyan University.

DEGREE: Master of Arts in Liberal Studies.

PROGRAM START DATE: 1952.

TERM: Semester, year-round.

ENROLLMENT: Initial: 29; Current: 402.

DEGREE REQUIREMENTS: Thirty credit hours. The program consists of six-seven courses drawn from one of five fields of concentration -- Arts, Humanities, Mathematics, Science or Social Science -- plus, two-three courses selected from outside the area of concentration. There is a required integrating project.

TRANSFER CREDIT: Six credit maximum.

COSTS: \$165 per credit hour; students not enrolled in the MALS program are assessed \$1,360 per course.

FACULTY: Regular faculty, on overload.

COMPENSATION: Regular salary, plus stipend range of \$2,200 - \$3,400 per course, depending on faculty rank.

STUDENT BACKGROUNDS: Approximately 50% are educators; and, the balance reflects diverse occupations.

INSTITUTIONAL CATEGORY: Private.

AGLSP

FACT SHEET -- LIBERAL STUDIES

MASTER'S DEGREE PROGRAM

INSTITUTION: Western Maryland.

DEGREE: Master of Liberal Arts.

PROGRAM START DATE: 1962.

TERM: Semester, year-round, evenings.

ENROLLMENT: Initial: Unknown; Current: 98.

DEGREE REQUIREMENTS: Thirty six credit hours. One interdisciplinary Core Seminar and one Capstone Project are required. At least one course must be taken in each of the following areas: humanities, social sciences and natural sciences.

TRANSFER CREDIT: Six (Maximum).

COSTS: Data not available.

FACULTY: Regular faculty, on overload.

COMPENSATION: Data not available.

STUDENT BACKGROUNDS: Primarily business and education.

INSTITUTIONAL CATEGORY: Public.

AGLSP

FACT SHEET -- LIBERAL STUDIES

MASTER'S DEGREE PROGRAM

INSTITUTION: Xavier University.

DEGREE: Master of Arts in Humanities.

PROGRAM START DATE: 1981.

TERM: Semester, evenings and weekends.

ENROLLMENT: Initial: 24; Current: 216.

DEGREE REQUIREMENTS: Thirty credit hours. The program consists of six interdisciplinary courses that comprise the core curriculum. Additionally, four electives may be selected from offerings in the humanities, the liberal arts, the social sciences, and from special Humanities Seminars. There is a required humanities essay or an alternate project at the conclusion of the course work.

TRANSFER CREDIT: Generally not permitted.

COSTS: Data not available.

FACULTY: Regular faculty, on overload.

COMPENSATION: Regular salary, plus course stipend based on faculty rank.

STUDENT BACKGROUNDS: Diverse. Numerous occupations represented.

INSTITUTIONAL CATEGORY: Private.

CONSTITUTION

THE ASSOCIATION OF GRADUATE LIBERAL STUDIES PROGRAMS

(Revised October 1986)

Article I. The title of the Association shall be the
 Association of Graduate Liberal Studies
 Programs.

Article II. Purpose.

 The purposes of the Association of Graduate Liberal
Studies Programs include:

 - a forum for the exchange of information and ideas
among graduate programs of related curricula, structures,
and goals;

 - dissemination of the concept and goals of Graduate
Liberal Studies;

 - fostering high standards in Graduate Liberal Studies
Programs;

 - guidance for institutions considering initiating
programs of Graduate Liberal Studies;

 - promotion of public awareness of the programs;

 - cooperation in such areas as the granting of
transfer credits among member programs; and, the

 - solicitation of private and public funding in

support of the programs and their students.

Article III. Definition of the Graduate Liberal Studies
Programs.

Although the programs represented by the members of the Association vary considerably in size, organization, sponsoring institutions, and details of curriculum, they share a common purpose: to offer mature students a graduate degree which is interdisciplinary in nature and nonprofessional in intent (that is, not specifically intended to train students for a particular vocation, to provide accreditation for a profession, or to prepare students for further graduate study). The programs specifically adhere to the values of liberal arts education, but at the graduate level, offering students drawn from a variety of backgrounds and professions an alternative to the usual specialized programs. Among degrees commonly offered by the Liberal Studies Programs are the Master of Arts in Liberal Studies (MALS), Master of Liberal Studies (MLS), and Master of Liberal Arts (MLA).

All programs are interdisciplinary. Their objective is to provide an alternative approach to continued learning by offering a program for students who seek broad, interdisciplinary paths to knowledge -- and normally, to do

this for student bodies comprised of part-time students (evening classes or intensive summer courses). In summary, the intention is a unified liberal arts curriculum at the graduate level that meets the substantive criteria contained in Article IV. These goals can also be defined in terms of the students' motivations in enrolling in these programs. These range from career related concerns to the desire for intellectual stimulation. These varying interests are subsumed in a concern for personally rewarding further education in a humanistic context.

In responding to these concerns, the Graduate Liberal Studies Programs differ from other continuing education programs, which may also serve such students, in that they are degree programs, carefully structured, coherent in curriculum, founded on a set of requirements, and rigorous in the intellectual challenge they pose for participants. Their interdisciplinary curricula may be said to extend the liberal arts character of American undergraduate education to the graduate level. They are graduate programs--formally so in requiring the bachelor's degree for admission, but more significantly in the maturity expected of the students, the expectation of responsible and frequently independent work and thought, the level of discourse in classes and of comprehension necessary to meet degree requirements (papers, examinations, projects, and

the like). They represent then, a particular mode of graduate study, in breadth intentionally different from traditional departmental graduate programs, in structured curriculum and academic rigor unlike less consciously ordered programs of continuing education.

Article IV. Membership.

Section 1. Charter Members: The Charter members of the Association are those who had Graduate Liberal Studies Programs in operation prior to September 1, 1975, and who were represented at the conference of October 2, 1975, or at one of the three earlier conferences of Graduate Liberal Studies Programs. Those institutions, in order of founding Graduate Liberal Studies Programs, are Wesleyan University, Johns Hopkins University, New School for Social Research, St. John's College at Annapolis, Southern Methodist University, The University of Oklahoma, Hollins College, Metropolitan College of Boston University, Dartmouth College, University of Southern California, Georgetown University, Drew University, and the University of Michigan-Dearborn.

Section 2. Membership Categories: There are four categories of membership, Associate and Full, Affiliate and Fellow. Full and Associate memberships are open to

institutions only. Affiliate and Fellow memberships are intended for individuals and organizations.

(a) Associate Membership: Associate membership is open to institutions which, while not actually involved in a Graduate Liberal Studies Program, have a special concern for such programs, a particular interest in participating in the activities of the Association, and often are in a development phase during which the Association can offer assistance and advice. Associate members are entitled to all the privileges of Full members except vote in matters of alteration of the Constitution and membership elections.

The application process for Associate membership requires that two criteria be met for acceptance: (1) an understanding of and agreement with the purposes of the Association: (See Article II - Purpose), and (2) evidence of their intention to explore seriously Graduate Liberal Studies programming or to develop a Graduate Liberal Studies Program. Evidence of a serious exploration will be indicated by, but not limited to, actions such as: establishing a Committee to assess Graduate Liberal Studies programming for the institution; seeking consultation through the Association of Graduate Liberal Studies Programs or other agencies to study the feasibility of Graduate Liberal Studies programming; willingness to report annually to the Association of Graduate Liberal Studies Programs

regarding developments and progress. Admission is given on a majority vote from the membership committee following application to the President or nomination by one representative of a member institution. Normally Associate membership shall be for a period of no longer than five years, after which the Association will review the status of that member.

(b) Full Membership: Full membership is open to institutions of higher learning (through their designated representatives) offering Graduate Liberal Studies Programs which substantially correspond to the definition above. Only one representative from each member institution is empowered to vote or to hold office in the Association. Additional institutional representatives may serve on committees or otherwise serve in an advisory capacity to the officers and Board of Directors of the Association. Representatives of any institution interested in the graduate liberal studies program concept are also welcome to participate in Association meetings (see below). Full membership is limited to those institutions actually offering Graduate Liberal Studies Programs.

Formal application may be made to the President when the applying institution has been represented at one or more meetings of the Association, provided attending membership institutions with a description of its program,

and held Associate membership in the Association for a period of one year. Election to membership requires a simple majority of Full Member institutions; voting may be carried out by mail. The President will select a Membership Committee of three representatives of member institutions to review membership applications and make nominating recommendations to the Association.

Associate members who apply for Full membership will be required to satisfy the following substantive and technical criteria before being elected to Full membership status.

Substantive Criteria.

(1) The applying institution will give evidence that the institution has taken steps to establish clear administrative responsibility for the program in the form of an appointment of a dean, director, or other administrator to conduct the program.

(2) The program of the applicant must indicate incorporation of graduate liberal studies philosophy and avoid a narrowly professional or technical orientation.

(3) Programs must require some inter- or multi-disciplinary core course(s) or special liberal studies seminar(s) created specifically for the program.

(4) Programs should explicitly address the needs of adult students, e.g., academic counseling, flexible

scheduling and/or other procedures that recognize the special circumstances of adult students.

Technical Criteria.

(5) The institution shall have been an Associate Member of the Association for a minimum of one year and have been represented at a minimum of one meeting.

(6) The institution shall have made an oral presentation of its institutional Graduate Liberal Studies Program to an Association meeting or a meeting of the Board of Directors.

(7) The institution shall make formal application for Full membership by letter addressed to the President.

(8) The institution shall have received a favorable review of its materials and program and be recommended for Full membership by a majority of the Membership Committee.

(9) The institution shall have a Graduate Liberal Studies Program in operation, of which it will supply documentation in the form of a program description, as well as catalogs, brochures, evaluation reports, or other illustrative material.

(10) A report to the Association of a site visit to the institution by a member of the Association is strongly recommended. A site visit may be required, if it

is deemed necessary by the Membership Committee after a review of the program description and materials.

(c) Fellows: In an honorary category of non-voting membership are those who hold membership without fee, called Fellows of the Association of Graduate Liberal Studies Programs. The title of Fellow is extended to persons who have provided substantial assistance to the Association. Nominations come from any member but are reviewed by the Membership Committee and in turn are voted on by Full members of the Association. When elected, a Fellow is available for counsel and advice, serves as a consultant to other programs, and is welcome at the Annual Association meetings. Fellows may continue membership until they request to be withdrawn from the Association.

(d) Affiliate Members: Non-voting membership shall be open to organizations and individuals who have a professional interest in the purpose of the Association. These Affiliate members are welcome to attend the annual Association meetings and to participate as non-voting members. Affiliate membership is granted to applicants upon recommendation of a majority of the Membership Committee.

Section 3. Membership Committee: The President shall select a Membership Committee of three representatives of Full Member institutions to review membership applications

and make nominating recommendations to the Association.
(See Article V, Sect. 1.)

Section 4. Maintenance of Good Standing and Loss of Membership: The welfare and leadership of the Association depend upon the maintenance by members among themselves of the criteria established for election to membership. One of the main ways such standards are maintained is through the collegiality of regular Association meetings. Another is through the careful preservation of quality in on-going programs.

Should a member institution fail to attend at least one Association meeting in a period of three years, or should the Membership Committee conclude there is cause for concern about the condition of a member program, the Committee will initiate an inquiry into the current state of that program.

If, in the opinion of the Membership Committee, that program no longer meets the criteria for membership in the Association, the Membership Committee shall recommend to the Board of Directors that the institution be placed on probation. Reasons for the recommendation shall be clearly stated. The institution shall be invited to make a formal response to the Board of Directors.

Probationary status for an institution shall be determined by a majority vote of the Board of Directors.

The period of probation and the steps necessary to restore good standing shall be clearly stated by the Board.

If, at the end of the probationary period, the institution has not met the requirements for removal of probationary status, the Board of Directors shall recommend to the Association dismissal of the institution. Such dismissal shall be determined by a majority vote of the Full membership.

Article V. Powers and duties of Officers.

Section 1. The executive officer shall have the title of President and shall serve for a two-year term to be succeeded by the Vice-President. The President shall be responsible for issuing calls to and preparing agenda for Association business meetings, for responding to requests for consideration and advice on Liberal Studies Programs, for coordinating invitations to guest participants and meetings, representing the Association at other association meetings, coordinating requests for membership in the Association and response to such requests by member institutions, appointing the membership committee, nominating committee, and Program Chair. The office of the President shall be restricted to Full members of the Association. At least one term must elapse before the

President would be eligible for election to the office of Vice-President.

Section 2. There shall be a Vice-President elected at an Annual Meeting for a two-year term. The Vice-President shall take office at the conclusion of that meeting. The Vice-President will be an ex officio voting member of the Board of Directors. The office of Vice-President shall be restricted to Full members of the Association. The Vice-President shall be responsible for assisting the President of the Association, including completing special projects at the request of the President and representing the Association at meetings of other professional organizations at the request of the President. The Vice-President shall be President-Elect of the Association and shall become President of the Association upon expiration of the President's term of office.

Section 3. There shall be a Secretary-Treasurer elected at an Annual Meeting for a two-year term. The Secretary-Treasurer shall take office at the conclusion of that meeting and be responsible for collecting and maintaining records of member dues, preparing minutes and transcripts of Association meetings, coordinating the collection and issuing of information requested by member institutions, in consultation with the President preparing a budget for presentation to the Board of Directors and the

membership. The Secretary-Treasurer will be an ex officio voting member of the Board of Directors. The office of Secretary-Treasurer shall be restricted to Full members of the Association. At least one term must elapse before the Secretary-Treasurer would be eligible for re-election.

Section 4. The President of the Association shall be assisted in fulfilling his duties by a Board of Directors. Membership on the Board of Directors will be restricted to Full members of the Association. The Board of Directors will be composed of six (6) Full members of the Association with terms of three years each. At the Annual Meeting of the Association, two (2) members will be elected to the Board to provide staggered terms and continuity on the Board. At least one year must elapse before a member may be re-elected to the Board.

The election of the first Board shall be as follows: two (2) members elected for a one year term, two (2) members elected for a two year term, two (2) members elected for a three year term.

The President of the Association will be an ex officio voting member of the Board and will chair the meetings of the Board. The Board will meet twice annually to advise the President on all phases of the activities of the Association of Graduate Liberal Studies Programs. One of these meetings will be scheduled during the session of the

Annual Meeting of the Association of Graduate Liberal Studies Programs.

The Board shall act as a steering committee, carry out executive actions, represent the Association, execute policy decisions reached by the membership, initiate policy and budgetary recommendations, expend funds for fundraising, propose dues, propose and review proposed changes to the Constitution.

Section 5. A Program Chair shall be appointed by the President at the Annual Meeting and will take office at the conclusion of the meeting. The Program Chair will be responsible for planning agendas for the Association (except business meetings, for which agendas are the responsibility of the President), for identifying discussion topics and guest speakers, and for coordinating sessions of Graduate Liberal Studies Workshops for program planners. The Program Coordinator will serve as chairman or designate a chairman for conference discussion sessions and Graduate Liberal Studies Workshops and shall serve as an ex officio non-voting member of the Board of Directors.

Section 6. Additional officers and the methods of their election or appointment may be established by vote of a majority of member institutions.

Article VI. Meetings and Dues.

Section 1. At least one meeting of the Association, the Annual Meeting, shall be held in each calendar year, usually in the fall.

Section 2. Additional meetings may be called by the President or by a majority of the Board of Directors.

Section 3. Annual dues for membership will be proposed by the Board of Directors and approved by a majority of members attending the Annual Business Meeting. Dues cover the period from Annual Meeting to Annual Meeting.

Article VII. Elections and Appointments.

Section 1. Election for Vice-President and Secretary-Treasurer shall be held biennially at the Annual Meeting of the Association.

Section 2. Elections for two members of the Board of Directors shall be held each year at the Annual Meeting.

Section 3. A slate of nominees for Vice-President, Secretary-Treasurer and the Board of Directors shall be prepared by a Nominating Committee. The Nominating Committee shall be composed of three members appointed by

the President. Two of these shall be members of the Board of Directors. The slate shall be circulated to the membership thirty (30) days prior to the Annual Meeting. The actual election shall take place at the Annual Meeting with provision for nominations from the floor. In the event a new office is created, a Nominating Committee shall be formed by the President and a slate of nominees for a new officer shall be circulated to the membership for a thirty (30) day period. In addition to nominees identified by the Nominating Committee, provisions must be made for nominations from the membership at large. After the thirty day period has expired, an election shall be held with ballots distributed to members by mail. Election by mail ballot requires a majority of those voting.

Article VIII. Procedure and Voting.

Section 1. Meetings of the Association will be governed by procedures given in the most recent edition of Roberts Rules of Order.

Section 2. A quorum shall consist of those member institutions, both Full and Associate, present at the Annual Meeting or at a called meeting, notice of which has been given to all members.

Section 3. Action may be taken by the Association

upon a majority vote of a quorum, except where noted in the provision of this Constitution or when a change in the Constitution or subsequent bylaws is proposed

Section 4. Should the President of the Association resign or otherwise be unable to complete the term of office as described in Article V., Section 1 of the Constitution, the Vice-President shall assume the office of President and shall complete the term of office of the former President. Upon completion of that term, the Vice-President shall complete a two-year term of office as President of the Association, as described in Article V., Section 2 of the Constitution.

Should the office of Vice-President or Secretary-Treasurer become vacant, the President of the Association shall appoint a Nominating Committee and conduct a special election as described in Article VII., Section 3 of the Constitution.

Replacements for individual vacancies among the Board of Directors may be made by the Board of Directors for the expiration of the term affected.

Article IX. Association Guests.

Since a primary concern of the Association is to provide opportunity for institutions which currently do not

offer Graduate Liberal Studies Programs to share the experience and exchange of information among representatives of extant programs, representatives of non-member colleges and universities are cordially invited to attend and participate in Association meetings.

Article X. Amendments.

Proposals for amendments may originate from members of the Association to the Board of Directors. Such proposed amendments will not come to the floor at the Annual Meeting without the review of the Board of Directors. Proposed amendments must be available to the Secretary-Treasurer for circulation to members of the Association thirty (30) days prior to the Annual Meeting. Ratification of amendments will require a majority vote of the Full members.

APPENDIX B

Survey

This appendix contains the survey research instrument and the case studies pertaining to Georgetown University and Mary Washington College.

SURVEY OF DIRECTORS

ASSOCIATION OF GRADUATE LIBERAL STUDIES PROGRAMS

(AGLSP)

1. What is your program's membership category with the Association of Graduate Liberal Studies Programs?
(Please check the appropriate box.)

Full Membership ☐

Associate Membership ☐

2. In what year was your graduate liberal studies program established?
(Please enter the date on the space provided.)

3. Where is the administrative leadership for graduate liberal studies placed in your institution?
(Please check the appropriate box and enter new category at "Other," if appropriate.)

Department ☐

College ☐

Continuing Education ☐

Graduate School ☐

Other: _____ ☐

4. Is there a time limit in your program for completion of degree requirements?
(Please check the appropriate box.)

Yes ☐

No ☐

5. What percentage of students who matriculate in your program complete the degree requirements within 5 years?
(Please enter the percentage in the space provided.)

_____ %

6. As Program Director, is your appointment on a full time basis?
(Please check the appropriate box.)

Yes ☐

No ☐

7. How many matriculants in your graduate liberal studies program, registered for the current 1990 term, are pursuing a degree?
(Please enter the number on the space provided.)

8. Over the past three academic years, what were the enrollment trends in your program regarding matriculants who were pursuing a degree?
(Please use the answer that you provided in response to question #7, above, as the baseline for comparison; then, check the appropriate box.)

Significant increase ☐

Slight increase ☐

About the same ☐

Slight decrease ☐

Significant decrease ☐

9. Over the next three academic years, what enrollment changes do you anticipate regarding your program?
(Please check the appropriate box.)

Significant increase ☐

Slight increase ☐

About the same ☐

Slight decrease ☐

Significant decrease ☐

10. What age group best typifies the students in your program?

(Please check the appropriate box.)

- Twenty-five and under ☐
- Between 25 and 40 ☐
- Between 40 and 50 ☐
- Fifty and over ☐

11. Whom does your program primarily serve?

(Please identify the three most prominent groups by entering -- in priority order -- the numbers 1, 2, and 3 in the appropriate boxes. Extra spaces are provided for identification of groups not listed.)

- | | |
|--|---|
| Administration ☐ | Manufacturers ☐ |
| Artists ☐ | Medical ☐ |
| Attorneys ☐ | Military ☐ |
| Business ☐ | Real Estate ☐ |
| Communications ☐ | Retirees ☐ |
| Education ☐ | School staff ☐ |
| Government ☐ | Writers ☐ |
| Homemakers ☐ | ☐ |
| Insurance ☐ | (Please specify) ☐ |
| Law Enforcement ☐ | ☐ |
| | (Please specify) ☐ |
| | (Please specify) ☐ |

12. Approximately what percent of students in your program receive financial aid?

(In your consideration, please include government benefits, tuition reimbursements, senior citizen benefits and staff tuition benefits; then, mark the appropriate box.)

- Less than 10% ☐
- Between 10 and 20% ☐
- Between 20 and 30% ☐
- Between 30 and 40% ☐
- More than 40% ☐

13. Regarding financial aid, what category of aid is the most prominent?

(Please check the appropriate box.)

- Government benefits ☐
- Employer reimbursements ☐
- Senior citizen discounts ☐
- Staff tuition reductions ☐
- Other (please specify) ☐

14. At your institution, does the tuition rate vary between graduate liberal studies and other graduate courses?

(Please check the appropriate box.)

- Significant increase for GLS courses ☐
- Slight increase for GLS courses ☐
- No variance ☐
- Significant decrease for GLS courses ☐
- Slight decrease for GLS courses ☐

15. In designing the advertising material for your program, what segment of the population are you most interested in reaching?

(Please provide a brief description of that segment in the space provided)

16. What was the underlying reason for the establishment of a graduate liberal studies program at your institution?

(Please check the appropriate box, and -- if necessary -- provide a brief explanation for any "other" reasons.)

Alumni pressure ☐

Community pressure ☐

Faculty pressure ☐

Other pressure ☐

17. Nationally, there has been considerable growth in graduate liberal studies over the past 15 years. With respect to your program, what would you identify as the primary reason for the sustained growth -- or the lack thereof -- at your institution?

(Please provide a brief response in the space provided.)

18. Over the past three academic years, what field of interest or area of concentration in your program has reflected the most student interest?

(Please provide a brief response in the space provided.)

19. Concerning faculty for your program, what percent are full-time tenure track appointees and what percent are adjuncts?

(Please provide the percentage in the space provided.)

Tenure Track: _____%

Adjuncts: _____%

20. Are faculty compensated on an overload basis, or does teaching in your program count as regular course load?

(Please check the appropriate box.)

Overload basis ☐

Regular course load ☐

21. If you checked "overload basis," above, what is the faculty compensation for teaching such courses?

(Please enter the data in the space provided.)

\$ _____ per course

22. What percentage of students' courses are taken in liberal studies classes?

(Please enter percentage in the space provided)

_____ %

23. Are other graduate students permitted to register for graduate liberal studies (GLS) classes?
(Please provide a brief response in the space provided)

24. What percentage of courses, if any, may GLS students select from regular offerings of graduate school courses?
(Please enter percentage in the space provided)

_____ %

25. Are students without undergraduate degrees ever accepted into your program? If so, on what basis?
(Please provide a brief response in the space provided.)

26. What limits are placed on "professional courses" in your program?
(Please respond briefly in the space provided.)

27. Are all matriculants in your GLS program part-time students?
(Please check the appropriate box.)

Yes ☐
No ☐

28. If you responded "No" to question #27, above, please provide a brief explanation in the space provided.

Thank you for your help.

GEORGETOWN UNIVERSITY

Introduction.

Georgetown University is commencing its third century of educational service. It is the oldest of eighteen (2 public and 16 private) colleges and universities located in the District of Columbia and the only one offering a program in graduate liberal studies. Subsequent paragraphs highlight why a graduate liberal studies program was initiated; whom it serves; and, what maintains its momentum. The focus for examination centers on the critical issues associated with program start-up, key players, curricular design, organizational alignment, personnel decisions, and funding.

Historical Foundation.

Georgetown University, a private institution, was founded in 1789 by John Carroll -- a Jesuit priest who later became the first American Catholic Bishop. In his proposal submitted relative to the founding of Georgetown (Almanac #2, 1988), Carroll stated that he professed "agreeably to the liberal principle of our Constitution and that his school would be open to students of every religious

profession." Since then, the University has grown and developed in an urban environment that has consistently offered a diversity of political, social, economic and educational opportunities for students and faculty alike. Today, there are over 12,000 students representing all 50 states and more than 100 foreign countries. In keeping with earlier traditions, one out of every three Georgetown students participate in some form of study abroad program during their tenure as students.

Institutional Organization.

Georgetown University is organized into five undergraduate schools, four graduate and professional schools, and a school for summer and continuing education that offers both graduate and undergraduate programs.

According to University archival data, there are over 12,000 students and nearly 1,600 faculty members currently associated with programs on the 104-acre campus. The undergraduate programs -- Arts and Sciences, Business Administration, Foreign Service, Liberal Studies, Language and Linguistics, and Nursing -- account for approximately 48 percent of the student; while Graduate, Medical, Dental (closing this year) and Law programs account for the majority of the student body.

Georgetown University also sponsors a number of institutes and centers for research in a variety of fields including: the Center for Contemporary Arab Studies; the International Law Institute; the International Center for Interdisciplinary Studies of Immunology; the Jesuit Center for Social Studies; the Kennedy Institute of Ethics; the Vincent T. Lombardi Cancer Research Center; and, the Woodstock Theological Center. In addition, the University operates a 535-bed teaching hospital, and serves approximately 20,000 in-patients; 79,000 out-patients; and, 20,000 emergency service patients on an annual basis.

Governance.

For the first fifteen years, Georgetown operated as an independent institution under the general guidance and direction of the Catholic Church authority in the State of Maryland. In 1805, Georgetown officially became a Jesuit institution and from that date forward has been governed through a bureaucratic organizational apparatus.

Today, the University structure includes a President; four Executive Vice Presidents (Academic Affairs, Health Sciences, Financial Affairs, and Law Center Affairs); three Vice Presidents (Administration and Facilities, Planning and Institutional Research, and Alumni/University

Relations); two Executive Directors (Public Relations and Alumni); a Director for the Campus Ministry; a Medical Director for the Hospital; and, a Dean for each of the schools. The line of authority runs from the President, through the Provost (Executive Vice President for Academic Affairs), to the Deans.

Concerning the day-to-day governance, the President of Georgetown University -- a Jesuit -- possesses and exercises an enormous amount of influence and power over a variety of issues. Nevertheless, the four Executive Vice Presidents have clear and unrestricted spheres of influence. These spheres are not necessarily divided equally, with the Executive Vice President for Academic Affairs holding the greatest share. The School Deans have the broadest spectrum of power at Georgetown, and they exercise day-to-day management over their particular programs in accordance with the guidelines and parameters established by the Provost. At Georgetown, governance is similar to a military organization, with a very clear chain of command and a straightforward set of bureaucratic procedures. There are, of course, collegial processes, innumerable committees and experts in almost every field.

There is a faculty senate at Georgetown and it contributes in a number of ways to the decisionmaking and governance process. The President of the University seeks

the views of the faculty through the University Senate on key issues -- including academic appointments, tenure, budgets, expansion, cut backs, special projects, relationships with the community, etc. Conversely, the senate provides their opinions to the Administration relative to a myriad of subjects -- including such things as the size of departments, curricular innovations, internal and external relationships, etc.

From this researcher's perspective, it appeared that most faculty at Georgetown were more interested in teaching and research and were content with leaving policy matters and decisionmaking with the Dean and Administrators. On a day-to-day basis, the faculty interacted with their departments and with the administrators of the various schools. In that regard, issues or problems identified by the faculty are normally handled at those echelons rather than the faculty senate.

While political and interest groups continually exert pressures on the system -- and a variety of actors continually vie for a share in the power balance-- governance at Georgetown -- structurally, politically, and organizationally -- has remained unchanged for over two centuries.

With respect to graduate liberal studies, governance of the program has always been through the Dean of the

School for Summer and Continuing Education (SSCE) and an Executive Council appointed by the President of the University. The Program Director (Associate Dean, SSCE) manages day-to-day activities associated with the overall operation of the program. Decision making regarding administrative changes, budgets, and long-range planning are made by the Dean in coordination with the Program Director. The Executive Council -- consisting of the SSCE Dean, the Program Director, Faculty Members, plus Student and Alumni Members -- has the primary function of legislating policy for all matters of academic concern to the liberal studies program. The Dean of the Graduate School is an ex officio member of the Council.

Overview of Graduate Liberal Studies.

The Graduate liberal studies program at Georgetown University is situated organizationally in the School for Summer and Continuing Education (SSCE). This organizational alignment resulted from the basic program development activity (discussed in a subsequent section) initiated by the SSCE Dean in 1973. The program has been in existence for nearly seventeen years, and according to the 1990-1991 Academic Catalogue, supports the philosophy that "human life and human actions have meaning and that

human beings, throughout their lives, must seek it out and live by its implications." The general focus for the program -- as stated in the catalogue -- is the "intellectual and professional enhancement of adult students" and the provision of a program for interdisciplinary study of "critical issues and values" for those students.

Concerning the organizational placement for graduate liberal studies, the program has been situated in the SSCE since its inception. Dr. Pettit (1989) -- Dean of the SSCE at the time of program initiation -- intended that the program be established and maintained as an integral part of the SSCE. In a campus interview with the Dean of the Graduate School, Dr. Schwartz (1989), he expressed the view that "the Graduate Liberal Studies Program could have been organizationally positioned in any of the schools." He further pointed out that "the program has been a success from the outset, and there has never been any reason to change that alignment." Dr. Schwartz's view on this subject was shared by all faculty members and administrators interviewed.

With respect to administration and faculty, the Graduate Liberal Studies Program has a full-time Director and an Assistant Director. The Director also serves as Associate Dean of the School for Summer and Continuing

Education. There are no faculty members assigned to the program. For the most part, faculty are drawn from the various departments and auxiliary units of the University and are full-time professors representing the fields of area studies, English literature, fine arts, history, philosophy, political science, psychology, science and its applications to human society, sociology, and theology.

According to the Program Director, Dr. O'Callaghan (1989), the criteria for faculty selection to teach in the program is essentially based on a combination of factors. Specifically, the Director made reference to "a desire to teach in the program; established academic and teaching credentials; an understanding of the distinctiveness and philosophy associated with the basic design of the Graduate Liberal Studies Program; the development of a specifically designed course that has been reviewed and approved by the Curriculum Committee; and, approval by the appropriate department or auxiliary unit for an overload teaching assignment in the Graduate Liberal Studies Program. This criteria for faculty selection was reinforced by further discussion with Dr. Collins (1989), Dean of the SSCE, and through information cited in the Faculty Handbook promulgated by the University.

Adjunct instructors are also utilized, based upon their demonstrated expertise and teaching ability. All

faculty teach on an overload basis, and are compensated based upon faculty rank.

With respect to course design, a subsequent section addresses the issues associated with that aspect of the program. However, it is important to note that each course at Georgetown is specifically designed for the program and each course is interdisciplinary in nature. A detailed review of the SSCE's graduate liberal studies course files revealed that interdisciplinarity is achieved through the efforts of a single professor as opposed to the combined efforts of two or more professors assigned to teach the same course. The requirement for interdisciplinarity is cited in Article III of the Association of Graduate Liberal Studies Programs (AGLSP) constitution (Appendix A), with the objective being that all programs should provide "an alternative approach to continued learning by offering a program for students who seek broad, interdisciplinary paths to knowledge."

The SSCE files further demonstrated that courses in the humanities addressed such questions as "what we are to live for and how we must conduct ourselves." In the arena of international affairs, the courses were designed to facilitate the student's formation of a "critical awareness of the complexity of issues" and to provide for "an ethical framework" for informed decisions about such issues.

Courses in public and social policy addressed the various processes and institutions currently in being. Specifically, these courses were found to be the subjects of intellectual examination that centered upon efforts to determine "how best they might be formed and reformed." This approach to course design was further substantiated by a review of student papers, examinations, and discussions with course professors.

The courses reviewed by this researcher reflected that they were individually tailored and oriented towards major themes and issues rather than specialized fields. Additionally, the intent appeared to be an effort to synthesize rather than merely analyze, with a focus for student interest towards a broad spectrum of intellectual challenge. To this end, students are required to develop their own programs of study from three areas of concentration -- humanities, international affairs, and social/public policy -- construct a supporting theme, and with the assistance and approval of a faculty mentor proceed along an approved academic track.

Usually, an approved track consists of thirty semester hours including six credits in Human Values Courses, twenty one credits in the selected area of concentration, and three credits in an Integrating Seminar/Thesis Project. To assist in student progress and program development,

students are required to submit "reflective essays" at the one-third and two-thirds completion points of their programs. The purpose of the essays are for students to indicate what they have accomplished, what has been galvanized, what new directions might be appropriate, or what remains to be accomplished relative to their particular theme or inquiry.

Essentially, these reflective essays -- along with the final seminar or project -- are designed serve as a culminating and integrating mechanism for the student's personal and professional interests pertaining to graduate liberal study. A detailed review of many of those essays and projects, along with related discussions with faculty, students and alumni concerning the efficacy of that mechanism revealed that the process is viable and achieves its intended purpose.

All of the courses offered in the Graduate Liberal Studies Program are conducted in the evenings, or on weekends, and at times that are reasonably suitable for adult students holding full-time jobs with a variety of responsibilities that transcend the academic environment. The student body -- based on survey data and University archival information -- includes artists, attorneys, business persons, clergy, diplomats, educators, engineers, government employees, homemakers, military officers,

nurses, physicians, retirees, and representatives from a host of other fields. In discussions with students and alumni, an overwhelming majority expressed the view that their particular program had met their expectations and that their outlook on life had been refined as a result of their matriculation in this program.

Program Initiation.

Dr. Joseph Pettit, currently serving as Vice President of Georgetown University for Planning and Institutional Research, was primarily responsible for the establishment of the Graduate Liberal Studies Program at Georgetown. His program proposal was approved by the Board of Directors of the University on October 12, 1973. Subsequently, the Board of Education for the District of Columbia approved the awarding of degrees (Master and Bachelor of Liberal Studies) with an effective date of May 1, 1974. These dates marked the culmination of more than seven years of effort by Dr. Pettit in his quest for the establishment of an innovative graduate program for the School for Summer and Continuing Education.

When Dr. Pettit assumed his new duties as Dean of the Summer School in 1966, undergraduate courses were the norm and all such courses were generally supportive of the

traditional needs of the time. Essentially, those needs addressed undergraduate requirements for courses associated with programs in the College of Arts and Sciences and in the School of Foreign Service -- e.g. English I, II, III & IV; Foreign Languages; Political Science; European History; Logic, Epistemology, Metaphysics & Ethics; Economics, etc. The basic idea for the present day program was -- according to Dr. Pettit (1989) -- "derived from my interest in continuing education." From his perspective, Dr. Pettit viewed the status quo at the Summer School as a "bleak picture" -- with course offerings reflecting "very little imagination." He realized that the University had an "excess in physical plant capacity; a competent faculty; yet, there were no continuing education or non-credit courses provided." From his perspective, a need existed for both credit and non-credit courses. Additionally, Dr. Pettit believed that there were a sizeable number of working adults, retirees, housewives, etc., in the Washington metropolitan area that were interested in academic stimulation but not necessarily of a vocational nature. Dr. Pettit stated that "the course offerings seemed like they were merely employment opportunities for the staff."

What Dr. Pettit found was a prevailing laissez faire attitude concerning the Summer School curriculum. Faculty

were satisfied with the summer curriculum because it fit neatly into vacation schedules; students were satisfied because they knew what to expect; and, the administrators were happy because they could close facilities, implement necessary maintenance plans, and they could accomplish all of that during the usual "slack" or summer period.

Pettit's frustrations were with the complacency observed in the "institutional status quo" and in his own "lack of a strategic plan of attack." When Dr. Pettit was appointed as Dean of the Summer School, by the University president, his charter was not encumbered and there were no implied or specified charges beyond the normal tasks of management and administration expected of each Dean. His goal was straight forward and uncomplicated -- he wanted to find some way to change or modify existing course offerings so that facilities and faculty capabilities could be maximized! Pettit's initial thoughts on this subject were that "special programs and study abroad courses might very well be the wave of the future."

At the outset, when Dr. Pettit was struggling with a variety of ideas concerning higher education, the path that led to the introduction of graduate liberal study was neither clear nor trouble free. Nationally, it was a period of anxiety, unrest and uncertainty. Schools across the country were experiencing periods of transition in

political, social and intellectual thought and action. Georgetown was no exception!

Despite this uncertainty, Dr. Pettit was persistent in his drive to energize the Summer School's curriculum. With that as a working philosophy, Dr. Pettit tasked one of his Assistant Deans to develop a series of non credit courses -- six to eight lectures per semester -- for the start of a continuing education program. Concurrently, he asked his Administrative Assistant (Mrs. Betty Beall) to develop one or two such courses that could be specifically designed for women. According to Dr. Pettit, the Assistant Dean "didn't get his act together" so it became necessary to "ask Betty Beall to plan them all." In 1970, a Continuing Education Program was launched and five non credit courses were offered -- all designed by Beall. Specifically, she identified the topic areas to be developed; accomplished the necessary research; gathered the appropriate materials; prepared the relevant syllabi; and, arranged for the scheduling of classes and instructors.

Dr. Pettit stated that the continuing education courses were an immediate success. As the program expanded, he learned that there were many students taking courses that were "hooked on education" but were not really satisfied with "recreational level, non-credit types of courses." Those students were seeking "a little more rigor

and challenge" and the vast majority already possessed impressive academic backgrounds. This knowledge led Dr. Pettit to the exploration of ways that Georgetown "could move beyond the non-credit stage and offer some type of program that would personify what Georgetown was all about."

In his search for information and ideas regarding various educational options, Dr. Pettit reviewed brochures and catalogues from educational institutions, and was most impressed with two particular programs -- the History of Ideas Program, established at Johns Hopkins University in 1966; and, the Summer Program for Teachers at Wesleyan University, established in 1954. Concurrently, he met Professor Alan T. Gaylord of Dartmouth College, who was Director of its Graduate Liberal Studies Program. At that time, Professor Gaylord was also in the early stages of developing a national organization of schools having graduate programs in liberal studies.

On September 21, 1973, Professor Gaylord provided Pettit with background information concerning Dartmouth's Graduate Liberal Studies Program. Additionally, Professor Gaylord discussed the possibility of a forthcoming meeting with representatives from other schools who were either conducting programs similar to Dartmouth's, or were considering the possibility of starting one. Dr. Pettit

was formally invited to attend the exploratory meeting at Dartmouth, scheduled for February 14th and 15th, with representatives from seven other schools -- Boston University, Drew University, Hollins College, Johns Hopkins, the New School for Social Research, State University of New York, and Wesleyan. Dr. Pettit attended the February meeting at Dartmouth. There was no formal agenda. Professor Gaylord orchestrated the meeting by asking each participant associated with an ongoing program to describe the operation, focus, and administrative aspects of the liberal studies programs in being at their respective schools. Similarly, he asked those that were considering such programs to describe the various options, alternatives, and plans that were under review at their schools. There was considerable dialogue and discussion, and -- according to Dr. Pettit -- a constant exchange of ideas relative to curriculum, governance, administration, students and faculty. Pettit considered this meeting to be important for two reasons: "(1) it provided me with significant background information to make some adjustments to my proposal for a similar program at Georgetown; and, (2) it cleared the way for the subsequent formation of the Association of Graduate Liberal Studies Programs (AGLSP)."

With respect to Dr. Pettit's initial proposal for a graduate program at the Summer School, the focus centered

around a modified external degree program in the humanities and the social sciences for -- according to Pettit -- "a special clientele not serviced by any other schools of the University." The distinctive character of this proposed program could be seen in its student body -- "adults, already pursuing full time careers;" its educational approach -- "largely independent study;" its schedule -- "a variety of time frames designed for working adults;" and, its admissions standards -- "based upon indications appropriate for adults, which include demonstrated success, motivation, stability and persistence outside the classroom as important as past academic records." This proposal was based upon similar programs that had been in existence for years at the University of London, Syracuse University, the University of Oklahoma and a variety of other institutions including the United Kingdom's Open University and New York State's Empire State College.

Ultimately, based upon his review of the available literature, in-depth discussions with colleagues at the Dartmouth Conference, and subsequent discussions with Dr. Richard Robbins of Johns Hopkins, Dr. James Steffensen of Wesleyan, Dr. Diane Maresca of the State University of New York at Stonybrook, Dr. Robert Millman of the New School for Social Research, and Dr. Allie Fraser of Hollins College, final adjustments to the proposal were made. A

major concern for Dr. Pettit was the external aspect of his initial proposal. In essence, his concern was over the independent studies and tutorials of the earlier proposal and the possibility of the development of a "lonely learner syndrome" within the student body. Essentially, Pettit thought that although many benefits could be derived from tutorials and independent studies, they could be used selectively. From his perspective, students would gain immeasurably from seminars and classes because of the close contact and dialogue with students, faculty and new ideas. For those reasons, Dr. Pettit modified his earlier proposal to reflect the ideas gleaned from the Dartmouth conference.

Dr. Pettit's final proposal was the establishment of a graduate program at the Master's level for "mature adults seeking intellectual challenge and personal development, rather than professional or vocational training." The curriculum would focus on three major areas of study--Human Values, Humanities and Social Sciences. Dr. Pettit obtained the final approval of the University Board of Directors. This approval reflected the full support of all of the Deans and the Department Chairmen, excluding the English Department. Dr. Pettit assured each of the Deans and Chairmen that he "would not offer any courses that did not have their full approval."

With respect to the English Department, there was no

archival data that provided insights into the rationale for the "turn-down." However, there apparently were some factors that caused concern. In campus interviews with faculty members present at the time, Thomasson (1989) and Mann (1990) expressed the view that the issues were relatively minor -- "fear of the unknown, academic turf issues, the possibility of lower academic standards, increased competition for resources, etc. Unfortunately, the primary antagonist in the English Department was not available for interview by this researcher. However, interviews with current faculty members, Schwartz (1989) and Collins (1989), indicated that the issue was most probably relative to the traditional disciplinary focus for graduate study -- "a narrow focus rather than the broad focus suggested by Pettit." Interviews with Pettit (1989) and Beall (1989) confirm this view.

Today, the antagonism is gone from the English Department and two of that Department's Professors are the leading protagonists for the Graduate Liberal Studies Program -- Richard B. Schwartz, Dean of the Graduate School; and, Michael Collins, Dean of the School for Summer and Continuing Education.

Course Design.

Dr. Michael J. Collins (1989), Dean of the School for Summer and Continuing Education, stated that "all the courses in the Graduate Liberal Studies Program were created specifically for the program and all of those courses were designed differently from traditional graduate courses." Dr. Richard B. Schwartz (1989), Dean of the Graduate School, and Dr. Phyllis O'Callaghan (1989), Associate Dean of the SSCE and Director of the Liberal Studies Program, also stated that unique design processes and approval procedures were used. Subsequent paragraphs examine those processes and procedures in detail.

The course design process was found to be simple and straightforward. Designers must submit course proposals through the Program Director to the Curriculum Committee for consideration. The Committee evaluates each proposal in terms of standing guidance and direction contained in primary source documents -- SSCE Faculty Handbook, SSCE Fact Sheet, SSCE Catalogue, and the Graduate School Catalogue. After the proposal has been evaluated, the Committee generally accepts or rejects each proposal. In some instances, the Committee returns proposals to the originator for suggested change or modification before a

final decision is reached.

Concerning guidance that is available for course designers, the Faculty Handbook (1989) for the Liberal Studies Program states that "each course taught in the Liberal Studies Program has been created for the program and reviewed by a Curriculum Committee." The Handbook further states that "all of the courses focus on themes and problems rather than disciplines." For those interested in proposing a course for the Liberal Studies Program, the SSCE provides a Fact Sheet relative to the overall program, the types of courses desired, and the course proposal process.

This researcher noted in each proposal and syllabus that he examined that the focus was squarely placed on a particular theme or problem, rather than on a discipline. This aspect was verified in campus interviews and discussions with a variety of instructors -- including Mann, Schwartz, Thomasson, Douglas, and Collins -- and substantiated through classroom discussions, observations, and interviews with students. In comparison to the most recent traditional graduate courses taken by this researcher -- where the focus was clearly on the discipline involved -- Georgetown's Graduate Liberal Studies courses were found to be significantly different, centered around themes and problems, and unlike any other course taught at

the University.

The SSCE Fact Sheet states that the Graduate Liberal Studies Program "differs considerably from other degree programs." Specifically, course designers are advised that "other master's degree programs are intended to train the student in a scholarly discipline, in several disciplines, or in a professional field." The intent of Georgetown's program is -- according to the Fact Sheet -- "to broaden one's understanding and appreciation of the humanities and the social sciences." Emphasis is placed "not only on the intellectual disciplines but also on the search for and continually reassessment of personal values and convictions." Courses proposed for the program -- as stated in the Fact Sheet and confirmed by the Program Director -- "should aim to bring the knowledge of a field of study to bear on a timely or timeless problem of concern to reflective adults."

University faculty and adjuncts proposing courses for the program are advised in the Fact Sheet that while specific courses will concentrate on human value dilemmas of modern man, "all courses should consider the values involved in their subject matter, and this component should be stated explicitly in the course proposal. Additionally, they are advised that courses proposed for the program should "seek to enlighten and stimulate the student, not to

train him in a discipline;" and, "each course should be complete in and of itself and not merely a prerequisite to further studies in that discipline."

The format for course proposals -- an attachment to the SSCE Fact Sheet -- specifies the requirement for the submission of a 300-500 word description of the proposed course; an explanation relative to the method of presentation (lecture, lecture and discussion, student presentations, group discussions., audio visual materials, etc.); student requirements; and, a reading list. In comparison to the design of a traditional graduate course -- where the focus is generally on training in a scholarly discipline or professional field and the intent is far from just a broad understanding of the humanities -- the design processes at Georgetown are clearly unique in the Liberal Studies Program.

The Curriculum Committee -- according to the Faculty Handbook and the SSCE Catalogue -- is composed of the Dean, SSCE; the Director of the Liberal Studies Program; and course faculty teaching in the program. From the outset of program establishment in 1974, archival data confirmed that this committee has operated as a review and approval mechanism to consider course proposals. As such, the evidence reflected that the committee has reviewed and approved all courses selected for the program. In

discussions with two faculty members serving on the Committee -- Dr. Jesse A. Mann (1990) and Dr. James W. Thomasson (1989) -- course proposals received from faculty members within the University receive Departmental approval prior to the Committee's action. In like manner, proposals from other sources are screened by the Departments to ensure that "there are no conflicts regarding what courses are being proposed. This Departmental review procedure stems from Dr. Pettit's proclamation in 1974 to the Department Chairmen that he would not introduce any course into the curriculum that did not have "full Departmental approval." Additionally, this departmental review procedure is in full compliance with the standard operating procedures of the University for all new graduate courses.

The Catalogue (1989-1990) for the Graduate School at Georgetown University states that the Liberal Studies Program offers courses in the humanities, international affairs, and social/public policy for an "interdisciplinary study of critical issues and values." Within that framework, the SSCE Catalogue (1989-1990) states that the Liberal Studies Program has three categories of courses-- Core, Human Values, and Structured Electives. The Core Courses are designed to introduce the liberal studies student to the interdisciplinary approach as well as to the values element that is indigenous to the program. At

Georgetown, the interdisciplinary aspect is derived from the efforts of one professor as opposed to the team-taught endeavor used by other institutions.

With respect to the interdisciplinary aspect of the program, there is no intent in this study to even remotely suggest that Georgetown only seeks professors for the Liberal Studies Program that are fully qualified in two or more disciplines. At Georgetown, a professor teaching an interdisciplinary course is fully qualified in at least one field -- as validated by the appropriate Dean or Department Chairman. That professor -- when teaching an interdisciplinary course -- is responsible for integrating the salient features from another discipline into the course discussions relating to personal values and convictions as they pertain to the particular course theme or problem. This approach supports the Program belief that "human life and human action have meaning and that human beings throughout their lives must seek it out and live by its implications." In essence, the interdisciplinary aspects of the program are intended to broaden the range of student knowledge and vision with respect to their readings, reflections, discussions, and their lives in general

The Human Values courses are similar to the Core courses but do not necessarily address such broad subject

matter. These courses examine issues such as the "nature of moral growth, human freedom, comparative values in major religions, theories of justice, the nature of human purpose, and personal or professional questions of ethics." The Structured Electives are drawn from the humanities, social/public policy, and the international affairs arena. Like the core and human value courses, the structured electives are also developed specifically for the liberal studies student

Examples of courses that have been approved for the Graduate Liberal Studies Program include: Values in Conflict and Human Freedom (Human Values), Alienation and Self-Identity (Core), Kant's Aesthetics (Human Values), Approaches to Person: Existentialism (Humanities), Plato's Ethics (Core), Moral Issues of the Intelligence Community in a Liberal Democracy (Social/Public Policy), and Science, Technology and Society (Structured Elective).

In discussions with the individual members of the Curriculum Committee -- and in conjunction with an analysis of the Committee Minutes that covered the past seventeen years -- it was evident that the Committee had been active in their efforts to establish and maintain a quality program of graduate study. The minutes reflected a variety of rejections, revisions, and withdrawals of course proposals because established criteria were not achieved or

because committee consensus or departmental objections indicated that a particular course was too specialized or simply inappropriate for graduate liberal study at Georgetown. Examples of committee minutes that rejected, suggested revision or otherwise modified course proposals are cited in succeeding paragraphs.

At the committee meeting of February 3, 1976-- attended by Dean Pettit, Dr. Hanneb, Dr. Porreco, Ms. Beall, Ms. Myers, and Ms. Zamensky -- the committee expressed concern that Dr. Bradford's proposal "Media and Man in Modern Society" would have "adequate audio-visual materials." The committee decided to defer the proposal and to "ask Dr. Bradford if he would have any group presentations of films" and to further caution him about problems with their use." Dr. Fort's proposal "Best Selling Novels as a Window into American Values" was-- according to the committee -- in need of revision. Concern was expressed about "the amount of reading implied" and the "relationship of technique and values" in the content of the proposal.

At the meeting of May 26, 1976 -- with the same attendees -- Dr. Rahim's proposal "Human Values in the East" was deferred because "it tended to duplicate another course -- "Iliad and Odyssey Revisited." On April 16, 1979, the Curriculum Committee -- with Dean Pettit, Dr.

Thomasson, Dr. Douglas, Dr. Hall, and Ms. Beall in attendance -- expressed concern with several proposals. Specifically, the committee found "the content of Professor Knall's proposals acceptable, but the titles unacceptable;" objections were raised in the "Comparative Values & International Relations" proposal that "different belief systems created conflict in international relations" and that the reading list for "Euro-Communism and European Marxism" was "on one side of the debate only." Additionally, the committee found that the content of three proposals -- "Italian Renaissance," "The Bildungsroman," and the "Denial of Death" -- was "too narrow for the Liberal Studies Program." In like manner, the "World Ocean" proposal was considered to be focused too narrowly on statecraft and omitted significant treatment of ecological questions."

On March 25, 1981, the committee -- consisting of Dean Beall, Dr. Douglas, Dr. Mann, Dr. Murray, and Dr. O'Callaghan -- met and considered new proposals. The committee was "very interested" in the proposal "Business, Society and the Individual" submitted by Dr. Morgan, but they deferred a decision and asked Dr. O'Callaghan to "discuss the proposal more thoroughly" with Dr. Morgan and "possibly have the course reviewed by Father Purcell." The proposal "Rediscovering Women Writers: An Examination of

Women Writers in the Nineteenth and Twentieth Centuries" was deferred and the committee suggested that "the proposal be recast and renamed."

At the September 28, 1983, meeting -- attended by Dean Collins, Dr. O'Callaghan, Dr. Douglas, Dr. Mann, and Dr. Thomasson -- Dr. Yoder's proposal "Journalism in 1984" was rejected because it "lacked a complete outline of course readings and assignments." In like manner, Dr. Kavoossi's two proposals "Iran and International Politics" and "The Impact of Oil Revenues on Foreign Policy" were rejected because they were "too specialized and technical." The proposal "From Vice to Virtue: Changes, Decadence and Renewal" was also rejected because it was too general and diffused" and lacked appropriate "bibliography and course requirements."

On January 22, 1985, the Curriculum Committee -- same attendees as cited above -- directed that three proposals be "revised and re-submitted." In such instances, the course proposers each received a letter from the committee that provided sufficient detail to allow for a satisfactory revision. A typical example of revision guidance was noted in a letter dated February 2, 1987, to Dr. Robert Di Vito, course proposer for "Death, Resurrection, and Immortality." Dr. Di Vito was advised that the committee had two reservations. One was a question of intent, and the other

was a matter of duplication. Concerning intent, the committee advised that the proposed reading list included the Epic of Gilgamesh as well as selections from the Iliad and Plato's Apology. The committee was interested in knowing whether Dr. Di Vito was planning "to deal with a variety of mythic representations of the facticity of death and how various cultures deal with that question." With respect to the matter of duplication, a description was provided relative to the course that was duplicated along with a statement that "We try not to duplicate." The proposer was asked to "clarify, re-submit, or consider pursuing a different topic."

Over the years, archival data reflected that the Curriculum Committee has met, reviewed and evaluated proposals, and taken appropriate action. The data was extensive. For example, the Committee met on three occasions in 1976 and rendered the following decisions concerning proposals: approved 28; deferred 5, because of "departmental concerns" or because of other concerns regarding "methodology." In 1977, the Committee approved 6 proposals in the Human Values area and 5 proposals from the Humanities/Social Sciences. In 1978, 11 proposals received full approval; one proposal was "tentatively approved," pending receipt of the approval from the Chairman of the Government Department; two proposals were rejected

completely because they were considered "inappropriate;" and, 2 proposals were deferred for subsequent consideration. During the 1979 meetings, 12 additional courses were approved for the curriculum and 6 proposals were rejected because they were considered to be "too advanced for the curriculum and too limited in appeal" or they lacked "specific detailed information." Examples of such course proposals included "Planetary Man," "Film and Human Values," "The Origins of Modern Science," and "History as Biography."

Other examples of course proposal rejections during this period included "Individualism," "Understanding Imagination," "Welfare in 16th Century Europe," "Consultation in Organization," "Great Management Ideas," "Theories in Film," "Issues in World Hunger," "Law and the Political System," "Carl Jung," and "Modern Italy: A Survey."

During the 1980s, the Curriculum Committee met twice a year and they ruled favorably on approximately 31% of all course proposals that were received. About 45% of the proposals were returned for some type of revision and 23% were rejected. Those course proposals needing revision were either "lacking evidence or concern with human values," required additional consultation "with selected departments," or "needed clarification of requirements."

Those proposals that were rejected were considered by the Committee to be "too specialized for the Liberal Studies Program" -- e.g. "Theory of Film;" too similar to courses already taught in the program;" or, "inappropriate for the program" -- e.g. "Multigenerational Reconnecting, Syriac Theology, Diplomatic History of Korea, History of the Committee System, or the Effects of a Paradigm Shift on Civilization."

In the 1990s, the Curriculum Committee approved almost 40% of the course proposals received. Rejections were generally because "content seemed too diffuse," or the "nature of the subject matter and its development were unclear," or the Committee noted "the number of major works to be covered" and were concerned "they could not be covered effectively." Examples of such proposals were "The One and the Many: The Natural World and Humankind in Western Perspective," "Turn of the Century," and "America in Poetry."

The efficacy of the Curriculum Committee efforts to establish and maintain a sound and thriving program were noted in the number of "new student admissions" to the Graduate Liberal Studies Program that have averaged approximately 81 per year over the past seventeen years. It appears that this committee's efforts have contributed substantially towards the successes that Georgetown has

enjoyed in the development of one of the most dynamic programs in the country.

The evidence indicated that each course approved for the program had been individually tailored and that each course proposal had undergone a detailed review process prior to its approval and acceptance for inclusion within the curriculum.

Program Maintenance.

The Graduate Liberal Studies Program at Georgetown has been in operation for over sixteen years. Since the initial group of 18 students registered for the Summer Semester in 1974, there have been a total of 279 graduates awarded a Master of Liberal Studies or a Master of Arts in Liberal Studies Degree. Currently, there are 291 matriculants registered for the 1990 Spring Term. Throughout this time frame, the program has grown and developed in the arena of nontraditional, interdisciplinary study.

As a member institution of the Association of Graduate Liberal Studies Programs (AGLSP), Georgetown underwent their first "external" review in March of 1978. Representing the AGLSP were James L. Steffenson, Jr., Director of the Graduate Summer School, Wesleyan

University; and, Geoffrey Comber, Associate Director, Graduate Institute in Liberal Education, Saint John's College at Annapolis and Santa Fe.

According to the review report dated April 24, 1978, extensive discussions were held with the program administrators -- as well as representatives from the faculty, student body and alumni -- the University Provost and the Dean of the Graduate School. The thrust of the AGLSP report indicated that they were "...well satisfied that the MLS program had established itself as a sound and imaginative graduate program, that it serves uniquely and well the needs of a significant group of mature students, and that it clearly matches national standards for curriculum and quality in graduate liberal studies programs."

The report concluded by saying that their recommendations were "directed toward strengthening a program already strong in its academic program, students, and administration," and that the AGLSP was "satisfied as to the success of the program in these areas." Specifically, the report indicated that "it appeared clear to us that the MLS program already provides challenging and rewarding study in the liberal arts for a significant group of mature graduate students, thereby meeting a particular need which is unlikely to decline (indeed, more probably

will increase) and which cannot be served by some other program in the University or by other institutions in Georgetown's area."

The next review of the GLS program occurred in November of 1984, but this time by an independent group selected by the Program Director and the Dean. The review team consisted of Kenneth E. Able, Department Chair and Professor of English, University of Utah; William H. Maehl, the Dean of the College of Liberal Studies, University of Oklahoma; and, H. Gene Moss, Associate Provost and Director of Research, Lafayette College.

According to the evaluators report, "all were impressed with the success of this program" and the team members were in agreement that the earlier evaluation (1978) indicating that the Georgetown program "serves uniquely and well the needs of a significant group of mature students" was on target. The report further indicated that "we were impressed with the faculty we met, the make-up of the total faculty, the detailed description of the courses, the supervision and assistance given to the students, the administration of the program, and its design and emphasis." The report further reflected that the "courses offer as exciting an array of studies on diverse and important subjects as one might find in any graduate program in a major university;" one of the many strengths

of the program was "the care with which the faculty was selected, the feedback that is readily forthcoming from students, and the willingness of administrators to reinforce those faculty who do this kind of teaching well and to discontinue tactfully the services of those who do not;" the existing mix of men and women (40/60) was "a good mix, though the program had not reached to any degree the large minority population in the District;" and, the administrators of the program received "high marks" and budgetary support appeared to be "adequate" for the size of the existing program. In campus interviews and discussions, and in a variety of participant observation situations, there did not appear to be any significant changes in the gender or cultural mix of students as reported by the review committee.

At the time of the second review, there were 198 matriculants, and a total of 164 graduates from the program. Based upon a sampling of students, the review team concluded that -- from a student perspective -- the program appeared to be well founded and that: "(1) it answered a real need for education in some kind of whole personal way and as relates to values; (2) it is accepted as having little or no vocational utility; (3) it arouses strong feelings of an estimable shared experience among the students; (4) it is rigorous without being overpowering;

and, (5) it creates or reinforces a strong desire to extend the program beyond its culmination in the M.A. degree." The report further stated that evaluators were "extremely impressed" with the work of the Program Director. Specifically, the report indicated that "Without saying that the Director is what makes the program work, it is our perception that the program depends greatly on a person of such quality and commitment." The report concludes that "our examination of the program in its detail leads to strong support for the program in all its aspects. It is a model program of its kind and its success can have important impacts on the nature of conventional graduate work . . . The growth in numbers of students who have completed this program and who remain such staunch advocates for it is the best recommendation any program could have."

Another indicator of the status of Georgetown's program maintenance was their selection to participate in the "Exemplary Humanities Programs For Adults" sponsored by The Johns Hopkins University and The National Endowment for the Humanities. This project -- "The Models Program"-- was designed to assist colleges and universities interested in initiating or upgrading humanities programs for adult, part-time students. The Johns Hopkins University received the grant and the project was developed in conjunction with

twelve other leading schools -- Brooklyn College, University of California (Berkeley), University of Chicago, Duke University, Essex Community College, Georgetown University, Harvard University, New School for Social Research, University of Oklahoma, Stanford University, St. John's College (Annapolis) and Washington University.

Essentially, the "Models Program" involved the design and implementation of three workshops -- at Baltimore, Berkeley and in St. Louis -- consisting of presentations by the selected schools relative to their "exemplary" humanities programs. There were about sixty participating schools at the workshops, and both formal and informal discussions were held on selected topics relating to humanities programs at the college and university level. The "Models Program" was conducted during the period May 4-6 1986, and according to the final report there was every indication that the project was a considerable success. In a letter from the project Director on May 18, 1987, to the Assistant Dean of SSCE at Georgetown, it was stated that the success of the Exemplary Humanities Programs for Adults was a product of Georgetown's diligence, professionalism and expertise. Therefore, it appears that because of the continuing efforts exerted by Georgetown to properly maintain their own program that they greatly facilitated the ultimate aim of the "Models Program" by fostering the

"creation and growth of quality humanities programs at a variety of colleges and universities in all regions of the United States."

In 1988, two books were published concerning graduate liberal studies. The first -- A Clashing of Symbols: Method and Meaning in Liberal Studies, by Phyllis O'Callaghan, editor, Georgetown University Press; and, the second -- The Tradition In Modern Times: Graduate Liberal Studies Today, by Charles B. Hands, editor, University Press of America. These are the only books published thus far that address the subject of graduate liberal study today. In Clashing of Symbols there are a series of pertinent essays that focus on each of the disciplines included in Georgetown's GLS program. Additionally, there is an overview of the program itself and a concluding essay that contains reflections from a student who has successfully completed the program. The publication of this book has contributed towards the maintenance of the GLS program at Georgetown -- primarily, because it serves as a source document for students contemplating enrollment in a GLS program, and for graduate institutions that are considering the establishment of similar programs.

Program Trends.

One of the goals of a liberal arts education is breadth of knowledge -- to teach students to read carefully; to write clearly; and, to think critically. Curriculum serves as the basis for such a goal and conventional academic disciplines are the building blocks in the development of such a curriculum. At Georgetown, the Graduate Liberal Studies Program is designed to engage students in "reading, reflection and discussion" and the purpose of that program is to "bring them the range of knowledge and the vision to lead wise and rewarding lives."

At the outset, the first course offerings in the summer of 1974 included five courses -- Human Freedoms, Changing Visions in American Art, US-East Asian Relations in the 70's, Psychology and Its Place with Ideas, and Women's and Men's Liberation. At that time, there was concern that "insufficient enrollment in any particular course may lead to its cancellation . . ." Today, in the 1990-1991 catalogue, there are 45 course offerings including Ethics of Plato; Values in Conflict; Kierkegaard and Nietzsche; Meaning in History; Imagination and Reality; Economics, Ethics and the Government; War and American Society; Domestic Imperatives of Soviet Foreign Policy;

and, a variety of others that touch on the Humanities, International Affairs, and Social and Public Policy issues.

In conversation with students and alumni, the "reading, reflection, and discussion" factors in the Liberal Studies Program were identified as the major ingredients associated with the program's success. Collectively, students and alumni reported that classroom discussions -- with classmates of varied backgrounds and experiences -- were considered to be one of the most enjoyable and enlightening aspects of their individual programs of study. Additionally, the alumni reported that their lives had been changed as a direct result of their matriculation in the Liberal Studies Program. In that regard, references were made to "broader perspectives," "enrichments," and "thorough satisfaction" with programs of study.

The program has been quite successful over the preceding sixteen years and has served as a model for other institutions contemplating the establishment of new graduate, interdisciplinary programs in the humanities, international affairs and social/public policy.

With new waves of freedom and reform sweeping through many parts of the world, along with the changing strategies in world politics, there will be continuing changes in higher education. Additionally, students will continue to

seek graduate level education that is not necessarily oriented towards a vocation. For example, many prospective students will endeavor to complete their education by attempting to recapture what was missing from their undergraduate program of study. The Washington Post (1989) reported that a major gap existed in the knowledge possessed by U. S. college seniors. According to a new national survey by the Gallup Organization, many such students "could not say when the Civil War took place and most did not know that Shakespeare had written The Tempest. While a variety of studies have documented student deficiencies in math and science, this survey was among the first to indicate a major weakness in the humanities. Lynne V. Cheney, Chairman of the National Endowment for the Humanities, said "almost half of these students did not seem to have heard of Moby Dick or David Copperfield, and more than half couldn't identify the Magna Carta or the Emancipation Proclamation." How will this situation impact on Higher Education? How will it effect graduate liberal study at Georgetown?

What does the future hold? Dr. Thomasson -- a Theology professor -- envisions the eventual development of a "one of a kind Ph. D. program in Liberal Study" at Georgetown. From his perspective, such a program will get "underway soon -- perhaps not at Georgetown, but quite

possibly at Dartmouth, Virginia Commonwealth, or at Hamline." The demand is there, according to Thomasson, and "people are living longer, have greater needs for self enrichment, and are coming back for that type of education that they didn't have time or money for as a youngster-- they were too busy building a career!" Betty Beall, the Associate Dean for the School for Summer and Continuing Education at the time of the startup of the graduate liberal studies program in 1974, recalled that it was "really nip and tuck" at the beginning but she does not see much of a change for the future -- just a "strengthening of a good solid program that exists today."

Dr. Mann, Professor of Philosophy, sees two major shifts occurring over the next five to seven years: "(1) an individual need and desire for learning on the part of mature students that transcends limited fields of study; and, (2) a continuing but increasing demand from the community for more courses that pertain to problem solving situations that cross more than one field or discipline." Dr. Mann is suggesting that -- from his perspective-- there will be an increased demand for graduate level education in the arena of interdisciplinary study. Essentially, Dr. Mann believes that nationally there will be an increased demand for graduate liberal study.

The current Program Director doesn't envision very

many changes during the next three to five years, but does believe that the trend in students will continue -- "a diversity in backgrounds, with student age ranges reflecting a younger group than those previously enrolled, with fewer students possessing advanced degrees."

In the broad sense, trends in graduate liberal studies at Georgetown will undoubtedly continue to reflect programs that foster critical thinking, promote analytical skills, facilitate independence of thought and assist in the development of mature judgments.

Financial Management.

The Graduate Liberal Studies Program was designed to be self-supporting. At the outset, it was fully recognized that "during the first two years of the program's existence tuition would not fully cover some of the developmental, administrative and promotional expenses." After that, it was fully expected to cover all "direct and indirect costs and to make some contribution to other expenses of the University." This financial projection was proven correct, and the Program's Financial Report for the period ending June 30, 1976 (dated September 24, 1976) reflected that fact. Following the first few years of program initiation, the GLS program has remained in the black.

The University derives financial support from various sources including tuition, fees and gifts. Generally, gifts from the Annual Fund help pay operating costs while gifts to the Capital Fund help support scholarships, faculty, construction and renovations. Highlights of the University's financial report for the fiscal year ending June 30, 1989, reflected a balanced budget with 55% earmarked for the ten schools, 33% for the hospital, and 12% allocated for grants and contracts. Additionally, the report includes: (1) revenues of \$543 million; (2) an increase (13%) in assets of \$113 million, bringing the total to almost \$1 billion; (3) three tax exempt bond issues totalling \$184 million; (4) an increase (18%) in the University's equity (fund balances) of \$48 million; and, (5) an increase (14%) in the Endowment fund's total return. Simply stated, the University has operated "in the black" each year since the start of fiscal year 1971. Starting in fiscal year 1977, the University became less tuition-dependent and by the fiscal year ending on June 30, 1989, tuition represented only 39% of the educational and general revenue -- collectively, reflecting a tremendous growth in resources over the past fourteen years.

Higher Education General Survey (HEGIS) and Integrated Post-Secondary Educational Development Survey (IPEDS) reports pertaining to Georgetown University were examined.

This examination covered a reporting period of twenty years, with a focus on Education and General Expenditures (E&G) and Current Fund Revenues. For example, in E&G expenditures the review indicated over \$30 million for 1970, over \$55 million for 1975, over \$101 million for 1980, over \$170 million for 1985, and over \$283 million for 1990. Conversely, in Current Funds Revenues the reports indicated that the levels exceeded \$51 million in 1970, \$95 million in 1975, \$183 million in 1980, \$326 million in 1985, and \$567 million in 1990. These reports did not reflect data relative to the specific financial status of the Graduate Liberal Studies Program.

The School for Summer and Continuing Education (SSCE) - for report purposes -- is grouped along with the other main campus schools under the heading "Main Campus." In this regard, the 1990 plan for Georgetown's distribution of revenue shows that "Main Campus" schools were earmarked for approximately \$86 million. Of this amount, The SSCE's share was \$5,063,289. Within the SSCE, the financial plan reflected revenues derived from main campus summer session instruction, summer sessions abroad, workshops, non-credit programs, credit programs, and other programs.

With respect to program costs associated with graduate liberal studies, these data are incorporated within the overall budget for the School for Summer and Continuing

Education. At the conclusion of each semester, the Program Director reviews the complete financial record for the program with the Dean. In using the incremental budgeting process, both the Dean and the Program Director jointly act as an "antenna" for environmental changes that may impose new demands on the SSCE's financial resources. In this regard, appropriate adjustments are made in the budget process. The Director -- as the primary "watchdog" in this process -- has maintained the program in "the black" through a system of controls that ensure the effective use of allocated funds. Although the financial management process is limited to just the Dean and the Director, the program's success is evidenced by the number of new student admissions that have averaged 81 over the past seventeen years

Application fees for admission to graduate courses at Georgetown per the 1989-1990 catalogue, are \$40 (not refundable) for regular courses and \$20 for liberal studies. Full-time tuition at the Graduate School is \$10,800, except for the M.B.A. Program (\$12,800) and the Physiology Program (\$11,200). Students carrying less than 12 credit hours are charged \$450 per credit. All students in the Liberal Studies Program are part-time, and as such, are charged \$250 per credit hour or \$750 per course. The reduced costs per credit hour charged for graduate liberal

studies are attributed to the minimal strain placed on the Universities auxiliary services as compared to the demands for full time graduate students. Faculty for the Graduate School teach on a "regular load" basis and faculty teaching for the GLS program are doing so on an overload basis and - as such -- are compensated within a range of \$3,000 to \$3,600 per course, depending upon faculty rank.

Survey Comparison Data.

When compared to the overall data obtained from the results of the Survey of AGLSP institutions, Georgetown's program was found to be distinctive in many areas. For example, significant differences were noted in the rationale for program initiation -- efforts by the Dean as compared to the faculty in many schools; location of the leadership element with Continuing Education, rather than with the Graduate School; the appointment of a full time Director to administer the program; approximately four times the number of matriculants in the current term, as compared to the mean number in other AGLSP schools; government employees and writers were representative of the most prominent student groups being serviced, as opposed to teachers in most programs; and, the number of full time, tenure track faculty teaching in their program was

approximately one half of the AGLSP mean.

The two key areas where Georgetown data matched AGLSP survey results were noted in age groups that were being serviced -- 25 to 40 years of age; and, the field of interest that attracted the greatest student interest--humanities.

Mary Washington College

Introduction.

Mary Washington College is located in Fredericksburg, Virginia. It is one of forty-six (15 public and thirty-one private) colleges and universities in a State that has long been known for its quality and tradition in higher education. Mary Washington, a public institution, is one of four schools in the Commonwealth--along with Marymount, Old Dominion, and Hollins--offering graduate programs in liberal studies that are affiliated with the AGLSP.

Situated midway between Washington, D.C. and Richmond, Virginia, astride the major corridor for North/South movement along the East Coast, Mary Washington College and its programs are reflective of a rich historical heritage which spans three centuries of American life. For many, the name Fredericksburg is synonymous with the Washington family name and the early days of their children that grew up at Ferry Farm on the north shore of the Rappahannock River. For others, Fredericksburg triggers a recall concerning the fierce battles of the Civil War. Today, Fredericksburg is the apex for one of the fastest growing regions in the Commonwealth. This crossroad location is developing into an ultramodern marketplace -- an industrial

center serving a highly complex and sophisticated urban society between Washington, D.C. and the city of Richmond.

Historical Foundations.

At the outset, Fredericksburg played a key role in the British strategic plan for the settlement in America. In 1671 (Shibley, 1977), a 2,000 acre tract--including the area of the present day City of Fredericksburg--was leased to Thomas Royston and John Buckner, of Gloucester County, Virginia. Initially, this land grant was used to lease parcels to other settlers. However, a fifty acre parcel was retained for the development of a new town in the Falls area of the Rappahannock River--one of Virginia's five tidal rivers. This site had been the center of an Indian confederacy and Indian trade routes had converged at this point making the location a natural setting for a town. In 1727, the Colonial Assembly in Williamsburg granted a charter to the new town of Fredericksburg -- and her sister town at Falmouth -- to encourage "a more rapid settlement of the upland region of the tidal basin of the Rappahannock." The provisions of this charter were to be implemented by a board of trustees, and the original group included "John Robinson; Henry Willis; Augustine Smith; John Taliaferro, Harry Beverly, John Waller, Jeremiah

Clowder and Augustine Washington -- the father of our first President.

Because of its location on a navigable river, the town grew and eventually developed a lifeline to England, Europe, and the Caribbean as a result of its sea-going commerce. By the time of the American Revolution, the town of Fredericksburg had expanded its boundaries four fold and had become the tenth largest shipping center in the colonies. Although the town prospered under British rule, it became a hotbed for revolutionary sentiment during the early 1770's. Fredericksburg's representative to the Virginia House of Burgesses, George Washington -- a colonel in the local militia -- signed the Assembly's protest resolution against Britain's "lack of concern for the rights of her colonists." Following the revolution, the pace slowed in Fredericksburg as the direction of development shifted westward towards the Ohio River Valley. Although the port remained busy, it never regained the level of its pre-Revolutionary activity. However, Fredericksburg continued to serve as the "trade center of the agricultural area in the river valley and points west and south."

The turn of the century reflected a town that was still active and undergoing more growth and development. With the new national capital established at Washington,

daily stagecoach service was available from Fredericksburg to Washington, Richmond and Charlottesville, and overland traffic from the South continued to pass through the city. With the outbreak of the Civil War, Fredericksburg was a familiar name to most Americans as both Union and Confederate armies turned the town and surrounding countryside into a major battleground. In just four key battles -- Fredericksburg, Chancellorsville, Spotsylvania, and the Wilderness -- at least 17,000 troops were killed in action and 80,000 more were wounded (Fredericksburg Center, 1990). Although the town of Fredericksburg survived and eventually recovered from the shock and damage of the war, the post Civil War years were lean and growth was measured at a much slower pace.

Throughout its 263 year history, Fredericksburg was host to a variety of people that contributed towards the shaping of the young American nation. John Smith was perhaps the first, venturing into the Rappahannock Falls area in 1608 (Shibley, 1977), "exploring the inland reaches of what was soon to become British America." William Byrd wrote of his visit to Fredericksburg in his journal Journey To The Mines, 1732, describing the town as "pleasantly situated on the South Shore of the Rappahannock, about a mile below the Falls." Aside from the Washington family-- whose presence in the area spanned two generations -- other

distinguished personages included James Monroe, Thomas Jefferson, George Mason, Edmund Pendleton and Thomas Tredwell Lee. It was in Fredericksburg that Thomas Jefferson drafted what subsequently became the Virginia Statute of Religious Freedom -- a statute which later became the basis for the principle of separation of church and state included in the first amendment to the Constitution.

With the arrival of the nineteenth century, growth and expansion in Fredericksburg included an increase in the number of schools and institutions available for children. The Female Charity School was built in 1835 by an Episcopal congregation, and an orphanage was designed, constructed, and supported by a Presbyterian group in that same year. The Gazetteer of Virginia reported that by 1851 there were "fourteen schools" (five male and seven female private schools, plus two free schools -- one for each sex) and "one orphan asylum" in the city of Fredericksburg.

The quality and tradition associated with higher education in the State of Virginia originated with the establishment of the College of William and Mary, in Williamsburg, in 1693. Subsequently, other institutions of higher education were established including Washington and Lee -- founded in 1749, followed by the establishment of the University of Virginia by Thomas Jefferson in 1819.

Two salient features (Knowles, 1983) that contributed to the growth and development of higher education in general -- and in the State of Virginia in particular -- were the founding of the United States Military Academy -- marking the start of a series of wholly technical institutions and normal schools; and, the Land Grant College Act (Morrill) of 1862 and 1890. During this period, a variety of schools were established in Virginia, including the Virginia Military Institute (1839), Hollins College (1842), Virginia Polytechnic Institute and State University (1872), Bridgewater (1880), Sweet Briar College (1901), and the Fredericksburg Normal and Industrial School for Women (1908).

In 1938, after thirty years of development from a teacher's college to the State's liberal arts college for women, the Fredericksburg Normal School was renamed Mary Washington College. Approximately six years later, the college became affiliated with the University of Virginia and -- as such -- served as the women's undergraduate division of Arts and Sciences for the University of Virginia. By 1970, the entire university had become coeducational and -- in 1972 -- Mary Washington College became an independent institution of higher learning with its own governing board.

Institutional Organization.

Mary Washington College is a public, predominantly undergraduate, coeducational college of liberal arts and sciences. Throughout its twenty-one academic departments, the College offers twenty-five disciplinary and five interdisciplinary majors. The Academic Catalogue 1989-1991 identifies three undergraduate degrees -- Bachelor of Arts, Bachelor of Science, and Bachelor of Liberal Studies -- as well as one graduate degree -- the Master of Arts in Liberal Studies -- that can be awarded by the College.

There were approximately 3,100 students and 150 faculty members on the institutional rolls during the 1989-1990 academic year. The campus, consisting of 275 acres, houses the largest and most complete undergraduate library in the Commonwealth -- over 300,000 volumes and 1,200 periodicals.

In keeping with the principles of a liberal education, Mary Washington College "places high value upon cultural diversity and global awareness." The Academic Catalogue states that the College "has historically focussed on the liberal arts and sciences" and has maintained a steadfast belief that "freedom of inquiry, personal responsibility and intellectual integrity" were the best preparations for

citizenship. As a direct result of this belief, the College "requires its undergraduates to pursue studies in the arts, the humanities and the sciences as a necessary context for their concentration in a particular field of interest."

Aside from the activities identified herein, Mary Washington College is closely associated with Belmont, the family home of artist Gary Melchers, and the law office and museum pertaining to James Monroe. These facilities are carefully restored eighteenth century structures-- Belmont serves as a gallery for Melchers' work, and the law office and museum contain artifacts, books, letters, etc., relative to Monroe's tenure in the White House. Additionally, Mary Washington operates a retreat and conference center in Westmoreland County -- on the grounds of the George Washington birthplace national park. To emphasize their commitment to the liberal arts, the College is currently planning and developing a Center for Graduate and Continuing Education that will offer "a limited number of compatible undergraduate and Master's programs designed for commuting students."

Governance.

Effective July 1, 1972, Mary Washington College became a completely autonomous institution. Virginia Senate Bill 433 provided for the separation of Mary Washington College from the University of Virginia and concurrently established a governing board for the College known as the Rector and Visitors of Mary Washington College. This board also gained control over the Melcher's estate (Belmont) and the James Monroe Law Office, Museum and Memorial Library. With these steps accomplished, and the designation of the chief administrative officer of the College changed from chancellor to president, the governance apparatus became operational.

Today, the college structure includes a President, an Executive Vice President, five Vice Presidents (Academic Affairs and Dean, Admissions and Financial Aid, Business and Finance, Student Affairs and Dean of Students, College Relations), a Library Director, College Physician, and twenty-one academic departments that offer twenty-five disciplinary and five interdisciplinary programs. With respect to graduate liberal studies, governance of the Master of Arts in Liberal Studies (MALS) program is through the office of the Vice President for Academic Affairs and

Dean. The college awards the undergraduate degrees of Bachelor of Arts, Bachelor of Science, and Bachelor of Liberal Studies. Additionally, it awards one interdisciplinary degree -- the Master of Arts in Liberal Studies.

Overview of Graduate Liberal Studies.

The Graduate Liberal Studies Program at Mary Washington College is situated organizationally as a Department -- the MALS Department. Their program has been in existence for ten years and -- according to the 1989-1991 Catalogue -- "has historically focused on the liberal arts and sciences with the pursuit of academic excellence as the core of a value system emphasized throughout the College."

The current brochure for the program states that "the MALS is a graduate program for adults willing to accept the challenge to understand." Further, the brochure indicates that "The program does not give answers. It "provides access to the best that human beings have said, sung, made and thought in a continuing forum through which faculty and students explore together the heritage of Western civilization and ponder its future." To achieve this purpose, the MALS program was specifically designed for

adults seeking a graduate degree on a part-time basis. The program has a generalist focus, with courses built around central texts, ideas, movements, and problems associated with Western civilization.

Requirements for the degree of Master of Arts in Liberal Studies include the satisfactory completion of 30 graduate credit hours distributed in four categories--initial courses; colloquia; electives; and, an individual study project. According to the Academic Catalogue (1989), the MALS is a "flexible interdisciplinary graduate program in the liberal arts intended as a terminal degree for adults interested in analyzing social and cultural issues central to Western civilization."

With respect to the administration and faculty, the MALS program has a part-time Director. There are no faculty members assigned to the program, but all faculty that teach in the program are members of the MALS Department -- as well as their primary academic departments. Currently, there are twenty-two faculty members that teach in the program and they represent the fields of art, biology, chemistry, classics, education, English, foreign languages, history, philosophy, political science and psychology. All faculty teach on a "regular load" basis. Adjunct instructors are not utilized. The student body primarily includes teachers from local school

districts, government employees and homemakers.

Program Initiation.

The decision to establish a graduate program at Mary Washington College was made by the College President, on the recommendation of the faculty. Essentially, this decision was based upon financial rather than intellectual considerations (Anderson, 1990), and the need to take positive, corrective actions relative to a much needed change in faculty salary and college financing in general.

In the mid 1970's, according to the current President, "faculty salaries at Mary Washington were probably the worst in the state." Institutions of higher learning in the Commonwealth of Virginia were funded at that time according to the highest level of academic degrees that were awarded. For example, schools listed in Category I-- William and Mary, University of Virginia, etc., received the top level funding because they maintained programs that led to the award of doctorates. Category II institutions were those that maintained master's level programs and they were funded at the middle level. Category III schools-- including Mary Washington College -- were those that were only maintaining undergraduate programs and they were funded at the lower end of the scale.

Subsequent to the basic decision to initiate a graduate program, and during that period of time when decisions were going to be made regarding the type of program to be selected, a fierce battle engulfed the entire faculty. The administration was supportive of an MBA/MPA type of program because of the potentially high market demand perceived for that type of program. A sizeable portion of the faculty was pushing hard for a liberal arts program so that the college could capitalize upon the strengths of the present faculty; and, another portion of the faculty were stressing the needs of the business community and arguing the merits of an MBA program. Concurrently, a faculty committee was appointed by the administration (Hanna, 1990) and consisting of representatives from most of the departments. The committee recommended the establishment of two programs--an MBA and a MALS. Dr. Donald E. Glover was selected by the faculty to oversee both programs.

With respect to the MALS program, coordination was established with the Association of Graduate Liberal Studies Programs (AGLSP), and representatives from Mary Washington attended two annual meetings of that association (1978 and 1979) prior to the activation of the MALS program. This was done so that the AGLSP could get to know more about the type of program being developed at Mary

Washington College; and, for the planners at Mary Washington to learn from the AGLSP. This arrangement was mutually beneficial for both parties. The MALS program was inaugurated in the Fall term of 1980, with an initial enrollment of 58 students. The Spring enrollment reflected 30 matriculants. On May 2, 1981, the Program Director presented an overview briefing of the new MALS program to the AGLSP. This presentation included background information about the college, results of the feasibility study launched in 1978, program data pertaining to 1 1/2 years of development, advertising efforts, curriculum, costs, student profiles, administration and support activity. This briefing concluded with a discussion of program evaluations -- internal and external -- and projections regarding future enrollments.

Concerning the basic decision (funding) to establish a graduate program at Mary Washington, it should be noted that the mechanism that was in place that grouped Virginia institutions according to set numerical levels -- Category I, II, and III schools -- was flawed. Although this system was relatively simple, the arbitrary thresholds created the wrong incentives (Council, 1989) for schools to move from one classification to another. The Virginia General Assembly recognized this problem and the 1984-86 Appropriations Act directed the Council of Education to

correct the inequity and "to provide individual faculty salary benchmarks for all state-supported institutions of higher education." Accordingly, a unique benchmark group was developed and implemented in 1985 for each Virginia institution. The system was subsequently refined and developed into a comprehensive data base for over 3,000 colleges and universities, with a statistical application known as FASTCLUS -- that enabled the user to consider more subtle differences among potential peer institutions. A number of variables are employed in the process, including three primary categories -- student enrollment and level, discipline mix, and research emphasis. This quantitative process produces a list of 19 to 24 comparable institutions for each public college and university in Virginia.

With this automated process, Mary Washington College has a listing of Benchmark Institutions that includes Sonoma State University, Colorado College, Augustana College, Lake Forest College, Luther College, Colby College, Mount Holyoke College, Calvin College, Hope College, Gustaves Adolphus College, Macalaster College, Barnard College, Skidmore College, Saint Lawrence University, Vassar College, Wooster College, Denison College, Hiram College, Ohio Wesleyan University, Wittenberg University, Franklin and Marshall College, Muhlenberg College, Furman University, and Austin College.

The Benchmark Group salary mean is \$37,282, with a standard deviation of \$3,916. This change in the basic funding mechanism relative to faculty salary adjustments has undoubtedly impacted heavily on the strategic planning process relative to the establishment of any new graduate programs at Mary Washington College.

Throughout the ten year history of the MALS program, there have been three program directors, several organizational alignments and some enrollment problems. The faculty is dedicated and the curriculum is sound. The new Center for Graduate Study and Continuing Education at Mary Washington College should provide the necessary stabilizing effects that will facilitate growth and development for the MALS program.

Program Maintenance.

The Graduate Liberal Studies Program at Mary Washington College has been in operation for approximately ten years. Since the initial group of 50 students registered for the Fall semester in 1980, there have been a total of 42 graduates awarded a Master of Arts in Liberal Studies Degree. Currently, there are 35 matriculants registered for the 1990 Spring term.

The major effort towards program maintenance was

launched prior to the start of the Fall semester in 1980. According to the President (Anderson, 1990), the Administration recognized that the MALS program would be small because of budgetary constraints. However, their 1978 survey effort pointed out that approximately 65% of the graduate market in the area were in favor of the establishment of a MALS program. From a competitive perspective, the nearest graduate programs were approximately 60 miles distant and program costs plus commuting distances were exceedingly high. Therefore, the major effort was focused on the local community and teachers in the area school systems. Primary attention was placed on mailing fliers to every household (36,000) in the area, sending letters (5,000) to alumni within a sixty mile radius, and corresponding with all graduating seniors. Additionally, the faculty prepared a descriptive brochure for distribution to local shops and businesses, and participated in discussion groups and seminars with local civic groups, clubs, and organizations. In this regard, the college placed advertisements in local papers and also benefitted from community service announcements over local radio stations. This effort was directly responsible for the initial burst of enthusiasm relative to the initiation and maintenance of the MALS program.

From that point forward, the program has been

essentially maintained through the "word-of-mouth" efforts of students and alumni (Slayton, 1990). All of the faculty members interviewed during the research effort substantiated that view. There was a crisis in 1986 that impacted indirectly on the MALS momentum effort. Essentially, the Virginia State Commission for Higher Education was critical of the College's MBA program because it slighted (Glover, 1990) the undergraduate program. Subsequently, the MBA program started phasing out and there was concern throughout the campus that the MALS program might follow along. However, student and alumni reaction was supportive of the MALS effort and the threat of program closure dissipated. This crisis, however, also served as a stimulant for the antagonist on the faculty (Anonymous, 1990) to vocalize their efforts regarding general opposition to the program. Collectively, these two factors may have contributed significantly towards a weakening of the overall maintenance effort.

Today, there is some concern resulting from the level of program maintenance exerted over the past several years and the impact that shortfall might have had on future enrollments or the program in general. One faculty member suggested (Hanna, 1990) that the lack of a good communications system might very well be their major problem" -- "there's probably not one person in a thousand

in the City of Fredericksburg that knows anything about the MALS program." The antagonists say the "program is a failure" or the "program is floundering." From this researcher's perspective, the absence of a viable marketing program was clearly the problem! On a positive note, the loyalty, dedication and academic support demonstrated by the Administration and faculty teaching in the MALS program is clearly reflective of a strong, vital measure that is essential to the program's growth and development. Additionally, the recent selection and appointment of the new Director for Graduate and Continuing Education is a major, enhancing step towards program maintenance that will undoubtedly revitalize efforts associated with the MALS program.

Course Design.

Courses in the MALS program are tailored to the specific interests of the students and they are oriented towards a "basic understanding of Western civilization." According to a program flier, the courses depend on a "symbiotic relationship between the students' formal and informal educations, that is, between, the classroom and the world of work and family." In that context, students are expected to bring their life experiences to their

course work -- and to apply their course-acquired knowledge to their daily lives.

Initially, students are required to take a two-semester, six credit hour, team-taught survey of major trends in thought, the arts, social theory and history that addresses the period from the ancient world to the present day. This initial block of instruction provides for a broad view of the assumptions, ideas and movements that have contributed to the development of Western civilization. Both courses are interdisciplinary and they explore major events from a chronological perspective.

With respect to the colloquia, students may take any two from among the several colloquia that are offered. These courses are three credit hours each, and are multidisciplinary explorations of complex issues. The courses are team-taught and involve material from the humanities, sciences, and social sciences. The colloquia includes Aging in Modern America; Language Acquisition; Linguistics and Educational Perspectives; On Becoming Human; Beauty, Truth and Reality: The Aesthetics of Science; and, From Speaking Art to Natural Word: Communication, Language and Meaning

The elective courses -- fifteen credit hours -- may be taken from a range of courses representing a variety of disciplines or, they may focus on a single area.

Currently, the offerings include: Issues and Movements in Curriculum; Philosophy, Philology and Literature; Historical Themes and Problems in Early Modern Europe; Literary Criticism and the Creative Imagination; Contemporary Dynamics in World Politics; English Prose Style: History, Principles and Practice; Marine Ecology; The Character of Physical Law; Continuity and Change in Human Behavior During the Life Cycle; Dante's Divine Comedy; Comparative Theories of Mind in Education; U.S. National Security: Policies and Processes; Contemporary Politics in the United States and the Soviet Union; Sexuality and Feminism in Nineteenth Century English Literature; Virgil and Milton; Contemporary Problems in the Third World; Special Topics (topical courses offered for special occasions or audiences); Professional Ethics; America's Revolutionary Generation: From Colonial Status to Independent Nation; Young Adult Literature; Understanding Shakespeare; The American Dream: Nature Progress and Isolation; The French and Russian Revolutions; and, Homer.

The final project, or directed study, is a three credit hour course that represents a creative or investigative project proposed by the student, approved by the Program Director, and guided by a member of the graduate faculty. This independent study effort is considered by the College to be the capstone for the MALS

program.

Program Trends.

One of the goals for Mary Washington College in the decade of the 90's (Catalogue, 1989) is to build on its liberal arts and science programs through curricular additions and adjustments that will be designed to meet the demands of the future. The president of the College stated (Anderson, 1990) that Mary Washington will continue to emphasize their residential, undergraduate, liberal education but they will also provide -- within that general context -- a number of other programs at the bachelor's and master's level that will be designed primarily for commuting students. The focal point for those programs will be a new center for Graduate and Continuing Education located in Stafford County, eleven miles from the present campus

There are a variety of other factors that will bear on the shaping of future directions for the MALS program. Essentially, the salient factors include the continued growth in the College's undergraduate liberal studies program; the pending establishment of a commuter rail system that will link Fredericksburg with the Washington, D.C. metropolitan area through a rapid transit network;

increased regional developments in Northern Virginia and a "high tech" push that is ongoing in Stafford County; new or changing requirements in certification regulations for area school teachers; and, the advertising thrust or focus for the continuing education and graduate programs that will be associated with the new facility in Stafford County. At this point in time, no one at Mary Washington College is absolutely certain about the future direction of the MALS program.

From this researcher's perspective, the MALS program is currently in a period of transition and the Administration is in the process of sorting out all of the viable options relative to the establishment of their projected Center for Graduate Study and Continuing Education. The key issue is one of a marketing nature -- a determination regarding possible users -- and a needs assessment initiated by the College should clearly provide the desired answers. Based upon their ten years of experience with the MALS program that included differing organizational arrangements, fluctuating enrollments, diverse management styles, and a student body consisting primarily of teachers, Mary Washington's Administration will undoubtedly make adjustments to the program that will facilitate its placement in the new Center to be located in Stafford County.

The trends in teacher education will be closely scrutinized at Mary Washington in the process of determining future directions for the MALS program. One national area of interest will be the Holmes Group proposal (Cooper, 1990) relative to a five-year undergraduate education program. The thrust of this proposal would make teacher education "more like preparation for careers in business management, law, and medicine." The University of Virginia -- during their 1990 graduation exercise-- graduated their first group of teachers from its five-year program. In nearby Maryland, the State's Higher Education Secretary (Goldstein, 1990) has also called for all prospective teachers to earn liberal arts degrees and to concentrate on professional courses in a "fifth year of college." Another area of interest for consideration at Mary Washington will be the "lucrative education market in Northern Virginia" (Harriston, 1990). An example is the effort currently underway by George Washington University (GWU), Washington, D.C., to establish a 576 acre project called "University Center" in Loudon County, Virginia. This project is estimated to be completed in time for the fall classes starting in 1991, and will cost GWU approximately \$20 million.

In the near term, management decisions will be made regarding the MALS program that will impact significantly

on its future directions. These decisions will most probably address such features as organizational alignment, program leadership, curricula focus and a strategy for marketing.

Financial Management.

The Master of Arts in Liberal Studies (MALS) program was never intended to be a "money maker." From the outset, it was expected that the MALS program would be relatively small -- carved out of the Educational and General Program line item (#349) allocated in the college budget, as approved by the General Assembly of Virginia in their biennium budget process. Initially, the program was expected to have some "hidden" costs but the faculty committee guiding the process believed that tuition and fees would generally cover all direct and indirect costs. This projection was accurate. The program has existed for ten years -- small in size; sparse in operating revenues; but, systematic and methodical in meeting program costs within established constraints.

The salient features associated with the biennium (General Assembly, 1990) for Mary Washington College include the total appropriations of \$56,336,992.00. The two major components are Educational and General Programs

(\$35,851,414.00) and Higher Education Auxiliary Enterprises (\$20,095,160.00). The remainder of appropriations are earmarked for Student Financial Assistance (\$420,578.00) and Educational and General Services Financial Assistance (\$525,946.00). Additionally, the General Assembly authorized \$169,600.00 for "maintenance reserve" (C-70) relative to capital projects for Mary Washington College. Those funds are reserved for the costs associated with the maintenance of property, plant and equipment of the college -- to the extent that the funds included in the original appropriations are insufficient.

The Academic Catalogue 1989-1991 for Mary Washington College specifies tuition and fees as follows: tuition for full-time undergraduate Virginia students -- \$1,152 per year (\$2,304 for non-Virginia students); fees for part-time, undergraduate, Virginia students -- \$73 per credit hour (\$161 for non-Virginia students); fees for part-time, graduate, Virginia students -- \$74 per credit hour (\$161 for non-Virginia students); and, a non-refundable fee of \$20.00 for first time application and admission to the College.

Financial management at Mary Washington College-- like most colleges and universities -- is a process dependent upon a variety of factors including adequate control over expenditures; the prompt collection of tuition

and fees; recovery of overhead costs from sponsored activities; efficient use of physical facilities; productive academic and support personnel; and, the general provision of services in the most effective and efficient manner possible. In this process, Mary Washington College has ascertained the need for funds; the General Assembly has generated the funds to meet the majority of those needs; the faculty and staff are using those funds expeditiously and responsibly to satisfy those needs; but, the evaluation process as to whether the identified needs have been satisfied -- or not -- has reflected a major shortfall in two specific areas: (1) student scholarships; and, (2) faculty salaries

As a result of the shortfall identified in the financial management process, for the first time in its 82 year history the College has launched a comprehensive fund-raising campaign that seeks 5 million dollars by 1992. According to the Campaign for Mary Washington, the precise objectives are for student scholarships and faculty salaries. "Over the course of the campaign, a balance of gifts for current use and for building endowments to support scholarships and faculty salaries is sought." Now, according to the Campaign, " public colleges are becoming more and more dependent on private funds for enhancing scholarship programs and faculty salary initiatives." Dr.

William M. Anderson, Jr., President of Mary Washington College, stated that he did not anticipate that this would be an easy campaign. However, it was his view that "it can be successful because we have a sound record of service to the Commonwealth and to our region; and a growing number of alumni and friends who are steadfastly committed to the College and its aspirations; and, a comprehensive plan that builds upon a tradition of excellence."

Survey Comparison Data.

When compared to the overall data obtained from the results of the Survey of AGLSP institutions, Mary Washington's program was found to be distinctive in four key areas. For example, significant differences were noted in the rationale for program initiation -- efforts by the College Administration as contrasted to the faculty in many schools; the number of current matriculants--approximately one-half of the mean number found in other AGLSP affiliated institutions; the absence of "time limits" for completion of degree requirements, as opposed to the requirements for limits associated with the majority of programs; and, an older student group being serviced--students in the 40-50 year group.

The key areas where Mary Washington data closely

matched AGLSP survey results were noted in dates for program start-up; percentage of students that were completing the program within a five year period; appointment of a part-time Director; teachers as the most prominent student group; high percentage of tenure track faculty teaching in the program; and, the field of interest attracting the greatest student interest -- humanities.

VITA

John J. Madigan, III, is the District Administrator for the Department of Taxation, Commonwealth of Virginia, in the Washington Metropolitan area. Additionally, he is a member of the adjunct faculty, Department of Social Science, College of Continuing Education, Embry-Riddle Aeronautical University.

He retired from active military service with the U. S. Army in the grade of Colonel. His career included command of a variety of tactical units and staff assignments associated with sensitive appointments at the national command level. His military service encompassed attendance at the U.S. Army's Infantry School, Civil Affairs School, Judge Advocate General School, Logistics Management School, Command and General Staff College, and the U.S. Army War College. Additionally, he received specialized training in tactical and strategic intelligence from U.S. and Allied Agencies, and from Service Intelligence Schools in the United Kingdom and Canada.

His military awards and decorations include the Legion of Merit with Two Oak Leaf Clusters, Bronze Star Medal, Army Meritorious Service Medal, Air Medal, Joint Service Commendation Medal, Army Commendation Medal with Two Oak Leaf Clusters, National Defense Service Medal with One Oak

Leaf Cluster, Vietnam Service Medal with Four Bronze Stars, Meritorious Unit Citation, Republic of Vietnam Honor Medal, First Class, with One Bronze Star Cluster, Republic of Vietnam Cross of Gallantry with Palm, Republic of Vietnam Campaign Medal with Insurgency Clasp, and the Republic of Vietnam Staff Service Medal. Additionally, he was awarded the Expert Infantry and Combat Infantryman's Badges.

He received his undergraduate education at the School of Foreign Service, Georgetown University, and at the University of Maryland. His graduate education was received at Shippensburg University, Georgetown University, and at the Virginia Polytechnic Institute and State University. His academic degrees include a Bachelor of Science in Political Science; a Master of Science in Public Administration; a Master of Liberal Studies, with a focus on International Affairs; and, a Doctorate in Education, with a specialization in higher education administration.

John J. Madigan, III, was born on January 11, 1929, at Fort Bragg, North Carolina. He is married to the former Ann Margaret Curran of Newark, New Jersey, a graduate of the Georgetown University School of Nursing, and they have five children: John Phillip, a graduate of the United States Military Academy; Mark Edward, a graduate of Mary Washington College and George Mason University; Thomas Jefferies, a graduate of the Virginia Military Institute;

Jean Marie, a graduate of the University of Virginia; and
Andrew Joseph, a graduate of the College of William and
Mary.

A handwritten signature in black ink, reading "John F. Madigan, III". The signature is written in a cursive style with a large initial "J" and a prominent "F". The name "Madigan" is written in a more fluid, cursive script, and "III" is written at the end with three distinct vertical strokes.