Resolution #28
1975-1976

TO: PRESIDENT ALBERT W. BROWNE
FROM: THE FACULTY SENATE
Meeting on May 17, 1976

RE: I. Formal Resolution (Act of Determination)
II. Recommendation (Urging the fitness of)
III. Other (Notice, Request, Report, etc.)

SUBJECT: Master of Arts in Liberal Studies

Moved by Senator Jenkins, seconded by Senator Mackur, to approve the recommendation of the Graduate Policies Committee as follows:

"The Committee recommends the approval of the MA/LS proposal as attached for a two-year experimental and developmental period (as requested in the letter of intent). In the program's fourth semester, a complete progress report shall be given the Senate Graduate Policies Committee which shall evaluate the program and report to the Senate whether it should be continued and in what form.

Since the proposal represents an innovative approach to graduate education in the State and since development of many details require the operation of the Boards of Study and the Advisory Board, the committee further requests that a member of the Graduate Policies Committee meet regularly with the Advisory Board as an observer to monitor the development of the program."

Adopted by a vote of 31 for, 7 against, and 4 abstentions. Signed Date: May 26, 1976

TO: THE FACULTY SENATE
FROM: PRESIDENT ALBERT W. BROWNE

DECESSION AND ACTION TAKEN ON FORMAL RESOLUTION

(a) Accepted. Effective Date: June 30, 1976
(b) Deferred for discussion with the Faculty Senate on
(c) Unacceptable for the reasons contained in the attached explanation

II, III. a. Received and acknowledged
b. Comment:

DISTRIBUTION: Vice-Presidents: Others as identified:

Distribution Date: Signed: (President of the College)

Date Received by the Senate: August 23, 1976
TO: Senators, Department Chairpersons, Deans and Vice Presidents
FROM: Vera King Farris, Ph.D., Chairperson, Committee on the MA/LS
DATE: May 7, 1976

Enclosed herein is a copy of a proposal for the Master of Arts in Liberal Studies Degree Program (MA/LS): An Internal-External Model. At the present time we are requesting the Faculty Senate to approve the program on a two-year experimental basis.

The research, compilation of materials, and gathering of data relating to the degree required nearly two years. Over the past few months a highly active, 22 member, committee (with the assistance of seven subcommittees) have completed the design of the MA/LS and have endorsed it. Further, the Graduate Policies Committee has reviewed the proposal and also has recommended its approval for a two-year experimental and developmental period.

The proposed MA/LS degree program is structurally flexible and contains a number of rather unique features such as:

1. It is a college-wide degree which will permit active participation by any liberal arts or sciences subject area (see model in the appendix).

2. The internal-external mode of study allows the option of pursuing the degree through either a fully residential or nearly fully non-residential method or via a combination of residential and non-residential study (see model in the appendix).

3. The "free-electives" category will allow the student, with advisement, to select and undertake one of a very wide number of educational experiences (see model in appendix).

4. The proposed model contains an option whereby a student, with advisement, could elect to pursue a MA or MS degree (see option in the appendix).

5. The proposed model will permit departments and/or divisions to offer new degree options under the "umbrella" of the MA/LS degree (see Murray letter in the appendix).
The appendix of the enclosed document contains, among other items mentioned above, the proposed method for funding (Income Fund Reimbursable) and the list of the names, addresses, and telephone numbers of the committee members. We would be most appreciative of any comments, criticism, suggestions, addenda or general feedback that you may wish to share with us. Please feel free to call anytime, however, I am reserving all day May 13th (except from Noon to 1:00 p.m.) to be available for discussion or to listen (6th Floor Administration Building -- #2365).

Thank you very much for your assistance in this matter.

VKF:ded
Enclosure
PROPOSAL FOR THE MASTER OF ARTS IN LIBERAL STUDIES

DEGREE PROGRAM (MA/LS): AN INTERNAL-EXTERNAL MODEL
PROPOSAL FOR THE MASTER OF ARTS IN LIBERAL STUDIES

DEGREE PROGRAM (MA/LS): AN INTERNAL-EXTERNAL MODEL

1. Qualitative Indices

a. General Rationale: S.U.C. Brockport has a graduate enrollment of approximately 1,500 non-matriculated graduate students per semester and recognizes approximately 2,500 additional such students who return intermittently. Presently, in spite of the number of Master of Arts and Master of Science degree programs offered, this considerable graduate population often remains unidentified with any existing program and with little or no direction provided by the College.

The Master of Arts in Liberal Studies (MA/LS) degree program is basically designed for students who have earned a bachelor's degree and desire broad liberal learning rather than further specialization at the graduate level. The MA/LS provides an interdisciplinary, flexible approach to academic accomplishment. There are no prerequisites such as age, residence, or previous major of the baccalaureate required for enrollment. Indeed, many specialists who have achieved power, wealth, and leadership within their job or profession find themselves somewhat handicapped in the performance of their professional, social and civic responsibility. They lack broad liberal learning essential to personal growth, decision-making in changing times, and professional and civic leadership. Such individuals, among others, should find a MA/LS challenging to their intellectual interests, and valuable for professional advancement.

The proposed plans at Brockport for academic reorganization should enhance our ability to service the very large uncommitted non-matriculated student population. The MA/LS program will provide further incentive for the undecided and non-matriculated student to proceed with a degree-oriented objective. Furthermore, we feel it will provide additional avenues for selection of subject-discipline MS/MA options which have heretofore suffered from low-enrollment statistics. It will provide more incentive to develop our evening programs and could well become a regional model which would facilitate articulation with our neighboring institutions.

In addition to the above-mentioned factors, it has been recognized by most leaders in the field of higher education, that not all would-be graduate students can affiliate either full-time or part-time on a specific campus. Thus, the proposed model contained herein, is both an internal and external model. The internal degree would serve for those students who desire and prefer a continuing, campus-based program. The external
model of the MA/LS should be utilized for bringing the classroom study approach to individuals who, because of geographic location, family responsibility, work schedules, etc., and other circumstances beyond their control, find it impossible to spend large amounts of time in campus-based programs.

It was the primary aim of this committee to design a Master's-level degree which would provide a high level of competence in the art of liberal inquiry in a selected general field of knowledge: Social Sciences, Arts and Humanities, Natural Sciences.

The basic MA/LS degree is envisioned as a post-baccalaureate terminal degree; however, with appropriate advisement it could be utilized as a basis for further graduate work.

b. Structure of the Program: see complete model in the appendix

i. Admission requirements: all persons holding a baccalaureate degree from an accredited institution of higher learning, or its equivalent, are eligible for admission to the Master of Arts in Liberal Studies Program.

ii. General requirements: hours required for graduation = a minimum of 30 graduate semester hours shall be required for the Master of Arts in Liberal Studies.

iii. Specific requirements:

1. Time limit - degree requirements shall be completed within five (5) years of the date of matriculation.

2. General subject areas - Natural Sciences; Social Sciences; Arts and Humanities

   Minimum = 9 credits from each of two general subject areas
   Minimum = 6 credits from third general subject area
   Remaining = 6 credits of *free electives by advisement

3. Transfer of credit - by advisement and approval of the Advisory Board on the Master of Arts in Liberal Studies. The maximum number of credits will be in accord with the most recent graduate catalogue or the most recently approved graduate policy, whichever is current.

*Free electives = additional course work; special projects; culminating projects; integrating seminars; thesis; culminating experience.
4. A comprehensive examination, which will, cover also materials for which the student received specially assessed and/or transfer credits, may be required for the MA/LS student as partial fulfillment of the Masters Degree. The final decision will be the responsibility of the ADVISORY BOARD which will provide a set of guidelines outlining the circumstances under which the examination will be administered. For example: If an internal student takes 50% or more of his/her courses externally, such a student will be required to take a comprehensive examination.

5. Academic standards - students matriculated in the MA/LS program are expected to maintain a "B" average (3.0).

6. Course descriptions - all courses available for the MA/LS must be approved by the Advisory Board. Except for the "Free Elective" category, the courses for the MA/LS will be interdisciplinary ones, i.e. courses with one topic but analyzed from the point of view of several disciplines. It is contemplated that some courses will be multi-discipline in nature, i.e. several related subject-disciplines contained in one course. A small number of courses will be basic ones, e.g. "The Meaning of the Humanities" which will stress the overview of the humanities and will be part of the Introductory Seminar unit.

For examples of some course descriptions utilized for the MA/LS at other colleges see Appendix iv. (Most of these course descriptions were taken from the Spring semester course schedule offerings of MA/LS courses from SUNY Stony Brook. It should be noted that due to the contemporary nature of the MA/LS degree, few catalogues contain course descriptions as they are constantly changing. Thus, it is necessary to request the College’s current schedule of course offerings in order to obtain course listings.)

7. Course development - there are a variety of ways in which a course can become a part of the MA/LS degree program. For example:

a) A faculty member may submit a course to a Board of Study for approval.

b) A Board of Study may review existing graduate courses in the general subject areas and designate specific courses as appropriate to be part of the MA/LS degree program.
c) A Board of Study may request submission of courses dealing with selected topics within its purview.

8. Research requirements - in at least one of the internal courses or directed readings, the student will be expected to become acquainted with research methodology as part of the curriculum design.

c. Quality of students: It is envisioned that the students for the MA/LS will come from a variety of sources as follows:

1. Non-matriculated graduate students (already enrolled at Brockport).

2. Graduate-level certification students (already enrolled at Brockport).

3. Persons seeking a more generalized Master's degree but with an option to concentrate in areas such as Social Sciences, Arts and Humanities, and Natural Sciences.

4. Persons holding professional baccalaureate degrees, e.g. engineers, medical doctors, etc., who wish courses for self-enrichment.

5. Persons from military academies, e.g. air force cadets with B.A. or B.S.

6. Persons seeking self-enrichment, e.g. students with B.Eng., Regents External Baccalaureate, Empire State degrees.

7. Persons who are undecided as to their plans and goals but wish to continue their study.

8. Persons who are geographically located in an area where a Master's program is not available to them, but would like to undertake a high academic quality Master's degree.
d. Quality of Faculty: The MA/LS degree will be a college-wide program, drawing its instructional support from the entire liberal arts faculty at S.U.C. Brockport. The design of the curriculum, as well as the selection of the faculty, will be the responsibility of the Individual Boards of Study (Social Sciences, Arts and Humanities, and Natural Sciences). It is envisioned that the two year experimental program will be funded under an Income Fund Reimbursable Account (See draft in Appendix iii) and that Items i - vii will be considered in the selection and recommendation of the faculty who will staff the courses.

e. i. Foci of emphasis: see items 1(a) [Rationale and Philosophy] and 1(b)6 [course descriptions] for the foci of emphasis.

ii. Relationships to undergraduate instructional offerings: courses offered in the MA/LS program will require few, if any, prerequisites and will not be specially related to undergraduate offerings in the manner that discipline-specific Master's level degrees are, since as mentioned previously, the MA/LS degree is basically designed for students who desire broad liberal learning rather than further specialization at the graduate level.

iii. Coordination of course offerings: the committee for the design of the MA/LS degree program recognizes that the experimental nature of the program may present many special problems and exceptions which may require ongoing development and interpretation of policies related to the degree. In addition, S.U.C. Brockport is in the final planning stages for academic reorganization. In light of the foregoing, the committee proposes the following administrative structure for coordination of the program.

1. The MA/LS will report to the Vice President for Instruction and Curriculum via a director.

2. The MA/LS will be coordinated by a director and an ADVISORY BOARD.

3. The membership of the ADVISORY BOARD will be:

   a. the Director of the MA/LS
   b. Representatives from each of the three Boards of Study = Arts and Humanities, Social Sciences, and Natural Sciences.
   c. One member from the Office of Curriculum and Instruction.
   d. One member from Continuing Education.
4. The responsibilities of the ADVISORY BOARD shall be the development and interpretation of policies related to the following:

a. All curricular aspects of the MA/LS degree program, i.e. curricular designs and scheduling.
c. Recommendation of candidates for the degree.
d. General guidelines for advisement of students; advisement will be the responsibility of the three Individual Boards of Study.
e. Recommendations for exceptions to the general admissions requirements.

The operational responsibilities of the MA/LS degree program resides with the three (3) Boards of Studies (Arts and Humanities, Natural Sciences, and Social Sciences). Thus, the responsibilities of each of the Boards of Study will be as follows:

a. Curricular design, courses, and scheduling.
b. Selection and recommendation of faculty to staff or be hired to staff courses.
c. Advisement of students.
d. Development of "concentrations" and other appropriate options to be offered under the MA/LS.
e. Evaluation of student performance.

The Director of the MA/LS degree program will be directly responsible for the general administration of the MA/LS degree program. His/her duties will include the following:

a. Reports to the Vice President of Instruction and Curriculum.
b. Convenes and chairs the ADVISORY BOARD.
c. Be responsible for the budgetary aspects of the MA/LS.
d. Supervises the administrative staff assigned to the MA/LS degree program in activities including:

1. Recruitment
2. Advertising
3. Coordination of the scheduling and registration information.

5. Acts as liaison with other offices and agencies, i.e. Office of Certification, Granting Agencies, etc.

iv. Innovative elements: In general, the proposed Brockport Internal-External MA/LS degree model represents the first such degree which combines the following components:

1. External MA/LS (see appendix i)
2. "Free electives" aspect of MA/LS (see appendix ii)
3. Option for MA/MS subject-discipline degree (see appendix ii)

Further, S.U.C. Brockport’s proposed program has a great deal more flexibility in its structure than any graduate program hitherto offered by any college in the State of New York, permitting a student to pursue his/her degree residentially, non-residentially, or any combination of the two.

vi. Inter and Multi-discipline Aspects: see course descriptions

2. Quantitative Indices

a.i. Physical facilities: the Director of the Program and his/her staff will have office space available for their usage.

ii. Support facilities: one director and one part-time coordinator.

iii. Library holdings: Page five of the Graduate Catalog states that the 305,000 square foot library, located south of the College Mall, has a seating capacity of 1,800 and room for a half-million books in an open stack arrangement. At present, the holdings include 283,803 (including periodicals) and 867,565 micro-forms.

iv. Staff resources: one full-time stenographer.

v. No financial resources available for graduate students at this time.
vi. Income Fund Reimbursable (see $85,000 proposal in appendix iii). In addition, grants will be applied for; further, there are some courses already in the Graduate Catalog which may prove utilizable for MA/LS students as well as the presently enrolled students.

b) Projected enrollments: ca 250 part-time students per year for the next two years (see also section three which deals with the relation of MA/LS to other programs). The 250 students cited would represent a modest percentage (less than 10%) of the present 2,500 non-matriculated students. In addition, there have been approximately 40 inquiries from a very diverse population of students already interested in the MA/LS degree program.

3. Relation of Graduate Program to Other Programs

a) Relation to Undergraduate Programs on Campus: The Master of Arts in Liberal Studies relates directly to many of the undergraduate programs available on campus, including the Contractual Liberal Arts Major Program, the Interdisciplinary Arts for Children Program, and other programs which utilize the interdisciplinary approach to acquiring a general liberal arts education.

Most specifically, the Master of Arts in Liberal Studies Degree Program (internal-external model) is enhanced by the similar flexibility and structurally innovative components encompassed by the Bachelor of Arts in Liberal Studies, an existing external degree program designed for mature adult undergraduates. Both degree programs provide maximum flexibility for review of and awarding of credit for previous learning experiences. Further, demonstrated competency in three general subject areas, Natural Sciences, Social Sciences, and Humanities, is necessary for completion of both programs.

Since studies show that 50% of the Bachelor of Arts in Liberal Studies students go on to graduate study, the Master of Arts in Liberal Studies would afford those students the opportunity to further their studies in a familiar programmatic setting. The MA/LS would provide similar options to these and other undergraduate students desirous of initiating and/or continuing their studies under the general design of a liberal arts education.

b) Relation to other graduate programs in the campus (see MA/LS option in appendix ii).

c) Relation to graduate programs at other State University units (see section 1(a) [Rationale and Philosophy]).

d) Relation to other graduate programs at private colleges, etc. (see section 1(a) [Rationale and Philosophy] and letter of intent).

d) Opportunities and plans for developing cooperative relations, etc. (see section 1(a) [Rationale and Philosophy] and letter of intent).

In addition to the above relationships, the MA/LS program should have special appeal to students who have attained their Bachelors degree through the Regents External Degree and Empire State.
April 27, 1976

Dr. Bruce Deering, Vice Chancellor
Academic Programs
State University of New York
99 Washington Avenue
Albany, New York 12210

Dear Bruce:

We are submitting this "letter of intent" to offer a Master of Arts in Liberal Studies at S.U.C. Brockport. During the past months, a select committee, chaired by Associate Vice President, Vera King Farris, has produced the attached draft for an Internal-External M.A.L.S. degree with options for existing (and new) MS/MA subject-discipline degrees.

The program has the structural flexibility which would meet the broad spectrum of needs from diverse populations of current and potential students. It is directed in part to the several thousand non-matriculated students who by choice now "come-and-go" each year, and to new community participants as well as transfer students and the mature-established adult populations. Our program will provide further incentive for the undecided and non-matriculated student to proceed with a degree-oriented objective. Furthermore, we feel it will provide additional avenues for selection of subject-discipline MS/MA options which have heretofore suffered from low-enrollment statistics.

We anticipate that the program options (attached draft) in the general areas of Arts and Humanities, Social Sciences, and Natural Sciences would follow a format similar to our recommendation for a Master of Arts in Humanities (MAH) [March 12, 1975]. The proposed M.A.L.S. could umbrella the MAH and other options (languages, theatre, etc.) in the three general areas very effectively.

In addition, proposed plans at Brockport for academic reorganization will enhance our ability to service the very large uncommitted non-matriculated student population. It will provide more incentive to develop our evening programs and could well become a regional model which would facilitate articulation with our neighboring institutions. We anticipate no change in staffing or resources will be necessary to implement the M.A.L.S. by September, 1976.

We seek your endorsement of this new degree on a two year experimental basis. Thus, we may proceed to submit the detailed information to our Faculty Senate and, in turn, to your office for final...
formal approval. Needless to say, we would appreciate a favorable response at your earliest convenience.

Sincerely,

[Signature]

Albert W. Brown
President

VXF:ed

xc: Dr. Murray, Dr. Terry, Dr. Starr, Dr. Farris, Dr. Atherton
State University of New York  
99 Washington Avenue  
Albany, New York 12220  

Office of Provost for  
Graduate Education and Research

March 30, 1976

President Albert W. Brown  
State University College  
Brockport, New York 14420

Dear Al:

I've reviewed your letter of intent regarding a proposed Master of Arts in Humanities. In general I'm very supportive of such degree possibilities, which afford excellent vehicles for a variety of transdisciplinary cooperations. I wonder, however, at your proposed terminology; it would appear that a number of the possible approaches to be subsumed under the program would be in the social sciences. Might it not be more reasonable to anticipate the future a little by developing a broadly inclusive program under a Master of Arts in Liberal Studies rubric? Unless you are contemplating the social sciences playing a mainly adjunct role, the M.A. in Humanities title will probably be questioned a little down the line.

To repeat, however, I am very interested in flexible program developments such as those you are contemplating. I'll look forward to receiving a proposal in the format of the Chancellor's guidelines.

Sincerely,

Daniel H. Murray  
Provost for Graduate  
Education and Research
Appendix 1

THE MASTER OF ARTS IN LIBERAL STUDIES DEGREE PROGRAM (MS/LS)

INTERNAL-EXTERNAL MODEL

The MA/LS is one degree; however, it is recognized that students pursuing the degree may lie on a continuum between the totally internal and totally external mode of study for the degree.

General Requirements:

1. Graduate admission: All persons holding a baccalaureate degree from an accredited institution of higher learning, or its equivalent, are eligible for admission to the Master of Arts in Liberal Studies Program.

2. Hours required for graduation: A minimum of 30 graduate semester hours shall be required for the Master of Arts in Liberal Studies degree.

3. General subject areas: Natural Sciences; Social Sciences; and Arts and Humanities.
   Minimum = 9 credits from each of two general subject areas
   Minimum = 6 credits from the third general subject area
   Remaining = 6 credits of *free electives by advisement

4. Time limit: Degree requirements shall be completed within five (5) years of the date of matriculation.

5. Transfer of credit: By advisement and approval of the Advisory Board for the Master of Arts in Liberal Studies degree. The maximum number of credits will be in accord with the most recent graduate catalogue or the most recently approved graduate policy, whichever is current.

6. A comprehensive examination, which will, cover also materials for which the student received specially assessed and/or transfer credits, may be required for the MA/LS student as partial fulfillment of the Masters Degree. The final decision will be the responsibility of the ADVISORY BOARD which will provide a set of guidelines outlining the circumstances under which the examination will be administered. For example: If an internal student takes 50% or more of his/her courses externally, such a student will be required to take a comprehensive examination.

*Free electives = additional course work; special projects; culminating projects; integrating seminars; thesis; culminating experience.
Appendix 1

A. Internal

Introductory Seminar
(1 week or 3 weekends; required)

30 Credits Minimum

24 Credits
(Arts & Sciences)

Arts & Humanities
Minimum Credits:
Option 1 = 9
Option 2 = 9
Option 3 = 6

Social Sciences
Option 1 = 9
Option 2 = 6
Option 3 = 9

Natural Sciences
Option 1 = 6
Option 2 = 9
Option 3 = 9

6 Credits
*(Free Electives)
by advisement

*Free electives = additional course work; special projects; culminating projects; integrating seminars; thesis; culminating experience.
B. External

1. Introductory seminar and orientation: duration = 2 weeks or 6 weekends; REQUIRED
   This aspect will contain the following:
   a. Lectures and/or seminars about the MA/LS degree in general and specific options contained therein.
   b. General academic advisement. Ongoing advisement will be the responsibility of the Individual Boards of Study (i.e. Arts and Humanities, Social Sciences, and Natural Sciences Boards of Study).
   c. Lectures and/or seminars on the three general subject areas offered and the type and level of work required of the external degree students.
   d. Any required testing (either of aptitude or specific area) as recommended by the MA/LS Advisory Board.

Before the end of the required residency, the student should inform the Office of the MA/LS of his/her selections and receive direction for the next step, Directed Reading and/or Independent Study.

2. Directed Reading and Independent Study:
   a. Once the student has selected the option he/she wishes, i.e. combination of courses and directed reading; all directed reading and independent study, etc., the student will be assigned a small committee or an advisory within a given general subject area with a major professor in charge for assignment and advisement on directed readings and/or independent study.
   b. Each committee or advisor will examine and evaluate the student upon completion of his/her required readings or independent study. The committee or advisory may give a passing letter grade, a failing letter grade or require addition reading, etc., for the students.

3. The External MA/LS Program will contain:
   a. The same 9+9+6 Options, but with the following adaptation for external, non-residency:
      The student can undertake the credits, in 6 or 9 credit blocks, respectively, by directed reading or independent study. The same level of examination and evaluation procedures will be utilized as for the Internal MA/LS student.
Appendix i

b. The External MA/LS student will be required to undertake a comprehensive examination for completion of the degree.

c. In order to receive credit towards the MA/LS for courses taken at other accredited colleges, the student must submit the details of the course to his/her committee for approval.

B. External MA/LS

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**Introductory Seminar**
(2 weeks or 6 weekends = REQUIRED)

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**Directed Reading or Independent Study**

Minimum 24 Credits
Same 9+9+6 Options as Internal MA/LS
Same General Subject Areas as Internal MA/LS

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**Free Electives* (by advisement)**

---

**Comprehensive Examination**

---

**MA/LS Degree**

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*Free electives = additional course work; special projects; culminating projects; integrating seminars; thesis; culminating experience.
Option for a MS/MA Subject-Discipline Degree

The student may elect, during the program, to achieve an MS/MA subject-discipline degree by meeting specific departmental requirements beyond the MA/LS described herein. Essentially, he/she may elect to eliminate one of the general areas (Natural Sciences, Arts and Humanities, Social Sciences) and apply the six credits to one of the two general areas remaining. This 9+6 plus 6 credits of "free electives" (all directed toward the subject-discipline) yields 21 credits toward an existing MS/MA degree. Three additional courses (or one three credit course plus the six credit thesis) will give the 30 credit MS/MA requirement.
Appendix iii

Draft Proposal for an Income Fund Reimbursable (IFR) Account for the Proposed:

MASTER OF ARTS IN LIBERAL STUDIES (MA/LS) DEGREE PROGRAM

In order to implement the first year of the MA/LS it is envisioned that the program will require 250 students, undertaking three graduate semester hours per semester for two semesters (total = 6 credits for the year).

Number of New Courses Required:

A total of 18 (three credit) courses will be requested at the cost of $2,500 per course and fringe benefits. The 18 courses will be divided between the three broad subject areas = Social Sciences, Arts and Humanities, and Natural Sciences. The $2,500 per course and fringe benefits could be utilized in any one of a variety of ways, as follows:

1) For the development of one course, plus study guides, examination materials, etc., to be utilized for both internal (resident) and external (non-resident) students. The course will be offered for two semesters within the year.

2) For the development of one course, plus study guides, examination materials, etc., to be utilized for both internal and external students for one semester. In addition, the faculty member will play a major role in the Introductory Seminar, in advisement and in orientation of the students concerning the MA/LS degree.

3) For a department (under the "charge back" system) to hire additional faculty while releasing a departmental faculty member to undertake responsibilities with the MA/LS degree program. The responsibilities for the released faculty member would include the development and teaching of seminars, courses, tutorials, etc., either on a one semester or two semester basis by arrangement.

18 (3 credit) courses at $2,500/course = $45,000
Fringe Benefits = $9,000
Total = $54,000

The three Boards of Study will be responsible for all annual aspects and for the selection and recommendation of the faculty to staff the courses, act as advisors, etc.

Number of Staff for the MA/LS:

1. Part-time Director on a 12 month basis = $10,000
2. Part time Coordinator on a 12 month basis = $8,000

Subtotal: $18,000
Subtotal brought forward: $18,000

3. Full-time stenographer = 7,000
   Fringe benefits = 25,000
   Supplies & advertising = 1,000

   total funds: $31,000

   $85,000

Computations:

1. One graduate credit = $58.50
   Six credits over two semesters = $351.00

   $85,000 divided by $351 = 242.2 students needed to generate the program. (Round figures = 250 students per semester.)

   Upon approval by the Faculty Senate, an application for Income Fund Reimbursable will go forward.
ENGLISH

MYSTERY AND DETECTIVE FICTION

A survey of the origins and development of the detective mystery, beginning with classical and Biblical sources and extending to contemporary detective fiction. Emphasis on Gothic literature, crime thrillers, and the supernatural, while also examining forms of "hard-boiled" and "film noir" thrillers. Credit will be given to those who demonstrate knowledge of the historical and literary contexts. Among the authors to be read are Poe, Stoker, Dostoevsky, Christie, Sayers, Hammett, Ande, Chandler, and Macdonald.

3 credits.

AMERICAN JEWISH FICTION, 1930 TO PRESENT

A study of the American Jewish experience as it is revealed in the fiction of Jewish writers in the period between 1930 and present. The course will explore the long-range effect on the second and third generation of immigration and assimilation; the impact of the depression; World War II; the emergence of the state of Israel; the loss of the immigrant experience; and the loss of the Jewish writer into the center of the literary world.

3 credits.

SHAKESPEARE

An examination of the plays as significant interpretations of the human experience.

3 credits.

20TH CENTURY LITERATURE: POETRY AND PROSE

Works of prose and poetry studied in the context of literary theory and movement, including Flaubert, Madame Bovary; Dostoevsky, Sister Carrie; Symbolist poets; Conrad, Heart of Darkness; Mann, Death of Venice; T. S. Eliot, The Waste Land; Hemingway, The Sun Also Rises; Fitzgerald, The Great Gatsby; Surrealist poets; Beckett, Samuel Beckett, USA; Camus, The Stranger; contemporary poets.

3 credits.

THE BIBLE AS LITERATURE

A study of the Bible as a literary source in Hebrew, Greek, and Latin. This course will concern itself with two dimensions: 1) the literary quality of Biblical books, their historical and critical study; 2) the history and evolution of the prophetic tradition and its bridge to the New Testament.

3 credits.

COMPARATIVE LITERATURE

SHAKESPEARE IN HIS TIME AND OURS

Reading of those plays of Shakespeare which throw light on the ethical problems of his time and ours.

3 credits.

INTERDISCIPLINARY COURSES

THE UNSPEAKABLE AND THE TRIVIAL: TROUBLES OF EVERYDAY LIFE

Selected topics dealing with existence in contemporary communities; issues to be addressed are those which produce feelings of discomfort, anxiety, terror, or even parody, e.g., rape, terminal illness, loneliness, failure, or extinction.

3 credits.

FILM, LITERATURE AND POPULAR CULTURE

Comparative study of motion pictures and selected literary works to develop an understanding of the relationship between products of a popular, collective art form and those of individual artists working in traditional modes of serious fiction and drama.

3 credits.

LATIN AMERICAN CULTURAL DEVELOPMENT II

Contemporary Latin American styles and ways of living, focusing on the intellectual and artistic figures of the region. Special preparatory historical analysis and readings in pre-Columbian civilizations. Specially prepared audiovisual aids will support the learning.

3 credits.

CHEMISTRY IN HUMAN CULTURE II

An exploration of the roles of chemistry in the past and future of human effort, values, and daily life. Since the beginning of time, chemistry has been an important force in the culture of man. Chemistry has been asked to serve man's selfish interests by making gold from base metals; his human interests by synthesizing medicines to relive his ills; and by developing new media for artistic expression; his survival instincts by helping him to produce more food from limited land. Today is the time to identify and neutralize the pollutants he produces, and to learn to limit his own population. Chemistry has provided a view of life itself and of nature.

3 credits.

SCIENCE ON TRIAL

A detailed analysis of trials that have resulted when scientific innovations have come into conflict with established social procedures and attitudes. Trials such as the notorious Scopes trial, the Rosenberg trial, etc. The scientific development which gave rise to the conflicts will be studied and an investigation made of the reaction of society toward such unusual views. The discussion will center around the validity of scientific analysis in determining on and relation to political circumstances.

3 credits.

LAW AND EDUCATION

A study of the relationship of law to education, ranging from historically broad issues to more immediate concerns, in response to the growing importance of law to educators and others concerned with education. The scope of study will include academic freedom, equal opportunity and educational finance, church and state, desegregation and integration, power and duties, and rights and responsibilities in the legal framework of education with particular reference to New York State.

3 credits.
**EARTH AND SPACE SCIENCES**

**THE AGES BEFORE MAN**

An exploration of Earth history, its scientific basis, the evolution of life, changing earth geography, and implications for the future. 3 credits.

**INTELLIGENT LIFE IN THE UNIVERSE**

A survey of our understanding of the various phases in the development of intelligent life, including the origins of the universe; element formation; stellar, solar system and planetary evolution; complex molecules in astronomical sources; the observable consequences of technology; detection of life elsewhere; possibility of interstellar communication. 3 credits.

**PHILOSOPHY**

**ORIENTAL VIEWS OF MAN AND NATURE: JAPAN**

This course will deal with material exemplifying the formative philosophical influences, Shinto, Bushido, and Neo-Confucian, in Japanese cultural history, in both its pre-modern and modern stages. 3 credits, Wednesday 9:45 - 11:15 (section 21, Hicksville Library).

**LOGIC**

The techniques of logical reasoning, both ancient and modern. Students are taught how to analyze reasoning and to uncover the logical structure and premises of arguments used by historically influential philosophers and scientists. Logical fallacies are studied, classified in detail, and illustrated by examples drawn from and relevant to everyday life. 3 credits.

**PERSPECTIVES IN COMMUNITY**

This course aims to explore the several dimensions of the problem of community, with special attention to how it is experienced in America today. Historical parallels, especially in ancient Greece, will be examined. The major emphasis in the course will be on the various understandings of the individual, the community and the relation between them. Readings in Plato, Aristotle, Royce, Dewey, Plato, Emerson, Buber, Slater, and Sennett. 3 credits, Tuesday 8:30 - 11 p.m.

**CONTEMPORARY MORALITY**

An attempt to place contemporary debate on morality in a proper philosophical context. Course will begin with a classical and current philosophical approach to ethics and will then analyze contemporary issues in philosophical terms. Among the issues to be considered are abortion, racism, euthanasia, pacifism. 3 credits.

**THEATRE ARTS**

**THE ART OF IMPROVISATION**

This course will both explore new ways of working with theatre materials for elementary school students and examine theatre techniques as an aid to effective classroom teaching. 3 credits.

**DEDESIGN—MAKING IN TECHNOLOGY/PEOPLE/ENVIRONMENT**

Application of the basic elements of decision-making (criteria, constraints, models, and optimization techniques) to the analysis of potential solutions to problems which involve technology and its impact on people and the environment. Areas of study include technology forecasting, assessment methods, cost/benefit analysis, resource management and the matching of technological systems to societal needs. 3 credits.

**LIGHT, OPTICS AND VISION IN THE MODERN WORLD**

The modern world uses light and its ally, photography, for exploration far remote sensing, and for communication. From space surveying to pollution detection, and to medicine to microscopic measuring, fascinating techniques abound which use amazing films and cameras, lasers and light pipes, and X-rays and sunlight. Through vivid demonstrations, phenomena from the world of light will be shown in a qualitative manner requiring no special science background. 3 credits.

**ENERGY TECHNOLOGY**

Fundamentals of current and anticipated energy technology, energy systems, policy and practice in the public and private sectors. Energy technology, safety and conservation in the home, current and future trends in commerce, industry and transportation. Energy alternatives for the individual consumer. Energy cost savings techniques. Local versus regional and national problems. Although an elementary background in the sciences is desirable, the course is designed to require no substantial mathematical or scientific background. Lectures and discussions. 3 credits.

**ENVIRONMENTAL POLLUTION AND ITS CONTROL**

Air pollution will be the primary topic; the sources of air pollution and control methods at the source, atmospheric dispersion of pollutants through meteorological processes, chemical reactions of pollutants in the atmosphere, air quality management. The emphasis will be on providing an understanding of the general principles involved rather than the technology related to specific problems. 3 credits.

**COMPUTER LITERACY**

The fundamental purpose of this course is development of an understanding of what computers are and how they work, including an introduction to computer programming, explanation of some of the ways in which computers are being applied in our society, discussion of the benefits and threats of these uses of computers. Examples will be drawn from areas of education, medicine, business, industry and the arts. There are no prerequisites for the course; no background in mathematics, science, or computing is assumed.
April 21, 1976

We, the undersigned members of the Committee to design a new Master-level degree program, approve the Internal-External Master of Arts in Liberal Studies degree proposal and request that it be forwarded to the Faculty Senate for approval.

[Signatures]

Fenner
Ames, Tommy, Chemist
Janet J. Beck
Sonnie O'Fulcher, MA, TE
Patricia Ackhurst
Grace Alvarez-Altmann
Leon R. Gooding
Theodore J. Smith
Samuel L. Henderson (endorse the basic model outline as far developed.)

[Further signatures]
STATE UNIVERSITY COLLEGE AT BROCKPORT
BROCKPORT, NEW YORK 14420

April 20, 1976

TO: Members of the Committee to develop a Master of Arts in Liberal Studies Degree

FROM: Janet M. Beck

RE: Retention and Methods of Evaluation of Student Progress

The following observations were made by the Center for Research and Development in Higher Education, University of California, Berkeley. The study was funded by the National Science Foundation and included the analysis of fifteen emerging and innovative degree programs including the Bachelor of Arts in Liberal Studies Degree at the State University of New York at Brockport. The recommendations are included in the book, Extending Opportunities for a College Degree: Practices, Problems, and Potentials, 1975, by Leland Medsker et al., University of California, Berkeley.

COMMENTS AND RECOMMENDATIONS:

1) "Three-fourths of the Brockport B.A./L.S. program students were satisfied with the independence they were allowed in selecting what they wanted to study, again reflecting the variety of options (such as course work, educational television, independent study, and internships). In contrast, one-third of the students in Oklahoma and Syracuse programs felt their needs were not met in freedom in selecting subjects."

2) Students in the external degree programs rate themselves as above average "in the drive to achieve, independence, persistence, and self-motivation, leadership and self-confidence."

Staff members and faculty rated the external degree students higher than the traditional student in such traits as "drive, independence, persistence, and self-motivation." In addition, they saw the non-traditional student as having about the same writing and academic ability as other students."

3) The largest proportion of students responding that their programs did not meet their needs for peer interaction were Oklahoma (25 percent), Brockport (17 percent) and Minnesota Metropolitan (16 percent).

4) Sixty percent of the Brockport students felt satisfied with the relationship established with the faculty, even though it was on an infrequent basis. Thirty-three percent of the faculty stated they would like to have more frequent contact with the students.
Master of Arts in Liberal Studies Degree --2
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5) The following reasons and percentages were cited as originally attracting the students to the Brockport program:

- flexibility of time, place [95 %]
- independence allowed [93 %]
- part-time option [88 %]
- individualized approach [72 %]
- special areas of study [43 %]
- good reputation of program [54 %]

6) Fifty-seven percent of the Brockport students indicated that they would like to pursue graduate study upon graduation. (This percentage has held true, with approximately 50 percent of the B.A./L.S. graduates having pursued graduate degrees at this time.)

7) Survey data revealed that sixty-seven percent of the Brockport staff and faculty would stay with the program "as long as possible."

8) Student Satisfaction of Program

- Most important educational objective met [46 %]
- Overall rating of program superior [65 %]
- Studies extremely interesting [30 %]
- Quality of instruction excellent [88 %]
- Administrative staff responsive [66 %]

9) Student Evaluation of Academic, Personal, and Vocational Counseling

<table>
<thead>
<tr>
<th>Academic</th>
<th>Personal</th>
<th>Vocational</th>
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<tbody>
<tr>
<td>Need</td>
<td>Did Not</td>
<td>Need</td>
</tr>
<tr>
<td>87 %</td>
<td>2 %</td>
<td>75 %</td>
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All the above data reflects upon the direction that the Bachelor of Arts in Liberal Studies degree has taken for the five years since its inception. It has always been an innovative and flexible degree while offering consistently superior teaching and advising services. The most significant result of this and the implication for the new external degree is that the dropout rate has never been more than seven percent for any semester.

The second significant result of this study shows that fifty percent of the B.A./L.S. students go on to graduate study. Many of their grades and progress in their studies are reported in narrative form as evaluations rather than as grades of A, B, C, etc. Thus, one would conclude that lack of a grade point average does not interfere with acceptance into graduate school.