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ABSTRACT

In 1975, the departments of English, history, modern foreign languages, and philosophy at Frostburg State College (Maryland) cooperatively proposed a master of arts program in modern studies. A survey was conducted to assess reactions to the program proposal. Three populations were surveyed: (1) undergraduate English, history, and foreign language students; (2) selected public school personnel in local Maryland counties; and (3) individuals in the area who had demonstrated an interest and leadership in promoting the humanities. The results are reported in tabular form, and the questionnaires are included. (MSE)

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ED135308

PROGRAM NEED ASSESSMENT SURVEY  
for the proposed program in  
MODERN STUDIES

By  
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July 1976

U S DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
NATIONAL INSTITUTE OF  
EDUCATION

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FROSTBURG STATE COLLEGE

FROSTBURG, MARYLAND

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HE-008676

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## INTRODUCTION

In the spring of 1975, a group of individuals representing the disciplines of English, History, and Philosophy met to discuss the possibility of establishing a liberal arts-based master's degree program at Frostburg State College. Basic ideas discussed at this initial meeting and subsequent meetings included: 1) what is the educational purpose and value of an interdisciplinary liberal arts degree; 2) how might such a program be structured; 3) who (students) might participate in such a program; 4) who (faculty) would staff and administer the program; 5) how much would it cost to support the program; and 6) what forms of support currently exist which might be used to explore the feasibility of establishing such a program.

During the fall semester, 1975, the heads of the departments of English, History, Modern Foreign Languages, and Philosophy drafted a "Tentative, Working Proposal for a Master of Arts Degree in Modern Studies." This proposal presented descriptions of several key areas to include: program description; need for and value of program; demand for the program; resources required; costs; program content (general mechanics); program objectives; and, program evaluation. While many of these areas were described in considerable detail, others were not. For example, specific information was desired as to how students (current and potential) perceived the proposed program. It would be helpful to program planners to have some indication as to how the nearby educational community viewed the proposed program as well as how community leaders and influentials viewed the program. These kinds of concerns gave rise to this investigation.

## STATEMENT OF PURPOSE

The purpose of this investigation was to collect and analyze responses to questions raised by the program planning committee concerning the proposed program of study, Master of Arts in Modern Studies. The questions had to do with the value and desirability of the proposed program; validity of program objectives; the occupational implications of the program; and the like. The committee believed

that the tentative working proposal provided that measure of internal consensus which could serve as the impetus for formal proposal development. What was needed, however, was some form of external measure of consensus which could serve to verify the committee's intentions. The purpose of this study then, was to attempt to measure and define external public reaction to the proposed program.

#### BACKGROUND INFORMATION

The tentative working proposal appears in the appendix of this report. Immediately following these introductory comments appears an abbreviated description of the proposed program. This description is quite brief. The material in the appendix presents more complete information.

The description that follows was sent to each member of the populations surveyed, and it is this description upon which those participants based their responses to the questionnaires.

#### Modern Studies A Working Proposal

Modern Studies: The Humanities in the 20th Century is an interdisciplinary program focused on 20th-century man. It is supported by the departments of History, Philosophy, and English, along with Modern Foreign Languages; and it is offered in cooperation with the departments of Education and Management. Also, the departments of Art, Music, and Speech and Theatre may contribute through course offerings or in other ways. The program requires 18 hours at the graduate level and in combination with other courses or programs may lead to the following degrees:

1. MA in Modern Studies.  
18 hours of Modern Studies program.  
15 hours of approved 400 or 600 level coursework, with at least 6 hours in each of two of the following disciplines: art, history, literature, music, philosophy, and speech/theatre.
2. MA in Modern Studies and History, Philosophy, or Literature.  
18 hours of Modern Studies program.  
12 hours of approved 400 or 600 level coursework in any one of the above three disciplines.
3. MEd in Education and Modern Studies.  
18 hours of Modern Studies program.  
9 hours of Education core requirements.  
6 hours of approved electives.
4. MS in Management and Modern Studies.  
18 hours of Modern Studies program.  
21 hours of courses required for Certificate in Management.

The 18 graduate hours required in the Modern Studies program consist of the following:

- 6 hours: Background in 20-Century Humanities. An introduction to the concept of the humanities, to the three supporting disciplines, and to the major ideas, events, values, and achievements affecting and reflecting 20th-century man.
- 9 hours: One 3-hour seminar each in history, literature, and philosophy; variable topics but focused on the 20th century.
- 3 hours: An independent study project or interdisciplinary "capstone" seminar relating the humanities to another academic, a vocational, or professional field.

Those entering the program must meet admission requirements as specified in the FSC Graduate Bulletin. A liberal arts background with some upper-level coursework in at least one of the three supporting disciplines is desirable but not essential. Applicants will be screened individually to determine whether they seem adequately prepared to enter the program. Courses in the program are designed to be taken in the sequence indicated above, and those pursuing a degree are encouraged to follow the sequence. Upon approval of the program coordinator and the instructor(s) involved, however, any student admitted to graduate study at FSC may take any of the courses when offered, except for the independent study and interdisciplinary seminar.

The aim of this program is to bring together several of the humanistic disciplines provide the student with a broad and integrated view of man and of the values, achievements, and potential that define human identity and add dimension to human experience. The focus of the program will be the humanities in the twentieth century. Although a cardinal principle of humanistic study is the lasting, universal significance of all human achievement--whether in thought, art, or action--this significance would seem to lie in the continued meaning and relevance of such achievement for the present. Also, since the humanities are so diverse and encompassing, a limited focus is necessary to give unity and coherence to the program. Though the program of course allows for the study of past human achievement, from whatever era, it would require that this be made relevant to twentieth-century man.

We have structured the program around history, literature, and philosophy for both practical and pedagogical considerations. Although these subjects do not exhaust the humanities, they are interrelated disciplines which have traditionally lain at the foundations of humanistic study. Among them they represent a full range of human interests and activities, drawing upon the social sciences, the natural sciences, and the arts and covering human institutions and events, the ideas and values that have informed these, and aesthetic accomplishments that embody them and reflect the continuity of human identity. Together they can provide a perspective on the student's own time that he could not gain from the study of any one of them alone.

It should be noted that the provision for the program's being combined with career-oriented programs in education or management toward

an M.Ed. or M.S. degree represents a deliberate attempt to link the study of the humanities with the more immediately practical concerns of human life.

The general structure of the program is based upon our belief that a broad but intensive study of the period from an interdisciplinary perspective is desirable as an initial experience. With the background thus gained the student is in a better position to profit from the more limited but in-depth studies emphasizing the content and perspective of one particular discipline. As a terminal experience, the thesis or capstone seminar requires that the student synthesize and apply the results of his prior studies in the program with an eye to their value for his individual concerns and the total human enterprise.

### DELIMITATIONS OF THE STUDY

#### Population

Three distinct populations were surveyed. The first population consisted of undergraduate students who were majors in one of the three disciplines (English, History, and Modern Foreign Languages). No overall control was imposed on the distribution and collection of questionnaires for this population. Most students were contacted during a class session and were asked to respond to the questionnaire. It is not known exactly how many students were contacted. Of those contacted, 106 presented a completed questionnaire which could be used in preparing summary statistics. In the fall of 1975, there were exactly 200 majors in the three disciplines. The return of 106 represents 53% of the majors in the discipline.

The second population consisted of selected public school personnel in the Western Maryland counties of Allegany, Garrett, and Washington, and included superintendents of schools, assistant superintendents for instruction, program supervisors (secondary), principals of secondary schools, and the members of the Board of Education of each county. This population numbered 58 individuals. Of the 58 individuals, 46 or 79.3% returned a useable questionnaire (two mailings).

The third population consisted of individuals of the three-county region who had demonstrated both an interest in and leadership in promoting the humanities



in the region as a performer, patron, or sponsor of events in humanities. Also included were those individuals who served in official capacities as members of arts councils and commissions. This population numbered 29 individuals and of this number 27 or 93.1% returned useable questionnaires (two mailings).

The mail return rate of these latter two populations was approximately 84% of the populations surveyed. This is a quite respectable return for this type of survey (Kerlinger, p. 397).

### Questionnaire

All members of the indicated populations were supplied with copies of a questionnaire and the brief program description. While the use of a questionnaire has its limitations, it is a useful device for gathering basic kinds of information and it is an inexpensive means of assessment. Three separate questionnaires were developed--one for each population. There was some overlap of items on the questionnaires. The questionnaires were developed by the program planning committee acting as a review panel, and were subject to two modifications and a limited field test before being prepared in final form. The three questionnaires are in the appendix of this report.

### RESULTS

Each questionnaire item is displayed in table form to allow for ease of examination. Most of the tables present the data in a way which facilitates straight-forward interpretation.

STUDENT POPULATION - RESPONSES

Table 1

Would a Master's Degree Program as proposed be a definite asset for Frostburg State College at this time and in the future?

The program would be:	Number	%
A great asset	44	42%
An asset	48	45
Undecided	14	13
A liability	0	0
A great liability	0	0
No response	0	0
Total	106	100%

Table 2

Would you be attracted to this program?

	Number	%
Yes	50	47%
No	21	20
Undecided	33	31
No response	2	2
Total	106	100%

Table 3

If you were a permanent resident of this area, do you think that this kind of program would offer you a viable alternative to the Master's degree in Education, the Master of Science degree in Management, and the proposed Master of Science degrees in Biology, Wildlife, and Fisheries?

	Number	%
The program <u>does</u> present an alternative	36	34%
The program <u>does not</u> present an alternative	7	7
Undecided	12	11
No response	51	48
Total	106	100%

Table 4

If you are not a permanent resident of this area, would you be interested in continuing your education at Frostburg to obtain a Master of Arts degree in Modern Studies?

	<u>Number</u>	<u>%</u>
Very interested	16	15%
Marginally interested	26	24
Undecided	21	20
Not interested	21	20
No response	<u>22</u>	<u>21</u>
Total	106	100%

Table 5

Which of the four degree options would most interest you?  
(check one or more)

	<u>Number</u>	<u>%</u>
M.A. in Modern Studies	21	18%
M.A. in Modern Studies with concentration in a discipline	75	63
M.Ed. in Education and Modern Studies	19	15
M.S. in Management and Modern Studies	5	4
Total	<u>120</u>	<u>100%</u>

Table 6

Do you have either coursework in or a reading knowledge of a foreign language?

	<u>Number</u>	<u>%</u>
Yes	72	68%
No	30	28
No response	<u>4</u>	<u>4</u>
Total	106	100%

Table 7

If you answered "yes" to the previous question, indicate which language.

	<u>Number</u>	<u>%</u>
French	41	39%
German	8	7
Russian	1	1
Spanish	21	20
Other	1	1
No response	<u>34</u>	<u>32</u>
Total	106	100%

Table 8

Should a reading knowledge of a foreign language or the completion of four semesters of a foreign language be required for the Master's degree in Modern Studies?

	<u>Number</u>	<u>%</u>
Yes	42	39%
No	40	38
Undecided	18	17
No response	<u>6</u>	<u>6</u>
Total	106	100%

Analysis of responses indicates that there is considerable interest in the proposed program although the level of interest is not overwhelmingly positive. Many of the students were undecided or failed to emit a response concerning several key items. The "no response" rate in Tables 3 and 4 tends to weaken the value of the remainder of the information in those two displays. The most useful information would appear to be found in Tables 1 and 5.

EDUCATION POPULATION RESPONSES

Table 9

Would it be desirable for the M.Ed. in Education and Modern Studies to gain state and county approval as an equal alternative to the M.Ed. in a specific teaching field (e.g. English, History)? (The proposed program would be regarded as the equal of the degree in a discipline, not a collection of courses to be considered as master's equivalency).

This equal status would be:	Number	%
Highly desirable	23	50%
Desirable	12	26
Undesirable	9	20
No opinion	1	2
No response	1	2
Total	46	100%

Table 10

Might any of the following also be acceptable as an equal alternative to the M.Ed. with a concentration in a given discipline?

Alternatives:	YES		NO		NOT SURE		NO RESPONSE		TOTALS	
	Num.	%	Num.	%	Num.	%	Num.	%	Num.	%
M.A. in Modern Studies	21	45%	10	22%	10	22%	5	11%	46	100%
M.A. in Modern Studies with concentration in discipline	26	57	5	11	12	26	3	6	46	100%
M.S. in Management and Modern Studies	15	33	5	11	18	39	8	17	46	100%

Table 11

In your opinion, would a graduate with the M.Ed. in Education and Modern Studies seem a more desirable candidate for employment than a graduate with an M.Ed. and a concentration in a single content area?

The graduate of the program would be:	<u>Number</u>	<u>%</u>
A highly desirable candidate for employment	13	28%
A desirable candidate for employment	15	33
Unable to decide	8	17
A less desirable candidate for employment	7	15
An undesirable candidate for employment	0	0
No response	<u>3</u>	<u>7</u>
Total	<u>46</u>	<u>100%</u>

More than sixty percent of the members of this population believe that an individual who possesses the proposed degree (M.Ed. option) is a desirable candidate for employment. This question appeared after the question about the equality of status of the proposed program as compared to the M.Ed. degree in a specific teaching field. It would follow that the question of equal status be resolved in a formal manner with local boards of education acknowledging the equality of the aforementioned programs. Perhaps such formal recognition should be included as part of a formal degree proposal.

CITIZEN POPULATION RESPONSES

Table 12

Should a reading knowledge of a foreign language or the completion of four semesters of a foreign language be required for the Master's degree in Modern Studies?

	Number	%
Yes	10	37%
No	10	37
Not sure/No opinion	7	26
No Response	0	0
Total	27	100%

Table 13

Considering your own circle of acquaintances and the community in general, which of the four options offered under the proposed program seem most attractive? (Check one or more)

Options:	Number	%
M.A. in Modern Studies	13	30%
M.A. in Modern Studies with concentration in a discipline	9	22
M.Ed. in Education and Modern Studies	9	22
M.S. in Management and Modern Studies	11	26
Total	42	100%

These two sets of responses are not especially revealing as the distributions of responses are such that no specific choices emerge as being representative of a majority of respondents.

The following tables represent response sets to three questions asked of both the Education and Citizen populations. The combined sets of responses are displayed. Depending upon the value one places on these particular questions, the responses generated may present the most meaningful information contained in this report.

COMBINED EDUCATOR - CITIZEN RESPONSES

Table 14

In your opinion, would the proposed Master of Arts (M.A.) degree in Modern Studies be of any distinct cultural and educational value to the region and to Maryland generally?

Cultural/Educational value would be:	EDUCATORS		CITIZENS		TOTAL	
	Num.	%	Num.	%	Num.	%
Great	14	31%	11	41%	25	34%
Moderate	19	41	9	33	28	38
Difficult to determine	7	15	6	22	13	18
Minimal	3	7	1	4	4	6
Negligible	1	2	0	0	1	1
No response						
Total	46	100%	27	100%	73	100%

Table 15

In an era of constrained fiscal resources and in the light of the need for a variety of new programs in colleges such as Frostburg State College, would the development and implementation of this proposed program be desirable?

The proposed program is:	EDUCATORS		CITIZENS		TOTAL	
	Num.	%	Num.	%	Num.	%
Highly desirable	18	39%	12	45%	30	41%
Moderately desirable	14	31	6	22	20	28
Undecided	7	15	5	19	12	16
Minimally desirable	5	11	2	7	7	10
Undesirable	1	2	2	7	3	4
No response						
Total	46	100%	27	100%	73	100%



Table 16

In your judgment, does the proposed program of study give evidence of the articulation of instructional objectives which seek to strengthen the linkage between man's study of his being and his culture, and man's concern with his career and his future?

Culture/Career linkage is demonstrated:	EDUCATORS		CITIZENS		TOTAL	
	Num.	%	Num.	%	Num.	%
Distinctly	19	41%	9	33%	28	38%
Generally	21	46	12	45	33	45
Vaguely	5	11	3	11	8	11
Not at all	1	2	0	0	1	2
No response	0	0	3	11	3	4
Total	46	100%	27	100%	73	100%

The data and information displayed above presents a relatively high level of direction in terms of perceived cultural value of the proposed program, desirability of the program, and linkage demonstrated by the program between cultural/career concerns. The members of the population supplying the above responses are highly educated, informed, and civic-minded. Their responses require careful consideration as they represent populations external to the college who can be considered as providers of expert opinion.

SUMMARY

The data presented herein may be used as raw material by program planners/developers. Much of the data are useful for planning purposes and much of it cannot be used as many respondents chose not to respond in a manner indicating direction. Depending on criteria applied to these data, it appears that the proposed program is viewed as one that: has value; is desirable; should occupy a priority in college objectives; may attract several students; and, one that would be an asset to the community.

Bibliography

1. Kerlinger, F. N., 1964, Foundations of Behavioral Research, p. 397, New York: Holt, Rinehart, & Winston, Inc.

APPENDIX A

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15

Modern Studies  
A Tentative, Working Proposal  
9-15-75

I. Program Description

\*Modern Studies: The Humanities in the 20th Century is an interdisciplinary program focused on 20th-century man and jointly supported by the departments of History, Philosophy, and English, in cooperation with the departments of Education and Management. The program requires 18 hours at the graduate level and in combination with other courses or programs may lead to the following degrees:

1. MA in Modern Studies.  
18 hours of Modern Studies program.  
15 hours of approved 400 or 600 level coursework, with at least 6 hours in each of two of the three disciplines of History, Philosophy, and English.
2. MA in Modern Studies and History, Philosophy, or English.  
18 hours of Modern Studies program.  
12 hours of approved 400 or 600 level coursework in any one of the above three disciplines.
3. M.Ed. in Education and Modern Studies.  
18 hours of Modern Studies program.  
9 hours of Education core requirements.  
6 hours of approved electives.
4. MS in Management and Modern Studies.  
18 hours of Modern Studies program.  
21 hours of courses required for Certificate in Management.

The 18 graduate hours required in the Modern Studies program consist of the following:

- 6 hours: Background in 20th-Century Humanities. An introduction to the concept of the humanities, to the three supporting disciplines, and to the major ideas, events, values, and achievements affecting and reflecting 20th-century man.
- 9 hours: One 3-hour seminar in each of the three supporting disciplines; variable topics but focused on the 20th century.
- 3 hours: An independent study project or interdisciplinary "capstone" seminar relating the humanities to another academic, a vocational, or a professional field.

Those entering the program must meet admission requirements as specified in the FSC Graduate Bulletin. A liberal arts background with some upper-level coursework in at least one of the three supporting disciplines is desirable but not essential. Courses in the program are designed to be taken in the sequence indicated above, and those pursuing a degree are encouraged to follow the sequence.

\*This title is tentative; the question is how can we make the title short, descriptively accurate, and attractive.

Upon approval of the program coordinator and the instructor(s) involved, however, any student admitted to graduate study at FSC may take any of the courses when offered, except for the independent study and interdisciplinary seminar.

## II. Need for and Value of the Program

### 1. General value:

After more than 2,000 years of educational dominance, the humanities have, in recent times, experienced a declining of interest and support--at least in relation to career and empirically oriented studies. No doubt this decline is in large measure a result of the continuing trend toward career education and the fact that the relationship among curricula and disciplines continues to be more competitive than complementary. But whatever the reasons for the decline, the weakening of the humanities' traditional place in higher education is being viewed with increasing concern--as several articles in Change Magazine and other publications over the past year or so can demonstrate. Those concerned see a revitalizing of and recommitment to the humanities and the concept of the liberal arts as essential to the purpose of higher education and to the welfare of the individuals and society it serves. The concern is not limited to the question of whether too much emphasis is being placed on career training; it also addresses itself often to the question of whether disciplines within the humanities have become so specialized and isolated from one another that they no longer provide the student with a sufficiently broad and integrated view of man and the values, achievements, and potential that define the human identity and add dimension to human experience. The value of the humanities is of course seldom disputed in principle. However, they do seem to have a lower priority than they formerly enjoyed, the implicit questions perhaps being of what immediate, practical value they are and of whether the functions they once served are not now better served by the natural and behavioral sciences.

The program here proposed offers at least a limited opportunity for a greater commitment to the humanities, for an exploration of their particular value, for an interdisciplinary study in them, and for a complementary approach to the purposes of higher education. The program has no intention of proselytizing insofar as the humanities are concerned. On the one hand, it assumes that subjects and modes of study found meaningful for over two millennia need scant justification of their value. On the other, it assumes that the meaning and value of the humanities for 20th-century man should not be held exempt from honest exploration and demonstration. It also assumes that the humanities include areas of profound human concern not covered by any other disciplines, old or new. This is particularly true of ideals and values--metaphysical, moral, aesthetic--that often underlie and guide our human enterprises and of the monumental human achievements that embody and reflect those ideals and values. However, the humanities are holistic and synthetic, both drawing upon and extending the concerns of other disciplines. For instance, like psychology and sociology, the humanities are interested in the modification of individual and group behavior resulting from Supreme Court decisions of recent decades, but the humanities must also be concerned with the concept of social justice prompting those decisions and the compliance of a nation with them. Like political science the humanities are interested in the American constitution as a working document regulating the processes of government, but the humanities must also be concerned with it as a literary and philosophical

achievement unique in human history. The understanding and appreciation of such concepts and achievements would seem not only a worthwhile end in itself but also instrumental to the endurance of those concepts and achievements. In centering on the twentieth century, the program hopes to explore the contemporary meaning of the humanities not as a subject for leisurely speculation but as one of both immediate and lasting significance for our lives.

## 2. Value to the college and those it serves:

Frostburg State currently offers an MS degree in Management and an MEd degree and expects to initiate MS degrees in Fisheries, Forestry, Wildlife, and Biology. The proposed MA program would serve to complement and round out the college's graduate offerings, making fuller use of its staff and other resources. In combination with education or management courses the program would also lead to the existing MEd and MS degrees. In making available an alternative degree program and alternative possibilities within existing degree programs, the college can better meet the diverse needs and interests of those whom it serves, especially within the surrounding area.

## III. Demand

The demand for the proposed program appears promising. A survey conducted by Dr. Jae Choi, Director of Institutional Research at FSC, and published in September 1974 indicates substantial possible interest among persons in the tri-state area in a program such as the one proposed. Of the respondents to the survey (entitled Educator's Needs Assessment Project) 168 were interested in an MA or MS degree, with 218 being interested in an interdisciplinary program; 463 indicated that they would be taking courses in English, History, or Philosophy either at FSC or elsewhere within the next three years. This survey was sent to 2,980 educators--teachers and administrators--of whom 1,972 responded. In several instances, students and potential students have expressed a desire for a straight MA program but have had to settle for an MEd or go elsewhere. The English and History departments graduate 45 to 50 majors each year, some of whom would likely be interested in pursuing further study in these fields and related fields. And the newly approved Major in Philosophy will shortly be adding to this combined figure. One might note as well that existing undergraduate interdisciplinary courses have drawn well at FSC. Also, students pursuing an MEd degree with a concentration in English or History have made up a continuing, if slim, portion of the total graduate enrollment.

The broad base and flexibility of the program should of course add to its attractiveness. Pursued toward an MA the program would provide a sound background for further graduate study in one of the disciplines involved or for a variety of careers. Pursued toward an MEd or MS, it would compliment career-oriented coursework, providing the kind of background that should be an asset in seeking and performing a job in teaching, educational administration, or general management. The attractiveness of the program should be enhanced in that it would require for entry no extensive, specialized training in the supporting disciplines. In requiring a baccalaureate degree for entry, it would assume trained, mature minds capable of grasping quickly basic terms and concepts particular to the disciplines involved. It would also assume, and could safely do so, at least some general familiarity with the three supporting disciplines of History, Philosophy, and English, since these are not simply specialized academic fields but interrelated subjects basic to our common

culture. Also, it should be noted that though programs similar in some respects do exist, this particular program is unique in the state and area surrounding FSC.

The courses offered in the program should appeal not only to persons interested in pursuing a degree but also to those who simply seek to broaden their knowledge and sharpen their intellects. And given the low cost of the program--in that it will be drawing upon already existing staff, resources, facilities, and other programs--it can be undertaken with very small risk and be allowed to demonstrate in practice its viability.

#### IV. Resources

Staff: The departments of History, English, and Philosophy have together a total of 18 staff members who hold the doctorate, several of them with specialties in the modern period and most with some publications. An additional 5 or 6 members are close to earning their doctorates. No additional staff would be necessary to undertake the program.

Since enrollment in the proposed master's program would very likely remain small, it should result in no undue stinting of the undergraduate program in any of the disciplines involved. Indeed, since advanced studies tend to enhance the intellectual atmosphere of an institution, the undergraduate program might well benefit indirectly, especially since the same professors would be teaching at both levels.

Administration of the program can be handled on a rotating basis by the heads of the three supporting departments, working with a coordinating committee.

Library: Library holdings are currently adequate to undertake a master's program of the kind proposed, with other holdings available through inter-library loan, and the library will shortly be moving into the new building, adding to available study space and other facilities. It should be noted, however, that budgetary support for the library and allocations to the given departments are becoming increasingly restrictive. With the cost of books and other educational materials going up continually, seriously diminished support for the library over an extended period would certainly weaken the effectiveness of the proposed graduate program, as well as that of existing graduate and undergraduate programs.

Facilities: Since courses in the proposed program would be offered mainly during evening hours and the summer, there should be no difficulty with classroom space or related facilities.

Other resources: The material needs of the proposed program are mainly limited to books and duplicating capability, both of which are readily available. Such audio-visual equipment as may be occasionally used is also available.

#### V. Costs

Although it is a truism that actual costs almost always exceed anticipated ones, the monetary costs of initiating and maintaining the proposed program

could hardly be other than minimal. Not only are outlays required for programs in the humanities (at least for the three disciplines concerned here) considerably less than those required for the sciences or almost any other area of study, but the resources needed for the proposed program are already available. A specific budgetary figure can hardly be assigned to the program--not because the costs would be entirely negligible, but because they would be so indirect and diverse as to be practically unascertainable: a subscription or so for the library, plus some additional or at least different books; a few extra supplies, stamps, etc.; a little more wear and tear on typewriters and other equipment; the lighting of additional classrooms used in the evening; and some additional clerical and administrative work, which would not require additional personnel. No new faculty will be required; the current staffs (whose salaries are the major item of expense) will be able to carry on the program without stinting undergraduate offerings. In the main, the program would mean more work for those involved but little more monetary expense; and although reserves of time and energy are meager, a stimulating new program can usually call upon them.

Worth noting also is that projections nationwide are for undergraduate enrollments to decrease and graduate ones to increase throughout the near future, with adult education assuming a growing share of the enrollment.

## VI. General Mechanics

### 1. Courses and instructors:

6\_\_\_. Background in 20th-Century Humanities. Six credits. This course would first briefly define and trace the development of the humanities in education and would introduce basic terms, concepts, modes of study, and concerns peculiar to the three disciplines. The bulk of the course would be devoted to the study of the ideas, events, values, and achievements that define the identity of 20th-Century man, with attention to seminal influences from the preceding century. Since the course is intended to provide general background, it should rely for evaluation purposes on exams and written reports and surveys rather than narrowly focused analyses or research papers. Required of all students working toward a degree in the program.

The course would be team taught by three professors, one from each of the supporting disciplines, preferably with specialties in the 20th century and on a continuing basis. They would jointly work out the format and assignments for the course, which would be approved by a coordinating committee representing each of the three disciplines. The course would ordinarily constitute one-fourth of each professor's regular twelve-hour load.

6\_\_, 6\_\_, 6\_\_\_. Seminars: History in the 20th Century, Philosophy in the 20th Century, Literature in the 20th Century. Three credits each. Each of the above would be a variable topic seminar focusing on some limited aspect of 20th-century man, with attention to the inter-disciplinary nature of the program. Topics must be made relevant to but need not be confined to the 20th century. Since the humanities emphasize the universal identity of man and lasting value of his achievements, the significance of Plato, Shakespeare, or Marx to 20th-century man should be topics as relevant as existentialism, the anti-hero, or the Bolshewik revolution. Required



of all students working toward a degree in the program. Each seminar would be designed by the individual professor teaching it and approved by the coordinating committee.

6. Thesis. Three credits. An independent research and writing project that attempts to explore the value of the humanities or their study for the other portion of the student's master's program--whether one of the three supporting disciplines, education, or management. The project would be subject to the provisions of the current graduate handbook and additionally should be approved by the coordinating committee. Either the thesis or the seminar described would be required of all students working toward a degree in the program.

6. Capstone Seminar. Three credits. An alternative to the thesis, this seminar would be concerned with exploring the value of the humanities in relation to one or more vocational, professional, or scientific fields and would require at least one long term paper. Preferably team taught by a couple of professors, each receiving three-hours time for it. Specific subject and format would be developed by the professor(s) involved and approved by the coordinating committee.

## 2. Administration:

The heads of the three supporting departments would rotate administrative responsibilities for the program on a two or three year rotating basis, responsibilities being advising, scheduling, corresponding, and chairing the coordinating committee. The committee would consist of the three professors, one from each discipline, responsible for the introductory background course and of the three department heads. If possible, one or more students in the program would be selected to serve on the committee.

## 3. Schedule of offerings:

Fall '76: Background course

Spring '77: Background course, one single discipline seminar

Summer '77, 2nd term: Background course, one single discipline seminar

Summer '77, 3rd term: One single discipline seminar

Thesis available on a continuing basis; capstone seminar offered once a year as enrollment dictates.

Although students in the program would be encouraged to begin with the background course, the seminars in each discipline would be open to all qualified students. The thesis and capstone seminar would, however, be limited to students completing the program. When a course is team taught during the summer, the stipend would be split among the participating professors.

## VII. Objectives

### 1. To identify, analyse, and evaluate the following:

- a. central philosophical concepts underlying 20th-century man's views of himself and his world.

- b. major historical events and forces--social, political, economic, technological--that have influenced or reflect his view of himself and his world.
  - c. significant literary creations that represent his view of himself and his world.
2. To explore the extent to which the humanities in themselves remain a viable mode of experience and education.
  3. To explore the relation and potential relation of the humanities to human institutions and activities in general, particularly with respect to every-day concerns and responsibilities both on and off the job.
  4. To define the basic values which have traditionally characterized the human and American identity and to examine any changes or discrepancies in these that may have occurred during this century.
  5. To define one's own individual values and the extent to which these are reflected in his life.

The above objectives will be met through assigned reading that reflects ideas, events, values, and achievements relevant to the period, through the discussion of these in class, and through themes, reports, and examinations which demand that a student be in command of relevant facts and that he can formulate and support generalizations about 20th-century man, drawing upon the three supporting disciplines.

In a program such as this, the learning results anticipated are not easily subject to behavioral statement or quantitative measurement. Nor can levels of proficiency or grading criteria be precisely specified. It remains for the individual professor to assess as honestly and objectively as possible the extent to which the individual student has met the objectives of each course and the program.

It is hoped that the ultimate results of the program are persons who have an enlarged range of experience; who better apprehend the nature of human freedom, limitation, and possibility; and who are more capable of independent, objective, and responsible thought and action as citizens, workers, family members, fellowmen, and individual human beings. That such results are relative, diversely achieved, and susceptible only of subjective evaluation, if any, make them no less worthy of being striven for.

### VIII. Program Evaluation

Each course in the program would be evaluated in accordance with the provisions of the Faculty Evaluation System approved by the college. Additionally, students and instructors would be asked to criticize each course individually, on questionnaires prepared for that purpose and focusing on objectives, assignments, mode of instruction, etc. Upon and conditional to completion of the program, students would be required to write a brief essay on the value of the program in general, the extent to which it has achieved its stated objectives, any results it has had for them individually, and ways in which it might be improved. It at all possible, former students would be contacted one or two years after their graduation and again be asked to offer

their opinion of the program and its value to them. A copy of the essay written previously and a brief questionnaire would be used for this purpose.

The course evaluation required by the Faculty Evaluation System would go to the individual professor and his own department head. All other information would go to the program's coordinating committee, who would use it in their continuing effort to evaluate and improve the program. Professors participating in the program would of course be involved in this effort, and the information collected would be available to them and other interested and appropriate persons.

#### IX. Availability of other similar programs

According to the Maryland Council on Higher Education, there are no truly similar programs in the state. There does seem to be a growing interest in interdisciplinary humanities programs around the country. Florida State University offers a PhD in the humanities and Stanford University a PhD in Modern Thought. The University of New York at Binghamton offers a joint MA/MBA in history and management, and the University of New York at Purchase is solely committed to the humanities. Within the state there is the MIA degree program offered by Johns Hopkins. The program here proposed seems fairly distinctive, however, and, given Frostburg's location, would serve a population without immediate access to any similar program.

#### X. Rationale for content and structure

1. Why the 20th century? Although a cardinal principle of humanistic study is the lasting, universal significance of all human achievement--whether in thought, art, or action--this significance would seem to lie in the continued meaning and relevance of such achievement for the present. Also, since the humanities are so diverse and encompassing, a limited focus is necessary to give unity and coherence to the program. Though the program of course allows for the study of past human achievement, from whatever era, it would require that this be made relevant to 20th-century man and the stated objectives of the program. Another practical consideration, concerning the attractiveness of the program, is that students tend to be most interested in that which relates to their own time. Perhaps too often in their educational experience, past human achievements--historical, philosophical, or literary--have seemed to represent merely that and thus to be isolated, antiquated, and of interest mainly in and for their own sake. Although "relevance" has become a much abused educational cliché, it is of necessity a basic educational principle, especially as applied to the apprehension of that which is of enduring rather than immediate and transitory significance.
2. Why history, philosophy, and literature? Again, there are both practical and pedagogical considerations. Although these subjects do not exhaust the humanities, they are interrelated disciplines which have traditionally lain at the foundations of humanistic study. Among them they represent a full range of human interests and activities, drawing upon the social sciences, the natural sciences, and the arts and covering human institutions and events, the ideas and values that have informed these, and aesthetic accomplishments that embody them and reflect the continuity

of the human identity. Together they can provide a perspective on the student's own time that he could not gain from the study of one of them alone. Practically speaking, the combination of the three disciplines increases the likelihood of a respectable enrollment, which neither discipline might alone sustain; and yet the participating departments are sufficiently few to permit a well-integrated, articulated, and coordinated program. Further, these three disciplines require no specialized equipment or facilities and little in the way of specialized technical training.

APPENDIX B

29

25

NEEDS ASSESSMENT QUESTIONNAIRE  
for a  
Master of Arts (M.A.) Degree in Modern Studies  
at  
Frostburg State College

Students:

You can assist your college in determining its future program commitments. Please respond to the following items and write any additional comments which you believe will assist the faculty and staff in evaluating the potential of the proposed program in Modern Studies. Thank You.

A. Name \_\_\_\_\_  
Class \_\_\_\_\_  
Major \_\_\_\_\_

(Note: This section is optional, but would be helpful if completed).

B. Would a Master's degree program as proposed be a definite asset for Frostburg State College at this time and in the future? (Check one response)

- \_\_\_\_\_ 1. The program would be a great asset.
- \_\_\_\_\_ 2. The program would be an asset.
- \_\_\_\_\_ 3. Difficult to decide.
- \_\_\_\_\_ 4. The program would be a liability.
- \_\_\_\_\_ 5. The program would be a great liability.

Why? (Write in this space)

C. Would you be attracted to this program?

- \_\_\_\_\_ 1. Yes
- \_\_\_\_\_ 2. No
- \_\_\_\_\_ 3. Not sure/No opinion

Why? (Write in this space)

D. If you are a permanent resident of this area, do you think that this kind of program would offer you a viable alternative to the Master's degree in Education, the Master of Science degree in Management, and the proposed Master of Science degrees in Biology, Wildlife, and Fisheries?

- \_\_\_\_\_ 1. The program does present an alternative.
- \_\_\_\_\_ 2. The program does not present an alternative.
- \_\_\_\_\_ 3. Not sure.

Why? (Write in this space)

-OVER-

E. If you are not a permanent resident of this area, would you be interested in continuing your education at Frostburg to obtain a Master of Arts degree in Modern Studies?

- 1. Yes, I am very interested.
- 2. Yes, I am marginally interested.
- 3. Not sure/No opinion.
- 4. No, I am not interested.

Why? (Write in this space)

F. Which of the four degree options would most interest you? (Check one or more.)

- 1. M.A. in Modern Studies
- 2. M.A. in Modern Studies with a concentration in:
  - (1) History
  - (2) Philosophy
  - (3) Literature
- 3. M.Ed. in Education and Modern Studies
- 4. M.Sc. in Management and Modern Studies

G. Do you have either coursework in or a reading knowledge of a foreign language?

- 1. Yes
- 2. No

If "yes," which language?

- 1. French
- 2. German
- 3. Russian
- 4. Spanish
- 5. Other

How many semesters of this language?

- 1. 1 or 2 semesters
- 2. 3 or 4 semesters
- 3. 5 or 6 semesters
- 4. more than 6 semesters

H. Should a reading knowledge of a foreign language or the completion of four semesters of a foreign language be required for the Master's degree in Modern Studies?

- 1. Yes
- 2. No
- 3. Not sure/No opinion

— Thank you for your assistance. —

NEEDS ASSESSMENT QUESTIONNAIRE  
For A  
Master of Arts (M.A.) Degree in Modern Studies  
At  
FROSTBURG STATE COLLEGE

To the Respondent: Several of the items below require only a check mark; other items offer you the opportunity to respond in some detail. We encourage your response as this information will provide the foundation of our planning. We ask that you identify yourself (for reference purposes) but you may choose to remain anonymous. In either case, be assured that your responses to these questions are highly valued.

- A. In your opinion, would the proposed Master of Arts (M.A.) degree in Modern Studies be of any distinct educational and cultural value to the region and to Maryland generally? (please check one response)

The value of this proposed program for the region and the state:

- \_\_\_\_\_ 1. would be great  
\_\_\_\_\_ 2. would be moderate  
\_\_\_\_\_ 3. would be difficult to determine  
\_\_\_\_\_ 4. would be minimal  
\_\_\_\_\_ 5. would be negligible

Explanation/Comment? (write in this space)

- B. In an era of constrained fiscal resources and in the light of the need for a variety of new programs in colleges such as Frostburg State College, would the development and implementation of this proposed program be desirable?

- \_\_\_\_\_ 1. Such a program is highly desirable  
\_\_\_\_\_ 2. Such a program is moderately desirable  
\_\_\_\_\_ 3. Desirability is difficult to determine  
\_\_\_\_\_ 4. Such a program has minimal desirability  
\_\_\_\_\_ 5. Such a program is undesirable

Explanation/Comment? (write in this space)

- C. In your judgment, does the proposed program of study give evidence of the articulation of instructional objectives which seek to strengthen the linkage between man's study of his being and his culture, and man's concern with his career and his future?

The proposed program:

- \_\_\_\_\_ 1. distinctly demonstrates this linkage  
\_\_\_\_\_ 2. generally demonstrates  
\_\_\_\_\_ 3. vaguely demonstrates this linkage  
\_\_\_\_\_ 4. does not demonstrate this linkage



D. In your judgment, who (or, what groups of people) might have an interest in enrolling in the proposed program? That is, individuals from what specific clientele groups might seek to enroll in the proposed program? (list here)

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

E. Would it be desirable for the M.Ed. in Education and Modern Studies to gain state and county approval as an equal alternative to the M.Ed. in a specific teaching field (e.g. English, History)? (The proposed program would be regarded as the equal of the degree in a discipline, not a collection of courses to be considered as master's equivalency).

This equal status would be:

- \_\_\_\_\_ 1. highly desirable
- \_\_\_\_\_ 2. desirable
- \_\_\_\_\_ 3. undesirable
- \_\_\_\_\_ 4. no opinion

F. Might any of the following also be acceptable as an equal alternative to the M.Ed. with a concentration in a given discipline?

Yes    No    Not Sure

- |       |       |       |   |
|-------|-------|-------|---|
| _____ | _____ | _____ | 1. M.A. in Modern Studies                         |
| _____ | _____ | _____ | 2. M.A. in Modern Studies with a concentration in |
|       |       |       | (1) History                                       |
|       |       |       | (2) Philosophy                                    |
|       |       |       | (3) Literature                                    |
| _____ | _____ | _____ | 3. M.Sc. in Management and Modern Studies         |

G. In your opinion, would a graduate with the M.Ed. in Education and Modern Studies seem a more desirable candidate for employment than a graduate with an M.Ed. and a concentration in a single content area?

The graduate of the program would be:

- \_\_\_\_\_ 1. A highly desirable candidate for employment
- \_\_\_\_\_ 2. A desirable candidate for employment
- \_\_\_\_\_ 3. Unable to decide
- \_\_\_\_\_ 4. A less desirable candidate for employment
- \_\_\_\_\_ 5. An undesirable candidate for employment

H. Can you offer any suggestions and/or criticisms concerning any aspect of the proposed program? (write below)

I. Would you object to your responses to the above questions being used or referred to when and if the program is presented to the Board of Trustees of the State Colleges of Maryland and the Maryland Council of Higher Education?

- \_\_\_\_\_ 1. Yes, I would object
- \_\_\_\_\_ 2. No, I would not object

Identification: Name \_\_\_\_\_  
Position or Professional Status \_\_\_\_\_

Thank you for your assistance- Please return completed questionnaire in envelope provided.



NEEDS ASSESSMENT QUESTIONNAIRE  
For A  
Master of Arts (M.A.) Degree in Modern Studies  
At  
FROSTBURG STATE COLLEGE

To the Respondent: Several of the items below require only a check mark; other items offer you the opportunity to respond in some detail. We encourage your response as this information will provide the foundation of our planning. We ask that you identify yourself (for reference purposes) but you may choose to remain anonymous. In either case, be assured that your responses to these questions are highly valued.

- A. In your opinion, would the proposed Master of Arts (M.A.) degree in Modern Studies be of any distinct cultural value to the region and to Maryland generally? (please check one response)

The cultural value of this proposed program for the region and the state:

1. would be great  
 2. would be moderate  
 3. would be difficult to determine  
 4. would be minimal  
 5. would be negligible

Explanation/Comment? (write in this space)

- B. In an era of constrained fiscal resources and in the light of the need for a variety of new programs in colleges such as Frostburg State College, would the development and implementation of this proposed program be desirable?

1. Such a program is highly desirable  
 2. Such a program is moderately desirable  
 3. Desirability is difficult to determine  
 4. Such a program has minimal desirability  
 5. Such a program is undesirable

Explanation/Comment? (write in this space)

- C. In your judgment, does the proposed program of study give evidence of the articulation of instructional objectives which seek to strengthen the linkage between man's study of his being and his culture, and man's concern with his career and his future?

The proposed program:

1. distinctly demonstrates this linkage  
 2. generally demonstrates this linkage  
 3. vaguely demonstrates this linkage  
 4. does not demonstrate this linkage

D. In your judgment, who (or, what groups of people) might have an interest in enrolling in the proposed program? That is, individuals from what specific clientele groups might seek to enroll in the proposed program? (list here)

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

E. Should a reading knowledge of a foreign language or the completion of four semesters of a foreign language be required for the Master's degree in Modern Studies?

- \_\_\_\_\_ 1. Yes
- \_\_\_\_\_ 2. No
- \_\_\_\_\_ 3. Not sure/No opinion

F. Considering your own circle of acquaintances and the community in general, which of the four options offered under the proposed program seem most attractive? (Check one or more).

- \_\_\_\_\_ 1. M.A. in Modern Studies
- \_\_\_\_\_ 2. M.A. in Modern Studies with a concentration in:
  - (1) History
  - (2) Philosophy
  - (3) Literature
- \_\_\_\_\_ 3. M.Ed. in Education and Modern Studies
- \_\_\_\_\_ 4. M.Sc. in Management and Modern Studies

G. Can you make any suggestions and/or criticisms concerning any aspect of the proposed program? (write below)

H. Would you object to your responses to the above questions being used or referred to when and if the program is presented to the Board of Trustees of the State Colleges of Maryland and the Maryland Council of Higher Education?

- \_\_\_\_\_ 1. Yes, I would object
- \_\_\_\_\_ 2. No, I would not object

Identification: Name \_\_\_\_\_

Position or Professional Status \_\_\_\_\_

-Thank you for your assistance-

Please return the completed questionnaire in the envelope provided.