

Program Review

Marshall University

March 2003

Date: October 2003

Program: **B.A. Degree, Humanities Program**

Degree and Title

Date of Last Review: October 1998

Recommendation

Marshall University is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for the recommendation.

- ____ 1. Continuation of the program at the current level of activity;
- ____ 2. Continuation of the program with corrective action (for example, reducing the range of optional tracks or merging programs);
- ____ 3. Identification of the program for further development (for example, providing additional college/institutional commitment);
- ____ 4. Continuation of the program at the current level of activity, with the designation as a program of excellence (See section E); or
- ____ 5. Discontinuance of the program (Procedures outlined in HEPC Administrative Bulletin 23).

Rationale for Recommendation: (Deans, please submit the rationale as a separate document. Beyond the College level, any office that disagrees with the previous recommendation must submit a separate rationale and append it to this document with appropriate signature.)

Signature of person preparing the report: Date: _____

Signature of Program Chair: Date: _____

Signature of Academic Dean: Date: _____

Signature of Chair, Academic Planning Committee/Chair, Graduate Council: Date: _____

Signature of the Provost and Senior Vice President for Academic Affairs: Date: _____

Signature of the President: Date: _____

Signature of Chair, Board of Governors: Date: _____

**PROGAM REVIEW
FOR
HUMANITIES DEGREE PROGRAM
MARSHALL UNIVERSITY**

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Marshall University

Program Review

October 2003

I. **PROGRAM DESCRIPTION for: Humanities Program**

Date of last review: Spring 1998

The Humanities Degree Program is offered cooperatively by three separate departments: Classical Studies, Philosophy, and Religious Studies (CL/PHL/RST). This program studies human experience in a way that is both distinctively interdisciplinary and guided by the specific disciplines involved.

The goal of the program is to help students develop an understanding of themselves and their culture, by exploring the ways in which humankind has ordered its experience. The means of exploration is the study of the basic philosophical, religious, and artistic works that continue to shape human experience.

The program consists of three parts.

1. **Three required interdisciplinary core courses:** CL/PHL/RST 250 Orientation in Humanities, CL/PHL/RST 350 Humanities, and CL/PHL/RST 499 Humanities Seminar: Capstone. These courses follow the complementary perspectives and methods of the separate disciplines. Being team-taught, they encourage students to ask questions and find solutions through a comparative and multi-disciplinary approach.

2. **Three Period Studies courses** to be selected from one of two tracks:

Either Ancient World Track:

- CL230 Ancient Greek and Roman Epic, CL 231 Women in Greek and Roman Literature, CL 232 Ancient Greek and Roman Drama, or CL 233 Greek and Roman Historians
- PHL 200 Introduction to Philosophy: Ancient Period
- RST 304 Teachings of Jesus, RST 320 Literature of the Old Testament, or RST 325 Literature of the New Testament

Or Modern World Track:

- CL 319 Classical Mythology
- PHL 201 Introduction to Philosophy: Modern Period
- RST 205 Introduction to Religion in the Modern World

The Period Studies requirement introduces students to the methods of the separate disciplines, and gives a sense of the inter-relationships among the disciplines. Unlike in the interdisciplinary core courses that integrate course content, here students are encouraged to discover these inter-relationships for themselves. Special emphasis is placed on critical thinking, logical expression of thought, and writing skills.

3. **Five Courses by Contract** chosen by the student, with the advice of a committee of faculty members from different disciplines in our program. With approval, students may include courses from other areas of the university. In addition to the required grounding in the content

and methods of the Humanities approach, this selection gives students the opportunity to construct a unique, advanced program of study.

There are also a **Writing Competency Requirement**, fulfilled by submission of two substantial pieces of writing, and a **Computer Competency Requirement**, fulfilled by CSD 101 or the equivalent.

II. ACCREDITATION INFORMATION.

Does not apply.

III. PROGRAM STATEMENT on Adequacy, Viability, Necessity and Consistency with Mission

A. Adequacy

1. Curriculum

The Board of Regents instituted Marshall University's Humanities Degree Program in 1981 for two reasons. This program provides remarkably powerful tools for all of our students. And it also satisfies specific needs of West Virginia students.

- In a multicultural world, an interdisciplinary humanities program is essential to developing an understanding of diverse human values and traditions. More than this, it is essential to helping students develop the skills to continue to achieve this kind of understanding flexibly in the new situations that inevitably arise.
- The multicultural focus on human life and culture helps our students to establish a sense of their dignity in their regional and personal differences. At the same time, it helps to establish their sense of the unique contribution they offer to their community.
- Our extensive international focus offers an understanding of global developments.
- Through courses selected by contract, our students receive a program further tailor-made for their individual interests.
- Non-majors as well as majors in Humanities courses learn writing skills, comprehension skills, and logical, effective expression of thought, as an integral part of the course work. The problem-solving and communication skills developed in this way are unique to the humanities. They are given extra flexibility and breadth by our multi-disciplinary humanities offerings.
- These writing and thinking skills make students marketable in their chosen occupations. The broad education afforded specifically by this program's interdisciplinary component prepares our students well for a wide variety of jobs. Our students do particularly well in the business and service communities, which value problem-solving initiative and communication skills.
- These skills and background also make our students competitive candidates for graduate professional studies, including law, medicine, business, psychology, theology, philosophy, ancient art, Mediterranean archaeology, and museum curatorship.
- In a world that is ever more confusing and conflicted in its values, and that increasingly emphasizes technical and vocational studies, a humanistic,

interdisciplinary program like Humanities promotes the development of the whole person, and in this way provides necessary balance. This is notably true for those students who pursue Humanities as a second major. **We are one of the increasingly rare, public resources to which students can turn for help in developing strategies to improve their chances for a meaningful and fulfilling life.**

The **goals** of the Humanities Program are these:

- To provide an integrated, interdisciplinary series of courses to develop the values and skills of the traditional liberal education, the education of self-directing, responsible people, with concern for and the ability to contribute to their communities.
- To encourage students to develop an understanding of themselves, their culture, and other values and cultures, through an exploration of the ideas and symbols by which humankind orders experience.

See Appendix I for the list of required courses, elective courses, and total hours required.

2. Faculty

The eight faculty members of the Humanities Program all have doctorates in their respective disciplines. All but two are tenured.

In any given year, part-time faculty teach about one quarter of all courses. The use of part-time faculty varies according to the availability of qualified candidates and the kind of need (e.g., expanding existing faculty expertise). During the 2002-2003 academic year, Classics used part-time faculty for 20% of the teaching slots, Philosophy 17%, and Religious Studies 40% (this last percentage reflects the Religious Studies Department's commitment to providing timely courses on current issues). The composite use for the three departments is 24%.

<i>Scholarly Productivity and Awards</i>	<i>Total</i>
Articles/Books/Reviews published	18
Articles/Books now under review	3
Conference papers presented	34
Professional meetings attended	44
Awards and promotions	8
Internally funded grants received	4
Externally funded grants received	<u>7</u>
<i>Total: All research projects, grants, awards</i>	<i>118</i>

- Humanities faculty published twelve articles and one book in the past five years, an increase of about one third over the last five year period.
- Our faculty presented, on average, four conference papers per year.
- The number of outside grants received is seven times greater than in the last reporting period.
- Two faculty members have received outstanding teaching awards.

- Despite the unusually high teaching load for this kind of institution, Humanities faculty have actually increased both productivity in research and prominence in teaching.

See Appendix II for the Faculty Data Sheets.

3. Students

(a) Entrance Standards

The Humanities Program follows the same entrance standards as the University (*Marshall University 2003-2005 Undergraduate Catalog*, p. 25):

1. A diploma from an accredited high school.
2. An Overall Grade Point Average of at least 2.0 (C average), and a composite score of at least 19 on the ACT or a combined score (verbal + math) of at least 910 on the SAT.
3. Completion of the 2003 Higher Education Policy Commission (HEPC) course requirements.

(b) Entrance Abilities

Student Group: 1998-2003 Entering Majors	ACT Composite Averages
Fall 1998	21.50
Fall 1999	27.00
Fall 2000	31.00
Fall 2001	25.00
Fall 2002	25.00
Overall	24.33
College of Liberal Arts Freshmen 2002	21.60
Marshall University Freshmen 2002	21.38
U.S. Freshmen 2002	20.80

The scores above represent averages of Marshall freshmen entering the Humanities program along with the average ACT composites for program graduates 1998-2003.

If compared with 2002 composite averages for all entering Marshall freshmen and all entering freshmen nationally, the program seems to be attracting better students than **both the average at Marshall and nationally.**

(c) Exit Abilities

The Humanities program has no licensure or certification exams for graduates, but does keep records of the GPAs of graduating seniors.

- **The average GPA for all Humanities graduates 1998-2003 is 3.44, very high as compared with both College of Liberal Arts and University graduates.**
- **Over two-thirds (70%) of Humanities majors graduated with honors: 20% summa cum laude (two with As in all classes, a straight 4.0 GPA), 20% magna cum laude, and 30% cum laude.**
- **It is unlikely that any other undergraduate degree program can boast these statistics.**

4. Resources

(a) Financial

For the present academic year, the constituent departments of the Humanities Program received from state funds approximately \$460,000.

- This sum **includes** annual salaries, estimated summer salaries, fringe benefits, estimated part-time employment, and expenditures for library acquisitions.
- This sum excludes support for research in the form of summer research grants, Quinlan travel grants, and faculty development grants.
- The program receives no funds directly from student fees.
- The Department of Classics devotes about 70 percent of its resources toward this degree program (the rest of its resources go toward offering two degree programs in Latin in two colleges), while the Departments of Philosophy and of Religions Studies devote their full resources to this program.

Termination of this program would result in:

- **No saving** of staff or faculty positions, since courses in these three disciplines are required in the curricula of at least four colleges.
- Discontinuing the team-taught courses would mean **the loss** of two to three courses from the course schedule per year.
- Termination of the program would **adversely affect** the diversity of degree offerings in the humanities at Marshall. We would lose one humanities degree, leaving only two (English and Modern Languages) instead of three. And we would lose three disciplinary concentrations (Classics, Philosophy, and Religious Studies) reducing the total number from seven to four.
- With these losses, total humanities options for students would be significantly and detrimentally **reduced, almost by half.**
- **The Marshall Plan would lose** a high proportion of courses that fulfil its various requirements.

(b) Facilities

- One of the program's greatest assets is its "common room," a seminar room with large tables that can be arranged in various configurations depending on the purposes of the room's users. This room is well appointed with replicas of ancient statuary, maps, prints, student desks, and bookcases filled with texts and periodicals. It serves as the center for many of the activities of the majors and faculty (upper-level classes and seminars, faculty meetings, meetings of organizations and honoraries, and quiet study for the majors). This unique setting offers a "home" for majors, a place that they identify as their own and associate with their major.
- Every full-time faculty member has a computer in her/his office with printing and internet services.
- The program has audio-visual facilities (television monitor, VCR, slide projector, tape-recorder/player, and laptop with PowerPoint projector) for use in classroom instruction and extra-curricular meetings of Humanities student groups.
- Library holdings for the disciplines of Classical Studies, Philosophy, and Religious Studies are superior for an institution of Marshall's size. The three departments work to keep disciplinary holdings current, and regularly spend their complete departmental allotments for new acquisitions.
- We have access to a photocopier, which we share with the Psychology and Counseling Departments.

5. Assessment Information

(a) Principle Elements of the Program Assessment Plan

- The Humanities Assessment Plan provides for evaluation of teaching and learning in three broad areas of knowledge and abilities/skills. These are effective thinking and communication, research and independent learning, and life skills.
- Each of these areas is broken down into assessable sub-areas.
- Within these areas, the plan also specifies the particular contributions made by each discipline (Classics, Philosophy, Religious Studies).
- In addition to these areas, common to the program, the plan specifies the knowledge and skills uniquely taught by each discipline.
- The plan provides a list of identifiable contexts ("criteria") in which testable assessments can be made in each of these areas and sub-areas.
- The plan provides a list of tests ("indicators") by which the assessments can be carried out in these contexts.
- The same elements and procedure allow assessment both of the level of graduates' abilities and of teaching and program effectiveness.
- The plan also provides for assessment of the faculty's scholarly development and of the program's support of faculty development.
- We apply our assessment procedure only to the team-taught courses, as these are where our departments combine to form the unified program. It is only these courses that all our majors must take. In each case the instructors design

assignments to test for the required student outcomes, making use of the lists of criteria and indicators (see Appendix VIII). The instructors of the team-taught course draw up checklists to record each major's level of achievement on each indicator for each assignment. At the end of the semester they make an overall assessment of each major. We have bi-monthly program meetings of our entire faculty, at which we share the resulting information and modify our teaching strategies accordingly.

- We meet annually with all our majors to discuss the program and solicit criticisms and suggestions for improvement.

See Appendix VIII for the entire plan.

(b) Student Outcomes

The table in Chart I Assessment Summary (placed after appendices) shows the composite evaluation of Humanities majors in the team-taught core courses (CL/PHL/RST 250, 350, 499).

- **Student Outcomes:** Steady improvement occurred during this reporting period. In the last two years, no students were deficient in any area, and some seniors achieved advanced skills in the use of humanities research techniques.
- **Assessment Tool or Approach/Standards/Benchmark (BOT Initiative #3):** Since this program is unique nationally, no national standards exist by which to evaluate our graduates. We use the internal assessment measures shown in Chart I to assess, both quantitatively and qualitatively, the student outcomes (knowledge and abilities/skills) in the core courses of the program (CL/PHL/RST 250, 350, and 499). These outcomes are specified in the Humanities Degree Program Assessment Plan Update 1998 (pp. 3 and 4, labeled "For the Program," Appendix VIII).
- **Results/Analysis:** There are two important conclusions.
 1. A pattern of consistent improvements over five years. More students receive an excellent evaluation in every category, and fewer students receive deficient evaluations. No student was rated deficient in the past two years, and even the number of students who only minimally met these requirements is small, one or two per year.
 2. In general, the teaching and testing strategies used in these team-taught classes are appropriate.
- **Action Taken:**
 1. Teachers of these core courses regularly employ the statement of necessary skills (see the first column of Chart I) as a benchmark when creating assignments.
 2. We are continuing with these teaching and testing procedures.

(c) How Assessment Data is Used to Improve Program Quality

During this reporting period, Humanities faculty began to make decisions based on assessment data:

- Student evaluations of team-taught courses, and faculty evaluations of students in these courses, have shown that the team-taught courses are functioning at an appropriate level of depth and difficulty. This confirmation allows the faculty to continue to create courses that productively challenge our majors.
- These evaluations also showed that most of our majors function better in upper-level team-taught seminars than in the structure that has been the mainstay of the program since its start. As a result, the faculty devised and has been approved to teach these courses in a more flexible and advanced structure. These changes occur in the options of four 300-level junior seminars and four 400-level senior seminars, from which each student must choose three courses, including at least one 400-level senior capstone class. Please see Appendix VII which provides the new catalog description.
- Humanities faculty regularly use the list of exit assessment outcomes to create the course assignments for the team-taught courses, so that both coursework and assignments are specifically adapted to teach the program's objectives.

(d) Graduate and Employer Satisfaction.

Of the 88 surveys sent out to graduates of the program, 18 surveys (or 20%) were returned.

Graduates saw themselves as having the following **strengths** as a result of the program:

- Critical thinking,
- Effective writing,
- Awareness of human diversity
- Striving for a reflective and well-rounded life.
- Effective professional action and social contribution

Approximately 75% of all these graduates applying for advanced study were admitted to **graduate programs** of their choice.

Nearly all graduates stated that graduate faculty or their employers were very well pleased with their **level of preparation**:

- “The feedback I receive has been overwhelmingly positive, and I have felt comfortable and well prepared when I have worked with other colleagues at Harvard [Divinity School]—including other Classics majors...I’m studying with students who went to Ivy League schools, other top tier schools, and international schools, and I am keeping up with them if not providing some active competition.”

- [Of graduate faculty at another university] “They said I was one of the best students they had seen in years.”
- “I doubt they [Assistant Dean, College of Arts and Humanities, University of Maryland, College Park, and associates] would trust me with these assignments if they found my critical thinking and writing skills lacking.”
- “...my communication skills are strong due to Humanities. [In the Humanities Program,] [y]ou are **taught** how to clearly present an argument /case factually and effectively. Communication is priceless in all professions.... “I also have been taught that to understand other cultures you must remove your own biases and see through the eyes of others. This allows me to care effectively for people from other cultural and socio-economic backgrounds. My world is 100% larger because of my studies in humanities.”
- “I am not afraid to ‘think outside the box.’”
- “In the 8 years I have practiced, I have set the standard for prevailing wage claims cases in Missouri. The case I tried and then appealed, briefed and argued to the court of appeals is still cited in every letter the Division of Labor Standards sends out notifying “workmen” they are underpaid on a public works job. I wrote the brief for a case my partners tried which resulted in the first opinion of the Eastern District Court of Appeals in the past 16 years that not only reversed a criminal conviction ... [but] ordered the defendant ... acquitted. I wrote the brief that scored the first reversal of a juried case prosecuted by Morley Swingle [a veteran county prosecutor and author of a book on search and seizure now in its 4th edition].”
- “My employer is impressed with the breadth of my knowledge of classical texts and very satisfied with how my degree has taught me to think for myself and understand other people and how they think.”
- “During a job evaluation, my employer said that my writing skills were an A++. Marshall’s Humanities Program helped me develop those skills.... I am from central Appalachia, as many Marshall students are, and many individuals believe the “hillbilly” stereotype. The compliments I received from [Humanities] professors gave me the confidence I needed to succeed academically.... [T]he most important thing I took away was a better understanding of my place in the universe. The Humanities have helped me think critically about life, and as a result, I live a happier and more complete life.”
- “My employer is fascinated with the breadth of knowledge and the varied information I bring to my job. A reference librarian has to be widely educated to be any good, and I am just what the job requires, broadly educated.”
- “My Humanities education at Marshall taught me to lead a reflective life, and to consider what it means to be human. I’ve concluded that there is more to life than economic success, such as being a good mother and citizen. I thank the professors at Marshall’s Humanities department for helping to prepare me for a balanced, reflective life.” [This graduate also holds both a Masters and a Ph.D.]

6. Previous Reviews

The 1998 (Basic) Humanities Program Review was approved with continuation of the program at its current level (with no specific recommended action).

7. Strengths/Weaknesses

Strengths

- Immediately preceding the first BOR review of Humanities in the academic year 1983-84, the Campus Advisory Service of the American Philological Association made an on-site evaluation of the program, giving special attention to the strengths and weaknesses of its curriculum and instruction. **This team found the program's structure itself to be its major strength.** This structure has helped produce graduates who are exceptionally strong, both in the knowledge of their disciplines and in ways of understanding these disciplines that go beyond ordinary disciplinary limits. As the team commented, "the real miracle of the Marshall program" is "its . . . outlook that respects equally both the interdisciplinary seminars and the disciplinary major courses ("Marshall University Program in Basic Humanities: An Evaluation," APA Campus Advisory Service, 1983, p. 5). The structure of the program has not changed in this respect.
- The program's team-taught courses emphasize sophisticated reading skills, training in a variety of forms of writing and expression, and internal reflection as a means of developing self-knowledge. Each of these emphases is multiply enhanced by the diversity of approaches available through the combined disciplines.
- One product of our interdisciplinary structure and faculty cooperation is intellectual and personal growth for faculty, to the benefit of the students. Every time faculty members teach together, they are actually re-tooling, re-educating themselves in their own and other disciplines. This process translates into better informed and more insightful disciplinary teaching and research.
- In these same classes, students become aware of how these disciplines allow various kinds of understanding of their own and others' experience, and how communication across different approaches to life produces essential and lasting human insights. The structure of the classes itself is a model and practical experience of making sense of life in its variation and complexity.
- These kinds of teaching experiences prove to students and faculty alike that the Humanities Degree Program is not simply an amalgam of three disciplines. It is the cause of considerable academic growth, productive re-examination of disciplinary assumptions, and exciting developments of insight.
- This interactive process pervades the program to such an extent that advising is also carried out in cooperative teams. Two or three faculty members along with each student work together, from their individual disciplinary backgrounds, to put together a sound program of study around student and faculty strengths and interests.
- Because of the program's emphases both on the humanities and on interdisciplinary work, it contributes a disproportionately high number of courses fulfilling the various facets of the Marshall Plan (multicultural, international, and gender studies).

- A significant validation of the program's structure and teaching is that its freshman core course, CL/PHL/RST 150 Orientation in Humanities, was selected as and has remained the model for Marshall's Society of Yeager Scholars freshman core course, YGS 162 Seminar in Humanities, Texts, and Values. Professors Lloyd (Classical Studies), Powell (Philosophy), and Vielkind (Philosophy) have continued to teach this course along with other humanities professors since its inception in 1988. Offering Marshall's only interdisciplinary degree program outside of University Honors, the Humanities faculty involved were able to structure a course that was challenging to the Yeager scholars and very favorably evaluated by other Yeager professors.
- As far as our faculty is aware, Marshall's Humanities Degree Program is unique in the nation. Certainly, no institution in West Virginia or in the tri-state area that includes Ohio and Kentucky offers any degree program like Humanities. Although other institutions in West Virginia have programs that allow an individualized major, our contract major is the only one structured through the cooperative efforts of faculty in three different humanities departments.
- At Marshall, only the Honors Program is similar in its flexibility, but this program is not a complete degree program, and requires a 3.5 grade point average for participation. Humanities, unlike the Honors Program, offers a structured, thorough focus in the humanities, and is open to all interested students.
- Through the Humanities program, Marshall University is also the only institution in West Virginia that has either a Department of Classical Studies, or a Classics faculty offering any degree programs at all.

Improvements

- Improvement in the teaching of the team-taught, interdisciplinary core courses automatically progresses through the experience gained by teaching with a variety of colleagues, and through the intellectual growth that results from working intensively with different specialists.
- We have increasingly developed more fluid techniques of interaction between the teachers of these courses.
- We have increased the variety of topics to which each course is devoted, often in response to student input.
- We have increased the number of upper-level team-taught courses, giving students more opportunities to fulfil the interdisciplinary requirements, as well as the choice of taking all three of these required courses at the more challenging levels.
- The faculty have realized that the real strength of the Period Studies part of the program is that it introduces students to the different methods of the disciplines. But the division into periods really contributes very little, and often produces scheduling difficulties for the students. We have recently remedied this problem by abandoning the period aspect of the requirement, and focusing on courses suitable to introducing the disciplines' methods. As a result we have been able to increase the number and range of available options for students to fulfil these requirements.
- The freshman CL/PHL/RST 150 Orientation in Humanities, although well structured, was always troublesome to teach. As a service course, it was open to an exceptionally high number of students, many of them taking this low-level course simply to fulfil

requirements. As a result discussion was difficult, and the students often resented being challenged to make an effort. After a variety of experiments to improve the course, we changed the level to 250, and reduced the numbers to regular class size. The results have been excellent.

- We have expanded team-teaching to include faculty from departments other than our three.
- Our faculty has been participating in the move to using internet technology for educational purposes. We have developed internet courses that are taught entirely by electronic interaction, made use of email discussion lists as part of our regular courses and to facilitate the activities of our student groups, and developed departmental web-sites that have attracted inquiries into our program from all over the nation.
- We increased the number of course offerings that fulfill Marshall Plan International and Multicultural requirements.

Weaknesses and Remedies

- The successful maintenance of the team-taught, interdisciplinary core courses as well as the necessary courses in the three disciplines creates a difficult tension in the academic life of all of our faculty members. This tension is a definite weakness of the program. It is unavoidable as long as the two faculty members comprising Religious Studies, and the three comprising each of Classical Studies and Philosophy, must teach the high number of requisite lower- and upper-level courses in each discipline **as well as plan and teach the core courses of the program. The best resolution of this tension would be sufficient full-time faculty positions both to maintain the disciplines and teach the core courses.** We have been able to take one very important step towards remedying this problem, as Classical Studies was given a new full-time faculty line effective from Fall 2002, and now has three full-time faculty.
- As the program's equipment (e.g., computers, audiovisuals) continues to increase, and faculty continue to write and receive grants for expanded activities, our quarters in Harris Hall are no longer adequate. Further, adjunct faculty have no office space in which to work, meet students, or house computers and other equipment. The program continues to explore ways to add badly needed space for both administrative and instructional duties.
- Visual instruction aids like maps and charts are either worn out or entirely lacking. We do not have funds to remedy this problem.

Summary

In sum, these five years have seen both a consolidation and a strengthening of the Humanities Degree Program. Though its faculty continues to be stretched almost to the breaking point to offer the necessary courses, the program continues to attract new majors each semester. Also during the past five years, the program has recruited two outstanding new faculty members, who have already successfully introduced new kinds of courses and attracted new students and majors. The obvious strength and uniqueness of the Humanities program were important factors in these successful recruitments.

B. Viability

1. Off-Campus/Distance Delivery Classes

In this review period our program has expanded into off-campus and distance-delivery courses for the first time (see Appendix III):

- Thirteen off-campus courses.
- Two e-courses.
- One satellite course.

2. Service Courses

- Virtually all courses taught in the departments of Classical Studies, Philosophy and Religious Studies are options for the required courses for **all degrees** now offered in the Colleges of Fine Arts, Liberal Arts, and Science at Marshall. These courses are included as options in “Distribution Requirements for the Bachelor of Fine Arts Degree,” in the “Specific Requirements” of all B.A. and B.S. degrees offered in Liberal Arts, and in the “Specific Requirements for the B.A. and B.S. Degrees” in the College of Science.
- In the colleges of Fine Arts, Liberal Arts, and Science, the course offerings of the three departments fulfil three different kinds of specific requirements.

See Appendix IV.

3. Articulation Agreements

Does not apply.

4. Program Course Enrollment

Though course offerings change from year to year, enrollment in courses required for the major remains steady and strong (see Appendix V).

5. Program Enrollment

During this reporting period, the program has grown substantially:

- The number of majors has grown.
- The number of graduates has increased by almost a fifth (17%).
- The program continues to draw a substantial number of second majors, since it is an ideal way to balance a scientific or technical major with one that teaches life-skills.
- We have had 15 minors.

See Appendix VI.

6. Enrollment Projections

A modest increase in majors in Humanities is anticipated if:

1. The program continues to make students aware of the marketable skills it teaches (critical and abstract thinking, accurate expression, self-awareness), and of the self-realization it fosters.
2. The demand for undergraduate preparation for graduate studies in the three disciplines remains constant.

This will be a continuing trend since the number of graduates during this review period is higher than any previous period, and this was also the case during the previous review period.

C. Necessity

1. Advisory Committee

Does not apply.

2. Graduates

Except for university teaching, job placement for humanities graduates does not occur in a graduate's area of specialization; on the contrary, this degree serves as an **excellent general preparation** for other professions and for living a balanced and reflective life. Thirteen out of eighteen responding graduates reported employment in these general categories:

Administrative assistant	2
Health professions, Human Services	3
Librarian	2
Law	2
Miscellaneous occupations	4

The same thirteen volunteered this information about their present salaries:

\$10,000-\$20,000	\$20,000-\$30,000	\$30,000-\$40,000	\$40,000-\$50,000	Above \$50,000
4	4	1	1	3

Though the sample is small, these results indicate that the Humanities Program is fulfilling its purpose by preparing graduates for a **wide range of professions**.

3. Job Placement

- The graduate survey (see 2. above) showed the results expected for job placement, since the Humanities Degree is a liberal arts degree. It does not

- train students for particular occupations, but helps to develop an adaptability that allows them to adjust easily to changing circumstances and changing needs, a flexibility to train themselves for new jobs as those jobs become available.
- Almost one-fifth of the program's graduates appear to value especially this quality of the program, as they have chosen Humanities as a second major along with another degree program, often outside the humanities.
 - It is fast becoming an accepted fact that the skills and traits most valued by business leaders – clear writing and oral communication, reasoning ability, independent thinking, ethical awareness – are those developed by a solid liberal arts program like Humanities.

The University Placement Center provides expertise and assistance to students seeking employment and further education in a number of vital areas:

- Special career programs that allow prospective employers to interview interested students.
- Training in employment search skills.
- Job assistance to both students being graduated and alumni/ae, by serving as an information exchange center for both employers and Marshall graduates.

Humanities faculty are regularly in personal touch with graduates, and assist them in securing both employment and admission to graduate programs:

- The faculty write letters of recommendation and contact colleagues in the relevant graduate schools.
- As students complete the program, faculty encourage them to make use of the Placement Center.
- The Humanities Program, the Marshall Office of Assessment and Program Review, and the Marshall Alumni Association all use regular surveys to maintain contact with graduates.

D. Consistency with Mission

The Marshall *Undergraduate Catalog's* "Statement of Philosophy" (*Marshall University 2003-2005 Undergraduate Catalog*, p. 7) specifies that the "first and most basic commitment of Marshall University is to undergraduate education." The structure of the Humanities Degree Program is clearly consistent with this commitment. And in the "General Statement of Purpose" (p. 7), all of the specified goals have counterparts in the stated objectives of the Humanities Degree Program:

- Logical, critical and creative thinking.
- Effective oral and written communication.
- Critical investigation into the influences that shape individuals, institutions, and societies.

- Understanding values, achievements, and aesthetic contributions of past and present cultures.
- Approaching problems using the most current and appropriate research methods available.

At Marshall, the Humanities Degree Program is an integral component of the College of Liberal Arts. Section B.2 above sets forth the symbiotic ties that the departments of the program have with the rest of the college through the collegiate requirements for all Liberal Arts degrees. Because of the similarity of collegiate requirements, these same ties exist with the Colleges of Fine Arts and of Science.

IV. PROGRAM OF EXCELLENCE

Does not apply.

APPENDIX I
REQUIRED AND ELECTIVE COURSES
HUMANITIES DEGREE PROGRAM

Institution: **Marshall University**
Degree Program: **Humanities**

Person responsible for report: Charles O. Lloyd

COURSES REQUIRED IN MAJOR*	TOTAL REQUIRED HOURS	ADDITIONAL CREDIT REQUIRE IN MAJOR	TOTAL HRS	RELATED FLDS COURSES REQUIRED	TOTAL HRS	REQUIRED HRS IN GEN. STUD. & ELECTIVES	TOTAL FOR DEGREE
CL/PHL/RST 250 CL 230/231/232/233 PHL 200 RST304/320/325 <i>or</i> CL 319 PHL 201 RST 205 CL/PHL/RST 350 CL/PHL/RST 499 5 courses by contract (chosen primarily from courses offered by the departments of Classical Studies, Philosophy, and Religious Studies; secondarily from other university courses.)	33	none	0	none	0	95	128

*See complete listing with explanations following this table.

Professional society that may have influenced the program offering and/or requirements: none.

This program of study consists of three parts:

(1) three required interdisciplinary Core Courses:

- CL/PHL/RST 250 Orientation in Humanities,
- CL/PHL/RST 350 Basic Humanities, and
- CL/PHL/RST 499 Humanities Seminar

These core courses follow the shared humanistic approaches and methodologies of the separate disciplines, but as they are team taught, they encourage students to ask questions and find solutions through a comparative and multidisciplinary approach.

(2) three Period Studies Courses, to be selected from either the Ancient World Track or the Modern World Track:

Ancient World Track:

- CL 230 Ancient Greek and Roman Epic, CL 231 Women in Greek and Roman Literature, CL 232 Ancient Greek and Roman Drama, or CL 233 Greek and Roman Historians;
- PHL 200 Introduction to Philosophy: Ancient Period;

- RST 304 Teaching of Jesus, RST 320 Literature of the Old Testament, or RST 325 Literature of the New Testament

Modern World Track:

- CL 319 Classical Mythology;
- PHL 201 Introduction to Philosophy: Modern Period;
- RST 205 Introduction to Religion in the Modern World

These period studies courses provide an introduction to the methodologies of the separate disciplines and give students a sense of the interrelationship among the diverse offerings of the separate departments.

(3) Courses by Contract:

After an initial grounding in the content and methods of study of the Basic Humanities program, students, with the advice of a committee of faculty members who teach in at least two disciplines of the program, have the opportunity to construct an advanced program of study, consisting of five courses by contract, selected from the course offerings of the three departments or from other humanities or university offerings. Student contracts have often included the following courses:

CL 200	Building English Vocabulary Through Latin and Greek
CL 230	Ancient Greek and Roman Epic
CL 231	Women in Greek and Roman Literature
CL 232	Ancient Greek and Roman Drama
CL 233	Greek and Roman Historians
CL 234	Greek and Roman Poetry
CL 280-283	Special Topics
CL 319	Classical Mythology
CL 370	Classical Archaeology
CL 435	Greek Civilization
CL 436	Roman Civilization
CL 460	Ancient Goddess Religions
CL 480-483	Special Topics
CL 485-488	Independent Study
CL 495H-496H	Readings for Honors

GRK 201-302	Ancient Greek First Year
LAT 101-204	First Year Latin

PHL 200	Introduction to Philosophy: Ancient Period
PHL 200H	Introduction to Philosophy: Ancient Period
PHL 201	Introduction to Philosophy: Modern Period
PHL 280-283	Special Topics
PHL 302	Applied Ethics
PHL 303	Ethics
PHL 304	Logic and Interpretation
PHL 306	Philosophy of Art
PHL 315	American Philosophy
PHL 320	Comparative Philosophy
PHL 321	Current Philosophical Trends
PHL 330	Philosophy of Sex
PHL 340	Philosophy of Sexual Orientation and Gender
PHL 353	Philosophy of Science

PHL 363	Philosophy of Feminism
PHL 400	Ancient Philosophy
PHL 401	Modern Philosophy
PHL 420	Metaphysics
PHL 421	Philosophy of Knowledge
PHL 451	Philosophy of History and Culture
PHL 455	Philosophy of Religion
PHL 465	Existential Philosophy
PHL 480-483	Special Topics
PHL 485-488	Independent Study
PHL 495H-496H	Readings for Honors in Philosophy
PHL 498	Directed Readings in Philosophy
RST 205	Introduction to Religion in the Modern World
RST 206	Introduction to the Religious Traditions of Asia
RST 280-283	Special Topics
RST 300	The Nature of Religion
RST 303	World of Islam
RST 304	Teachings of Jesus
RST 305	Early Christianity
RST 310	Hebrew Prophets
RST 320	Literature of the Old Testament
RST 321	The Protestant Faith
RST 322	The Catholic World
RST 323	Religion in America
RST 324	The Jewish Way of Life
RST 325	Literature of the New Testament
RST 351	Classics of Religious Literature
RST 419	Religious Thought in Western World
RST 450	Sociology of Religion
RST 480-483	Special Topics
RST 485-488	Independent Study
RST 495H-496H	Readings for Honors in Religious Studies

Appendix III Off-Campus Classes

(Note: List courses offered at locations other than the Huntington Campus, South Charleston Campus, or Satellite Campuses.) Please include the courses offered in the past 2 years.

Year	Location	Courses Offered	Enrollment
Fall 2001	Teays Valley Regional Ctr., Hurricane, WV	CL 200	6
	Mid-Ohio Valley Ctr. Pt. Pleasant, WV	CL 200	5
	Mid-Ohio Valley Ctr. Pt. Pleasant, WV	PHL 302	10
	R.C. Byrd Ctr. Huntington, WV	RST 303	23
Spring 2002	Teays Valley Regional Ctr. Hurricane, WV	CL 200	16
	Mid-Ohio Valley Ctr. Pt. Pleasant	PHL 320	23
	R.C. Byrd Ctr. Huntington, WV	RST 303	8
Fall 2002	Teays Valley Regional Ctr., Hurricane, WV	CL 200	11
	Teays Valley Regional Ctr., Hurricane, WV	LAT 101	9
	Mid-Ohio Valley Ctr. Pt. Pleasant, WV	PHL 304	18
	R.C. Byrd Ctr. Huntington, WV	PHL 302	12
Spring 2003	Teays Valley Regional Ctr., Hurricane, WV	CL 200	4
	Mid-Ohio Valley Ctr. Pt. Pleasant, WV	PHL 200	25
	Mid-Ohio Valley Ctr. Pt. Pleasant, WV	PHL 303	28

Appendix IV Service Courses

Course Number	Course Name	Year 1			Year 2			Year 3			Year 4			Year 5		
		Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
CL 200	Building English Vocabulary through Latin and Greek	15	50	18	25	40	70	25	36	106	20	86	86	19	84	61
GRK 201	Ancient Greek First Year					10						20				
GRK 202	Ancient Greek First Year						6						10			
GRK 301	Ancient Intermediate Greek		6						4						10	
LAT 101	First Year Latin		40			49			41			44			57	
LAT 102	First Year Latin			26			26			29			28			38
LAT 203	Intermediate Latin		21			19			11			15			21	

Appendix V Program Course Enrollment

Course Number	Course Name	Required/ Elective	Year 1			Year 2			Year 3			Year 4			Year 5		
			Su	Fa	Sp												
CL 230	Ancient Greek and Roman Epic					10					25						
CL 231	Women in Greek and Roman Literature			31						24			20				18
CL 232	Ancient Greek and Roman Drama						33									19	
CL 233E	Greek and Roman Historians												34		38	37	
CL 234	Greek and Roman Poetry														17		
CL 250	Orientation in Humanities				18					15					11		
CL 280	SpTp: Greek and Roman Poetry				7												
CL 280	SpTp: Ancient Warfare							18									
CL 319	Classical Mythology		15	41	57	20	70	35	21	70	29	21	18	24	22	38	46
CL 350	Basic Humanities						7						16				
CL 370	Classical Archaeology			16						17							
CL 435	Greek Civilization							22									12
CL 436	Roman Civilization						21						19				
CL 460	Ancient Goddess Religions			33												19	
CL 480	SpTp: Ancient Sexuality												23				
CL 480	SpTp: Ancient Greek Theatre Production																7
CL 485	Independent Study									1	1		1	1			1

CL 486	Independent Study													1		1	
CL 487	Independent Study															1	
CL 585	Independent Study																1
GRK 302	Ancient Intermediate Greek				6					2							6
LAT 204	Intermediate Latin				20			16		9				13			19

(Note: If you listed courses in Appendix IV, do not list them again in this appendix.)

* Indicate all courses other than the service courses here. Please include all special topics courses offered as well as independent studies. When listing Independent studies, please list the **number of independent study students enrolled**, but **DO NOT** include individual names or the titles of the independent studies.

Appendix V Program Course Enrollment

Course Number	Course Name	Required/ Elective	Year 1			Year 2			Year 3			Year 4			Year 5		
			Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp	Su	Fa	Sp
PHL 200	Introduction to Philosophy: Ancient Period			88	102	8	33	24	24	69	35	21	65	100	96	96	56
PHL 200H	Introduction to Philosophy: Ancient Period – Honors			8			16			13			12			16	
PHL 201	Introduction to Philosophy: Modern Period			104	102	19	195	167		67	172		64	36	28	74	136
PHL 250	Orientalism in Humanities				25					14						19	
PHL 280	SpTp: Nietzsche and Postern Modernity			14													
PHL 280	SpTp: Women in Ancient Philosophy									22							
RST 280	SpTp: Plato's Republic																31
PHL 302	Applied Ethics				26		30						12			14	
PHL 303	Ethics						32	62		16	53	25	62				29
PHL 304	Logic and Interpretation			34						41						22	34
PHL 306	Philosophy of Art				16				13		34					32	
PHL 315	American Philosophy										32					35	
PHL 320	Comparative Philosophy									14				24			
PHL 321	Current Philosophical Trends							31					18				32
PHL 340	Philosophy of Sexual Orientation and Gender				32					34				32			
PHL 350	Basic Humanities						12						19				

PHL 353	Philosophy of Science							16							29	
PHL 363	Philosophy of Feminism		4													
PHL 400	Ancient Philosophy			10					15			10			15	
PHL 401	Modern Philosophy		8					18								13
PHL 420	Metaphysics									15						7
PHL 421	Philosophy of Knowledge						17							20		
PHL 451	Philosophy of History and Culture											15				
PHL 480	SpTp: Nietzsche & Postmodernity		9													
PHL 480	SpTp: Philosophy & Language														8	
PHL 482	SpTp: Philosophy of Time								12							
PHL 482	SpTp: Philosophy & Literature															6
PHL 483	SpTp: Political Philosophy									19						
PHL 485	Independent Study		1	1		2	2			4		3			4	
PHL 486	Independent Study												6			3
PHL 500	Ancient Philosophy														1	
PHL 580	SpTp: Nietzsche & Postmodernity		2													
PHL 580	SpTp: Philosophy & Language														1	
PHL 582	SpTp: Philosophy of Time								1							
PHL 582	SpTp: Philosophy & Literature															3
PHL 585	Independent Study		1							1						

* Indicate all courses other than the service courses here. Please include all special topics courses offered as well as independent studies. When listing Independent studies, please list the **number of independent study students enrolled**, but **DO NOT** include individual names or the titles of the independent studies.

RST 282	SpTp: Hindu Mysticism															60	
RST 283	On-line Course			3													
RST 300	The Nature of Religion		44	85		73	60		60	55		40	58		59	45	
RST 303	World of Islam			30		30	30					23	79		30	28	
RST 304	Teaching of Jesus		35	45		41	15		25				46				
RST 305	Early Christianity											18					
RST 310	The Hebrew Prophets												31				
RST 311	Jewish Holocaust																31
RST 320	Literature of the Old Testament								34								
RST 321	The Protestant Faith		39	43		39	30		45	45		39	44		39	37	
RST 322	The Catholic World		24			24				29		25					
RST 323	Religion in America		16	15		13	16		16	44		10	12		12	11	
RST 324	The Jewish Way of Life		35			31			33			31			31		
RST 350	Basic Humanities					11											
RST 351	Classics of Religious Literature			27			25			25		27	60	11	32	30	
RST 450	Sociology of Religion		21	10						20							
RST 480	SpTp: Religion & The First Amendment																27
RST 485	Independent Study		4	2	1	1	1			2		2	2		1	2	
RST 550	Sociology of Religion									3							
RST 585	Independent Study			1													

* Indicate all courses other than the service courses here. Please include all special topics courses offered as well as independent studies. When listing Independent studies, please list the **number of independent study students enrolled**, but **DO NOT** include individual names or the titles of the independent studies.

Appendix VI Program Enrollment

Students	Year 1	Year 2	Year 3	Year 4	Year 5
New Students Admitted					
Principal Majors Enrolled					
Classics	2	1	4	2	3
Philosophy	3	6	16	8	15
Religious Studies.	4	5	7	8	11
Second Majors Enrolled*		4	5	8	10
Other Areas of Emphasis(i.e., education specialization majors)					
Minors**	3	3	3	3	3
Grand Total of Students Enrolled	12	19	35	29	42
Graduates of the program	8	5	5	6	7

*If known. This information is not completely accurate at this time, as students often do not declare a second major until the junior evaluation or the student has her/his primary major in another college.

**If known. This information is not completely accurate at this time, as students often do not declare minors until the junior evaluation or senior application for graduation.

Appendix VII

HUMANITIES **Program Structure Change** **Approved Spring 2003**

The Humanities degree program is offered cooperatively by three separate departments: Classics, Philosophy, and Religious Studies (CL/PHL/RST). This major is unique in two ways: Students may choose course-work equivalent to a major in a single department or create a broader curriculum of their choice from various humanities courses, and our program also has a strong interdisciplinary side. The final degree certificate displays both the departmental discipline and the Humanities major.

The goal of the program is to help us deepen our understanding of ourselves and our culture by exploring the way human beings find meaning in their experience. We explore these ways by studying both our own individual insights and the artistic, philosophical and religious works that have expressed and shaped human experience.

The program consists of 33 hours of course work in three parts:

Three courses introducing the specific goals and methods of the three disciplines (9 hours). These courses place special emphasis on the particular discipline's approaches to knowledge, critical thought, skills of expression, and human development. Students must choose from those listed below, one for each discipline:

Classics: 230, 231, 232, 233, 234

Philosophy: any 200 or 300 level course, except 302 and 304

Religious Studies: 205, 206, 300

Three interdisciplinary, team-taught courses (9 hours), in any combination of levels, but including at least one at the 400 level as the senior capstone experience. We offer CL/PHL/RST 250 (Orientation in Humanities), CL/PHL/RST 390, 391, 392, 393, 394, and CL/PHL/RST 490, 491, 492, 493, 494 (Humanities Seminar). These courses make use of the combined resources of any two of our disciplines to gain insight into a wide variety of topics, depending on the current interests of students and faculty. The capstone course also aims to reflect on skills and themes the students have explored in their progress through the program.

Five Courses by Contract (15 hours) to be chosen by the student usually with the advice of a committee of faculty members. Each major may select a small advisory committee to assist with contract course selection, advising, and long-range planning. The committee may consist of two or more faculty members from at least two disciplines. Contract courses need not be restricted to those our departments offer and may be structured on the basis of chronological period, comparative cultures, traditional departmental emphasis, theme, or topic. Further information may be obtained from any faculty member in Classics, Philosophy, or Religious Studies.

Computer Competency Requirement: CSD 101 or its equivalent.

Appendix VIII

Humanities Program Assessment Plan (approved 1997, 1998)

I. Establish Program Goals in relation to the current Marshall University Mission Statement:

Description of Program's Uniqueness:

Instituted in 1981, the Basic Humanities is an interdisciplinary, team-taught degree program, offered jointly by the Departments of Philosophy, Classical Studies, and Religious Studies with features which allow a unique individualization of studies. Students select courses for the major by means of a contract which they help to create and thus can tailor-make their curriculum for individual interests within the area of the humanities. Three team-taught, interdisciplinary courses which explore the nature of humanities texts and thinking, research methodologies, and living skills form the core of all contracts. Also, both majors and non-majors in Basic Humanities courses learn writing skills and logical, effective expression of thought as an integral part of the course work because the writing which is involved in both the creation and study of texts is what differentiates this multi-disciplinary humanities program from other kinds of scholarly pursuits. These writing and thinking skills prepare students well for graduate professional studies, including law, medicine, business, psychology, theology, philosophy, ancient art, and Mediterranean archaeology. With the increased attention given to technical and vocational studies, an interdisciplinary program like Basic Humanities promotes, notably for those students who pursue it as a second major, the development of the whole person and thus provides a balance. Finally, in a multicultural world such an interdisciplinary program provides essential study of varying human values and systems of meaning through the study of ancient languages and the interpretation of human traditions. As far as can be determined, no other program like Basic Humanities exists in the state or in the nation.

A. In keeping with the missions of Marshall University and the College of Liberal Arts, to provide a series of integrated, interdisciplinary, team-taught courses, as well as discipline-specific complementary courses that will challenge students intellectually, emotionally and spiritually.

1. For Religious Studies:
 - A. To provide a series of multicultural, inter- and intra-disciplinary courses covering the field of study known as Religious Studies.
 - B. To provide for the nurture of every individual faculty member's intellectual and scholarly talents.
2. For Philosophy:
 - A. To provide an historical and thematic grounding in philosophy and its relation to extra-philosophical thinking.
 - B. To promote philosophical development in the faculty.
3. For Classical Studies:
 - A. To provide a series of inter- and intra-discipline multi-cultural courses covering the field of study known as Classical Studies.
 - B. To provide for the nurture of every individual faculty member's intellectual and scholarly talents.

- B. to provide for faculty an opportunity to team-teach and to explore the interstices of these disciplines, as well as to provide an opportunity for faculty to pursue:**
1. the study and application of theories and methodologies that pertain to their specific discipline;
 2. creative scholarly activity.
- C. through team-teaching and exploration of the interstices of these disciplines, to provide for faculty an opportunity to pursue:**
1. the study and application of current pedagogical methodologies which meet the needs of Marshall students;
 2. creating and implementing new courses and curricula.
- D. to ensure that Basic Humanities graduates the kinds of knowledge and abilities appropriate for this interdisciplinary, multicultural field of study:¹**
1. knowledge of types of literary structures in discourses; types of argumentative structure and validity of discourses; roles of different perspectives on and discursive purposes for single issues; the role of discourses as windows to human life; types of interpretation of and presentation to differing personal and cultural viewpoints; relative merits of differing cultural and personal perspectives; life insights; types of research methodologies;
 2. ability to interpret thinking and texts with attention to important literary elements; to interpret thinking and texts and create oral and written discourse with attention to topic, development, argument, counter-argument, validity and critical perspective; to interpret thinking and texts from different perspectives and for different purposes; to re-examine a critical position from multiple perspectives; to define any thinking or text as a product of human beings and as a window to the nature of its human author(s) and audience(s); to define any thinking or text as an access to truth; to write and speak effectively from a humanities perspective (or perspectives) for different purposes and different audiences; to use professional humanities research tools;
 3. the skills of openness to different personal and cultural viewpoints within the context of a multicultural world; the skills of exploring and fairly comparing evidence and reasoning for conflicting viewpoints.

II. Define Learning Outcomes

A. For the Program:

KNOWLEDGE

All Basic Humanities graduates will demonstrate a fundamental knowledge of:

1. types of literary structures in discourses;
2. types of argumentative structure and validity of discourses;
3. roles of different perspectives on and discursive purposes for single issues;
4. the role of discourses as windows to human life;
5. types of interpretation of and presentation to differing personal and cultural viewpoints;

¹ Although the three individual disciplines state in section I and II their own goals and outcomes for students completing Basic Humanities requirements through their classes, the program is **not** using these goals here since Basic Humanities, as a contract major, allows an almost limitless number of disciplinary courses to complete any student's course requirements for the major—both inside and outside of the three departments involved. These are the goals, therefore, which apply directly to the three team-taught courses which form the core of the course requirements for the major.

6. relative merits of differing cultural and personal perspectives;
7. life insights;
8. types of research methodologies.

ABILITIES/SKILLS

All Basic Humanities graduates will demonstrate:

1. the ability to interpret thinking and texts with attention to important literary elements;
2. the ability to interpret thinking and texts and create oral and written discourse with attention to topic, development, argument, counter-argument, validity and critical perspective;
3. the ability to interpret thinking and texts from different perspectives and for different purposes;
4. the ability to re-examine a critical position from multiple perspectives;
5. the ability to define any thinking or text as a product of human beings and as a window to the nature of its human author(s) and audience(s);
6. the ability to define any thinking or text as an access to truth;
7. the skills of openness to different personal and cultural viewpoints within the context of a multicultural world;
8. the skills of exploring and fairly comparing evidence and reasoning for conflicting viewpoints;
9. the ability to write and speak effectively from a humanities perspective or perspectives for different purposes and different audiences;
10. the ability to use professional humanities (disciplinary) research tools.

For the three individual disciplines in the Program:

KNOWLEDGE

Graduates of the Religious Studies Option of the Basic Humanities program will demonstrate a fundamental knowledge of:

1. a variety of texts from the history of religion and exegetic skills of interpretation;
2. major historical, cultural, literary, and religious contexts in the history of religion;
3. Religious Studies terminology;
4. the main theories and methodologies for the study of religion in a nonsectarian, cross-cultural, interdisciplinary context;
5. the major religions of the world and their beliefs, practices, stories, ethics, thought, and forms of discipline;
6. the relationship between culture and religion;
7. the personal, communal, and universal dimensions of religion;
8. expression of religion through art, literature, myth, and philosophical thought;
9. contemporary religion in a context of religious pluralism, science and technology, secularization, political and social realities, and agnosticism/atheism.

Graduates of the Philosophy Option of the Basic Humanities program will demonstrate a fundamental knowledge of:

1. a variety of texts from the history of philosophy;
2. major relevant historical and literary contexts in the history of philosophy;
3. philosophical terminology, using precise definitions;
4. philosophical theory/contemplation;
5. manners in which philosophical thinking, dialogue, and texts can be used to understand culture and its products, both past and present;
6. manners in which philosophical thinking, dialogue, and texts can be used to understand the differences and the relations among multicultural viewpoints;
7. philosophical insight into the nature of reality.

Graduates of the Classical Studies Option of the Basic Humanities program will demonstrate a fundamental knowledge of:

1. the languages, literatures, cultural values, and cultural norms and thought of the ancient civilizations of Greece and Rome;
2. the ways in which a classical text can offer information on classical culture, history, and literature, as well as modern;
3. the questions involved in learning about civilizations separated by time, distance, and language;
4. scholarly attempts to define and resolve these questions;
5. critical perspectives/approaches and their implications once adopted;
6. the ways that classical humanistic concerns transcend time and place and enable all human beings to understand appreciate themselves qua human beings.

ABILITIES/SKILLS

Graduates of the Religious Studies Option of the Basic Humanities program will demonstrate the ability to:

1. read texts exegetically, including such “texts” as ritual performance and social institutions;
2. analyze religious thought;
3. organize and present thoughts effectively from a religious studies perspective for different purposes and for different audiences both orally and in writing;
4. use research tools, including the ability to access and discern available internet sources for the study of religion and religions.

Graduates of the Philosophy Option of the Basic Humanities program will demonstrate the ability to:

1. analyze and explicate philosophical thinking and texts;
2. apply philosophical terminology;
3. interpret philosophical thinking and texts;
4. organize and present arguments effectively from a philosophical perspective for different purposes and for different audiences both orally and in writing;
5. evaluate the strength and weaknesses of a philosophical argument;
6. compare and evaluate conflicting philosophical interpretations of the same issue;
7. analyze, synthesize, and pursue understanding(s) of disparate philosophical points of view;
8. use philosophical research tools;
9. re-examine a critical position in philosophy from multiple perspectives.

Graduates of the Classical Studies Option of the Basic Humanities program will demonstrate the ability to:

1. to read, discuss and write about classical texts logically and analytically;
2. analyze scholarly attempts to define and resolve the questions involved in investigating cultures separated by time, distance, and language;
3. evaluate the effectiveness of these scholarly attempts from both ancient and modern perspectives;
4. apply critical perspectives/approaches and analyze their implications once adopted;
5. analyze how classical texts transcend time and place and how they expand the knowledge human beings have of themselves qua human beings.

1. Describe Criteria for each outcome: the following criteria are used in various combinations

- a. team-teaching
- b. lectures
- c. small group and large group discussion

- d. viewing films and listening to music
 - e. assigned readings
 - f. journals and portfolios
 - g. library assignments
 - h. case studies
 - i. formal and informal writing assignments, including drafting, revising and editing papers, written and oral comments on writings, peer critiques of writings, student-teacher conferences
 - j. exams as learning experiences
 - k. small-group tutoring
 - l. field trips
 - m. student attendance at professional conferences
 - n. ethnographic/anthropological field work
- a. identify indicators for each of the criteria: the following indicators are used in various combinations:**
- i. formal and informal writing assignments
 - ii. repeated written assignments for comparative purposes
 - iii. journals/records
 - iv. oral presentations
 - v. examinations
 - vi. case studies
 - vii. collaborative projects
 - viii. group discussions

**B. For Goals not addressed in A above:
Faculty Development and Curricular Development**

Faculty in program should continue to develop research and pedagogical methods through attendance at meetings, journal subscriptions, scholarly activities, which include the presentation of papers and workshops, and the publication of articles, books, and creative works.

1. Define criteria for each outcome:

- a. attendance at professional meetings
 - b. presentation of research
 - c. publications of a scholarly nature
 - d. participation in new technologies
 - e. applied pedagogical research
- a. indicators for each outcome:**
- 1. periodic faculty evaluation
 - 2. development of new courses and curricular changes
 - 3. incorporation of new technologies into new and existing courses
 - 4. presentation of papers
 - 5. publication of articles, books, and creative works

C. For Each Course: see current copies of each syllabus.

3. Identify Measuring Instruments:

A. Programmatic Instruments:**PROGRAM ASSESSMENT WORKSHEET
MEASURING INSTRUMENTS**

Departments: Classical Studies, Philosophy, Religious Studies

Degree: BA

Program: Basic Humanities Degree Program; CIP Code:

Date Completed: 1 October 1997

Assessment Measures (Internal)	Anc./Mod. Track	BH 250	BH 350	BH 499
1. formal & informal writing assignments	X	X	X	X
2. repeated written assignments for comparative purposes			X	X
3. journals/records	X	X	X	X
4. oral presentations			X	X
5. examinations	X		X	
6. case studies	X		X	X
7. collaborative projects	X		X	X
8. group discussions	X	X	X	X

Assessment Measures (External)	Anc./Mod. Track	BH 250	BH 350	BH 499
1. graduate surveys				
2. exit interviews				X

B. Course Related Instruments: See current copies course syllabi and matrix above.**C. Compliance with BOT Initiative 3:**

N.B. Since this program is unique nationally, no national standards exist which might provide quantifiable evidence that graduates are meeting appropriate standards. In the core courses of the program (CL/PHL/RST 250, 350, and 499), the internal assessment measures above will be used to evaluate quantitatively and qualitatively those student outcomes (knowledge and abilities/skills) found at pages 3 and 4 of this assessment plan update, labeled "For the Program". Evaluation criteria will be determined for each of the standards set forth there.

Chart I Assessment Summary
Marshall University
Assessment of Student Outcomes: Component/Course/Program Level
5 year summary

Component Area/Program/Discipline: Humanities Program

Component / Course / Program Level					
Student Outcome	Person or Office Responsible	Assessment Tool or Approach	Standards/Benchmark	Results/Analysis	Action Taken
1. the ability to interpret thinking and texts with attention to important literary elements	Classics, Philosophy, Religious Studies faculty	Teaching to and testing by means of clearly stated, written assignment guidelines for both written and oral projects	Written grading criteria for oral and written projects which represent abilities/skills	Students performed at competent to excellent levels (one year deficient to excellent)	Continue with present teaching and testing processes
2. the ability to interpret thinking and texts and create oral and written discourse with attention to topic, development, argument, counter-argument, validity and critical perspective	Classics, Philosophy, Religious Studies faculty	Teaching to and testing by means of clearly stated, written assignment guidelines for both written and oral projects	Written grading criteria for oral and written projects which represent abilities/skills	Students performed at competent to excellent levels (one year deficient to excellent)	Continue with present teaching and testing processes
3. the ability to interpret thinking and texts from different perspectives and for different purposes	Classics, Philosophy, Religious Studies faculty	Teaching to and testing by means of clearly stated, written assignment guidelines for both written and oral projects	Written grading criteria for oral and written projects which represent abilities/skills	Students performed at competent to excellent levels (one year deficient to excellent)	Continue with present teaching and testing processes
4. the ability to re-examine a critical position from multiple perspectives	Classics, Philosophy, Religious Studies faculty	Teaching to and testing by means of clearly stated, written assignment guidelines for both written and oral projects	Written grading criteria for oral and written projects which represent abilities/skills	Students performed at competent to excellent levels (two year deficient to excellent)	Continue with present teaching and testing processes
5. the ability to define an thinking or text as a product of human beings and as a window to the nature of its human author(s) and audience(s)	Classics, Philosophy, Religious Studies faculty	Teaching to and testing by means of clearly stated, written assignment guidelines for both written and oral projects	Written grading criteria for oral and written projects which represent abilities/skills	Students performed at competent to excellent levels (one year deficient to excellent)	Continue with present teaching and testing processes

6. the ability to define any thinking or text as an access to truth	Classics, Philosophy, Religious Studies faculty	Teaching to and testing by means of clearly stated, written assignment guidelines for both written and oral projects	Written grading criteria for oral and written projects which represent abilities/skills	Students performed at competent to excellent levels (one year deficient to excellent)	Continue with present teaching and testing processes
7. the skills of openness to different personal and cultural viewpoints within the context of a multicultural world	Classics, Philosophy, Religious Studies faculty	Teaching to and testing by means of clearly stated, written assignment guidelines for both written and oral projects	Written grading criteria for oral and written projects which represent abilities/skills	Students performed at competent to excellent levels (one year deficient to excellent)	Continue with present teaching and testing processes
8. the skills of exploring and fairly comparing evidence and reasoning for conflicting viewpoint	Classics, Philosophy, Religious Studies faculty	Teaching to and testing by means of clearly stated, written assignment guidelines for both written and oral projects	Written grading criteria for oral and written projects which represent abilities/skills	Students performed at deficient to excellent levels (two years competent to excellent)	Continue with present teaching and testing processes
9. the ability to write and speak effectively from a humanities perspective or perspectives for different purposes and different audiences	Classics, Philosophy, Religious Studies faculty	Teaching to and testing by means of clearly stated, written assignment guidelines for both written and oral projects	Written grading criteria for oral and written projects which represent abilities/skills	Students performed at deficient to excellent levels (two years competent to excellent)	Continue with present teaching and testing processes
10. the ability to use professional humanities (disciplinary) research tools	Classics, Philosophy, Religious Studies faculty	Evaluation is based on student's application of secondary material in classics and philosophy to individual writing assignments; teaching to and testing by means of clearly stated, written assignment guidelines for both written and oral projects		Students performed at competent to excellent (two years), deficient to excellent (two years), and advanced abilities (one year)	Continue with present teaching and testing processes