

Academic Board Minutes of 21 March 2006

BG Donald Steven	COL Spike Metts
COL Dennis Fallon	COL Al Finch
COL Tony Johnson	COL Mark Bebensee
COL Bo Moore, Jr.	COL John Carter
COL Jim Leonard	COL Randy Blanton
COL Al Gurganus	COL Peter Rembiesa
COL Gardel Feurtado	LTC Steve Nida
LTC Ken Brannan	LTC John Moore
LTC John Peeples	LTC Paul Rosenblum
COL Alan Ekrem	COL Kevin Frederick
MAJ Anne Beddingfield	MAJ Sylvia Nesmith
CPT DuBose Kapeluck, Guest	MAJ Jennifer Altieri, Guest
MAJ Harry Davakos	

BG Steven called the meeting to order at 1518.

Item 1. Approval of Minutes of 21 February 2006 Meeting

It was moved by COL Finch and seconded by COL Bebensee that the minutes of the 21 February 2006 meeting be accepted as presented. There was no opposition.

Item 2. Report of the Curriculum and Instruction Committee

CPT DuBose Kapeluck reported the support of the Committee for the proposal from the Department of History to offer the following new courses:

Course Number: History 205 Lecture. 3 credit hours.

Course Name: Special Topics in History and Film

Catalog Description: This course will look at film in historical context. Students will watch films and analyze their uses as primary and/or secondary sources for historical study. They will also learn about the history of various periods through the use of film.

Rationale (General Statement): This course will look at film in historical context for various periods of history. Professors will choose the period they wish to study. Courses in the past have focused on film and the Civil War, film and World War Two, and film in twentieth-century Europe. As an introduction to film and history, with little intensive readings, the course will be a 200-level class, and thus will be only for an elective, and will not count for credit for the major. The course will give students exposure to film, and its uses for history and historians. Films will substitute for most reading, acting as primary and secondary sources.

Course Number: History 314 Lecture. 3 credit hours.

Course Name: America and the Sea

Catalog Description: This course examines the significant impact of the sea on the development of the United States from the age of European exploration to the present. Class topics include trade and commerce, maritime communities, the fisheries industry, piracy and privateering, the merchant marine, maritime technology, the slave trade and immigration, and the role of the coast guard, navy and Marine Corps in national security. Special emphasis will be given to the port of Charleston with guest speakers and field trips to highlight current issues in maritime affairs. By the end of the course, students will be familiar with the important persons, events and ideas that shaped America's maritime history.

Rationale (General Statement): 21st century Americans tend to associate the ocean with vacation and recreation. Yet, historically, this is a recent phenomenon. Since the founding of the United States, the sea has been a dangerous workplace, a source of bountiful harvest, a bridge to other countries and cultures, a key element in national security policy, and a source of inspiration for art and literature. This course takes a broad maritime perspective in examining man's relationship with a natural resource that comprises $\frac{3}{4}$ of the planet. Both civilian and military seafaring activities have played important roles not only in domestic affairs, but also in foreign affairs. By incorporating a multidisciplinary approach that draws on literature, history, law and science, students will better understand the complexity of America's maritime past and ramifications for its future. This course has been offered successfully twice as a special topics course. Based on that success, we hereby request to provide it with a permanent, independent listing.

Course Number: History 315 Lecture. 3 credit hours.

Course Name: American Indian History: Pre-contact to the Present

Catalog Description: This course is an introduction to American Indians' histories, societies, religions, and cultures from ancient America to twenty-first-century America. It highlights Native peoples' perspectives and demonstrates their central roles in shaping American history and culture. The course teaches an understanding of and appreciation for American Indians' dynamic and diverse cultures, surveys the major themes, topics, problems, events, and persons in Indian-white relations, and examines the unique methodologies associated with Indian history.

Rationale (General Statement): American Indians first peopled the North American continent, and they are vitally important to an understanding of colonization, cultural contact, and the development of the United States itself. This course will enable students to cut through popular mythology about Indians and examine for themselves the primary sources on Indian history. It will give students a broad exposure to a number of academic disciplines, including military, political, gender, ethnic and religious history. The subject material also requires that students analyze Native histories through a variety of mediums and methodologies: oral history, written documents, music and dance, art, photography, archaeology, and anthropology. Finally, the course will complement other Department course offerings such as Western history, Colonial America, the American Revolution, and Patterns of War.

Course Number: History 339 Lecture. 3 credit hours.

Course Name: Crime and Punishment

Catalog Description: A survey of the way past societies in the Western tradition have defined and dealt with crime, starting with the Code of Hammurabi and the Mosaic Law in the Ancient Near East and ending with the invention of the modern prison system and police forces in Europe and America in the early 19th century. The focus will be on how each society's values shaped its definition of what a crime was, the way investigations and trials were conducted and the way convicted criminals were punished in each time and place.

Rationale (General Statement): Crime and Punishment has been taught three times since its inception in fall 1997 and has had 28-30 students in it every time. There is interest in it not just by history majors but, as is only logical, by Criminal Justice majors. If it had a regular number, the Political Science department could list it as a possible History elective in the Criminal Justice major (they now have to take it as a general elective).

Course Number: History 378 Lecture. 3 credit hours.

Course Name: World War II

Catalog Description: This course will examine World War II in a global context. The class will closely examine the causes of the war, its military campaigns, the importance of the home front, and the pivotal nature of the war in the history of the twentieth century.

Rationale (General Statement): A different version of this course, "Americans and World War II," was previously taught by Professor Jamie Moore (since retired) as an examination of the American home front during World War II. The current proposal asks to redefine that course, with a different catalog description and number, as more general military history of the second world war that will be taught by a different professor.

Course Number: History 401 Seminar. 3 credit hours.

Course Name: Capstone Seminar in American History

Catalog Description: A capstone seminar restricted to history majors with an academic classification of 2B or higher. Requires the writing of a major research paper on a topic in American History. The papers will be presented and discussed in class with the other members of the seminar.

Rationale (General Statement): The department proposes to establish capstone seminars in each of the four major fields of history (United States, European, Non-Western, Diplomatic/Military) in which it offers courses. It further proposes to make satisfactory completion of one of these seminars a requirement for all history majors. The capstone seminar will take the place of a general history elective during the senior year. The number of courses that history majors are required to take within the department will, therefore, remain the same. A capstone seminar will enable majors better to integrate the skills that they have acquired and give them more direct and intensive experience with what professional historians do: conduct research in primary sources; produce a sustained, critical analysis of them; and discuss the merits of historical arguments with colleagues. It will also provide a better mechanism for assessing the major.

Course Number: History 402 Seminar. 3 credit hours.

Course Name: Capstone Seminar in European History

Catalog Description: A capstone seminar designed to build on a history major's previous work and to mature his or her skills of evidence and argument. The course requires a sustained, in-depth research paper on a subject related to a selected topic in European history. The papers will be presented and discussed in the seminar class. The course is restricted to history majors with an academic classification of 2B or higher.

Rationale (General Statement): The department proposes to establish capstone seminars in each of the four major fields of history (United States, European, Non-Western, Diplomatic/Military) in which it offers courses. It further proposes to make satisfactory completion of one of these seminars a requirement for all history majors. A required capstone seminar will enable majors better to integrate the skills they have acquired and give them more direct, in-depth experience with what professional historians do: conduct research in primary sources, closely scrutinize texts, discuss the merits of historical arguments with colleagues, and produce a substantial research paper. As such, it will provide a more common, rigorous, and valuable climax to study within the major. It will also improve our assessment of the major and bring us into line with the majority of the other departments on campus that already have capstone courses.

Course Number: History 403 Seminar. 3 credit hours.

Course Name: Capstone Seminar in Non-Western History

Catalog Description: A capstone seminar designed to build on a history major's previous work and to mature his or her skills of evidence and argument. The course requires a sustained, in-depth research paper on a subject related to a selected topic in Non-Western History. The papers will be presented and discussed in the seminar class. The course is restricted to history majors with an academic classification of 2B or higher.

Rationale (General Statement): The department proposes to establish capstone seminars in each of the four major fields of history (United States, European, Non-Western, Diplomatic/Military) in which it offers courses. It further proposes to make satisfactory completion of one of these seminars a requirement for all history majors. A required capstone seminar will enable majors better to integrate the skills they have acquired and give them more direct, in-depth experience with what professional historians do: conduct research in primary sources, closely scrutinize texts, discuss the merits of historical arguments with colleagues, and produce a substantial research paper. As such, it will provide a more common, rigorous, and valuable climax to study within the major. It will also improve our assessment of the major and bring us into line with the majority of the other departments on campus that already have capstone courses.

Course Number: History 404 Seminar. 3 credit hours.

Course Name: Capstone Seminar in Diplomatic/Military History

Catalog Description: A capstone seminar designed to build on a history major's previous work and to mature his or her skills of evidence and argument. The course requires a sustained, in-depth research paper on a subject related to a selected topic in Diplomatic/Military History. The papers will be presented and discussed in the seminar

class. The course is restricted to history majors with an academic classification of 2B or higher.

Rationale (General Statement): The department proposes to establish capstone seminars in each of the four major fields of history (United States, European, Non-Western, Diplomatic/Military) in which it offers courses. It further proposes to make satisfactory completion of one of these seminars a requirement for all history majors. A required capstone seminar will enable majors better to integrate the skills they have acquired and give them more direct, in-depth experience with what professional historians do: conduct research in primary sources, closely scrutinize texts, discuss the merits of historical arguments with colleagues, and produce a substantial research paper. As such, it will provide a more common, rigorous, and valuable climax to study within the major. It will also improve our assessment of the major and bring us into line with the majority of the other departments on campus that already have capstone courses.

It was moved by COL Bebensee and seconded by LTC Nida that these proposed courses be accepted. In the discussions that followed, it was noted that these required capstone courses would replace a history elective. It was also noted that at one time every major required a "Senior Research Project," and this requirement had been eliminated in the main because of its impact on teaching loads. COL Moore indicated that the History Faculty were prepared to handle these capstone seminars and the associated additional responsibilities of directing and evaluating the student research paper. These capstone courses will also serve as important assessment tools for the History Major. The motion passed without opposition.

CPT DuBose Kapeluck reported the support of the Committee for the proposal from the Department of History to offer a Minor in Southern Studies:

SOUTHERN STUDIES MINOR **The Citadel**

I. Statement of Purpose: The minor in Southern Studies is a multidisciplinary concentration of courses and academic experiences that seeks to promote a better understanding of the American South and, thereby, to prepare students to be more responsible citizens and more effective leaders of that increasingly important region of the United States.

II. Curriculum: To earn the minor in Southern Studies, students must complete 18 hours of course work from the menu provided below. Students must take at least one course in each of the three designated departments. Students may count no more than three courses in any one of the departments toward the requirements for the minor. Courses used to satisfy elective requirements in a student's major may also be used to satisfy elective requirements in the minor in Southern Studies. Students must achieve a cumulative grade point average of at least 2.0 on the courses taken to satisfy the requirements for the minor in Southern Studies.

(A) **English**

ENGL 340: Southern Literature to 1900
ENGL 348: Twentieth Century Southern Literature
ENGL 349: African American Literature
OTHER: Any Special Topics Course, Independent Study Project, or Academic Internship whose primary focus is the American South and which is approved by the Director of the Program.

(B) **History**

HIST 303 (304): Disunion and the War for Southern Independence
HIST 309 (409): The Modern Civil Rights Movement
HIST 310 (402): South Carolina History
HIST 312 (406): The Old South
HIST 313 (407): The New South

OTHER: Any Special Topics Course, Independent Study Project, or Academic Internship whose primary focus is the American South and which is approved by the Director of the Program

(C) **Political Science and Criminal Justice**

PSCI 307: Southern Politics

PSCI 311: The Civil Rights Movement and American Politics

OTHER: Any Special Topics Course, Independent Study Project, or Academic Internship whose primary focus is the American South and which is approved by the Director of the Program

III. Internship or Independent Research Project: As part of the 18 hours of course work, students minoring in Southern Studies are required to complete successfully at least one of the following two academic experiences:

(A) **Internship in Southern Studies:** an academic internship in some aspect of southern studies with an appropriate agency or institution. Examples include: the South Carolina Historical Society, the Historic Charleston Foundation, the Charleston Museum, and the offices of federal, state, and local government.

(B) **Independent Research Project:** on a topic dealing with the American South. The research project should lead to a paper of approximately thirty (30) pages in length that is based on both primary and secondary sources and directed by a professor with expertise in the subject under investigation. The paper must be read and approved by, and defended before, faculty members from two different departments with expertise in the area of study.

Students must submit their proposals to undertake internships or independent study projects in advance to the Director of the program for his or her approval. No student will be allowed to receive credit for these exercises without the approval of the Director.

IV. Declaration of Minor: Students who wish to earn the minor in Southern Studies must file a declaration of intent with the Director of the Program by the beginning of their junior year. This declaration must outline the projected course of study and be approved by the Director.

Total Credit Hours Required: 18 at least 12 of which must be completed at The Citadel.

It was moved by COL Finch and seconded by COL Gurganus that the Minor in Southern Studies be approved. In the discussions that followed there was some concern over how internships could be used in meeting minor requirements and how many of these internships could be used. It was decided that the minor would be approved in principle and that COL Moore and COL Metts would work on the wording. There was no opposition.

CPT DuBose Kapeluck reported the support of the Committee for the proposal from the Department of History to offer a Minor in International Studies:

INTERNATIONAL RELATIONS MINOR **The Citadel**

I. Statement of Purpose: The minor in International Relations is a multidisciplinary concentration of courses and academic experiences that seeks to prepare students to be more informed citizens and more effective leaders of an increasingly transnational world. It is designed primarily to complement majors in Business Administration, Criminal Justice, History, Modern Language, and Political Science but is open to all students who wish to pursue it.

II. Curriculum: Students must meet the specified requirements in each of the four categories outlined below. Courses used to satisfy elective requirements in a student's major may also be used to satisfy elective requirements in the minor in International Relations. Students must achieve a cumulative grade point average of at least 2.0 on all courses taken to satisfy the requirements for the minor in International Relations.

(A) Business Administration (6 hours)

BADM 201: Principles of Macroeconomics

And one of the following courses:

BADM 320: International Business

BADM 412: International Economics
BADM 413: International Marketing
OTHER: Any Special Topics Course or Independent Study Project or Academic Internship whose primary focus is International Relations and which is approved by the Director of the Program.

(B) History (6 hours). Any two of the following courses.

GEOG 209: World Geography
HIST **204 (417)**: History of the Non-Western World
HIST **333 (326)**: Europe since 1914
HIST **337 (424)**: History of Modern Russia
HIST **351 (425)**: Islam and the Middle East
HIST **353 (451)**: Modern Latin America
HIST **356 (463)**: History of Modern China
HIST **357 (466)**: History of Japan
HIST **376 (410)**: American Foreign Policy since World War II

OTHER: Any Special Topics Course, Independent Study Project, or Academic Internship whose primary focus is International Relations and which is approved by the Director of the Program

(C) Modern Language (6 hours) Students must demonstrate proficiency through the third year (302) level—i.e. six hours above the college's core requirement--in a language other than English. The Department of Modern Languages offers optional placement testing each fall for entering students who desire to bypass credit for elementary and intermediate courses. Mastery of a second language greatly advances scholarship and professional competence in international affairs. Students are, therefore, encouraged to take additional language courses if possible.

(D) Political Science (6 hours). Any two of the following courses.

PSCI 231: International Politics
PSCI 232: Comparative Politics
PSCI 331: International Law
PSCI 333: International Organization
PSCI 335: Comparative Foreign and Defense Policies
PSCI 342: International Terrorism
PSCI 343: Introduction to Non-Western Studies
PSCI 346: Multinational Peacekeeping
PSCI 348: Theories of War and Peace
PSCI 431: American Foreign Relations
OTHER: Any Special Topics Course, Independent Study Project, or Academic Internship whose primary focus is International Relations and which is approved by the Director of the Program.

III. Study Abroad or Internship: As part of their prescribed work, students who minor in International Relations are required to complete successfully at least one of the following two academic experiences:

(A) Study Abroad: a formal study abroad program of at least four weeks in duration. The Department of Modern Languages has scholarship monies available for highly qualified applicants to its Summer Studies in France and Spain/Latin America, and for study at the Goethe Institute in Germany. Moreover, Citadel Summer Scholarships are available to students posting a 3.5 GPA or better.

(B) Internship in International Relations: an academic internship in some aspect of international relations with an appropriate agency, business, or institution. Examples include: the U.S. Department of State, The U.S. International Trade Commission, the U.S. Congress, the Council on Foreign Relations, the Atlantic Council, and the domestic or overseas offices of international corporations.

Students must submit their proposals to study abroad or to undertake internships in advance to the Director of the program for his or her approval. No student will be allowed to receive credit for these exercises without the approval of the Director.

IV. Declaration of Minor: Students who wish to earn the minor in International Relations must file a declaration of intent with the Director of the Program by the beginning of their junior year. This declaration must outline the projected course of study and be approved by the Director.

Total Credit Hours Required: 18 outside of the major department for students pursuing degrees in Business Administration, Criminal Justice, History, Modern Language, and Political Science. 24 hours for all other students. At least 6 of the required hours must be completed at The Citadel.

It was moved by COL Finch and seconded by COL Feurtado that the Minor in International Studies be approved. In the discussions that followed, concerns were expressed that this minor really required more than 18 hours and would therefore require approval by CHE. It was decided that the minor should be approved in principle and the wording be clarified by the Curriculum and Instruction Committee, COL Moore, and COL Metts.

Item 3. Master of Education in Reading Revisions

COL Johnson introduced MAJ Altieri, Associate Professor of Education, to present a proposal from the School of Education to alter the curriculum of the MEd in Reading and change the title to MEd in Literacy. MAJ Altieri explained that the number of core Education courses will be reduced and that the hours required for this program will be reduced from 45 hours to 36 hours. Courses in Education Psychology as well as Data Collection and Analysis or Applied

Measurement Techniques will be required, and that a written comprehensive exam and a practicum have been added. Dr. Tony Johnson discussed briefly the shortage of reading teachers and reading consultants in the low-country and how this program can help fill that need. MAJ Altieri explained that those students in the Master of Education in Reading will have the opportunity to switch to the revised program (Master of Education in Literacy) or continue in the old program (Master of Education in Reading), but no new students will be accepted into the Master of Education in Reading program beginning in fall 2006. MAJ Altieri noted that acceptance into the Master of Education in Literacy requires a valid initial teaching certificate and that these changes will enable this program to meet national standards for accreditation in reading. It was moved by LTC Rosenblum and seconded by LTC John Moore that these changes in requirements and title be approved. Some concern was expressed that if the change in title changed the CIP code this would be considered a new program and CHE approval would be required. It was decided that the changes should be approved in principle and that COL Metts would research the CIP code issue and make a recommendation on the appropriate actions relative to CHE. There was no opposition.

Item 4. Other Business

COL Finch expressed concern that Capers Hall is not being cleaned appropriately. It was suggested that these concerns be expressed to Physical Plant and that it be recommended that the schedule for cleaning Capers correspond to the use of the building—cadet classes from 8:00 AM until 4:00PM and CGPS classes from 5:30 PM until 10:30PM.

COL Metts presented a summary of changes in the Standing Committees of the Faculty that have been approved by the Committee on Committees. These changes ensure that committee memberships reflect the new organization of the faculty by schools. COL Ekrem requested that the Committee on Committees consult with the ROTC department heads before assigning ROTC faculty to committees

COL Metts noted that the number of Study Abroad courses being offered by The Citadel is increasing. While these are excellent opportunities for our students, COL Metts suggested that each new study abroad course be presented to the Curriculum Committee or Graduate Council, as appropriate, before it is offered for the first time. The presentations of these courses should include the course syllabus that describes the time frame of the course, the preparations required of each participant, the expectations for student learning, the requirements of the course, and how grades will be determined.

There being no further business, the meeting was adjourned.

Respectfully submitted,
Isaac S. Metts, Jr.
Associate Provost