

**Minutes for Academic Board Meeting
20 Mar 2007**

ACADEMIC BOARD ATTENDANCE LIST

In Attendance	
YES	BG Harry Carter
YES	COL Spike Metts
YES	Dr. Ray Jones
YES	COL Angie LeClercq
YES	LTC Tom Thompson
NO	MAJ Sylvia Nesmith
	School of Business Administration
YES	COL Earl Walker
YES	COL Mark Bebensee
YES	MAJ Wes Jones
	School of Education
YES	COL Tony Johnson
YES	MAJ Jennifer Altieri
YES	COL George Williams
	School of Engineering
YES	COL Dennis Fallon
YES	COL Ken Brannan
NO	COL John Peeples
	School of Humanities and Social Sciences
NO	COL Al Finch
YES	COL Mark Del Mastro
YES	COL Gardel Feurtado
YES	COL Jim Leonard
YES	COL Bo Moore, Jr.
YES	LTC Steve Nida
	School of Science and Mathematics
YES	COL Chuck Groetsch
NO	COL Joel Berlinghieri
YES	COL John Carter
YES	LTC John Moore
YES	LTC Paul Rosenblum
YES	COL Lisa Zuraw
	ROTC Departments
NO	COL Cardon Crawford
NO	COL Alan Ekrem
YES	COL Kevin Frederick
	Guests
Dr. Dubose	Kapeluck, Chair

Curriculum and Instruction Committee	
CAPT Ray McPherson for COL Ekrem	

Item 1. Approval of minutes of the 20 February 2007 Meeting

The minutes of the 20 February 2007 meeting were approved as submitted.

Item 2. Dr. Hines' visit and request

BG Carter reminded the Board that the new Provost, Dr. Sam Hines, will be visiting each school/department early in the fall semester. Dr. Hines has requested information about each faculty member in preparation for that visit. BG Carter requested that information include name, degrees and where earned, date of employment at The Citadel, current academic rank and tenure status, past employment, and teaching and research interests. This information should be submitted electronically.

Item 3. Adjunct worksheets due Friday

BG Carter reminded the Board that Adjunct Worksheets are due 23 March. If any school/department has problems with this deadline, Ms. Jane Clegg should be notified.

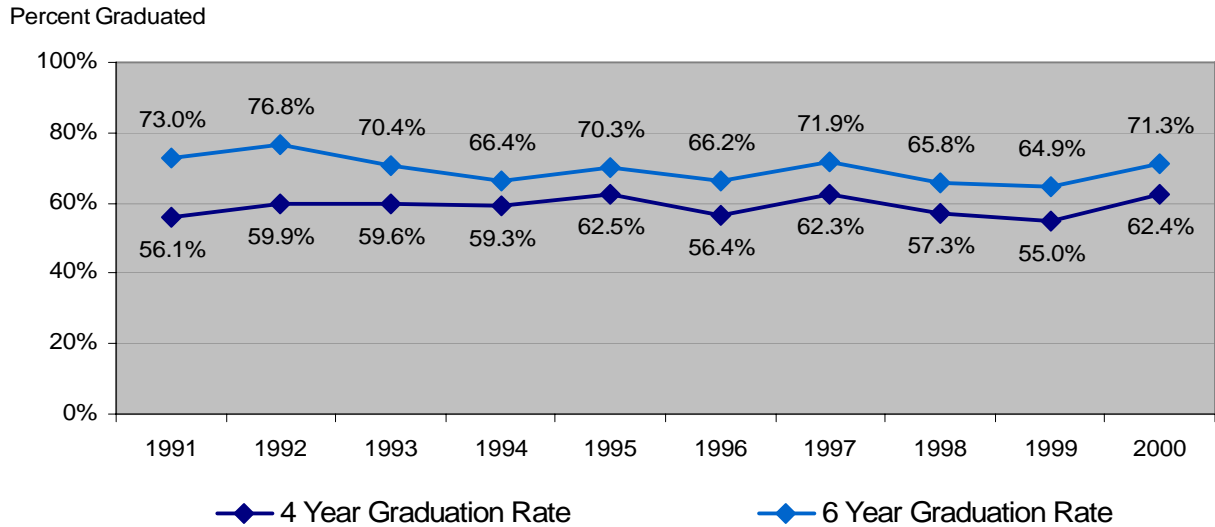
Item 4. Funds for positions in Professional Organizations April

BG Carter reminded the Board that requests for funding support for participation as an officer in a professional organization will be considered before the April submission to The Citadel Foundation and should be submitted as soon as possible.

Item 5. Graduation Rates

BG Carter reported to the Board that both 4- and 6-year graduation rates had improved for the latest graduating class.

**Graduation Rates
First-Time, Full-Time Freshman Cohorts
Fall Cohorts 1991 – 2000**



Fall 2000 Freshman Cohort

Four (4) Year Graduation Rate: 62.4%
Six (6) Year Graduation Rate: 71.3%

Item 6. Admissions Update

BG Carter reported that all admissions indicators are up over last year. Unfortunately, we do not seem to be making progress in attracting women or minorities.

Item 7. Spring Midterm Grades

BG Carter reported to the Board that the freshman and senior classes had achieved five – year records for their mid-semester performances. The sophomore and junior classes have also done very well.

	2007	2006
Freshman	2.45	2.26
Sophomore	2.53	2.56
Junior	2.69	2.72
Senior	2.92	2.87

Item 8. Curriculum Changes

BG Carter walked the Board through a number of recommendations from the Curriculum and Instruction Committee and the Graduate Council. He informed the Board that changes related to moving RPED 250/251 to the freshman year did not need to go through the Curriculum and Instruction Committee or the Academic Board. The detailed

recommendations from the Curriculum and Instruction Committee are provided in Attachment A; recommendations from the Graduate Council are provided in Attachment B. All recommendations were passed without opposition.

I. Undergraduate Curriculum Committee

- A. New courses in History 361, 362, 364**
- B. Revision in History 385, 384**
- C. Deletion of History courses 353, 354, 355, 386**

II. Undergraduate Curriculum Committee

- A. HESS sequence in H&W**
- B. HESS PE teaching track**
- C. HESS Sport mgt & admin track**
- D. Sport mgt courses and electives**
- E. BA in CRMJ curriculum**
- F. Minor in Int'l Criminal Justice**
- G. New course in Int'l Crime**

III. Graduate Council

- A. MAT requirements**
- B. HESS changes**
- C. MEd in School Admin & Supervision**
- D. EdS in Educational Leadership**
- E. Academic Standards**

Item 9. Other Matters

BG Carter reported that Sam Hines had participated in the Advisory Board Meeting of the School of Humanities and Social Science as well as the search for the next Dean of the School of Business Administration.

COL Metts provided appropriate sections for the catalog for updating. He indicated that the first submission to the Print Shop would be in mid- to late-April. He requested that all changes and corrections be made in red ink and submitted to him as soon as practical.

There being no further business, the meeting was adjourned at 1655.

Respectfully submitted,

Isaac S. Metts, Jr., Ph.D.
Associate Provost

ATTACHMENT A
RECOMMENDATIONS FROM THE CURRICULUM AND INSTRUCTION
COMMITTEE

Item 1. The Department of History proposes, for your consideration, the following changes to its listings in the next edition of the college catalogue.

I. NEW COURSE PROPOSALS

HISTORY 361 Early Islamic History

Catalogue Description: A survey of the early Islamic world roughly from 600 through 1800. Geographical emphasis on the Middle East but includes North Africa, Spain, Central Asia and India. Course examines, but is not limited to: Muhammad and the foundations of Islam, Islamic conquests, early dynasties, rise of independent kingdoms, Islamic Spain, Islamic North Africa, Crusades, Mongol invasions, Moghuls, Safavids, and Ottomans.

Lecture: 3 hours

Rationale: This course is meant to provide students with a general understanding of the beginnings of Islam as a faith and political entity and trace its influence and growth through the nineteenth century. Such awareness is imperative if one is to understand the historical context of current events in the region.

Faculty and Resources Required: The course will require one classroom in Capers Hall, textbooks as outlined in the course syllabus, audio-visual equipment, and Professor Christopher Wright as instructor.

HISTORY 362. Modern Middle East History

Catalogue Description: A survey of Modern Middle East History with an emphasis on those events that provide historical background and context for current affairs in the region. It cover from around 1800 to current events, with an emphasis on the 20th and 21st centuries, beginning with the decline of the Ottoman Empire, and go on to cover the impact of WWI and WWII, Zionism, the rise of modern Middle East states, the Israeli-Palestinian conflict, Arab nationalism, the rise of political Islam and Islamic fundamentalism, a brief history of U.S. interest and activity in the region, the advent and rise of terrorism in the Middle East, and both Gulf Wars.

Lecture: 3 hours

Rationale: As the Middle East has gradually taken center stage in world events, a greater understanding of the region, its people, faith, culture, and history are imperative. This course places current events in their modern historical context to allow students to appreciate how these events have unfolded as well as introduce them to the perceptions and world view of those who live in the Middle East.

Faculty and Resources Required: The course will require one classroom in Capers Hall, textbooks as outlined in the course syllabus, audio-visual equipment, and Professor Christopher Wright as instructor.

HISTORY 364 The Arab-Israeli Conflict.

Catalogue Description: A study of the turbulent history between the Arab countries of the Middle East and the State of Israel. The course will cover the rise of the World Zionist Organization, the impact of WWI and WWII diplomacy on the topic, the creation of the state of Israel, the impact of the state of Israel on the Palestinian people, the various wars and conflicts that have emerged between the Arab states and Israel, as well as the first and second Intifada in the occupied territories, the U.S. role in the conflict, and the impact of the Arab-Israeli conflict on terrorism. The course will cover a period roughly from 1900 to current events.

Lecture: 3 hours

Rationale: Provides students with an opportunity to examine, learn, and understand what is probably the most significant and yet misunderstood conflict in the Middle East. Not only does the course provide the historical context for current events, it is organized in such a way as to allow students to view the situation from a variety of perspectives and perceptions.

Faculty and Resources Required: The course will require one classroom in Capers Hall, textbooks as outlined in the course syllabus, audio-visual equipment, and Professor Christopher Wright as instructor.

II. REVISION OF TITLES AND DESCRIPTIONS OF EXISTING COURSES

A. Proposed change of current title and description of

HIST 385 (473) The Great Crusade: Americans during the Second World War Three credit hours

A study of the United States in World War II which focuses upon domestic society and the relationship of changing culture to the postwar America of global commitments and the consumption of consumer goods.

To new title and description of:

HIST 385 (473) World War II Three credit hours

This course will examine World War II in a global context. The class will closely examine the causes of the conflict in both Europe and Asia. The class will also pay special attention to military campaigns, the importance of the home front, and the pivotal nature of the war in the history of the twentieth century.

Rationale: Current title and description is the one drafted by a now retired professor. Proposed new title and description more accurately reflect the way his successor now teaches the course.

Faculty and Resources Required: The course will require one classroom in Capers Hall, textbooks as outlined in the course syllabus, audio-visual equipment, and Professor Kyle Sinisi as instructor.

B. Proposed change of current title and description of

HIST 384 (488) The United States and the Patterns of War Since the Late Eighteenth Century Lecture three hours

The study of the patterns of war from the late eighteenth century to the present, with emphasis on the impact of technology, social-political factors, and organization on the waging of war in general and especially on American military practices

To new title and description of:

HIST 384 (488) U.S. Military History Lecture three hours

This course examines the antecedents and development of United States military policy and the conduct of war from the colonial era to the present. This course proceeds from the premise that the military history of the United States is best understood from a combination of “traditional” military history (an emphasis on battles and commanders) and “new” military history (an emphasis on politics, diplomacy, economics, technology, gender, society, and culture).

Rationale: The military policy of the United States has been defined and shaped by its democratic institutions and remains the crucial factor in how Americans wage war. Professor who now teaches course would like description to adequately reflect that the course will be a survey of United States military policy. It will include the significant themes of the civil-military relations, strategic planning, and the conduct of war from the Anglo-Indian Wars of the 17th century to the Persian Gulf Conflicts. This new description will also fulfill the military history course requirement for Army ROTC students.

Faculty and resources required: The course will require one classroom in Capers Hall, textbooks as outlined in the course syllabus, audio-visual equipment, and Professor Jennifer Speelman as instructor.

III. PROPOSED DELETION OF COURSES

The department proposes that the following courses be deleted from the catalogue.

HIST 353	Colonial Latin America
HIST 354	Modern Latin America
HIST 355	National Mexico
HIST 386	American Foreign Policy Since World War II

Rationale: Department no longer has permanent faculty members qualified to offer these courses on a regular basis.

**Item 2. PROPOSED CURRICULAR CHANGES FOR 2007-2008 AY
DEPARTMENT OF HEALTH, EXERCISE, & SPORT SCIENCE**

PROFESSIONAL TRACK-HEALTH & WELLNESS

The purposes of these proposed curricular changes are:

- To enable all freshmen cadets to take RPED 250 in fall semester freshman year;
- To enable all freshmen cadets to take RPED 251 in spring semester freshman year;
- It is pedagogically advantageous for our sophomore majors to take PHED 203 in the spring semester rather than fall semester.

FALL FRESHMAN YEAR

ADD RPED 250	(+2)
DELETE HIST or MATH	<u>(-3)</u>
	(-1)

SPRING FRESHMAN YEAR

ADD RPED 251	(+2)
DELETE HIST or MATH	<u>(-3)</u>
	(-1)

FALL SOPHOMORE YEAR

ADD HIST or MATH	(+3)
DELETE RPED 250	(-2)
DELETE PHED 203	(-3)
ADD FREE ELECTIVE	<u>(+3)</u>
	(+1)

SPRING SOPHOMORE YEAR

ADD HIST or MATH	(+3)
DELETE RPED 251	(-2)
ADD PHED 203	(+3)
DELETE FREE ELECTIVE	<u>(-3)</u>
	(+1)

**PROPOSED CURRICULAR CHANGES FOR 2007-2008 AY
DEPARTMENT OF HEALTH, EXERCISE, & SPORT SCIENCE**

PHYSICAL EDUCATION TEACHING TRACK

The purposes of these proposed curricular changes are:

- To enable all freshmen cadets to take RPED 250 in fall semester freshman year;
- To enable all freshmen cadets to take RPED 251 in spring semester freshman year;
- It is pedagogically advantageous for our sophomore majors to take PHED 203 in the spring semester rather than fall semester;
- To add a new required course for fall semester sophomore students that will introduce pre-physical education teaching track majors to effective instructional methodologies in physical education (e.g. NASPE/NCATE accreditation standards);
- To delete HIST 417 because our teaching track curriculum meets NASPE/NCATE standards by incorporating diversity lessons through all other courses in our teacher preparation curriculum.

FALL FRESHMAN YEAR

ADD RPED 250 (+2)
DELETE HIST or MATH (-3)
 (-1)

SPRING FRESHMAN YEAR

ADD RPED 251 (+2)
DELETE RPED 250 (-2)
 (-0-)

FALL SOPHOMORE YEAR

ADD HIST or MATH (+3)
ADD NEW COURSE* (+3)
DELETE PHED 203 (-3)
DELETE FREE ELECTIVE (-3)
 (-0-)

SPRING SOPHOMORE YEAR

DELETE RPED 251 (-2)
ADD PHED 203 (+3)
 (+1)

* PHED 2XX-Introduction to Teaching
Physical Education

FALL SENIOR YEAR

DELETE HIST 417 (-3)
ADD FREE ELECTIVE (+3)
 (-0-)

SPRING SENIOR YEAR

**PROPOSED CURRICULAR CHANGES FOR 2007-2008 AY
DEPARTMENT OF HEALTH, EXERCISE, & SPORT SCIENCE**

PROFESSIONAL TRACK-SPORT MANAGEMENT & ADMINISTRATION

The purposes of these proposed curricular changes are:

- To enable all freshmen cadets to take RPED 250 in fall semester freshman year;
- To enable all freshmen cadets to take RPED 251 in spring semester freshman year;
- To align this curriculum with North American Society for Sport Management (NASSM) and National Association for Sport and Physical Education (NASPE) standards for “recognized” programs in sport management.

In order to do this, we are proposing to:

FALL FRESHMAN YEAR

ADD RPED 250	(+2)
DELETE HIST or MATH	<u>(-3)</u>
	(-1)

SPRING FRESHMAN YEAR

ADD RPED 251	(+2)
DELETE HIST or MATH	<u>(-3)</u>
	(-1)

FALL SOPHOMORE YEAR

ADD HIST or MATH	(+3)
DELETE RPED 250	(-2)
DELETE PHED 203	(-3)
ADD FREE ELECTIVE	<u>(+3)</u>
	(+1)

SPRING SOPHOMORE YEAR

ADD HIST or MATH	(+3)
DELETE RPED 251	(-2)
ADD PHED 203	(+3)
DELETE FREE ELECTIVE	<u>(-3)</u>
	(+1)

- **DELETE:**

PHED 102	(3)	HLED 400	(3)
BIOL 317/327	(4)	HLED 401	(3)
BIOL 318/328	(4)	3 APPROVED ELECTIVES	(9)
PHED 203	(3)	2 FREE ELECTIVES	(6)
PHED 202	(3)	HLED 302	(3)
PSYC 202	(3)	ENGL 205	(3)
PHED 314	(3)	PHED 305	<u>(3)</u>
PHED 319	<u>(4)</u>		

TOTAL: 57 HOURS

- **ADD:**

1 SEMESTER OF PHYSICAL SCIENCE: (4)			
CSCI 110	(3)	BADM 309	(3)
BADM 201	(3)	BADM 328	(3)
BADM 211	(3)	PESM 30X	(3)
PESM 20X	(3)	PESM 31X	(3)
BADM 202	(3)	PHED 408	(3)
BADM 212	(3)	PESM 32X	(3)
PESM 21X	(3)	PESM 33X	(3)
PESM 40X	<u>(3)</u>	PESM 499	<u>(9)</u>

TOTAL: 58 HOURS

FALL FRESHMAN YEAR

ENGL 101	3
MATH 104 or HIST	3
BIOL, CHEM, OR PHYS	4
PHED101	3
RPED 250	2
ORTN 101	1
ROTC	<u>1</u>
	17

SPRING FRESHMAN YEAR

ENGL 102	3
MATH 105 or HIST	3
BIOL, CHEM, OR PHYS	4
CSCI 110	3
RPED 251	2
SOC SCI CORE COURSE	3
ROTC	<u>1</u>
	19

FALL SOPHOMORE YEAR

ENGL 201	3
HIST or MATH 104	3
MOD LANG	3
BADM 201	3
BADM 211	3
PESM 20X	3
RPED	0
ROTC	<u>1-2</u>
	19-20

SPRING SOPHOMORE YEAR

ENGL	3
HIST or MATH 105	3
MOD LANG	3
BADM 202	3
BADM 212	3
PESM 21X	3
RPED	0
ROTC	<u>1-3</u>
	19-21

FALL JUNIOR YEAR

MOD LANG	3
BIOL, CHEM, OR PHYS	4
BADM 309	3
PESM 30X	3
PESM 31X	3
PHED 408	3
ROTC	<u>2-3</u>
	21-22

SPRING JUNIOR YEAR

MOD LANG	3
BIOL, CHEM, OR PHYS	4
BADM 328	3
PESM 32X	3
PESM 33X	3
APPROVED ELECTIVE	3
ROTC	<u>2-3</u>
	21-22

FALL SENIOR YEAR

PHED 404	3
PHED 406	3
PESM 40X	3
APPROVED ELECTIVE	3
APPROVED ELECTIVE	3
ROTC	<u>3</u>
	18

SPRING SENIOR YEAR

APPROVED ELECTIVE	3
PHED 421	1
PESM 499	9
ROTC	<u>2-3</u>
	15-16

Hours required for graduation: 134 plus credit hours from successful completion of RPED 250, RPED 251, and all required ROTC courses.

Proposed New Sport Management Courses

PESM 20X-Introduction to Sport Management. An orientation and foundation to the field of sport management including types of careers, and training and experiences necessary for success. An introduction to characteristics of successful managers as well as principles of management will be discussed.

PESM 21X-Social and Cultural Aspects of Sport. An examination of the social and cultural aspects affecting sport, including race, gender, ethnicity, violence, politics, deviance, and economics.

PESM 30X-The Governance of Sport. An examination of organizational structure, managerial practices, decision-making processes, and policy formation for sport and exercise organizations at local, regional, national, and international levels. Discussions will be conducted on how national and international politics, political systems, and policies effects sport and exercise organizations.

PESM 31X-Sport Communications. An introduction to basic knowledge, skills, understanding, and implementation of media and its relationships with sport and exercise industries. Emphasis will be on building and managing an effective media and communications program through study and analysis of publications, statistics, news releases, publicity, press releases, media packets, and public relations.

PESM 32X-Sport Event & Facility Management. Students will focus on advanced management principles, practices, and methods important to successfully operating public and private sport facilities and events. Budgeting, operations management, marketing, sponsorships, registrations, hospitality, and volunteer management will also be emphasized.

PESM 33X-Sport Marketing. An examination of theories, fundamentals, and practical applications of marketing to the sport and exercise industries. Comparisons will be made between marketing in general business as opposed to the sport and exercise industries.

PESM 40X-Legal Aspects of Sport. An introduction to the law, legal system, and liability issues as apply to sport and exercise industries. Examination will be made of legal issues and problems confronting sport and exercise managers. Focus will be on liability, tort, agency, antitrust-labor, contract, equal opportunity, and constitutional law.

PESM 499-Internship in Sport Management. Involvement in an external working environment with a host sport organization for a period of at least 300 hours. This internship will provide students opportunities to observe and receive practical field experience in selected sport management settings under the direction of sport and exercise professionals.

**Proposed Sport Management Track
Approved Elective Courses**

BADM 216: Communications in Business
BADM 305: Legal and Ethical Environments of Business
BADM 317: Computer Applications in Business
BADM 320: International Business
BADM 321: Business Finance
BADM 325: Principles of Management
BADM 371: Leadership in Organizations
BADM 405: Marketing Management
BADM 409: Human Resource Management
BADM 414: Consumer Behavior
BADM 425: Small Business Management-Entrepreneurship
ENGL 499: Practicum in Professional Writing
PHED 411: Special Topics in Health, Exercise, and Sport Science
PHED 420: Senior Research Project

NASSM/NASPE REQUIREMENTS FOR PROGRAM ACCEPTANCE

1. Excluding the field experience credit hours, 20% of the total number of credit hours required for the bachelor's degree must be sport management courses.
2. At least two full-time faculty must be assigned at least 50% of their teaching load in sport management.
3. These core content courses must be included:
 - **Social and cultural dimensions of sport** to include history of sport, sport sociology, sport psychology, sport ethics, sport philosophy, business law, business ethics, and legal aspects of sport.
 - **Management and organizational skills in sport** including sport management, sport administration, facility and event management, organizational behavior, computers in business, and business statistics.
 - **Ethics in sport management** including business ethics, sport administration, sport philosophy, ethics in sport management, and sport ethics.
 - **Marketing in sport** including marketing, sport marketing, computer applications, legal aspects, research methods, and sport administration.
 - **Sport communication** to include public relations, English, composition, business writing, computer applications, legal aspects, and journalism.
 - **Budget and finance in sport** includes accounting, computer applications, finance, strategic planning and forecasting, principles of sport management, and sport management and administration.
 - **Sport Economics** includes economics, computer applications, and legal aspects of business and sport.
 - **Legal aspects of sport** includes corporate and business law, and legal aspects of sport.
 - **Governance in sport** to include administration of sport and sport law.
 - **Venue and event management in sport** includes legal aspects of sport, business law, event management, sport administration, and equipment and facilities management.
 - **Field experiences in sport management** including practica, directed field experiences, and internships.

Item 3. Department of Political Science and Criminal Justice

I. Proposed Curriculum Modification

Change the “cluster” configuration of the B.A. in Criminal Justice (BACJ) degree by eliminating the “cluster C” requirement and transferring its 3-course provision (9 hours) to “cluster A.” The change would increase the number of courses in cluster A to eight courses (24 hours) but would not alter the overall number of hours required for the degree.

II. Rationale

When the BACJ degree was established in 1998 it was decided to maintain a significant presence of political science courses in the requirements, during a transition period, and until the program was soundly established and could expand the criminal justice faculty.

In its current configuration the degree requires 18 hours of non-criminal justice courses (i.e., political science and sociology) among clusters B & C. Under the existing degree plan the BACJ requires only 27 hours in the major field (Four required courses plus Cluster A). This is the lowest number of required hours in the major field of any degree in the School of Humanities and Social Sciences (see IV below).

The BACJ has become a successful and popular major. In a brief time, it has grown to be the second largest major on campus now led by five full-time faculty. The inclusion of non-major field courses in cluster C, beyond the cluster B and general electives requirement, ceases to be necessary or practical given the current state of the degree program. This modification would raise the number of hours required in the major field to 36, which makes it comparable to the BA in History (beyond the core curriculum requirement) and closer to the number required in other social science majors in the School (see IV below). By increasing the required number of hours in the major, the change would facilitate more student exposure to the core content in the field. This acts to not only enrich their educational experience but improve performance on the discipline-specific ETS field test.

III. Revised B.A. in Criminal Justice Curriculum

(core curriculum and non-major field requirements not included here)

Required Courses (4 courses, 12 credit hours)

CRMJ 201 Introduction to Criminal Justice
CRMJ 202 Criminology
CRMJ 370 Police Systems and Practices
CRMJ 380 Corrections

Cluster A (8 courses, 24 credit hours)

Any eight CRMJ 300-400 level advanced criminal justice courses beyond the core requirement.

Cluster B (3 courses, 9 credit hours)

PSCI 302 Urban Politics
PSCI 310 Domestic Terrorism
PSCI 342 International Terrorism
PSCI 361 Law and Legal Process
PSCI 392 Political Theory
PSCI 401 Public Policy Process
PSCI 461 Issues in Contemporary Constitutional Law
PSCI 462 Constitutional Law: Civil Rights and Liberties
SOC1 Any SOC1 200-400 level course

IV. Intra-school Major Field Requirement

Current Credit Hours Required in the Major Field:
Comparisons within the School of Humanities and Social Sciences
The Citadel

<u>Degree</u>	<u>Required Credit Hours in the Major Field (Current)</u>
Criminal Justice	27 credit hours (this proposal would increase the total to 36 hours)
English	42 credit hours (48 hrs with core curriculum requirement)
History	36 credit hours (42 hrs with core curriculum requirement)
Modern Languages	45 credit hours (33 hours 300-400 level courses) + (12 hours in core MLNG)
Political Science	42 credit hours (i.e., American national government subfield)
Psychology	42 credit hours (45 credit hours if student continues to graduate program)

PROPOSAL II
Minor in International Criminal Justice
Department of Political Science and Criminal Justice

I. Statement of Purpose

The minor in International Criminal Justice is an interdisciplinary concentration of courses designed to provide an academic experience that focuses on crime and law-related issues in a global context. International crime studies have become an important subfield within criminal justice due to the increased globalization of crime and its effects. This minor affords students the opportunity to explore and critically analyze issues involving transnational crime, drug trafficking, and global terrorism and the international and national organizations, laws, and justice processes responsible for the control of international crime. The purpose of the concentration is to enable students to become more informed global citizens regarding international crime and law issues.

II. Curriculum

To satisfy the requirements of the minor in International Criminal Justice, students must complete 15 hours of coursework as indicated below. The curriculum melds international topic courses from both criminal justice and political science disciplines. The minor consists of four required courses and one elective to be chosen from the courses listed.

Required Courses

CRMJ 382	Drugs and Crime
CRMJ 383	Comparative Criminal Justice Systems
CRMJ 465	International Crime (current special topics course; pending new course approval)
PSCI 342	International Terrorism

Elective Courses (Choose one)

PSCI 331	International Law
PSCI 343	Introduction to Non-Western Studies

III. Declaration of the Minor

This minor is available to all students except for those majoring in Criminal Justice.

IV. Total Credit Hours Required

15 credit hours

PROPOSAL III
New Course
Department of Political Science and Criminal Justice

Course Name International Crime

Credit Hours 3

Catalog Description A study of transnational crime, criminals, and criminal organizations in a global context including an examination of international and national organizations, laws, and justice practices responsible for controlling multi-national criminal activity.

Rationale (General Statement) Modern transnational crime, drug trafficking, and global terrorism have become important areas of attention for scholars, policymakers, and governments. As a result, international crime study has emerged as a vital academic concentration. This course has been previously offered as a criminal justice special topics course at the undergraduate and graduate level. Given the value of its content to international study, the course should be included in the department's permanent course offering. The benefit of this course is three-fold. First due to the globalization of crime in recent years, a course is needed that examines and critically analyzes the issues involving international crime, criminals, and criminal organizations since existing criminal justice courses focus primarily on the study of domestic crime. Second, this course is necessary to complement allied courses that address a variety of international criminal justice subjects (i.e., Comparative Criminal Justice Systems, International Terrorism, and others). Third, this course is an essential component in the proposed Minor in International Criminal Justice.

ATTACHMENT B

RECOMMENDATIONS FROM THE GRADUATE COUNCIL

Item 1. Division of Teacher Education, The School of Education

Remove PSYC 500 and EDUC 522 from list of required courses for MAT students

During curriculum review of the Education offerings for the Master of Arts in Teaching programs, it was determined that there were overlaps in content provided to the students. This review included the review of NCATE and SPA standards as well as a review of the requirements necessary for preparation of the PRAXIS II Principles of Teaching and Learning (PRAXIS - PLT). During this review, the Teacher Education Task Force found that the areas of greatest overlap were between PSYC 500 and EDUC 536 and between EDUC 500 and EDUC 522. Additionally, over the past few years, courses in Special Methods in each content area have been added to strengthen areas of weakness. Therefore, the Teacher Education Division recommends that PSYC 500 and EDUC 522 be removed from the MAT requirements.

With this proposal, it is understood that students with no Psychology undergraduate background will be required to take an appropriate psychology course as an additional elective. Further, students entering the MAT with significant preparation in Education including Foundations of American Education will be encouraged to take EDUC 522 in lieu of repeating EDUC 500 at the graduate level.

In considering the number of hours for these Masters programs, the faculty feel that the reduction of the 6 hours would also make these degrees more marketable without compromising preparation of teacher candidates.

The enrollment in both EDUC 522 and PSYC 500 will decrease. These are required courses in other programs and will continue to be offered as needed.

Item 2. Proposed curricular changes to the 2007-2008 CGPS Catalog from the Department of Health, Exercise, & Sport Science. These proposed modifications are necessary because of curricular changes in the School of Education (M.A.T. programs) and the School of Business Administration (M.B.A. program). These modifications should have impact on costs for marketing or administration.

**PROPOSED CHANGES TO THE CGPS CATALOG, 2007-2008
DEPARTMENT OF HEALTH, EXERCISE, & SPORT SCIENCE**

Rationale for these changes: These proposed modifications are necessary because of curricular changes in the School of Education (M.A.T. programs) and the School of Business Administration (M.B.A. program) that will take effect with the 2007-2008 Academic Year.

1. We request to change the title of HESS 523 from “Managing Sport Organizations” to “Administration and Leadership of Exercise and Sport Organizations”.
2. We request to modify the course description of HESS 523 to read “This course examines organizational theory and behavior as well as leadership qualities related to exercise and sport organizations. Effectiveness, structure, and design of sport and exercise organizations will be addressed as well as cultures, leadership styles, conflicts, changes and human resources involved in these entities.”
3. We request adoption of the changes to the curriculum within the Master of Business Administration program administered by the School of Business Administration. This is necessary because the Sport Management concentration is partnered with the M.B.A. degree program.
4. The faculty of the School of Business Administration has agreed that students enrolled in the Sport Management concentration may substitute HESS 518 (Sport Marketing and Finance) in place of BADM 707 (Foundations of Marketing and International Business) and may substitute HESS 523 (Administration and Leadership of Exercise and Sport Organizations) in place of BADM 722 (Leadership in Organizations). We request adoption of these course substitutions for the Sport management concentration within the MBA program.
5. We request adoption of the changes to the curriculum within the Master of Arts in Teaching program administered by the School of Education. This is necessary because the M.A.T. program in Physical Education is responsible to the School of Education. These curricular changes (previously approved for the School of Education) are as follows:
 - A. Two courses, PSYC 500 and EDUC 522 will be removed from the list of required courses for M.A.T. students.
 - B. Teacher candidates must take the PRAXIS II Content area tests and PLT prior to the teaching internship.
 - C. To graduate and be recommended for certification, teacher candidates must have successfully completed all certification tests for the State of South Carolina.
6. Pre-requisites or co-requisites for the Master of Arts in Teaching Physical Education program include:

- A. A Biology, Chemistry, or Physics course should be successfully completed prior to a course in Human Anatomy and/or Human Physiology.
- B. A Biology, Chemistry, or Physics course and a course in Human Anatomy and/or Human Physiology should be successfully completed prior to HESS 525, “Scientific Principles of Physical Education, Health, Exercise, and Sport Science”.
- C. A Health & Wellness course should be successfully completed prior to HESS 527, “Content and Methods of Teaching School Health Education and the Health-Related Aspects of Physical Fitness”.
- D. HESS 550, “Instructional Aspects of Physical Education” should be successfully completed prior to HESS 528, “Content and Methods of Teaching Rhythmic Activities and Movement Education” or permission of the HESS 528 professor.
- E. HESS 550, “Instructional Aspects of Physical Education” should be successfully completed prior to HESS 533, “Content and Methods of Teaching Elementary School Physical Education” or permission of the HESS 533 professor.
- F. A course in Statistics or Tests and Measurements should be successfully completed prior to taking HESS 540, “Research Techniques and Methods of Analyzing Research in Physical Education, Health, Exercise, & Sport Science I”.
- G. HESS 550, “Instructional Aspects of Physical Education” should be successfully completed prior to HESS 551, “Content and Methods of Teaching Secondary Physical Education” or permission of the HESS 551 professor.

Item 3. School of Education

Catalog Changes - Master of Education in School Administration and Supervision

The Division of Educational Leadership of the School of Education is requesting admission and program requirement revisions for the Master of Education in School Administration and Supervision for the 2007-2008 CGPS Catalog. The requested changes and revisions set admission standards for applicants seeking a Master's Degree or add-on certification and establish a proviso for internship enrollment.

The requested changes will assist CGPS in marketing the master's program in elementary and secondary administration, simplify advisement between advisors and candidates, and provide a seamless transition to the Educational Specialist degree.

Master of Education
in
School Administration and Supervision

NOTE: Changes – pp.36-37

1. Revision – Minimum Acceptable Score: Line 4, Revision is in blue.

Admission requirements for the M.Ed. p. 36.

Admission is not based on a single factor, but on a composite assessment of the following:

1. An official transcript of the baccalaureate degree and all other undergraduate or graduate work from accredited colleges and universities.
2. An overall undergraduate grade point average of 2.5 or a 2.7 ratio for the last 60 semester hours of undergraduate credit.
3. One year teaching experience—three years at the appropriate level is required for certification.
4. A copy of a valid South Carolina elementary or secondary teaching certificate. Applicants must be in good standing with the State Board of Education at the time of acceptance.
5. Official scores of the Graduate Record Exam (GRE)—minimum score accepted is a verbal and quantitative combination of 900 or official scores of the Millers Analogies Test (MAT)—minimum score of 396, taken within the past five years.
*Students who have taken the MAT prior to October 2004, the minimum score accepted is 40.
6. Complete and return application form along with appropriate non-refundable application fee to the College of Graduate & Professional Studies (CGPS) Office.
7. A completed Master's program of study for Elementary or Secondary School Administration and Supervision.

Note: **Courses taken prior to official admission or courses taken through other programs** do not count toward the School Administration and Supervision program/degree without written approval from the School of Education's Dean.

*The minimum acceptable score for **all** degree programs is a score of 396 on the MAT or 900 on the GRE. Students who score between 380 and 395, (30-39 if taken prior to October 2004), on the MAT or between 750 and 899 on the GRE may apply for provisional status. Students may enroll for one semester under provisional status. **Degree seeking admitted under this provisional status may enroll for only one semester and must complete 6 hours with a 3.5 GPA in order to qualify for regular admission as a degree seeking student.** Regular admission is granted

upon completion of CGPS requirements and respective program requirements including the completion of a program of study with advisor.

NOTE: Changes

1. **Addition: Item #3 – Official GRE/MAT Score**
2. **Addition: Item #4 – Completion of CGPS Application and fee**
3. **Revision: Item #5 – Completion of Certification-Only Program of Study**
4. **Addition: Note: Policy for approval of courses taken prior to official admission**
5. **Addition: Requirement for GRE/MAT and GPA for certification-only candidates**

Admission Requirements for South Carolina Certification Only: p.36

Applicants who hold a valid teaching certificate and a master's degree **with a minimum 3.25 GPA** in a different area of professional education but wish to add administration certification must provide the following admission materials:

1. All official transcripts from accredited colleges & universities including a Master's degree.
2. A copy of the valid South Carolina teaching certificate.
3. Official scores of the Graduate Record Exam (GRE)—minimum score accepted is a verbal and quantitative combination of 900 or official scores of the Millers Analogies Test (MAT)—minimum score of 396, taken within the past five years.* Students who have taken the MAT prior to October 2004, the minimum score accepted is 40.
4. Complete and return application form along with appropriate non-refundable application fee to the College of Graduate & Professional Studies (CGPS) Office.
5. A completed Certification-Only program of study for Elementary or Secondary School Administration and Supervision **developed collaboratively by the candidate and the faculty advisor and signed by the Dean of the School of Education.**

Note: Courses taken prior to official admission or courses taken through other programs do not count toward the School Administration and Supervision program/degree without written approval from the School of Education's Dean.

*The minimum acceptable score for all degree programs is a score of 396 on the MAT or 900 on the GRE. Students who score between 380 and 395, (30-39 if taken prior to October 2004), on the MAT or between 750 and 899 on the GRE may apply for provisional status. Students may enroll for one semester under provisional status. Students may enroll for only one semester of 6 hours and maintain a **3.5** GPA in order to be classified as a **certification-only** seeking student. Regular admission is granted upon completion of CGPS requirements and respective program requirements including the completion of a program of study with advisor.

NOTE: Changes

1. **Correction: Program Requirements, Line 2, change "a" to "an".**

2. **Addition:** Item #4 – Line #9 – **Insert: “South Carolina”** state administrator’s examination.
3. **Addition:** Insert *Proviso

Program Requirements: pp. 36-37

A total of 39 semester hours must be completed for the M.Ed. in Educational Leadership. In addition to completing all courses, a student who applies for certification as an administrator must:

1. Present a minimum qualifying score on the **PRAXIS**, state administrator’s examination, prior to entrance into the internship
2. Validate three years teaching experience, including at least one year of teaching at the certification level requested.
3. Complete program of study.
4. Complete required courses, 33 hours and two internships, (EDUC 661 and EDUC 662 or EDUC 663 and EDUC 664), six hours for a total of 39 credit hours and 300 internship hours. Candidates for administrative internships must submit applications for faculty review. Applicants for spring administrative internships should file an application with their advisor no later than December of the preceding year. Applicants for fall administrative internships should file an application with their advisor no later than August of the year the internship will be completed. In order to register for internships, authorized applications must be on file in the CGPS office, along with the valid **South Carolina** state administrator’s examination.

***Proviso—Candidates filing applications and applying for administrative internships after the December and August deadlines cannot be guaranteed enrollment.**

Specialist
in
Educational Leadership

NOTE: Changes -

1. **Additions ~ #5, #6, and #7**
- Admission Requirements: p. 37**

Admission to the Specialist in Educational Leadership Program is not based on a single factor, but on a composite assessment of the following:

1. All official transcripts from accredited colleges & universities including a Master’s Degree with a minimum **3.5 grade** point average from an accredited college or university.
2. A South Carolina state certificate in school administration or an administrative position **equivalent to assistant principal or higher** in education.

3. A valid South Carolina teaching certificate and three years teaching experience.
4. A completed graduate application form along with the appropriate non-refundable application fee to the College of Graduate & Professional Studies (CGPS) Office, Bond Hall Room 101.
5. Official scores of the Graduate Record Exam (GRE)—minimum score accepted is a verbal and quantitative combination of 900 or official scores of the Millers Analogies Test (MAT)—minimum score of 396, taken within the past five years.
6. Complete and return application form along with appropriate non-refundable application fee to the College of Graduate & Professional Studies (CGPS) Office.
7. A completed program of study for the Specialist in Educational Leadership.

Note: Courses taken prior to official program admission or courses taken in other programs do not count toward the Specialist in Educational Leadership program/degree without written approval from the School of Education.

NOTE: Changes – Addition of *Proviso

Program Requirements: p. 37

A total of 33 semester hours must be completed for the Specialist in Educational Leadership. In addition to the general goals of the school's graduate program, the objectives of the Specialist in Education degree are knowledge of school law, curricular trends, school building trends, and program budgeting; skill in using various techniques for goal setting and problem diagnosis in such areas as instructional programs, staff development, and community relations; skill in decision-making and in evaluating decisions on the basis of subsequent information; knowledge of research in administration, curriculum, human development and staffing; performance behavior in a job setting; knowledge of the role of the school in modern America and the multicultural currents influencing the school; knowledge and skills for performing in a political setting; and, a clear understanding and working knowledge of Learner-Centered Education. A student, who applies for certification as a school district administrator, must meet the following:

1. A minimum qualifying score on the state administrator's examination prior to entrance into the internship.
2. Validate three years teaching experience.
3. Complete a program of study

After completing the required course work, each administrative candidate must complete two internships (Education 632 and Education 633) for a total of six credit hours and 300 internship hours. Candidates for administrative internships must submit applications for faculty review. Applicants for spring administrative internships should file an application with their advisor no later than December of the preceding year.

Applicants for fall administrative internships should file an application with his advisor no later than August of the year in which the internship will be completed.

***Proviso—Candidates filing applications and applying for administrative internships after the December and August deadlines cannot be guaranteed enrollment.**

Item 4. From: Associate Dean, CGPS

1. Clarify Academic Standards Paragraph in Catalog.
2. The academic standards paragraph reads that “Any grade of “C” (ie. “C” , “C+”) is a warning that the individual is not performing to the level expected of graduate students...” (p. 10). Subparagraph b states that “If a student receives seven (7) or more credit hours of graduate course work with a grade of “C” regardless of his or her status, the student will be terminated from the program.”
 - a. Some students have been confused that the paragraph as a whole classifies “C+” as a “C” but that subparagraph b does not.
 - b. Proposed change: Change subparagraph b to read: “If a student receives seven (7) or more credit hours of graduate course work with a grade of “C” or “C+” regardless of his or her status, the student will be terminated from the program.”