

NEW PROGRAM PROPOSAL

Background Information

State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters)

The Master of Arts in Military History is designed to meet the diverse professional development needs of officers in the U.S. Armed Forces (particularly the South Carolina Army and Air National Guards and Reserve components); government officials in the fields of diplomacy, national defense, homeland security, and intelligence; public historians at the federal, state, and local levels; corporate and business leaders; and teachers and students of history (including those who will pursue a Ph.D. in the fields of war studies or military history). The program is justified in how it will enhance promotability, as well as employment opportunities for students who are engaged in those respective fields. In addition, the Bureau of Labor and Statistics asserts that job opportunities for historians are forecasted to grow by 5% between 2016 and 2026.

The M.A. in Military History advances The Citadel's central institutional mission of educating and commissioning officers into the United States Armed Forces. Each year, The Citadel's ROTC programs commission more officers than any other Senior Military College, ranking only behind the Federal Service Academies (i.e. West Point, Air Force Academy) in number of commissioned officers produced. The study of military history combines two aspects of The Citadel for which it is most known: its military mission and education of principled leaders. The Department of History, with its internationally recognized military historians and robust undergraduate offerings, is strategically situated to offer this advanced degree. Each year, the department appoints a prominent historian as the General Mark Clark Distinguished Visiting Professor of History. This endowed chair will generate national and international recognition for the M.A. program.

List the program objectives. (2000 characters)

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Program Objectives:

The objective of this degree is to equip students with a holistic understanding of the history and evolution of warfare, so as to utilize military history in analysis, operations, research, and teaching within the U.S. Armed Forces, the federal government, public history, public education, and the private sector.

The curriculum develops students' critical and analytical thinking, research, and written and oral communication skills. It emphasizes the ability to analyze and synthesize interdisciplinary research on military history; and to study war in a holistic manner, from the macro or strategic and political levels to the micro or tactical view of boots on the ground.

The program also introduces students to theories and strategies of war and their expression in formal doctrine; the complex interplay of politics, leadership, decision-making, logistics, technology, and time upon military operations; and the relationships between military history and present practices of war and future challenges. It examines how war has influenced, and in turn has been shaped by, broader social, cultural, political, environmental, and geographic contexts. Students who receive the M.A. in Military History degree from The Citadel will demonstrate the following:

Student Learning Outcomes:

- Understand the evolution of warfare and its relationship to modern operational environments and joint warfare.
- Gain knowledge of armed conflict at all levels of warfare (strategic, operational, tactical).
- Understand how historians think about and approach the study of war and how they assess its meaning and consequences.
- Understand and analyze the relationships between war, strategy, and civil-military relations.
- Apply military concepts and principles of war to the study of past and present conflicts by developing skills in historical thinking, analytical research, and clear, persuasive writing.
- Understand and analyze issues of military leadership and decision making throughout history.
- Understand and analyze the evolution of doctrine; theories of war; important thinkers and strategists in history.
- Understand and analyze the impact of technology and logistics upon the conduct of war.
- Understand and analyze the political, social, economic, environmental, geographic, and cultural contexts of war.
- Understand and analyze the human dimension of war and the experience of combat.

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Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable. (1500 characters)

The Master of Arts in Military History is designed to meet the diverse professional development needs of officers in the U.S. Armed Forces (particularly the South Carolina Army and Air National Guards and Reserve components); government officials in the fields of national defense, homeland security, and intelligence; public history staff at the federal, state, and local levels; corporate and business leaders; and teachers and students of history. The program is justified in how it will enhance promotability, as well as employment opportunities for students who are engaged in those respective fields. The Citadel expects that its student enrollments will come primarily from members of the U.S. Armed Forces and government employees, based upon the institutional data drawn from similar online degree programs at The Citadel and elsewhere. In Norwich University's online program in 2016, 39% of the students were active-duty military; 23% were Reserve or National Guard; and another 15% were veteran students. Federal government civilian employees composed 30% of the students.¹ Given the large military and veteran presence in South Carolina, it is expected that similar numbers will compose The Citadel's program.

The M.A. in military history is extremely well-suited to the Professional Military Education (PME) of U.S. military officers. In both the Active Component and Reserve Component, a master's degree is a virtual necessity for officers' promotability to higher grade. A civilian master's degree, along with independent professional reading, are consistently emphasized in military career development and management models, such as Department of the Army Pamphlet 600-3.² Military history is even more relevant for some branches, such as Military Intelligence or the Army's FA-59 Strategist track. For senior officers at the grade of O-4 or O-5, a master's degree in military history can be useful preparation for attendance at the Senior Service Colleges (e.g., the Naval War College). For junior officers at the grade of O-3 and below, the study of military history can be a vital part of their preparation for Captains' Career Course, their promotion to the rank of Major (O-4) and their Intermediate Level Education (ILE). In the U.S. Army, officers at the rank of Major (O-4) attend the Command and General Staff Officers Course (CGSOC), a 10-month resident course at the Command & General Staff College at Fort Leavenworth or at a satellite campus, or via non-resident/distance learning. The mission of CGSOC is to provide intermediate-level education, much of it focusing on military history. The majority of those in the resident course are typically composed of officers in the Active Component.³ National Guard or Reserve officers have typically fulfilled their ILE via distance-learning, given overseas deployments and civilian career duties.⁴ For those reasons, the online M.A. in military history and Certificate in Military Leadership would be

¹ https://graduate.norwich.edu/docs/militaryhistory/MMH_Outcomes.pdf

² DA PAM 600-3, *Commissioned Officer Professional Development and Career Management* (Washington, D.C.: Headquarters, Department of the Army, 2014). <https://www.army.mil/e2/c/downloads/376665.pdf>

³ Command and General Staff College Foundation, "CGSOC Class of 2016 Graduates," <http://www.cgscfoundation.org/cgsoc-class-of-2016-graduates/>; David Pierson, "CGSOC at a Distance," *Army Press Online Journal* 16-17 (15 APR 2016): <http://armypress.dodlive.mil/cgsoc-at-a-distance>

⁴ South Carolina Army National Guard, *Leader Development Strategy* (Office of the Adjutant General of South Carolina, Version 1.0, 13AUG2014); <https://www.scgard.com/lds-manual/wp-content/uploads/sites/3/2014/11/SCARNG-LDS-Regular.pdf>

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especially valuable to officers in the Army or Air National Guard and the Reserve Components.

To develop and foster a relationship with the Command and General Staff College (or other professional military schools), and to build a strong professional network for the online program, The Citadel may be able to establish a Memorandum of Understanding that officers who have completed required history courses in the CGSOC or related curriculum are eligible to transfer them as credits towards the online MA.

The M.A. in Military History directly contributes to specialized needs in the U.S. Government, particularly in the Central Intelligence Agency, Department of Defense and State Department. Military analysts and area specialists in the CIA, DoD, and State Department offer historical research and perspectives on current issues. They evaluate the military capabilities and courses of action of foreign governments and non-state actors. Intelligence officers and counterterrorism specialists also draw heavily on historical research in their analysis of current military affairs or threat environments.

In the field of public history in South Carolina, there are a host of sites in the National Park Service (NPS) as well as state and local historic parks that specifically interpret warfare. Within the Southeast Region of the NPS, there are several Revolutionary War and Civil War battlefield sites such as Fort Sumter National Monument or King's Mountain National Military Park. The newly created Reconstruction Era National Monument in Beaufort also interprets the impact of Civil War upon South Carolina. Examples of state or local historical parks include the Musgrove Mill State Historic Site or Historic Camden. Nationally, there are many military museums (such as the future National Museum of the United States Army) whose staff can benefit from the proposed degree. Public historians can use the M.A. degree to advance their careers, independent research projects, and overall expertise in military history. In the competitive field of public history, an M.A. degree is essential not only for initial employment but also for advancement in the profession.⁵

There is also a strong tradition among corporate and business executives of studying history for its leadership lessons and examples of how individuals and organizations adapt to changing circumstances. The M.A. degree, paired with The Citadel Certificate in Military Leadership (see below, p. 8), would offer executive leadership the ability to study those principles and apply them to their own organizations.

Public and private school teachers will be an important constituency of the graduate program. History educators, especially those teaching at the elementary level, are not always trained as historians. Teachers with a major other than history often use a master's degree to advance their content knowledge as well as their promotion. A fully online program would be attractive to teachers who are unable to pursue a degree program in a traditional classroom setting.

Military history is perennially one of the most popular historical topics among the American public. The M.A. in Military History, along with the prestige of The Citadel's name, will make it attractive to well-qualified individuals in the general public who simply want to study the topic.

On a national stage, both The Citadel's reputation and visibility of other online graduate programs will strengthen the competitiveness of the Military History program. Currently, there

⁵ "NPS Historian Essential Competencies," <https://www.nps.gov/training/npsonly/RSC/historia.htm>

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are only a few graduate programs in the United States that offer an online MA specifically titled Military History. Listed below are the top five military history degree programs with their tuition, enrollments, and course requirements:

Institution	Tuition	Enrollment	Online or F2F	Courses Required
American Military University	\$350 per credit hour (\$325 per credit hour for military affiliated students)	No enrollment data available. Only 19% of Title 4 students complete program in 2 years.	100% online	12
Austin Peay State University	\$768 per credit hour	Average of 27.4 students enrolled per year (2013-2017) (total of 137)	100% online	10 (12 if thesis track)
Chapman University	\$920 per credit hour	New program: only 3 degrees awarded in 2016-2017	100% online	11
Norwich University	\$704 per credit hour	95 degrees awarded in 2011; enrollment of ca. 120 in Fall 2017-Winter 2018 and Spring 2018	100% online, with a one-week residency requirement at graduation.	6 six-credit courses (equivalent to 12 3-credit courses)
Southern New Hampshire University	\$627 per credit hour (\$470 for military-affiliated students)	No institutional data available. Strong outreach to military and veteran students.	100% online	11

Data Sources:

American Military University: http://www.amu.apus.edu/disclosure/masters-military-history/gedt.html?_ga=2.23152191.422108721.1516370166-338733487.1516370166

Austin Peay: http://www.apsu.edu/dsir/data/enrotrends_by_grad_major2017_18.pdf

Chapman University: <https://webfarm.chapman.edu/datamart-reports/degrees-awarded.asp?r=x>

Norwich University: <https://emma.msrb.org/EP705635-EP548136-.pdf>
https://ssb.norwich.edu/bear/nu_courselist.p_nu_crslst?p_termcode=GRUQ
(Fall 2017-Winter/Spring 2018 enrollments)

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Employment Opportunities

Is specific employment/workforce data available to support the proposed program?

Yes

No

If yes, complete the table and the component that follows the table on page 4. If no, complete the single narrative response component on page 5 beginning with "Provide supporting evidence."

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Employment Opportunities			
Occupation	Expected Number of Jobs	Employment Projection	Data Source
See additional statistics and discussion on following page.			
U.S. Armed Forces (Active Component)	229,869 total officers (June 2017)		Defense Manpower Data Center: https://www.dmdc.osd.mil/appj/dwp/dwp_reports.jsp
U.S. Armed Forces (Reserve Component)	131,928 total officers (June 2017)		Defense Manpower Data Center: https://www.dmdc.osd.mil/appj/dwp/dwp_reports.jsp
Intelligence Analyst (nationwide)	19,926 jobs in January 2018		Indeed.com
Military Analyst (nationwide)	61 jobs in January 2018	CIA Salary of \$58,000 to \$78,000 per year	Indeed.com
National Park Service (nationwide)	884 jobs in January 2018		Indeed.com
Historian for Federal Government (nationwide)	173 jobs in January 2018		FederalGovernmentJobs.com http://federalgovernmentjobs.us/job-search/historian-0170.html?P=2

Provide additional information regarding anticipated employment opportunities for graduates.
(1000 characters)

See discussion on following page.

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Provide supporting evidence of anticipated employment opportunities for graduates, including a statement that clearly articulates what the program prepares graduates to do, any documented citations that suggests a correlation between this program and future employment, and other relevant information. Please cite specific resources, as appropriate. (3000 characters)

Note: Only complete this if the Employment Opportunities table and the section that follows the table on page 4 have not previously been completed.

A specialization in military history correlates with professional training needs within the U.S. military as well as the U.S. government and foreign service. It can also contribute to careers in public history and museums, public education, and executive leadership. The proposed online M.A. degree will contribute to employment opportunities and employee retention in those fields within the State of South Carolina as well as nationally.

The presence of eight major bases or installations in South Carolina, along with those of the National Guard, have made the U.S. military a mighty economic engine for the state. The U.S. military presence generates 1 of every 12 jobs, and accounts for a \$24.1 billion economic impact annually, making it responsible for 8.4% of South Carolina's economy, according to a 2017 study by research economist Joseph C. Von Nessen at the Darla Moore School of Business, University of South Carolina. In addition, South Carolina's reputation as a military-friendly state has resulted in the state having the 9th highest population of military retirees nationwide: 56,969 retirees among the state's 417,515 veterans.⁶ The Citadel's connections to the state and regional military community will enable marketing of the program; and it is expected that the program will further enhance the employability of Citadel graduates. In 2017, The Citadel's ROTC departments commissioned 169 officers out of a graduating class of 580.

The proposed degree in military history will contribute to the professional development, promotability, and therefore the retention of officers serving in the U.S. Armed Forces in South Carolina and nationwide. In June of 2017, there were 33,894 Active Component personnel in the State of South Carolina, and 17,892 National Guard and Reserve personnel, according to the USG Defense Manpower Data Center (DMDC).⁷ Nationwide, this wholly online degree program can have an even greater impact. As of June 2017, the total number of officers in the National Guard and Reserves in June 2017 were 29,865 O-4s (majors or

⁶Joseph C. Von Nessen, Ph.D. Research Economist, Division of Research, [The Economic Impact of South Carolina's Military Community A Statewide and Regional Analysis](https://www.scmilitarybases.com/impact/) (South Carolina Military Base Task Force, April 2017), <https://www.scmilitarybases.com/impact/>

⁷ Defense Manpower Data Center, "Military and Civilian Personnel by Service/Agency by State/Country," https://www.dmdc.osd.mil/appj/dwp/dwp_reports.jsp

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lieutenant commanders); 33,571 O-3s (captains or lieutenants); 17,391 O-2s (first lieutenants or lieutenants junior grade); and 10,217 O-1s (second lieutenants or ensigns).⁸

By completing a master's degree and achieving promotion to higher rank and grade, an officer will experience a significant pay increase. For example, a regular U.S. Army second lieutenant of 3+ years of service earned \$53,902 in 2016. Upon promotion to the rank of captain (O-3), the officer would receive \$63,446. Promotion to the rank of major (O-4) would earn the officer \$75,765.⁹

⁸ Defense Manpower Data Center, "Selected Reserve Personnel by Reserve Component and Rank/Grade," June 2017, https://www.dmdc.osd.mil/appj/dwp/dwp_reports.jsp

⁹ Defense Finance and Accounting Service (DoD, U.S. Government):
<https://www.dfas.mil/dam/jcr:81e6bd2c-a106-461b.../2016MilitaryPayChart.pdf>

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Within the U.S. Government, there are abundant employment opportunities for specialists in military history and affairs, particularly in the Department of Defense, Department of Homeland Security, the Department of State, and the Central Intelligence Agency. Specific career tracks in the CIA include Military Analyst, Counterterrorism Analyst, Leadership Analyst, Political Analyst, and Counterintelligence Threat Analyst (<https://www.cia.gov/careers/opportunities/analytical>). Nationwide, there were over 100 jobs as a military analyst in both government and private sector organizations such as think-tanks; over 173 jobs as a historian; over 2,000 jobs as an intelligence analyst; and 709 jobs in military intelligence as of August 2017 (<http://www.indeed.com>, <http://www.federalgovernmentjobs.com>). In addition, the Bureau of Labor and Statistics asserts that job opportunities for historians are forecasted to grow by 5% between 2016 and 2026.

The M.A. degree can also enhance employment in public history and the tourism industry in South Carolina and across the nation. Tourism also delivers a major economic impact on South Carolina, generating \$19.1 billion for the state in 2014, according to data from the Department of Parks, Recreation, and Tourism.¹⁰ The Southeast Region of the National Park Service encompasses federal parks in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Puerto Rico, South Carolina, Tennessee, and the U.S. Virgin Islands. Within that region, there are thirty units that focus upon or relate to military events, employing nearly 3,000 personnel. The online degree can also reach any of the National Park Service's 25,000 nationwide employees, many of whom interpret sites related to military history.¹¹ State, local, and non-profit historical sites and organizations in South Carolina and the region employ thousands of historians, museum curators, researchers, and interpreters. The Citadel also maintains healthy working relationships with historical sites and museums in the Charleston area, such as Patriots Point, Fort Sumter National Monument, and the Avery Center, whose employees could profit from the further study of military history.

Will the proposed program impact any existing degree programs and services at the institution (e.g., course offerings or enrollment)?

Yes

No

If yes, explain. (500 characters)

¹⁰<https://www.scprt.com/articles/tourism-is-now-a-19-billion-industry-in-south-carolina>.

¹¹U.S. Bureau of Labor Statistics, <https://www.bls.gov/opub/ted/2016/employment-in-national-parks-in-2015.htm>). Map of Southeast Region of the National Park Service: https://www.nps.gov/aboutus/foia/upload/SERO_map.pdf

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The Citadel Department of Leadership currently offers a Graduate Certificate in Military Leadership, with support from faculty of the Department of History. The proposed degree in military history will complement and strengthen the Department of Leadership and the certificate, as M.A. students will have the option of receiving the certificate through the fulfillment of jointly offered courses (see curriculum, pp. 14-15). The Citadel also offers a Master of Arts degree program in International Politics and Military Affairs. That degree is more squarely aimed at international affairs professionals in government and the foreign service. The program concentrates on current issues in international affairs, and is not framed as a broad-based study of military history or relationships between war and culture. Finally, the proposed online M.A. will not compete with the in-residence M.A. in History jointly offered by The Citadel and the College of Charleston. Most students tend to concentrate on Southern history or European history, and the program does not offer a specific track for the study of military history.

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List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
There are currently no graduate programs in the field of military history in South Carolina			

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Description of the Program

Projected Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2019-2020	20*	120	20	120	40**	240
2020-2021	40	240	40	240	40	240
2021-2022	50***	300	50	300	50	300
2022-2023	50	300	50	300	50	300
2023-2024	50	300	50	300	50	300

The History Department plans to enroll cohorts of twenty students per academic year. This estimate is based upon projections from similar programs, discussed on p. 4, above.

*Assumes an initial cohort of 20.

**Assumes an initial cohort of 20, and the entrance of another cohort of 20 in Summer of Year 1.

***Assumes a slight increase in cohort size and students who take additional time to complete.

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program?

Yes

No

If yes, explain. (1000 characters)

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General Requirements:

1. Completion of the online graduate application along with the non-refundable application fee.
2. Submission of an official transcript reflecting the highest degree earned from a regionally accredited college or university. Applicants should have significant experience in history coursework at the undergraduate level.
3. Submission of official copy of the Graduate Record Examination (GRE) score. Applicants are expected to have a GRE verbal score exceeding 152. Admission test must have been taken within the last five years.
4. Applicants are expected to have a cumulative undergraduate grade point average of at least 2.5 and a 3.0 in their major. Students who fail to meet the minimum score requirement may be provisionally accepted into the MA degree program provided all other admission requirements have been met. Students who score between 283-289 on the GRE or 380-395 on the MAT may apply for provisional status. Upon completion of the first eight hours of degree coursework, with a minimum GPA of 3.50, the student is considered fully admitted. Admission tests must be current within five (5) years of application and official score sent directly to the CGC office at the request of the student.
5. Submission of two signed letters of recommendation, normally from a former professor, commanding officer, or employer. It is preferred that at least one of the letters come from a former professor. Each reference should be as specific as possible in analyzing the applicant's potential for success in the program.
6. Completed program of study with academic advisor.

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Are there any special articulation agreements for the proposed program?

Yes

No

If yes, identify. (1000 characters)

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Curriculum

Curriculum by Category*					
INTRODUCTION TO MILITARY HISTORY (6 Hours—All Students)	HOURS				
Methods and the Historiography of Military History	3				
Strategic Thinkers and Military Intellectuals	3				
FOUNDATIONS IN MILITARY HISTORY (9 Hours—Choose Three)					
Leadership in the Crucible of War	3				
U.S. Military History	3				
Non-Western Military History	3				
CONFLICT STUDIES (6 Hours—Choose Two)					
Greco-Roman Warfare	3				
The Hundred Years' War	3				
American Revolution	3				
American Civil War	3				
World War II in Europe and Africa	3				
The Vietnam War	3				
The Global Cold War	3				
Arab-Israeli Conflict	3				
Global War on Terrorism	3				
WAR AND SOCIETY (3 Hours—Choose One)					
War and Society in Early China	3				
The Home Fronts in the Age of Total War	3				
The Double-V Campaign: African-Americans in World War II	3				
Modern Middle East	3				
CAPSTONE (6 Hours): Students will choose one of three capstone experiences: 1) Non-Thesis Option; 2) Thesis Option; or 3) Certificate in Military Leadership Option					
NON-THESIS OPTION (6 Hours)					
War and Society Elective (3)					
Capstone Seminar (3)					
THESIS (6 Hours)					
	6				

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Students will produce an original research project and a substantial written thesis capable of publication.					
CERTIFICATE IN MILITARY LEADERSHIP OPTION (Students who wish to receive The Citadel’s Certificate in Military Leadership in addition to the MA degree must complete the following courses during their program of study):					
Leadership in the Crucible of War (see Foundations, above)	3				
U.S. Military History (see Foundations, above)	3				
Non-Western Military History (see Foundations, above)	3				
Leadership Elective (1): Either LDRS 753: Strategy and Contemporary Military Leadership Issues -OR- LDRS 711: Leading Change: Organization Development and Transformation	3				
Capstone Seminar	3				

* Add category titles to the table (e.g., major, core, general education, concentration, electives, etc.)

Total Credit Hours Required 30

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Course Descriptions for New Courses

Course Name	Description
MLTH 500: Methods and the Historiography of Military History	<p>Three Credit Hours</p> <p>This course introduces the methodologies of military history and the nature of historical sources pertaining to warfare (e.g., archaeological, geophysical, archival, and technological). It also introduces students to the broader questions, historiographical debates, and epistemological questions regarding the study of war and militaries as institutions.</p>
MLTH 501: Strategic Thinkers and Military Intellectuals	<p>Three Credit Hours</p> <p>This course examines the masters of the military art and key military strategists and intellectuals throughout history, including Thucydides, Sun Tzu, Machiavelli, Jomini, Clausewitz, Mahan, Douhet, Eisenhower, and Mao Zedong. It introduces students to the theories and practices of war; the interrelationships among politics, strategy, technology, and society; and current thought on the future of war.</p>
MLTH 502: Leadership in the Crucible of War	<p>Three Credit Hours</p> <p>This course examines the long history of military leadership in world history, from the Greeks, Romans, and Chinese to the 21st century. For centuries, discussions of Great Captains have begun with the signal commanders of Western Antiquity: Alexander the Great, Julius Caesar, and the like, but used them in comparative studies to draw conclusions about the nature of military leadership. It will examine leadership across time and the different ranks, while also placing leadership within societal contexts. This course considers models and exemplars of military leadership at the tactical, operational, and strategic levels across select epochs in history, from warrior-kings and four-stars to centurions and lieutenants.</p>
MLTH 503: U.S. Military History	<p>Three Credit Hours</p> <p>This course examines patterns in U.S. military history from the colonial era to the present day. Significant attention is placed on operational military history and the larger strategic, political, social, and cultural conditions that have shaped American military history. The course also highlights how and why Americans have waged war; the common soldier's experience, uniforms, and weaponry in different conflicts; civil-military considerations; and the dynamic ways that technology has affected warfare.</p>
MLTH 504: Non-Western Military History	<p>Three Credit Hours</p> <p>This course examines military history in the non-western world in Africa, the Americas, the Middle East, and Asia. While significant attention will be devoted to operational history and larger issues of strategy, the course will examine how and why these societies waged war. It will also explore the experience of warfare throughout the non-western world as it affected native peoples, common soldiers, and military institutions.</p>
MLTH 511: Greco-Roman Warfare	<p>Three Credit Hours</p> <p>This course examines the waging of war in the ancient Mediterranean, particularly among the Greeks and Romans, from the era of the Trojan War to the heyday of the Roman Empire. It addresses cultural attitudes toward war, military service, and violence, the institutions that supported the waging of war and raising of armies, the actual progress of campaigns and battles, the impact of plunder and war losses on ancient societies, and the role of technological and tactical innovations in the changing practice of war. It also considers in what ways or to what extent the warfare of the Greeks and Romans represents the heritage of modern war.</p>

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MLTH 512: Hundred Years' War	Three Credit Hours This course examines the nature, significance, and consequences of the Hundred Years' War (ca 1337 to 1453) between England and France. It examines the strategies, organization, weaponry, and leadership of the English and French armies during military operations, as well as the interplay of tactics and topography at the decisive battles of Crécy, Poitiers, and Agincourt.
MLTH 514: American Revolution	Three Credit Hours This course examines the origins and consequences of the American Revolution, paying particular attention to the War for American Independence (1775-1783); comparative leadership of American and British forces; the salient role of George Washington and his definition of the Continental Army; the principal campaigns and battles of the war; the naval and international diplomatic aspects of the war; irregular warfare involving rebels, loyalists, and Indians; and the relationships between the Revolution and broader patterns of civil-military relations.
MLTH 516: American Civil War	Three Credit Hours This course will examine the military history of the Civil War. In so doing it will discuss those factors and people that influenced and shaped the conduct of war in the middle of the nineteenth century. Although there will be an emphasis upon strategic, operational, and tactical military history, the course will also explore the experience of combat, logistics, technological innovation, POWs, and the importance of naval operations upon the outcome of the war.
MLTH 519: World War II in Europe and Africa	Three Credit Hours This course will examine the European and African theaters of World War II. The class will examine the causes of the conflict and the course of its military campaigns. The course will devote attention to air, land, and naval combat. The class will ultimately place the events and consequences of the war in the context of the military, diplomatic, and political history of the twentieth century.
MLTH 523: The Vietnam War	Three Credit Hours This course will examine the history of the American war in Vietnam, beginning with the foundations of French imperialism in Indochina, the Japanese occupation during World War II, and the Vietnamese resistance during the First Indochina War. It will chart the contours of American policy toward Indochina and the escalation of military responses under presidents Kennedy and Johnson. Significant attention will be placed upon military operations from 1965 to 1972, the war's impact on American society; and the North Vietnamese conquest of South Vietnam in 1975.
MLTH 524: The Global Cold War	Three Credit Hours The Cold War was arguably the twentieth century's most significant long-term conflict. This course takes an international perspective on its varied causes and consequences in Europe, the Americas, Asia, and the Middle East. We will explore diplomatic relations between several nations during this era and the many effects the Cold War had on these nations' citizens, including the American military-industrial "complex," the Soviet gulag, and "client" regimes in the developing world. Major topics will include U.S.-Soviet relations and nuclear diplomacy; wars in Korea, Vietnam, and Latin America; crises in Berlin, Budapest, Prague, and Cuba; decolonization and the rise of the "Third World"; "the containment doctrine"; espionage and McCarthyism; and the (surprising) end of the Cold War.

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MLTH 525: Global War on Terrorism	<p>Three Credit Hours This course examines the US and international military campaigns against global terrorism in the aftermath of the 9/11 attacks. Attention is given to the historical origins of Islamic terrorism, and the rise of al-Qaeda, ISIS, and other terrorist organizations, their ideologies, and their methods. The military campaigns in Afghanistan (Operation Enduring Freedom); Iraq (Operation Iraqi Freedom), and the Levant (Operation Inherent Resolve) will be examined, in a broader political-military context of state-building, counterinsurgency strategies, and counterterrorism efforts.</p>
MLTH 526: Arab-Israeli Conflict	<p>Three Credit Hours 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 the present.</p>
MLTH 550: History of War and Society in China	<p>Three Credit Hours This course charts war and violence in China from the Bronze to the Nuclear Age. It would include topics such as chariot warfare, the emergence of infantry armies and the crossbow, professional generals and their manuals on military strategies and tactics, warfare against the nomads, farmer-soldiers and agricultural garrisons, knight-errantry and revenge killings, banditry, piracy, the development of firearms, peasant rebellions and secret societies, martial arts, the Boxer Rebellion, Warlordism, the Red Army and the Jiangxi Soviet, the War of Resistance against the Japanese, Chinese intervention in the Korean War, the military suppression of the Tian'anmen protests, and the modernization of the People's Liberation Army.</p>
MLTH 556: War and Society in the Age of Total War	<p>Three Credit Hours Examines the social, economic, cultural, and political dynamics of the home fronts in Europe during World War I and World War II.</p>
MLTH 557: The Double-V Campaign: African-Americans in World War II	<p>Three Credit Hours This course examines the Double-V Campaign that was waged by African Americans during World War II—victory abroad and at home--and how African Americans mobilized an enduring social movement.</p>
MLTH 559: The Modern Middle East	<p>Three Credit Hours A survey of Middle East history with an emphasis upon those events that provide historical background and context for current affairs in the region. It covers from around 1800 to the present, with an emphasis on the twentieth- and twenty-first centuries, beginning with the decline of the Ottoman Empire, and on to 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.</p>
MLTH 600: Capstone Seminar	<p>Three Credit Hours The Capstone Seminar creates a cumulative program experience designed to synthesize student knowledge and apply it towards a major research endeavor in a chosen field of study. Students are expected to demonstrate analytical, research, and writing skills as they produce an essay of significant length.</p>

NEW PROGRAM PROPOSAL

MLTH 601-602: Master's Thesis	Three Credit Hours (each) These courses enable students to produce a deeply researched and publication-ready work of historical scholarship on a chosen topic of interest.
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NEW PROGRAM PROPOSAL

Faculty

Faculty and Administrative Personnel				
Rank	Full- or Part-time	Courses Taught or To be Taught, Including Term, Course Number & Title, Credit Hours	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Comments (i.e., explain role and/or changes in assignment)
Professor	FT	MLTH 500, 501, 502, 516, 519	Ph.D., History, Kansas State University	Kyle Sinisi, award-winning author and expert in U.S. military history, Civil War, Gilded Age, World War I, World War II, and firearms technology
Professor	FT	MLTH 500, 501, 502, 503, 514	Ph.D., History, College of William and Mary	David Preston, award-winning author and expert on early American and early modern military history, American Indian history, Seven Years' War, American Revolution.
Assistant Professor	FT	MLTH 504, 511, 523	Ph.D., History, Duke University	Paul Johstono, expert in ancient world, Greco-Roman warfare, archaeology, Hellenistic World: Vietnam War, irregular warfare.
General Mark Clark Distinguished Visiting Chair of History	PT (Yearly Appointment)	TBD: Various courses on military history, depending on the chair's expertise and concentration in the field.	Ph.D., History	The Mark Clark Chair is a senior scholar who may support the online MA program in both teaching and in future development of the program and its initiatives.
Professor	FT	MLTH 556	Ph.D., University of Virginia	Katherine Grenier, expert in modern Britain and British society in World War I.
Professor	FT	MLTH 550	Ph.D., University of California, Berkeley	Keith Knapp, expert in the history of China and East Asia.
Associate Professor	FT	MLTH 526, MLTH 559	Ph.D., UC Santa Barbara	Christopher Wright, expert on history of the Middle East.
Assistant Professor	FT	MLTH 557	Ph.D., UNC Chapel Hill	Will Griffin, expert on African-American history

NEW PROGRAM PROPOSAL

Associate Professor	PT	MLTH 512	M.A., Medieval Institute, Western Michigan University; Ph.D., University of Rochester	Michael Livingston, award-winning author and expert on medieval military history and the Hundred Years' War.
Associate Director, Krause Center for Leadership and Ethics, The Citadel	PT	MLTH 525	Ph.D. (expected 2017), War Studies, King's College, London	LTC Stephen M. Grenier, US Army (ret.), scholar of current US national security affairs and Global War on Terrorism.
*Retired Military Senior or General Officer	PT	TBD	PME and TIG professional service equivalent to Ph.D. and/or significant military publications.	TBD: The program director may hire a retired U.S. Armed Forces senior officer or general officer as an adjunct to develop and teach a specific course necessary for the program.
*Assistant Professor	FT	Courses on Soviet Union, Red Army, Cold War	Ph.D., Russian Military/Diplomatic History	Approved based on current undergraduate offerings. Ongoing Job Search 2018

Note: Individuals should be listed with program supervisor positions listed first. Identify any new faculty with an asterisk next to their rank.

NEW PROGRAM PROPOSAL

Total FTE needed to support the proposed program (i.e., the total FTE devoted just to the new program for all faculty, staff, and program administrators):

Faculty	9	Staff	1	Administration	1
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Faculty /Administrative Personnel Changes

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program. (1000 characters)

Unless the program grows beyond the projected enrollment, there are no new faculty positions needed to implement this degree program. Faculty are required to teach a full 12-credit hour load each semester. Faculty participating in the M.A. in Military History will receive a one course (3 credit hour) reduction for teaching a graduate course during the semester. There are no proposed changes in assignment for currently employed administrators and faculty.

One of The Citadel's military historians will retain directorship of the online M.A. degree program. New faculty in the proposed program will be released from one existing undergraduate course to teach one graduate course in the program during an assigned semester. The undergraduate course from which they will be released will be taught by existing full-time or adjunct faculty. Future full-time faculty who may be hired to support the online M.A. program will possess a Ph.D. in the field of military history, war studies, diplomatic history, or strategic studies.

Library and Learning Resources

Identify current library/learning collections, resources, and services necessary to support the proposed program and any additional library resources needed. (1000 characters)

NEW PROGRAM PROPOSAL

Daniel Library at The Citadel will offer robust support with its current online resources—both in eBooks and in digital journal access. Currently, the library maintains 173 subscriptions to professional military and academic journals and magazines in its military history and science collection, and 1,556 subscriptions in its general history journal collection. In addition, excellent online resources in related fields in national security, intelligence, and international affairs have already been developed or requested by the Department of Political Science and the Department of Criminal Justice. The only additional resources needed are a few journal and database subscriptions, such as the RUSI Journal (Royal United Services Institute), the Journal for the Society of Army Historical Research (U.K.), the Eighteenth-Century Collections Online database; and Fold3 database, which contains millions of military records, photographs, and documents.

<i>RUSI Journal</i> (Royal United Services Institute)	\$1542/year
<i>Journal of the Society for Army Historical Research</i> (U.K.)	\$60.00/year
Fold3 Military Records Database (ancestry.com)	TBD

Student Support Services

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters)

The Citadel maintains excellent student support services accessible to undergraduates, veteran students, and graduate students. Those support services can be utilized by potential students in the proposed program. There are no academic support services required for this program beyond the already robust services The Citadel offers to all students and no additional fees are anticipated. The Citadel's numerous student support programs, services, and activities are highlighted in the academic catalog. These services include The Citadel Career Center, The Citadel Academic Support Center, Academic Advising, Office of Multicultural Student Services, Student Activities, the Krause Center for Leadership and Ethics, and the Study Abroad Office. Two offices are dedicated to supporting students with academic projects or assignments that require the use of technology or training in oral presentations. Multimedia Services helps students with such things as video and audio production, web page design, and graphics production. The Oral Communications Lab offers support services for students who wish to improve their presentation skills.

Physical Resources

Identify any new instructional equipment needed for the proposed program. (500 characters)

No purchases of major equipment items will be needed for the first five years of the Military History degree program beyond normal institutional support for online courses.

NEW PROGRAM PROPOSAL

Will any extraordinary physical facilities be needed to support the proposed program?

Yes

No

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements, including new facilities or modifications to existing facilities. (1000 characters)

Current physical facilities and technology will fully support the implementation of this proposed degree program.

NEW PROGRAM PROPOSAL

Financial Support

Estimated New Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000	\$150,000
Faculty and Staff Salaries	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000	\$375,000
Graduate Assistants						
Equipment						
Facilities						
Supplies and Materials						
Library Resources	\$2000	\$2000	\$2000	\$2000	\$2000	\$10,000
Other* (Professional Organization Memberships)	\$180	\$180	\$180	\$180	\$180	\$900
Total	\$107,180	\$107,180	\$107,180	\$107,180	\$107,180	\$535,900
Sources of Financing						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding	\$346,800	\$520,200	\$650,250	\$650,250	\$650,250	\$2,817,750
Program-Specific Fees						
State Funding (i.e., Special State Appropriation)*						
Reallocation of Existing Funds*	\$60,000	\$60,000	\$60,000	\$60,000	\$60,000	\$300,000
Federal Funding*						
Other Funding*						
Total	\$406,800	\$580,200	\$710,250	\$710,250	\$710,250	\$3,117,750
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	\$299,620	\$473,020	\$603,070	\$603,070	\$603,070	\$2,581,850

NEW PROGRAM PROPOSAL

*Provide an explanation for these costs and sources of financing in the budget justification.

NEW PROGRAM PROPOSAL

Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.

Program Administration: The amount of \$30,000 represents hiring a temporary staff administrator for year one if we are not able to add this to someone's workload; data will be examined at that time to determine if this is a position that should be made permanent.

Faculty and Staff Salaries: This amount reflects an anticipated hiring of a full-time assistant or associate professor of Russian military and diplomatic history (from an existing line). The amount also reflects anticipated budgets and course development stipends for adjunct professors.

Library Resources: See chart above on p. 27.

Professional Organization Memberships: The amount of \$180 covers three military historians' memberships in the Society for Military History, who will travel to the Society's annual meeting to promote the program among military historians, to attract adjunct professors to teach, and to enlist faculty members from other institutions as readers for masters theses.

Reallocation of Existing Funds: The \$60,000 amount reflects funding for an existing line (and the anticipated hiring in 2018 of a new full-time assistant or associate professor for that line).

NEW PROGRAM PROPOSAL

Evaluation and Assessment

Programmatic Assessment: Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)

The Citadel is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, and specialist in education degrees. Consistent with SACS accreditation standards, student learning outcomes will be assessed in multiple ways. All course objectives will be aligned with the learning objectives for the degree program. Assessment methods will include both direct and indirect measures (see below). The rubrics and online course evaluation developed by Quality Matters (<http://qualitymatters.org/qa-resources/rubric-standards/higher-ed-rubric>) will be utilized. Those rubrics include eight general standards to evaluate online course design and effectiveness: Course Overview and Introduction; Learning Objectives (Competencies); Assessment and Measurement; Instructional Materials; Course Activities and Learner Interaction; Course Technology; Learner Support; and Accessibility and Usability.

Direct Measures

Each course will have direct evaluation measures built into the course. A combination of the following direct assessments will be used: exams, historiographical essays, book analyses, research projects, seminar discussion, and course presentations.

Students in the degree program are required to complete a capstone experience, choosing one of three routes to completion: 1) a capstone seminar in which the student will write a "White Paper" or research project on a significant historical issue; 2) a master's thesis involving in-depth primary source-research on a particular subject, with an eye towards publication or advanced study in a doctoral program; 3) a capstone seminar paired with other coursework aimed at completing the Certificate in Military Leadership (see pp. 15-16). For the master's thesis, there will be three faculty assigned as readers (at least two of whom must be faculty at The Citadel).

Indirect Measures

Surveys of graduating students and alumni will be conducted to assess student learning outcome achievements. All graduating students will complete a self-assessment survey of their progress in the acquisition of knowledge, skills, and attitudes. Post-graduation surveys will also be conducted to assess utilization of knowledge and skills on the job after graduation. The post-graduation surveys will be conducted with graduates one year and three years after graduation.

Plans for Programmatic Assessment: Programmatic assessment will occur at multiple levels.

a. Current in program

I. Each semester course evaluation data will be collected from students.

b. Graduation Assessment

I. Graduation rate

II. Assessment of employment data for graduates - employment rate

c. Post-Graduation

NEW PROGRAM PROPOSAL

I. Alumni survey to gauge how well the program is preparing graduates for employment in the field.

NEW PROGRAM PROPOSAL

Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
Understand the evolution of warfare and its relationship to modern operational environments and joint warfare.	Direct assessments embedded in every course. A combination of the following direct assessments will be used: exams, historiographical essays, book analyses, research projects, seminar discussion, and course presentations.
Gain knowledge of armed conflict at all levels of warfare (strategic, operational, tactical).	Direct assessments embedded in every course. A combination of the following direct assessments will be used: exams, historiographical essays, book analyses, research projects, seminar discussion, and course presentations.
Understand how historians think about and approach the study of war and how they assess its meaning and consequences.	Direct assessments embedded in every course. A combination of the following direct assessments will be used: exams, historiographical essays, book analyses, research projects, seminar discussion, and course presentations.
Understand and analyze the relationships between war, strategy, and civil-military relations.	Direct assessments embedded in every course. A combination of the following direct assessments will be used: exams, historiographical essays, book analyses, research projects, seminar discussion, and course presentations.
Apply military concepts and principles of war to the study of past and present conflicts by developing skills in historical thinking, analytical research, and clear, persuasive writing.	Direct assessments embedded in every course. A combination of the following direct assessments will be used: exams, historiographical essays, book analyses, research projects, seminar discussion, and course presentations.
Understand and analyze issues of military leadership and decision making throughout history.	Direct assessments embedded in every course. A combination of the following direct assessments will be used: exams, historiographical essays, book analyses, research projects, seminar discussion, and course presentations.

NEW PROGRAM PROPOSAL

<p>Understand and analyze the evolution of doctrine; theories of war; important thinkers and strategists in history.</p>	<p>Direct assessments embedded in every course. A combination of the following direct assessments will be used: exams, historiographical essays, book analyses, research projects, seminar discussion, and course presentations.</p>
<p>Understand and analyze the impact of technology and logistics upon the conduct of war.</p>	<p>Direct assessments embedded in every course. A combination of the following direct assessments will be used: exams, historiographical essays, book analyses, research projects, seminar discussion, and course presentations.</p>
<p>Understand and analyze the political, social, economic, environmental, geographic, and cultural contexts of war.</p>	<p>Direct assessments embedded in every course. A combination of the following direct assessments will be used: exams, historiographical essays, book analyses, research projects, seminar discussion, and course presentations.</p>
<p>Understand and analyze the human dimension of war and the experience of combat.</p>	<p>Direct assessments embedded in every course. A combination of the following direct assessments will be used: exams, historiographical essays, book analyses, research projects, seminar discussion, and course presentations.</p>

NEW PROGRAM PROPOSAL

Will the proposed program seek program-specific accreditation?

Yes

No

If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

The Citadel is currently accredited by the Southern Association of Colleges and Schools Commission on Colleges and Schools (SACSCOC). There are no other accreditation, approval, licensure, or certifications required.

Will the proposed program lead to licensure or certification?

Yes

No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

NEW PROGRAM PROPOSAL

Teacher or School Professional Preparation Programs

Is the proposed program a teacher or school professional preparation program?

Yes

No

If yes, complete the following components.

Area of Certification

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.