MEETING OF THE ACADEMIC BOARD
April 17, 2014, at 3:15 in Bond 166

BG Hines called the meeting to order in Bond 166 on Tuesday, 17 April 2014.

ITEM 1: Approval of Minutes of the 18 March 2014 Meeting

BG Hines

(E-mailed attachment)

COL Allen requested that the following sentence be removed from the Minutes:
“COL Allen would like to mirror other colleges and punish students academically for plagiarism instead of charging the student with an Honor Violation.”

The Minutes were approved as amended.

ITEM 2: College-Wide Curriculum Committee Recommendations

MAJ Zanin

(10 E-mailed attachments)

1) PESM 405: Event Management—From Theory to Practice; Three (3) credit hours; Pre-requisites: PESM 201, PESM 304, BADM 211.
This course examines the fundamental principles used in event management. It employs a combination of field work and seminars with the target goal of staging a sporting event as implementation of comprehensive knowledge in the program.

A Motion to approve this course was made and seconded. The proposal was approved.

2) CHEM 164: General Chemistry Laboratory II for Chemistry Majors
Credit hours for Lecture: 0; credit hours for Lab: 1; Prerequisites: CHEM 151 and CHEM 161; Co-requisite or Pre-requisite: CHEM 152.
CHEM 164 will be required of all students majoring in Chemistry.
This course is a continuation of CHEM 161; experiments include an introduction to qualitative analysis, quantitative techniques, and selected instrumental methods. Research skills are introduced and utilized in a project as this course has a strong research emphasis. COL Bebensee asked COL Zuraw how many students would take this course, and COL Zuraw explained that this course would be taken by 10-15 students.

A Motion to approve this course was made and seconded. The proposal was approved.

3) Revised Four-Year Schedule for math majors
The new courses are: freshman year—Scientific Writing and Computing & Introduction to Computer Science; sophomore year—biology, chemistry, or physics both semesters; junior year—Social Science Core Course first semester; senior year—electives both semesters. This schedule will eliminate one general elective and will reduce the number of hours for graduation from 130 to 129.

A Motion to approve this proposal was made and seconded. The proposal was approved.
4) **Leadership Communication**: Three (3) credit hours.

Leadership Communication will focus on an understanding of effective leader communications based on analysis of speeches and writings. This course requires critical thinking to analyze and develop leader messages. The course will also examine multimedia tools available to leaders and will address opportunities and challenges of technology. Students in the course will make extensive use of the Oral Communications Lab. Students will develop an awareness of their verbal and written styles and interpersonal skills, and will create a repertoire of writing and speaking strategies. COL Trumbull wondered if this proposed course were coming from an academic unit and voiced concern that the Board has been passing proposals without discussions trusting that earlier discussions have already taken place. COL Bebensee explained that this course will provide another elective for cadets, and COL Moody asked if it would be a 200- or 300-level course and subsequently learned that it would be a 300-level course. COL Trumbull wondered how many courses are offered and asked if this course were only offered in the School of Business; however, COL Allen noted that his department has such a course. COL Grenier pointed out that this course fits well into the Leadership Minor. BG Hines explained that a new department of Leadership Studies is being created and suggested that the discussion of Leadership Communication might work well as part of the discussion about the new interdisciplinary department at the next Board meeting. 

*A Motion was made and seconded to postpone a vote.*

5) **CRMJ XXX: Immigration and Security**: Three (3) credit hours.

This course was offered in spring of 2013 and spring of 2014 for a total of four sections with a combined enrollment of 94. No course with immigration in the title is currently offered at the Citadel, and this is a timely and global topic that is in newspapers almost daily. This course enhances SHSS’s curriculum by presenting the most sophisticated social science and policy analysis of immigration. There are many cross-cutting themes related to criminal justice, including US Customs and Border Patrol (subsidiary of Department of Homeland Security) policy and performance, federal-local law enforcement collaboration on immigration and counter-terrorism, and generic issues related to the competing imperatives of due process and public order. The case-study approach of this course complements quantitative and ethical/legal approaches in criminal justice.

*A Motion was made and seconded to approve this course. The course was approved.*

6) **CRMJ XXX: Justice in Latin America**: Three (3) credit hours.

This course will enhance SHSS’s curriculum by emphasizing area studies, an intellectual tradition based on life-long research agendas in a given region. Latin American area studies and the criminal justice discipline intersect in regional case studies on criminal justice topics. These topics include police reform in Bolivia; use of the National Guard
in counter-narcotics in Puerto Rico; judicial police reform in Mexico; prosecutorial reform in Guatemala; police reform in four Mexican municipalities; and others. The case-study approach of this course complements quantitative and ethical/legal approaches in criminal justice. This case study approach highlights the contributions of individual leaders in Latin American criminal justice. The course has been taught several times as a Special Topics Course and interest is high. Course should be taught at the 400 level.

COL Davakos asked if the proposed faculty is already teaching a full load, and COL Hurley explained that these faculty members have been teaching these courses for several semesters at the 300 level. COL Trumbull suggested that the course proposal form needs to be updated to include the level of the course, for example.

_A Motion was made and seconded to approve this course. The course was approved._

7) **CLING 150: Elementary Studies in Critical and Strategic Languages**; Three (3) credit hours.

This introductory course works in critical languages that are not currently taught on a regular basis at The Citadel. Examples of such languages include Arabic, Farsi, Hindi, Russian, and Swahili. Courses taken under this rubric provide a way for students whose professional plans will benefit from such study to earn academic credit as general electives for occasional courses in these languages offered at the introductory level on an ad hoc basis at The Citadel or to transfer in for academic credit courses in these languages taught at other institutions. Courses accepted for credit in this category must provide development of basic practical communication in the critical language under study through standard methodology to include daily study and practice of phonetics, orthography, vocabulary, grammar, syntax, and idiom leading to the ability to pronounce, read, and write the phonetic alphabet of the language. These courses are conducted primarily in the target language and do not satisfy the core curriculum language requirement at The Citadel.

_A Motion was made and seconded to approve this course. The course was approved._

8) **CLING 250: Intermediate Studies in Critical and Strategic Languages**; Three (3) credit hours.

This Intermediate course works in critical languages that are not currently taught on a regular basis at The Citadel. Examples of such languages include Arabic, Farsi, Hindi, Russian, and Swahili. Courses taken under this rubric provide a way for students whose professional plans will benefit from such study to earn academic credit as general electives for occasional courses in these languages offered at the intermediate level on an ad hoc basis at The Citadel or to transfer in for academic credit courses in these languages taught at other institutions. Courses accepted for credit in this category will complete study of basic grammar and syntax and emphasize reading, idiomatic usage, oral and written practice with structures vital to expressing increasingly complex ideas. These courses are conducted primarily in the target
Language and do not satisfy the core curriculum language requirement at The Citadel. COL Toubiana explained that these courses would be allowed for transfer credit, and COL Moore suggested that possibly these courses could be taught on an ad hoc basis. LTC Nesmith wondered why these courses would not use the same abbreviation of MLNG, and COL Toubiana explained that the new code CNLG better reflects the course content. COL Grenier asked how many classes a student was allowed to take, and COL Toubiana explained that students may take four classes; however, they will not serve as core curriculum. COL Allen wondered if the military encourages students to take courses such as Arabic and Farsi, and COL Toubiana noted that he was not sure. COL Moore explained that these students have the option to study these languages in the countries, and COL Toubiana explained that the College receives DOD (Department of Defense) funds for contracted students to take the languages that The Citadel does not offer.

A Motion was made and seconded to approve this course. The course was approved.

BG Hines asked MAJ Zanin to review the Course Proposal Form and to: 1) add a line about the number of times a student can take the course and 2) to include the level of the course.

ITEM 3: Review of SACS

LTC McNealy explained that the SACS (Southern Association of Colleges and Schools) team visited the campus and had no recommendations for the College, which is excellent. The Board thanked as well as congratulated LTC McNealy, and COL Bebensee added that not having any recommendations is the equivalent to making a 100%.

ITEM 4: Graduate Council Recommendations

PSYC 642—Advanced Counseling Techniques for School Psychologists; Three (3) credit hours. Prerequisite: Basic Counseling Techniques (PSYC 525)

This is an applied course designed for school psychology students to further develop and cultivate their counseling skills, with particular emphasis on practices useful within school settings. Through didactic as well as experiential methods, the course builds on of content and skills learned in PSYC 525 (Basic Counseling Techniques). Students will apply previously learned content, theories, and modalities to counseling practices that are useful for promoting mental health and psychological wellness among children and youth. Under the supervision of the course instructor as well as certified/licensed school psychologists, students will gain practical experiences in delivering counseling services within school settings. This course was approved by the Graduate Council.

A Motion was made and seconded to approve this course. The course was approved.
ITEM 5: Faculty Council Report

Faculty Council has been working on the issue of academic freedom as the state legislature seems to be interfering with how colleges expose students to diverse ideas. For example, the College of Charleston has come under scrutiny by the state legislature for the selection of a particular summer reading book for incoming freshmen. MAJ Barth read the book and believes that the objections by the state legislature seem confusing as the controversial gay themes appear to be secondary. Therefore, many institutions have adopted Academic Freedom Resolutions, and The Citadel recently adopted one, as well. In addition, Faculty Council is completing their two-year review of the Faculty Manual and will make changes and edits. The Manual will be posted as a living document through Lesesne Gateway, so all faculty members will have an opportunity for input before the August deadline. Next, the Council discussed the distribution of research and development funds and put together a group to draft some recommendations to be shared with BG Hines. COL Thompson from the Department of English is leading this effort.

ITEM 6: Department of Chemistry Promotion and Tenure Standards

It is the intent of the Department of Chemistry to establish an evaluation system based on the three areas of evaluation (teaching, scholarship, and service). The standards and procedures developed under this system will be used in conjunction with the published college-wide guidelines in Memorandum 3-601 to provide the foundation for probationary reappointment, tenure and promotion. A Motion was made and seconded to approve this proposal. The proposal was approved.

ITEM 7: Department of Health, Exercise, and Sport Science Promotion And Tenure Standards

This document establishes the basis by which the evaluation mechanisms provided in institutional T & P document (presently Memorandum 3-601, August 27, 2013), are to be applied when evaluating faculty members in the Department of Health, Exercise, and Sport Science. The major purposes of this document are:

1) To provide formative evaluation to faculty members on their performance with regard to effective teaching, professional and scholarly activity, service, and collegiality;
2) To provide a summative tool for evaluation of probationary reappointment, promotion and tenure decisions;
3) To provide a barometer of the health and welfare of the department, given that the heart of any academic department is student and faculty achievements and accomplishments. COL Davakos explained that he has fixed the suggested changes. 

* A Motion was made and seconded to approve this proposal. The proposal was approved.*

**ITEM 8:** Funding for Faculty Research, Development, and Presentations  

BG Hines

BG Hines provided an update and reminded the Board that the Foundation Grant partially covers the costs for research, development and presentations. He explained that the College is trying to shift the level of responsibility from committees to schools so that deans can influence the allocation of funds.

COL Davakos pointed out that his department has used these funds as a recruiting tool for new faculty and wondered if there were any fundraising plans. BG Hines indicated that the College does have fundraising plans for this effort. In addition, he explained that the amount athletics draws from the trust has been reduced.

COL Grenier asked if there will be funding for those who are officers in professional organizations, and COL Bebensee encouraged the Board to make those types of needs known.

COL Trumbull suggested that each school must come up with a policy for the allocation of these funds. COL Toubiana asked if there will be one committee for research, and BG Hines explained that each school will have one committee; however, departments and schools will have conversations about how to manage this process. COL Zuraw requested clarification concerning the timeline. BG Hines noted that after this last call for proposals, requests will be made using the new system. COL Zuraw asked if this will be communicated to the faculty before they leave. BG Hines explained that he needs to have a conversation with LtGen Rosa and the Foundation before explaining this plan to the deans. Then, the deans will follow up.

COL Zuraw voiced concern because the next call is when faculty return in August and wondered if faculty will know about the new process. BG Hines explained that the deans will communicate this information. MAJ Barth pointed out that each department and school may differ in their process; however, it makes sense to allocate this responsibility to them. COL Grenier noted that the Research Committee allocated $1100, not $2200 for spring, and BG Hines explained that: 1) his office is reviewing the spring requests; 2) additional money is being put in the fund; and 3) he will let people know if funds have been increased. To help assess potential sources of additional funds, BG Hines encouraged the Board to turn in all add pay requests for this Spring semester as soon as possible.
ITEM 9: Recognition of Outgoing Department Head

BG Hines thanked COL Feurtado, who will be taking a sabbatical, for his ten (10) years of dedication and leadership to the Department of Political Science.

ITEM 10: Continuation of the Discussion of the Science Requirement for COL Welch Engineers (E-mailed attachment)

This proposal was first submitted to the Academic Board on March 18, 2014.

**Current Requirement:** Each student must complete four (4) semesters of science. This requirement must be met by two sequences of two semesters each in biology, chemistry, or physics, and no more than one sequence is to be completed in any single science.

**Proposed Requirement:** Each student must complete four (4) semesters of science. This requirement must be met by at least one sequence of two semesters each in biology, chemistry, or physics (unless major can demonstrate why two non-sequential courses within a single science are beneficial to the major). The other two science courses must be in a science area different than the first two-semester sequence and can be a sequence of two semesters in that different science area.

**Discussion:** This proposal does not prevent students from taking a second two-course sequence; but it modifies the current requirement to give students more flexibility without decreasing the total number of hours they will take in the sciences. Nowhere else does The Citadel require more than one two-course sequence in a discipline within the core curriculum (English, history, math) except for modern language. The School of Engineering would like their students to be able to take a two-course sequence plus one course in each of two additional science areas, as mandated for accreditation by some engineering disciplines.

COL Welch explained that a new course is being created in biology as well as chemistry, and COL Weinstein believes that these courses should be reviewed by the Core Curriculum Oversight Committee. However, COL Welch pointed out that he is not sure about this review as these courses are an exception and do not represent a change to the core curriculum. COL Zuraw disagreed and believes that these courses do represent a change to the core curriculum. BG Hines explained that COL Welch could begin working on the proposal and the creation of the courses.

ITEM 11: Proposed Modification to Day Student Requirements

Cadets will normally remain in the Corps of Cadets until degree requirements have been met. Cadets who have completed eight semesters in the Corps of Cadets, all
ROTC requirements, and all required physical education (RPED) courses and who have been cleared by the Commandant and the Treasurer may apply for Day Student status through the Office of the Registrar. Students who have completed all ROTC and RPED requirements and have been cleared by the Commandant’s Office and the Treasurer, but who have completed fewer than eight semesters in the Corps of Cadets, may apply for Day Student status only if they need fewer than 12 hours of credit to complete their degrees. Transfer of credit from other institutions is severely limited while in Day Student status.

COL Bebensee explained that the new policy is in red, while the current policy is in black. In addition, he pointed out that the College is encountering more students with AP (Advanced Placement) credit or who are transfer students, and some of these students only need two or three more courses in their last semester to finish their degree. Currently, the regulation states that cadets must live in the barracks and take at least 12 hours to complete these courses after fewer than eight semester in the Corps, or else they must take these courses at another college. COL Bebensee is proposing that cadets may become day students after fewer than eight semesters if they need fewer than 12 hours to complete their degree. COL Berlinghieri asked if students might be able to take more hours, or would they be limited to no more than twelve (12); and COL Bebensee explained that if students require twelve (12) or more hours, or if they happen to just want to take more than eleven hours, then those students must live in the barracks. BG Hines asked for clarification about the last sentence: “Transfer of credit from other institutions is severely limited while in Day Student status” (College Catalog). COL Bebensee explained that he was not sure, as the sentence came directly from the Catalog; however, he would suggest eliminating the sentence. COL Grenier asked about the completion of leadership courses for these students, and COL Bebensee pointed out that these courses would still need to be taken. COL Zuraw wondered if these students would be able to take graduate courses, as well, and COL Bebensee noted that he wasn’t aware of a graduate program that would allow undergraduates to take courses before completing their degree. COL Trumbull asked if the senior leadership course would be taken, and COL Bebensee explained that it would. He clarified that the last sentence of the policy would be removed.

A Motion was made and seconded on the amended version of the policy with the removal of the last sentence.

ITEM 12: New AP Capstone Program

LTC Nesmith

(E-mailed attachment)

AP Capstone™ is an innovative program from the College Board that equips students
with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. This program is built on the foundation of a new, two-course high school sequence—AP Seminar and AP Research—and is designed to complement and enhance the in-depth discipline-specific study provided through AP courses. It cultivates curious, independent, and collaborative scholars and prepares them to make logical and evidence-based decisions.

LTC Nesmith explained that she was presenting this for informational purposes only and this point and suggested that the course could count as a general elective or seminar course. However, the research course requires extensive research and a good score on the AP exam. Therefore, departments may want to review the research and possibly grant the student credit for a special topics transfer course or may want to help the student with continued research. BG Hines asked about the timeline, and LTC Nesmith explained that this program would go into effect in one year. She noted that students with these types of AP credit would be referred to the department heads.

ITEM 13: Reminder about Submission of Catalog Revisions

COL Bebensee reminded the Board that all revisions should have been submitted to Mrs. Pike to include faculty information from the back of the Catalog and any other changes, as the book is going to the printer soon.

ITEM 14: Calendar Reminder

Grades for graduating students due 10:00 WEDNESDAY, MAY 7; all other grades 10:00 a.m. THURSDAY, MAY 8.

COL Bebensee reminded the Board about the grading deadlines and asked that they remind their faculty, as each semester there are faculty who do not meet the deadline. Unfortunately when the deadline is not met, the registrar must track down these professors. This year, BG Hines or COL Bebensee will call the dean and request that he/she track down their faculty. BG Hines emphasized that all deans and department chairs should have cell phone numbers for adjunct faculty.

ITEM 15: Other Matters from the Group

LTC Goble explained that construction has started on the library and that the third floor is being gutted. Floors 1&2 will be available into the middle of July. In addition, he encouraged the Board to let the library know by 15 July about any materials that should be placed on reserve.

COL Welch pointed out that since the College has been admitting more students in the 2 +2 Program, there has not been any credit awarded for experience, and he would like this to be considered. Some students have already taken higher levels in the
sequence, and he believes they should not have to go back and have to take the first-level course. For example, a student who has been surveying for 10 years should be able to test out of the first level of the surveying course. BG Hines asked if this idea should be proposed to the Curriculum Committee, and COL Bebensee wondered if a placement test could be administered before allowing students to take the higher level of a course. If they test out of the lower level, they could receive credit for that course, in the same manner we now do placement testing for modern languages. LTC McNealy explained that there must be a process in place for evaluation and that this issue should be looked at holistically. Also, she suggested that an ad hoc group may be the best way to begin, and then the policy could be moved through the governance process.

COL Williams pointed out that next week, the M.Ed. School Counseling candidates (14 in Counselor Education and 3 in Student Affairs and College Counseling) will present their capstone portfolios in 348 Bond Hall. In addition, the onsite team of CACREP (Council for Accreditation of Counseling & Related Educational Programs) will visit the College the end of the month.

BG Hines explained that the school-wide search for the Dean of the School of Education has concluded, and Dr. Larry G. Daniel from the University of North Florida will be joining the College. In addition, the literacy position will be re-advertised.

LTC Nesmith pointed out that the College Board has been hearing complaints from colleges about students receiving great scores, but who then turn out to be under-prepared for the next level of coursework. She added that this issue is being reviewed.

There being no further business, a Motion was made and seconded to adjourn.

Respectfully Submitted,

Mark A. Bebensee, Ph.D.
**ACADEMIC BOARD ATTENDANCE LIST**

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