MEETING OF THE ACADEMIC BOARD
November 19, 2013 at 3:15 p.m. in Bond 295

BG Hines called the meeting to order in Bond 295 on Tuesday, 19 November 2013.

ITEM 1: Approval of the Minutes of the 17 September 2013 Meeting
BG Hines (E-mailed attachment)
The Minutes were approved as written.

ITEM 2: Report from the Curriculum and Instruction Committee
MAJ Zanin (E-mailed attachments)
A. LDRS 433 (three-credit-hour course): This course will cover selected topics or problems in the general area of leadership and will be offered periodically as the special interests of faculty and students permit. In addition, this course will satisfy one of the elective requirements for the Leadership Minor. COL Lew Yan Voon asked about the wording “the course will be offered in CGC.” BG Carter corrected the proposal to say “the course will not be offered in CGC.”

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

B. ELEC 427 (three-credit-hour course): This initial course on alternative energy sources provides an overview of the use of fossil fuels, concerns that arise from that use, as well as energy alternatives as well as a basic look at thermodynamics, chemistry, flow and transport processes as applied to energy systems emphasizing sustainability, including efficiency, environmental impact and performance. Systems utilizing fossil fuels, nuclear and renewable resources, over a range of sizes and scales are studied. Alternative forms of energy storage and transmission are included as needed for both stationary power generation and transportation. Prerequisites: Calculus I and Physics with Calculus I.

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

C. Honors Program: Curriculum changes

Science and Engineering Majors:
4 semesters of Honors English
2 semesters of Honors History
2 semesters of Honors Mathematics
1 semester of Honors Social Science, 1 Honors Seminar, or 1 Honors Directed Research Project
**Humanities, Social Sciences, Business, and Education Majors:**

- 4 semesters of Honors English
- 2 semesters of Honors History
- 1 semester of Honors Social Science
- 2 upper-level Honors courses—either two different Honors Seminars, two Honors Directed Research Projects, or one of each.

COL Zuraw wondered why science majors were supposed to take Honors Mathematics, and COL Trautman agreed that the proposal might seem a little misleading. LTC Nesmith explained that the Catalog states that Honors Mathematics is required. COL Allen agreed with COL Trautman that if a student is not required to take MATH 131 then it would seem that a student would not take Honors Mathematics. COL Lew Yan Voon wondered if proposals should be reviewed at the school/department level before going to the Curriculum Committee to help with clarification. COL Rhodes explained that honors science and engineering majors are required to take Honors Math and that biology students are the only students who are not required to take Honors Math who actually do. COL Rhodes hopes that this curriculum change will better prepare students for their careers. COL Davakos wondered if he should go back to his department and make this a requirement for his majors, but COL Rhodes explained that the course is designed for honors students who have already taken AP Calculus in high school. MAJ Zanin clarified that COL Rhodes advises his honors students concerning which math they should take.

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

**ITEM 3:** Report from the Graduate Council

COL McNamara

(E-mailed attachments)

**A. Master’s in Leadership:** Master of Science in Leadership

- No concentrations, options or tracks
- 36-credit-hour M.S. degree
- Proposed date of implementation: Fall 2014
- Program does not qualify for Palmetto Fellows Scholarship and Life Scholarship awards
- Traditional and Online

BG Carter explained that: 1) A preliminary summary has been submitted which outlines other agency possibilities for employment; 2) There are more than 40 students in the Certificate Program and more than 10 in the Master’s in Leadership Program;
3) This is the third phase for the Certificate Program; 4) A stand-alone Leadership Program is the ultimate goal; and 5) The next proposal will contain more detail and data.

COL Davakos and COL Grenier asked about the faculty requirements concerning the salary, and BG Carter explained that this number was simply an estimate that included benefits and other salary components. COL Davakos wondered how faculty would be replaced if they were going to teach in this program, and BG Hines explained that a number of faculty are already teaching. Also, BG Hines noted that CHE (South Carolina Commission on Higher Education) has shifted focus to how these proposals affect the job possibilities for the students. COL Moore asked if there were a cap on the number of adjuncts who could teach in this program, and BG Carter indicated that he was not aware of any restrictions. COL Feurtado asked how adjuncts would be defined, and BG Carter explained that the program would only consider employing high-level adjunct faculty. COL Feurtado mentioned that there had been a problem hiring adjuncts without a Ph.D. to teach at the graduate level, and BG Carter indicated that the adjuncts hired for this program would be highly qualified and that many would have a Ph.D. He continued to explain that if a prospective adjunct faculty member did not have a Ph.D., then their employment would be considered on a case-by-case basis. COL Bebensee acknowledged that this program may require hiring more experts than possibly those who have doctorates.

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

B. Graduate Certificate in Literacy (consists of 5, three-credit-hour courses):

EDUC-588—Developing Literacy Skills Pre K-Grade 5
This foundational course is designed to focus on developing literacy skills from pre-kindergarten through fifth grade. The developmental process of literacy growth along with techniques for teaching phonemic awareness, word recognition, vocabulary, and comprehension skills will be explored.

EDUC-589—Methods and Materials for Developing Literacy Skills
Specific methods of literacy instruction will be studied and demonstrated along with analysis and evaluation of a side variety of materials used in literacy instruction.

EDUC-590—Literacy Assessment and Instruction
This course examines and provides practice with formal and informal assessments used to target children’s literacy strengths as well as identifies areas needing improvement. Participants will assess one child and plan corrective instruction based on assessment results.

Prerequisite: EDUC 588 or EDUC 589
EDUC-591—Practicum in Literacy Education
This field-based course allows each candidate to engage in the supervised teaching of an individual student. Candidates synthesize the knowledge they have gained in the program to demonstrate ability to appropriately assess and instruct a student at that student’s level of literacy instruction. A case study approach is used.

Prerequisite: EDUC 590. An application for practicum and satisfactory score on the Praxis II Examination must be on file at The Citadel. Also, applicants must have a cleared background check on file with the S.C. Department of Education.

EDUC-592—Teaching Reading and Writing in the Middle and High School-Content Areas
This course designed for the middle and high school teacher emphasizes pupil diagnosis followed by instructional decision making directed toward a balanced teaching approach. Candidates focus on literacy skills while teaching the subject matter of the secondary content areas.

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

C. Graduate Certificate in Cybersecurity:
The Graduate Certificate in Cybersecurity is designed to provide its students with the knowledge, skills, and abilities associated with cybersecurity. The Certificate is composed of four courses:

CSCI 614 Advanced Operating System (three-credit-hour course):
Prerequisite: CSCI 604 or an undergraduate course in operating systems.
This course covers a broad range of advanced operating systems concepts including protection, security, memory management, kernels, file systems, synchronization, naming, networks, and distributed systems as well as recent trends in operating systems design. Specific aspects of operating systems which support distributed computing will be emphasized.

CSCI 631 Privacy and Security Issue (three-credit-hour course):
This course surveys the principles and practices related to computer security as well as concentrates on the problems of security associated with computer systems. In addition, the course emphasizes the application of cryptography to address those problems.

CSCI 632 Data Communications and Network (three-credit-hour course):
This course provides an introduction to data communications and computer networking. Topics include LAN topologies, transmission media, error detection, packet switching networks, internetworking of heterogeneous network technologies, Internet protocol suites (with emphasis on TCP/IP), the client/server paradigm, the BSD socket interface, network security, and network applications.
CSCI 641 Advanced Cybersecurity (three-credit-hour course):
Prerequisite: CSCI 631. This course will cover the techniques used to secure cyber systems. Topics covered will include security policies, computer security management and risk assessment, secured network protocols, software security issues, ethical and legal aspects of cybersecurity, and disaster recovery. Special emphasis will be given to designing, deploying, and managing complete secured cyber systems.

COL Feurtado asked about the details of CSCI 631 as it seemed to be narrowly defined and suggested that students should be discussing other issues as well at the Master’s Degree level. COL Lew Yan Voon noted that the course description indicates a broader approach to the topics discussed. COL Bebensee asked if a sentence about privacy might be added, but COL Lew Yan Voon explained that the four courses have already been approved as written.

_A Motion was made, seconded, and approved to approve this proposal._

**ITEM 4:** Faculty Council Report

MAJ Barth

The Tenure and Promotion Committee suggested not requiring faculty who were from smaller departments or who have been appointed to an administrative position to serve on the committee. Faculty Council also discussed the issue of governance and reviewed a proposal that was sent to Academic Board in 2011. The Council discussed this proposal with the Provost. Moreover, the Council met with LtCol Sberna, Assistant Commandant for Discipline, about the issue of class absences and guard duty, as well as other reasons for absences. MAJ Barth pointed out that the Commandant’s Office has reduced the punishments for absences, and Faculty Council recommended a return to confinements instead of tours.

**ITEM 5:** Class Absence Questions

COL Allen/COL Bebensee

BG Carter pointed out that it is important to make a distinction between excused and unexcused absences and explained that guard duty now includes guarding the entire regiment instead of just the battalion. Therefore, the number of people required for this duty from any one company on a given day is greater than before. Also, he explained that guard duty falls downhill, meaning that most of the duty falls to the sophomores as first-semester freshmen cannot serve this duty. COL Bebensee wondered if part of the reason for the increase in absences might be the result of better reporting and suggested that the Commandant’s Office seems to be ready to take a close look at the system change. BG Carter noted that the former guard duty policy
included labs and scheduled tests as reasons for not sitting guard; however, the new policy does not mention labs but only mentions scheduled tests and examinations. COL Bebensee emphasized that the academic side was not consulted about this change for labs. In addition, BG Carter explained that the average of excused absences had increased from the number reported in 2012, and COL Allen pointed out that the jump in excused absences should be investigated because of students traveling for days at a time. He explained that many first-semester freshmen were traveling during the week causing them to miss class. COL Grenier agreed that the College needs to look at academic proficiency for excused absences. COL Bebensee noted that students are screened; however, first-semester freshmen do not have official grades. COL Welch suggested that submitting grades at the 3-, 6-, and 9-week point for freshmen might help students before they get too far behind in their coursework, but COL Hurley pointed out that the number of students in a major may preclude faculty from submitting grades that often. She explained that the freshman load of advisees should be addressed, first, before making any decisions about submitting grades more frequently. COL Bebensee advised that soon Banner will have an early warning system that will allow faculty to identify at-risk students earlier in the semester. MAJ Barth noted that an early-warning system would help and is doable. COL Welch explained that he would like to know which faculty members are not reporting grades in a timely manner so that he could handle the issue in his department.

BG Hines agreed that the excused absences should be looked at; therefore, both he and COL Bebensee are going to further investigate the excused absences and will have a conversation with the Commandant. They will report their findings at the next Academic Board Meeting.

ITEM 6: Final Exam Policy Reminders

(E-mailed attachment)

COL Bebensee noted that he is already hearing from students who only have one final exam, so he reviewed the Final Exam Policy, emphasizing that: 1) Comprehensive examinations are required at the end of each semester, and if there is an exception or an alternative assignment, then faculty members must discuss this alternative with their department head; 2) If a faculty member has several sections of the same course, students may, at the discretion of the faculty member, take the final examination with another section providing there is no conflict; 3) No exams are to be given prior to the beginning of the established exam period; 4) Make-up exams should not be necessary; 5) Conflicts with travel arrangements do not constitute an emergency and will not justify a make-up examination; 6) Exceptions to these policies must be requested in writing by
the student and approved by the instructor and the Associate Provost for Academic Affairs. He asked the Board to review the Final Exam Policy with their faculty. COL Berlinghieri asked about the weighting of a final exam and wanted to know if there had been a change, and Col Bebensee explained that no change had been made. He added that some students were saying that their final exam only counted for 5% which would mean that faculty are not giving comprehensive final exams.

ITEM 7: Other Matters from the Group

COL Davakos voiced his concern about ROTC faculty and staff advising contract cadets who are HESS (Health, Exercise, and Sport Science) majors and would appreciate their not advising these students. COL Clark explained that it would be helpful if he had the name of someone who might have misadvised a HESS major, but COL Davakos did not have one. COL Bebensee added that there might be a contracting requirement over and above the degree requirements and that contract cadets need to meet both sets of requirements. In the future, COL Davakos would like better communication between the ROTC Department and the academic departments. LTC Caballero explained that ROTC faculty and staff do not replace the regular faculty advisor, but they advise in addition to this advisor, as these cadets have contract requirements that must be met. MAJ Jones pointed out that COL Hutto sends departments a list of courses that are required of contract students to help advisors. COL Clark believes that this issue comes down to communication and explained that his advisors talk to students in their sophomore year and require these students to meet with both advisors.

COL Williams extended an invitation to all faculty and staff to view the portfolios of his students this Thursday in the BOV area in the Library and asked the Board to pass this information along to their faculty. COL Toubiana explained that the foreign language placement test must be taken by all students and that students cannot be placed in a foreign language class until this test has been taken.

BG Hines wished everyone and their families a wonderful and safe holiday.

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

Respectfully Submitted,
# ACADEMIC BOARD ATTENDANCE LIST

In Attendance: 19 Nov. 2013

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<td>BG Sam Hines</td>
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<tr>
<td>YES</td>
<td>COL Mark Bebensee</td>
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<td>COL Robert McNamara</td>
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**Guests:** BG Carter, COL Ouzts, MAJ Zanin