

# ACADEMIC BOARD

21 April 2009

## ATTENDANCE LIST

In Attendance	
YES	BG Sam Hines
YES	COL Spike Metts
YES	LTC Tara McNealy
	Dr. Ray Jones
YES	COL Angie LeClercq
YES	LTC Bill Woolsey
YES	MAJ Sylvia Nesmith
	<b>School of Business Administration</b>
YES	COL Ron Green
YES	COL Mark Bebensee
YES	MAJ Wes Jones
	<b>School of Education</b>
YES	COL Tony Johnson
YES	MAJ Jennifer Altieri
YES	COL George Williams
	<b>School of Engineering</b>
YES	COL Dennis Fallon
YES	COL Ken Brannan
YES	COL John Peebles
	<b>School of Humanities and Social Sciences</b>
YES	COL Bo Moore
YES	COL Mark Del Mastro
YES	COL Gardel Feurtado
YES	COL David Allen
YES	COL Keith Knapp
YES	LTC Steve Nida
	<b>School of Science and Mathematics</b>
YES	COL Chuck Groetsch
NO	COL Joel Berlinghieri
YES	COL John Carter
YES	COL John Moore
YES	LTC Paul Rosenblum
YES	COL Randy Blanton
	<b>ROTC Departments</b>
NO	COL Richard Townes
NO	COL Douglas Fehrmann
YES	COL Paul Dunahoe
	<b>Guests</b>
	CPT Kathy Zanin, Chair of Curriculum and Instruction Committee

BG Hines called the meeting to order at 3:15 in Bond 295 on Tuesday, 21 April.

**ITEM 1.** Approval of the minutes of 17 March 2009.

The minutes were approved as presented.

**ITEM 2.** Report from the Curriculum and Instruction Committee  
CPT Kathy Zanin, Chair of the Curriculum and Instruction Committee presented the following items that have been approved by that Committee.

### **Department of History**

The Department of History wishes to offer a two-credit course, HIST 207, "Perspectives of Contemporary Conflicts."

Catalogue Description: This is a brief survey course geared to graduating contract cadets who are preparing for foreign deployment in times of conflict. Its purpose is to supply these students with a brief survey of topics related to the specific region that will help prepare them for their tour of duty. Topics to be covered include issues of perception, foreign policy, religion, a brief survey of the region's history, cultural issues, and counsel from military personnel who have recently returned from the region. The curriculum for the course will include lecture, discussion of reading material, and documentary films. Each topic will be taught and directed by faculty and military personnel who are experts in the specific subject.

BG Hines reported that he, the heads of the ROTC Detachments, COL Feurtado, and CPT Chris Wright had offered a non-credit pilot of this course. The purpose was to provide students who were about to enter active service and would likely be serving in foreign lands during times of conflict a greater understanding of those region's people, faith, culture and history. This course will help our graduating contract students gain knowledge on key and practical subjects and issues that will be useful during their deployments.

In the discussion that followed, a number of issues surfaced:

Since the course carries only 2 credits, it will serve to meet no degree requirement. Why not offer three credits?

Since the proposed course will meet no degree requirements, why should it carry credit?

Will students be more willing to take the course that will require graded work but will meet no degree requirements?

Is it a good idea to add additional academic work that meets no degree requirements in the already loaded spring of the senior year?

How will the course be graded?

The Provost pointed out that there are three-credit courses currently available that address in more depth most of the topics touched upon in the proposed course, and the new course is not intended to be in competition with any of these courses. It was also pointed out that the proposed course would not continue for the full semester, but would stop at Spring Break. After considerable discussion it was decided that the course would remain two credits, it would be the students choice to take it on Pass/Fail but this would not count toward the limited number of courses that are allowed to be taken Pass/Fail. The course will be listed as a Seminar so that it will not be in the Class Absence System.

The course, HIST 207, was approved without opposition.

The Department of History wishes to offer FNAR 250, "Special Topics in Modern Art" (three credit hours).

**Catalogue Description:**

Offerings may include art-related topics such as Modern Art, Art of the South, European Art, and Architecture; as well as music-related topics including studies of individual composers and the Baroque, Rococo, Classical and Romantic Periods. Depending on the focus, this course may satisfy departmental requirements to be applicable towards a History Minor.

**Rationale:**

The current offerings of Art Appreciation and Art History only scratch the surface of potential course topics. Given the years of demonstrated interest in Fine Arts and simultaneously limited outlets, it seems prudent to test a deeper inquiry into more specific areas of study to build a more diverse study of visual culture. In particular, effort will be made to connect an artistic perspective to the pursuit of various minors, such as those in Southern Studies, International Relations, and African American Studies, by addressing the related artistic output, its impact, and its relevance.

In discussions that followed it was pointed out that this appears to be yet another move to offer a course in which the instructor, this time an adjunct, is interested and not based on student demand or as a required part of a program. COL Knapp pointed out that these courses seem to be filled when offered. COL Johnson asked if the two fine arts courses required by Education majors would still be offered as in the past, and COL Knapp assured him that they would be. The course was approved without opposition.

## **Department of Mathematics and Computer Science**

The Department of Mathematics and Computer Science proposed that CSCI 103, "Survey of Computer Science," be changed from one-credit/two-contact to two-credit/three-contact. COL Moore explained that the one-credit course had been taught for several years and that the Computer Science faculty collectively feel that the current course provides only a superficial survey of the various disciplines within computer science. Meeting three times each week will enable a more in-depth treatment of many of topics currently being covered, especially logic, algorithms, and introduction to technical research/writing/presentations. The proposed change was approved without opposition.

## **Department of Electrical and Computer Engineering**

The Department of Electrical and Computer Engineering proposed that ELEC 104, Engineering Fundamentals I, now one-credit/two-contact (one lecture and one lab) be increased in scope by one lecture hour, and one credit hour. COL Peoples explained that over the last 6 years the lab hour of this course has evolved to a second lecture hour, in part to address CIT 101 content. Student feedback for "more hand's on" content has increased steadily, highlighting the importance of the laboratory experience in this first engineering course. Adding a third contact hour, with a corresponding credit hour increase will enable a weekly lab experience and bring this course in line with other first year engineering courses nationwide. The proposed change was approved without opposition.

### **ITEM 3. Report from the Graduate Council (Marcia Bonica)**

Mrs. Bonica reported that the Graduate Council had approved the following proposals from the Department of Psychology and the School of Engineering.

## **Department of Psychology**

COL Nida explained that in preparation for the next accreditation visit for the School Psychology program by the National Association of School Psychologists (NASP), a consultant had been hired. Dr. George Bear, who has extensive experience in School Psychology to include recent service on the NASP Approval Board, has recommended several changes in the curriculum. The Department of Psychology concurs in these recommendations and proposes these changes to be in effect for fall 2009 to facilitate assessment efforts. The School Psychology faculty feel that with these proposed changes, the graduates of the School Psychology program will be better prepared to provide more effective, broader, and more contemporary school psychological services; and the Ed.S. program will meet current standards prior to its next NASP review. Furthermore, updates to the curriculum should be positively received by NASP reviewers, thus increasing the probability that the program will be fully approved. There are no programmatic consequences. That is, the program will remain a 75-credit hour program, and student

progress will not be interrupted by these changes. Changes will be implemented immediately (i.e., to become effective for the Fall 2009 entering class). Proposal:

### **Remove From Curriculum**

#### **EDUC 528: School Administration**

Three Credit Hours

#### **EDUC- 591: Practicum in Literacy Education**

Three Credit Hours

#### **EDUC-590: Literacy Assessment and Instruction**

Three Credit Hours

### **Add Three New Courses**

#### **Psyc-607: Behavioral and Emotional Interventions**

Three Credit Hours

This course is critical to the School Psychology program's data-based problem-solving model and emphasizes a multi-tiered model including primary, secondary, and tertiary prevention. It is an applied course for school psychology students designed to develop skills in designing, implementing, and evaluating evidence-based interventions that improve the behavior and emotional well-being of primary and secondary school students. The course will cover behavioral principles and appropriate assessment techniques, including systematic observation of behavior and functional behavioral assessment. Emphasis will be placed on linking assessment data to development of appropriate interventions designed to target specific needs related to internalizing and externalizing behaviors. Crisis intervention and threat assessment will also be addressed.

#### **Psyc-612: Reading Assessment and Intervention: A Neuropsychological Perspective**

Three Credit Hours

Students will learn to evaluate the reading ability of children and youth using both qualitative and quantitative assessment techniques. This course will emphasize diagnosis leading to scientifically validated instructional interventions. Reading problems will be couched in a neuropsychological framework and will be consistent with the DSM and IDEA. Students will learn how to incorporate assessment data with existing psychological data on the person served to generate a more complete psychological profile. Students will also learn how to incorporate assessment data within a response to intervention framework to develop evidence based reading interventions. Reading programs and methods of instruction used to prevent reading problems before they occur will also be reviewed. *Co-requisites:* Psyc 616/618

#### **Psyc-620: Contemporary Issues in School Psychology**

Three Credit Hours

This course provides an in-depth study of current issues and research in school psychology. Course content will cover contemporary issues in the field that impact the school psychologist's ability to competently and effectively deliver services, as well as review methods and procedures involved in assessing institutional programs

(i.e., program evaluation, implementation and efficacy).

**Title Change and minor modification to course:  
PSYC-606— Behavioral, Instructional, and Educational Interventions**

COL Johnson pointed out that the School of Education had no objection to these changes and that they had been supported by the Professional Education Board. COL Metts pointed out that the Graduate Council had approved the proposals with the one condition that the course description for PSYC 606 be revised since it is currently almost identical to the description of PSYC 607. With this same condition, these proposed changes and courses were approved without opposition.

**School of Engineering**

COL Fallon described the proposed MS in Program Management. COL Metts reminded the Board that the Program Planning Summary for this program had been approved before it was submitted to the CHE. It is now time to submit the full Program Proposal to include curricula, costs, etc. COL Fallon reported that there is no classroom-based graduate engineering education program in the area and described past efforts by Clemson and USC to bring graduate engineering education to the Lowcountry. These programs were too focused and could not sustain themselves. The MSPgM has the advantage of addressing professional growth in a variety of areas while providing a sound foundation in Program Management that can be used by graduates from all disciplines involved in managing technical projects.

The MSPgM program consists of thirty (30) credit hours, organized into two areas – core and specialty. The core area will consist of twelve (12) hours of Technical Project Management currently provided by The Citadel School of Engineering under the Graduate Certificate in Project Management and six (6) hours of Leadership courses currently provided by The Citadel School of Business under the Master of Business Administration. In addition, graduates would be required to complete twelve (12) credit hours within an Option area. Transfer credit into the MSPgM program will be accepted in accordance with The Citadel Graduate College policy on transferring graduate credit. Delineation of the MSPgM program is provided below:

**Required Core Courses (Total 18 hours)**

**Required Technical Project Management Courses (12 hours)**

The following courses are currently provided by The Citadel School of Engineering under the Graduate Certificate in Technical Project Management (TPM).

- ENGR 650: Overview of Technical Project Management (3 hours)  
This course applies a systems engineering approach to project management and introduces the student to the entire lifecycle of technical projects as offered by Project Management Institute's *A Guide to the Project Management Body of Knowledge* (PMBOK® Guide) and other resources. Practical assignments are combined with industry-accepted standards for the purpose of developing a logical framework for managing and leading technical build projects. The five major process groups of Initiation, Planning, Executing, Monitoring and Controlling, and Closing are investigated in relationship with the nine knowledge areas of Integration, Scope, Time, Cost, Quality,

Human Resources, Communication, Risk and Procurement. Professional responsibility and ethics will receive particular emphasis.

- **ENGR 651: Technical Project Planning and Scheduling (3 hours)**  
This course explores the principles and applications of work breakdown structures (WBS); the Critical Path Method (CPM) and Program Evaluation and Review Technique (PERT); earned value management, critical chain scheduling and buffer management; definition and allocation of resources; resource leveling; and schedule compression. Course content includes realistic projects, case studies, Primavera and MS Project computer applications, along with web-based management and technology tools.
- **ENGR 652: Applications of Quality Management (3 hours)**  
This course investigates the principles of quality management and their application in the technical project environment. The standards, tools, techniques and deliverables as related to the development and implementation of a comprehensive quality system will be explored. Topics related to ISO 9000, lean six sigma methodology, business process improvement, and function point analysis will be addressed.
- **ENGR 653: Technical Project Support and Operations (3 hours)**  
This course is designed to provide students with knowledge and understanding of the activities necessary for the completion of a project, but not normally recognized as project activities. These activities include project plan development, negotiations, coaching and interpersonal skills, contract specifications and general conditions, bonds and insurance, and risk planning and mitigation.

#### **Required Leadership Courses (6 hours)**

Each student will complete six (6) hours of graduate instruction related to leadership. The following courses are currently provided by The Citadel School of Business under the Master of Business Administration (MBA) program.

- **BADM 713: Communication for Leadership**  
This course provides insight on the role of organizations as communication systems in which effective writing and speaking are crucial. Emphasis is on developing awareness of verbal and written styles, interpersonal skills, and creating a repertoire of writing and speaking strategies. Prerequisites: None
- **BADM 722: Leadership in Organizations**  
This course is a seminar that focuses on the understanding and application of organizational theory and leadership principles. In addition, the course will include components on developing individual leadership skills and different theories of organizations. The applications component of the course will include a variety of approaches such as cases, films, guest speakers, individual self-assessment, role play, team building exercises, and a leadership portfolio. Prerequisites: None.

#### **Required Options (Total 12 hours)**

Each MSPgM student will be required to complete twelve (12) credit hours of graduate instruction related to an area of specialization tailored to meet the individual needs of each student. For the initial offering of the MSPgM program, three Option areas have been identified to address the expressed interest of its constituents: Civil and Environmental Engineering (CEE), Electrical and Computer Engineering (ECE), and Leadership. As other constituent groups emerge and express interest in the MSPgM program, other Option areas may be proposed and implemented.

### **Civil and Environmental Engineering Options (12 hours each)**

#### **Foundation Option (12 credit hours):**

CIVL502	Sustainability: A Civil Engineering Perspective
CIVL504	Natural and Manmade Hazard Mitigation
CIVL506	Geographic Information Systems Applications for Civil Engineers
CIVL508	Monitoring of Civil Engineering Infrastructure

#### **Environmental Engineering Option (12 credit hours):**

CIVL502	Sustainability: A Civil Engineering Perspective
CIVL602	Water Quality Modeling and Management
CIVL604	Aquatic Chemistry
One other technical course from CEE	

#### **Structural Engineering Option (12 credit hours):**

CIVL 504	Natural and Manmade Hazard Mitigation
CIVL 606	Building Load Analysis
CIVL 608	Timber Design
One other technical course from CEE	

#### **Transportation Engineering Option (12 credit hours):**

CIVL506	Geographic Information Systems Applications for Civil Engineers
CIVL610	Urban Transportation Planning
Two other technical courses from CEE	

#### **Geotechnical Engineering Option (121 Credit hours):**

CIVL508	Monitoring of Civil Engineering Infrastructure
CIVL612	Ground Improvement
CIVL614	Deep Foundations
One other technical course from CEE	

### **New Course Descriptions:**

- **CIVL502 – Sustainability: A Civil Engineering Perspective**  
This course provides an introduction to the broad topic of sustainability and its application to civil engineering. A foundation of study on the historical perspective of sustainability leads to a focus on sustainable development, sustainable design, and sustainable building materials. Prerequisites: Graduate Status or permission from professor

- CIVL 504 – Natural and Manmade Hazard Mitigation  
 Civil and structural engineering applications of analysis and design to account for loads generated by natural and manmade hazards. Course provides thorough overview of design decisions required to resist hurricanes, earthquakes, and terrorist threats.  
 Prerequisites: NA
- CIVL506 - Geographic Information Systems Applications for Civil Engineers  
 Geographic information systems (GIS) functions and applications to civil engineering. Fundamental topics include spatial analysis, geostatistical analysis, 3-D modeling, and vector/raster modeling. The focus is on gaining a fundamental understanding of spatial data structures in GIS, geo-spatial data acquisition, geoprocessing, geostatistical methods; visualization, exploration of spatial data; network analysis, terrain mapping, spatial analysis, and modeling. Further, the course will include specific civil engineering emphasis on urban land use methods, transportation analysis (dynamic segmentation and routing) and hydrologic modeling. Prerequisites: Graduate Status or permission from professor
- CIVL508 – Monitoring of Civil Engineering Infrastructure  
 Design and analysis of instrumentation systems to monitoring of civil engineering infrastructure for the purpose of evaluating performance and/or design. Covered topics include principles of measurement, measurement errors and error analysis, instrumentation sensor types and calibration, data acquisition and signal conditioning, and data management. Prerequisites: CIVL330 or equivalent or permission from professor
- CIVL602 – Water Quality Modeling and Management  
 Water quality analysis and simulation of physical, chemical, and biological processes affecting rivers, lakes, estuaries, and drinking water distribution systems. Included are best management practices based on application of water quality modeling techniques to environmental systems (rivers, lakes, distribution systems, etc. Prerequisites: Graduate Status or permission from professor
- CIVL604 – Aquatic Chemistry  
 Quantitative treatment of variables that govern the chemistry of aquatic systems such as lakes, oceans, rivers, estuaries, and groundwater. Emphasis on carbonate in open and closed systems, metal complications and solubility, and oxidation-reduction reactions. Prerequisites: Graduate Status or Permission from Professor
- CIVL 608 – Building Load Analysis  
 Structural engineering applications of analysis methodologies used to determine loads in accordance with ASCE 7. Course provides thorough overview of all practical load considerations. Prerequisites: NA
- CIVL 610 – Timber Design  
 Design of wood framed structures in accordance with the NDS Specification. Course provides thorough overview of practical member and connection design and real world applications. Prerequisites: NA

- **CIVL612 – Urban Transportation Planning**  
A systems approach to the transportation planning process focusing on policy issues and the decision making process. Topics include Trip generation modeling - variables influencing trip generation, regression analysis and category analysis; Trip distribution modeling - factors governing trip distribution, growth-factor methods and gravity models, calibration of gravity models; Mode split modeling - factors influencing mode choice, discrete choice models; Route selection - traffic assignment; and Transportation surveys; transport related land use models, urban structure, urban goods transport. Use of popular travel demand software and transportation planning applications will also be covered. Prerequisites: Graduate status or permission from professor
- **CIVL614 – Ground Improvement**  
This course provides a thorough overview of several design and construction methods for improving in-situ soil conditions. Covered topics include site exploration; evaluation of in-situ soil conditions via in-situ testing; soil liquefaction; soil shear strength and compressibility; soil nailing; foundation problems for highway embankments; soil grouting; dynamic compaction, vibro-compaction; and vibro-replacement. Prerequisites: CIVL410 or equivalent or permission from professor
- **CIVL616 – Deep Foundations**  
Design, construction, and inspection of deep foundation systems. Covered topics include effects of deep foundation installations; static capacity and settlement analysis of single pile and pile groups under axial and lateral loads; drilled shaft design, construction, and inspection techniques; deep foundation load testing standards, interpretation, and simulation; non-destructive testing and subsequent analysis; cost analysis of deep foundations. Prerequisites: CIVL410 or equivalent or permission from professor
- **CIVL650 – Special Graduate Topics in Civil Engineering**  
Selected graduate topics in civil engineering. The offering of this course will depend upon the interest of the students, the availability of an instructor, and the approval of the department head. Since the content of this course may change, a student may repeat the course for credit with the consent of the department head. Prerequisites: Graduate status and permission from department head.

### **Electrical and Computer Engineering Option (12 hours)**

Students pursuing this Option must complete any four of the following courses:

- **ELEC 605 – Advanced Power Systems**  
A review of AC systems, power flow and symmetrical faults will be given. Students will study symmetrical components, unsymmetrical faults, system protection, power system controls, and power line transients. Additional topics will include power flow computational methods, regulatory aspects of the North American power grid, and the use of computer tools for the design of transmission and distribution systems.
- **ELEC 615 – Spectral Analysis**  
Spectral estimation and analysis plays a key role in a large variety of signal processing applications. Classical and modern spectral analysis techniques are developed and compared in terms of performance and implementation. Topics covered include random-

discrete signals, sample autocorrelations functions, the periodogram, and parametric spectral estimates.

- ELEC 625 – RF Systems

Analysis, design, and optimization of radio-frequency systems. The operation and characterization of RF components, fundamentals of noise and distortion, and system concepts including tools such as level charts and link budgets will be taught. Applications will include wireless communication systems and radar.

- ELEC 635 - Adaptive Signal Processing

An introduction to the analysis and design of adaptive systems with applications in the areas of communications, signal processing, and control. Topics include random signal models; theory of adaptation and performance measures; LMS and RLS algorithms; optimal filtering; adaptive equalization; interference cancellation; signal prediction; and system identification.

- ELEC 645 – Data Communication Networks

Fundamentals of data communication networks. Emphasis on network algorithms and their performance. Topics include: layered network architecture, Link Layer protocols, high-speed packet switching, queueing theory, Local Area Networks, and Wide Area Networking issues, including routing and flow control.

- ELEC 655 – Digital Communications

Introduction to modern digital communication systems. Emphasis on modulation and detection techniques and their performance in the presence of noise.

- ELEC 665 - Fundamentals of Advanced Energy Conversion

This course covers fundamentals of thermodynamics, chemistry, flow and transport processes as applied to energy systems. Topics include analysis of energy conversion in thermomechanical, thermochemical, electrochemical, and photoelectric processes in existing and future power and transportation systems, with emphasis on efficiency, environmental impact and performance. Systems utilizing fossil fuels, hydrogen, nuclear and renewable resources, over a range of sizes and scales are discussed. Applications include fuel reforming, hydrogen and synthetic fuel production, fuel cells and batteries, combustion, hybrids, catalysis, supercritical and combined cycles, photovoltaics, etc. The course also deals with different forms of energy storage and transmission, and optimal source utilization and fuel-life cycle analysis. Prerequisites: Graduate Status or permission from professor

- ELEC 675 – Computer Architecture

Organization and design of computer systems hardware. Provides the basic knowledge required for understanding and designing standard and advanced computer architectures. Topics include: instruction set architectures, ALU design and computer arithmetic, memory organization, cache and virtual memories, controller design, pipelining and parallelism. Prerequisites by topic: Digital Logic Design, Assembly Language Programming

### **Leadership Option (12 credit hours)**

This Option will include twelve (12) hours of graduate study designed to prepare MSPgM graduates to assume leadership positions within their organizations. PSYC 500 and PSYC 501 are provided by the Department of Psychology. BADM 710 is provided by the School of Business Administration under the Master of Business Administration (MBA) program. ENGR 690 is currently provided by The Citadel School of Engineering. The only new course in this Option is ENGR 672.

- **PSYC 500: Human Growth and Development**  
An analysis of the principles of human development with emphasis on the contributions of biological, social, psychological, and multicultural influences as applied to an understanding of the cognitive, emotional, social, and physical development across the life-span. Particular emphasis will be given to the psychological nature and social context of development as well as cultural and ethnic variations impacting on developmental processes.
- **PSYC 501: Principles of Cognitive and Behavioral Change**  
This course will provide a systematic review of key concepts and principles of contemporary behavior and social learning theory. This material serves as a backdrop for an examination of a functional analytic approach to behavioral assessment and cognitive-behavioral therapeutic interventions. The theoretical rationale and empirical basis of traditional and more recently developed cognitive-behavioral interventions will be reviewed. Examples of these interventions include exposure techniques, contingency management, child-parent training, social skills training, cognitive therapy interventions, motivational interviewing, acceptance and commitment therapy, mindfulness, and dialectical behavioral therapy.
- **BADM 710: Quantitative Methods**  
This course is designed to provide students with knowledge of analytical tools and concepts used in making optimal decisions in the pursuit of organizational goals including cost efficiency, service delivery, and profit. Analytical concepts include probability theory, statistics, regression analysis, forecasting, and utility theory. In addition to the theory covered above, the students will also work on projects employing techniques, particularly regression and forecasting.
- **ENGR 672: Applied Leadership Concepts (3 Hours)**  
This course is designed to provide project/program management professionals with advanced leadership skills. Areas covered in the course will include leadership challenges unique to international projects, virtual project teams, executive leadership issues, conflict resolution, effective oral and written communications, changing a corporate culture, stakeholder management, and how to lead the team development lifecycle. Course content will include case studies, guest speakers, executive shadowing, and classroom simulations.

COL Nida reminded the Board that an issue regarding PSYC 501 had been raised at Graduate Council, and it had been determined that PSYC 553 (Introduction to Family Dynamics) would replace PSYC 501 since that course is much more appropriate for a non-Psychology graduate student. Furthermore, a new PSYC graduate course intended for the non-Psychology audience is currently under development; it eventually will be added within the Leadership option. With

these clarifications, the proposed program and the 20 new CE and EE courses were approved without opposition.

**ITEM 4.** Presentation on Retention Study (BG Hines)

BG Hines talked about the retention study that had been sent out to the members of the Board. The goals of this effort are to increase retention and consistently have at least a 60% four-year graduation rate. This will stabilize the size of the incoming freshman cadet class. BG Hines commented on several items from two surveys: the CIRP given to entering freshman during Academic Orientation and NSSE given to freshmen and seniors during the spring semester. The Citadel is doing very well in a number of areas, but there is room for improvement in areas of active learning and oral presentations. LTG Rosa will be presenting some of these results at the closing General Faculty meeting.

**ITEM 5.** Other Items

COL Metts indicated that with the move to cell phones it has become clear that a policy on cell phones in the classroom is needed. He requested that members of the Board send their thoughts, and he would prepare a draft policy. This policy would be sent to the Commandant for inclusion in Cadet Regulations for fall 2009.

There being no further business, the meeting was adjourned.

Respectfully presented,

Isaac S. Metts, Jr., Ph.D.  
Associate Provost for Academic Affairs