

MINUTES OF 20 FEBRUARY 2007 ACADEMIC BOARD MEETING

ACADEMIC BOARD ATTENDANCE LIST

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

BG Carter called the meeting to order at 1515. He indicated that he would like to take up two items that were not on the agenda that had been distributed. There being no objection, the items were added to the agenda.

Item 1. Provost Search

BG Carter reported that a candidate for Provost had been selected and that negotiations were under way. A public announcement regarding Dr. Sam Hines had been made through a leak from the College of Charleston. The Citadel will make a formal announcement when negotiations have been finalized and the position has been accepted.

Item 2. Program Changes from the Department of Psychology

Dr. Kerry Lassiter presented the proposal in ATTACHMENT A. This proposal calls for changes in the Ed.S. program in School Psychology to address weaknesses identified by the faculty of the Department of Psychology as they reviewed the program in the context of current standards of the National Association of School Psychologists (NASP). Dr. Ray Jones confirmed that this proposal had been supported by the Professional Education Committee and the Graduate Council. After a brief discussion, the proposal was supported without opposition.

Item 3. Approval of the Minutes of the 16 January 2007

The minutes as submitted were approved without opposition.

Item 4. Class Absences

BG Carter reviewed for the Board the two issues presented at the 16 January meeting regarding the Class Absence System.

The first issue dealt with having the faculty take into consideration extenuating circumstances when a student misses a class, lab or scheduled test due to the student's involvement with official Citadel activities. The position of the Faculty Council was that this was already being done, and there was no need for any catalog change. BG Carter presented alternative wording for the catalog, but after some discussion, it was decided that the catalog would not be changed.

The second issue dealt with making the Class Absence System the official class attendance record when the "20% rule" is invoked or when a student's grade is reduced based on class attendance. The Faculty Council did not support this recommendation. Concerns of the Council related to the inability to submit class absences after the day of the absences. BG Carter explained that a process is under development to allow for late submissions. He presented the following:

"As is the case for academic dismissals based on unexcused class absences, when class attendance is used to adjust or determine a cadet's grade, the official Class Absence System of the College will provide the official attendance record. Faculty members will have the option of entering/correcting class absence data for 6 working days after the day the class meets. ITS and

the Office of the Associate Provost will develop a procedure to accept these additional/changes and to ensure that cadets are notified of such additions/changes. However, no changes to the Class Absence Data will be made after the first day of SCCC exams.” LTC Thompson expressed that these provisions would likely address the concerns of the Faculty Council. After some discussion, the approach was supported without opposition.

Item 5 College Level Equivalency Program (CLEP)

COL Metts reminded the Board of the change in the CLEP policy a few years ago to accept CLEP credit only in the student’s first semester of attendance. This was intended to stop students from using CLEP to earn hours needed to receive the ring or to meet minimum requirements for continuance. The Active Duty Students have requested that they be given more time to use CLEP. These students generally have only 3 years to complete a program and may not fully understand their program requirements within their first semester of attendance. COL Metts recommended that the time period for using CLEP be extended to the first full year of attendance. COL Metts indicated that he would inform all new Active Duty Students of this policy. It was also clarified that no restrictions have been placed on the use of CLEP by graduate students. Graduate students, in the main, use CLEP to document proficiencies or meet pre-requisite requirements. After some discussion, the recommendation was passed without opposition.

Item 6. Sabbaticals for 2007-08

BG Carter reported that while final approval could not be given until the annual Citadel Development Foundation Award is approved in April, the following three faculty members have been approved for full academic year sabbaticals: John Weinstein, Jeff Davis, and Saul Adelman. In addition, the following two faculty members are approved for one semester sabbaticals: Peter Greim, and Steve Silver. The one semester sabbaticals will be encouraged to be away during the semester that has the least impact on our programs.

Item 7. Adjunct for 2007-08

BG Carter asked deans and department heads to begin working on adjunct needs for fall 2007 and spring 2008. These data will be needed as the budget for next year is developed. Efforts will be made to bring some consistency to adjunct compensation while recognizing that adjuncts in specialized areas will need higher compensation.

Item 8. Administrative Software Replacement

BG Carter noted that the maintenance for the current Administrative Software (SCT-PLUS from Sunguard) will no longer be available after 31 December 2011. The College needs to start now working on the ERP. Once acquired, it will take approximately three years to implement the new administrative package. It is estimated that the costs will be approximately \$3.5 million over the three-year implementation period.

Item 9. Assessment of Undergraduate Majors

COL Metts reported that he had heard from almost all majors and would send out the data presented when assessment information has been received from all programs. COL Metts suggested that a meeting or two be dedicated to reviewing these submissions and having each dean or department head describe the program assessment process, how it was developed, and significant program changes that have resulted from these assessments. This open discussion of the current state of assessment for each program should be very beneficial.

Item 10. Faculty in Uniform

BG Carter reported that he had received a letter from COL Kastner, Chair of the BOV Education, Curriculum, and Faculty Liaison Committee, regarding the presentation on faculty in uniform made at the February meeting of the BOV. COL Kastner indicated that the presentation had not been satisfactory and that this item would be on the agenda of the next meeting of his committee. The letter had been quite strong, and David Trautman had received a copy since he had represented the Faculty Council at the meeting. The letter had been passed on to Tom Thompson as Chair of the Faculty Council. COL Leonard asked what specific issues had been raised. BG Carter indicated that the issues ranged from wearing moccasins with the uniform to grossly tarnished brass to not wearing the uniform at all. LTC Thompson reminded the Board that a female cadet had sought the assistance of the Faculty in making US Army standards for hair the standards for female cadet hair as they are for male cadets. BG Carter reported that the President is aware of all these matters.

Item 11 Status of Locks on Doors in Barracks

BG Carter reported that this item had been moved to the April meeting of the BOV.

Item 12. Company Leadership Teams

BG Carter reported that because of the generosity of a donor, Steve McManus, funds are now available for the next five years in support of the Company Leadership Team concept. Under this program, the Company TAC and Company Advisor will be joined by another member of the faculty who will teach at the Cadet Company level the concepts of the Values and Respect Program. Topics will include sexual harassment and substance abuse. These individuals will not be expected to create the curriculum, but will deliver modules that have been developed as part of the Values and Respect Program. Volunteers will be solicited and funds from the McManus gift will provide stipends for Company Advisors and the volunteer instructors.

Item 13. Commencement Attendance

BG Carter reported that Rudy Giuliani would be the speaker for the Cadet Commencement. It is expected that there will be a very large demand for tickets. As in the past, half of the faculty should attend the Cadet Commencement and half the CGPS Commencement. Deans and department heads are asked to provide the names of the faculty who will be attending each commencement. The speaker for the CGPS commencement will be Speaker of the South

Carolina House of Representatives, Bobby Harrell. BG Carter reminded the Board that both the Cadet Commencement and the CGPS Commencement will be held on the same weekend this spring.

Item 14. Greater Issues

BG Carter reminded the Board that former Attorney General John Ashcroft would be giving a Greater Issues speech at 7:00pm on 8 March in McAlister Field House.

Item 15. Mid-Year Review

BG Carter reported that no funds were available for distribution at the Mid-Year Review and that Lottery Funds would be allocated in the near future.

There being no further business the meeting was adjourned.

Respectfully submitted,

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

ATTACHMENT A

The School Psychology program at The Citadel is accredited by National Association of School Psychologists (NASP). The Ed.S. program in School Psychology must meet national standards before NASP reviewers evaluate the program in 2010. After reviewing current NASP standards, the School Psychology faculty identified two weaknesses in the current program and determined the need for the following changes: (a) more field-based experiences where students can learn to provide effective school psychological services (intervention services & preventive services); and (b) more emphasis on teaching best practice in assessing student emotional functioning. Changes made to the curriculum should be positively received by NASP, increasing the probability of re-accreditation.

We request the following to be added to the agenda for discussion at the 9 November, 2006 Graduate Counsel meeting.

1. **Agenda Topic:** Proposal to:

(a) eliminate a required content course PSYC-603--Affective & Cognitive Interventions from the curriculum (See Page 4);

(b) add new required course PSYC-617/618--Practicum in Consultation and Intervention I & II and require enrollment across two semesters (See Page 4);

(c) change title of PSYC-601--Practicum in School Psychology II to PSYC-615/616--Practicum in School Psychology I & II and require enrollment across two semesters (See Page 5);

(d) change title of course PSYC-505--Practicum I : Personality and Social Assessment to PSYC-505--Personality, Social, and Emotional Assessment (See Page 6);

(e) drop EDC-601--School Law as required course and replace with EDC-591-- Reading Practicum (See Page 7);

(f) change title of PSYC-512--Ethics, Roles, and Issues: School Psychology to PSYC-512--Ethics, Roles, and Law (See Page 7); and

(g) modify the curriculum for the Ed.S. in School Psychology as a result of proposals (a), (b), (c), (d), (e), and (f). Please see Appendix A.

2. **Topic Description:** Currently, the School Psychology program at The Citadel is accredited by National Association of School Psychologists (NASP). The Ed.S. program in School Psychology must meet national standards before NASP re-accreditation in 2010. Changes made to the curriculum should be positively received by NASP, increasing the probability that the program will be re-accredited. NASP provides a mechanism for the evaluation of programs in School Psychology by external peers and the recognition of programs that meet national quality standards. Each time the School Psychology program is evaluated by NASP and/or NASP

modifies existing accreditation standards, the School Psychology program at The Citadel is provided the opportunity for self-evaluation and program development. Since being re-accredited in 2003, NASP has strongly encouraged School Psychology programs to emphasize field-based experiences for students that lead to effective intervention and prevention. Indeed, NASP standards stress curriculum and course offerings that provide opportunities for students to demonstrate content knowledge and the ability to apply this knowledge in school settings. Currently, the School Psychology program at The Citadel provides many opportunities for students to demonstrate what they know (e.g., examinations), but inadequately provides opportunities for students to demonstrate their competencies in applied settings (what they can do). After conducting a program evaluation using NASP standards, student alumni survey data, and the examination of state certification requirements in the region, the School Psychology faculty determined the need for: (a) more field-based experiences where students can learn to provide effective school psychological services (intervention services & preventive services); and (b) more emphasis on teaching best practice in assessing student emotional functioning. The proposed course changes should remediate the identified weaknesses that currently exist within the program.

3. **Implications of the proposed action:** These proposed changes will have **No** implications for The Citadel, CGPS, the Library, the current students, or program management of resources (e.g., costs/additional faculty members). The registrar would assign the new course numbers listed for the proposed new courses outlined below. There will be **No** credit hours added or lost to the Ed. S. in School Psychology and **No** reduction in classroom instruction with these proposed changes. The proposed changes should result in the following:

a). The graduates of the School Psychology program will be better prepared to provide effective school psychological services; and

b). The Ed.S. program will meet current standards prior to NASP review in 2010. Furthermore, updates to the curriculum should be positively received by NASP reviewers increasing the probability that the program will be fully approved.

4. 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 before Fall classes begin in 2007.

5. Time requested is 25 minutes.

6. I will distribute the new and old course descriptions.

Remove From Curriculum

(Classroom lecture course to be replaced by field-based/lecture course in an effort to meet standards for best practice)

PSYC-603—Affective and Cognitive Interventions: Child/Adolescent

Three Credit Hours

This course is critical to problem recognition and intervention in the School Psychology programs data-based problem-solving model. The course will encompass the discussion and application of the theories of child and adolescent development to the formation of an empirically-based framework for the treatment of children and adolescents. Within this conceptual framework, students will learn to employ empirically-based treatments and to evaluate innovative treatment programs. Demonstration of such learning will be exhibited in a presentation of a case study with a child experiencing some academic and/or emotional difficulty. Through this case study, students will combine the scientist-practitioner model into a data-based problem solving approach to intervention with a youngster in need of school psychology intervention.

*Prerequisite: PSYC-501 and PSYC-507

Create New Course to replace PSYC- 603 in an effort to meet standards for best practice (Across two semesters taken parallel with 615/616-see Appendix A).

PSYC-617/618—Practicum in Consultation and Intervention: I and II

One Credit Hour Per Course

These practica courses involve the application of principles and theories of consultation and intervention through field-based experiences. Students will learn to employ empirically-based treatments and to evaluate innovative treatment programs applied to a variety of children and conditions. Intervention and prevention programs will target multiple levels within the placement site, including the individual student, classroom, school, and/or system. Demonstration of learning and skill will be exhibited in the development of case studies involving children experiencing academic and/or emotional difficulties. Through these case studies, students will combine the scientist-practitioner model with a data-based problem solving approach to intervene with children in need of school psychology intervention.

Co-requisite: 615/616 (Practicum in School Psychology I and II)

Old

PSYC-601—Practicum in School Psychology: II

Three Credit Hours

This practicum is seen as part of the final “capping off” of students before they begin professional school psychology internships. Applying the data-based problem-solving model, students will engage in the administration and scoring of traditional and alternative measures of intelligence, achievement, adaptive behavior, visual-perceptual, and socio-emotional functioning that are commonly used by school psychologists. Students will apply this data to problem analysis and recommend or implement appropriate interventions that are supported by intervention monitoring and adhere to best practices in school psychology. Students will experience various roles frequently expected of school psychologists in public schools or affiliated agencies with supervision provided by practicing certified school psychologists.

*Prerequisite: PSYC-503, PSYC-504, and PSYC-505

New Title and course number change and across two semesters-See Appendix A)

PSYC-615/616—Practicum in School Psychology: I and II

Two Credit Hours Per Course

These practica courses are part of the final “capping off” of students before they begin professional school psychology internships. Applying the data-based problem-solving model, students will engage in the administration and scoring of traditional and alternative measures of intelligence, achievement, adaptive behavior, visual-perceptual, and socio-emotional functioning that are commonly used by school psychologists. Students will apply data to problem analysis and recommend or implement appropriate interventions, monitor the effectiveness of the interventions, and adhere to standards of best practice in school psychology. Students will experience various roles frequently expected of school psychologists in public schools or affiliated agencies with supervision provided by practicing certified/licensed psychologists.

Corequisite: PSYC 617/618 (New Practicum in Consultation and Intervention Course)

New (Title Change and minor modification to course description)

PSYC-505—Personality, Social, and Emotional Assessment

Three Credit Hours

Students will have direct experiences in assessment and evaluation with a focus on several diagnostic systems and methodologies (e.g., DSM-IV, IDEA, etc.). Emphasis will be on acquiring and interpreting information on behavioral tendencies and styles with special attention to school age children and youth. Students will gain practical experience in the use and interpretation of objective, projective, and observational techniques. Practical experiences will be integrated with analysis of the literature relating to legal issues, validity of data, and clinical studies. Emphasis will be on utilization of such information in a model that emphasizes data-based problem solving, planning, and intervention at multiple levels across systems.

*Prerequisite: PSYC-503 and PSYC-504

Old

PSYC-505—Practicum I: Personality and Social Assessment

Three Credit Hours

Students will have supervised field-based experiences in assessment with focus on acquiring and interpreting information on behavioral tendencies and styles with special attention to school age children and youth. Student will have practical experience in the use and interpretation of projective, objective, and observational techniques. Field experience will be integrated with analysis of the literature relating to legal issues, validity of data, and clinical studies. Emphasis will be on utilization of such information in a model that emphasizes data-based problem solving, planning, and intervention at multiple levels across systems.

*Prerequisite: PSYC-503 and PSYC-504

Drop EDC-601--Principles of School Law

Three Credit Hours

Constitutional, statutory, case and common law bases of school administration and the study of legal provisions and principles relating to education. Includes emphasis on research and analysis

Add EDC- 591-- Practicum in Literacy Education

Three Credit Hours

A course in which the students engage in supervised teaching of reading. Students will learn diagnostic teaching procedures in an effort to consistently teach pupils at their level and mode of instruction through a case study approach.

Change the title of PSYC-512—Ethics, Roles, and Issues: School Psychology to:

PSYC-512--Ethics, Roles, and Law

This course will provide a survey of the field of school psychology. The role and function of the school psychologist, legal, ethical and professional issues in school psychology will be topics covered in this course. Field experiences, research methods and contemporary trends in school psychology will also be addressed. Students will be oriented to a data-based problem solving model of school psychology that is empirically driven and intervention focused within an ecological framework. An important outcome for this course is to foster participant's dispositions towards appreciating the diverse opportunities for school psychologists to positively impact communities, and to value implementing best practices as a school psychologist.

*Prerequisite: None

APPENDIX A

NEW--Proposed Course Sequence

Revised by Dr. Lassiter: 10/25/06
Shuffle

Full-time Students

Fall 1

PSY 501: Learning theory
PSY 512: Ethics/Roles/Law
PSY 503: Obj. assessment
PSY 523: Research design/stats

Spring 1

PSY 504: Sp. tech. in assessment
PSY 500: HG&D
PSY 599: Thesis
PSY 507: Gen psychopathology

Summer 1

PSY 549: Applied measurement
PSY 508: Counseling/personality
EDC 590: Reading: Dx & remediation
PSY 505: Personality, Social, & Emotional Assessment

Fall 2

PSY 502: Psy/educ exceptionalities
PSY 602: Soc/bio basis of behavior
PSY 615: Practicum I: School Psych (2 credits)
PSY 617: Consultation & Intervention Practicum I (1 credit)
EDC 591: Practicum in Literacy Educ

Spring 2

PSY 553: Intro to family dynamics
PSY 525: Basic counseling
PSY 606: Interventions: educational
PSY 616: Practicum II: School Psych (2 credits)
PSY 618: Consultation & Intervention Practicum II (1 credit)

Summer 2

EDC 528: School administration
PSY 605: Sys theory/consultation
PSY 561: Social-multicultural

Fall 3

PSY 621: Internship

Spring 3

PSY 622: Internship

Removed PSY-603, replaced with 617/618 and change to 1 credit hour course taken across two semesters

Changed PSY-601 to 615/616 and changed to 2 credit hour course taken across two semesters

Move 505 from fall to summer

Drop EDC-601

Add EDC-591

Credit hours: 75—no change

Note: 615/617 during the Fall and 616/618 during the spring must be enrolled in simultaneously