Leaders aren’t born; they are made. And they are made just like anything else, through hard work. And that’s the price we’ll have to pay to achieve that goal, or any goal. — Vince Lombardi

Class of 2020
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<thead>
<tr>
<th>Date</th>
<th>Important Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 Aug</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>30 Aug</td>
<td>Drop/Add ends</td>
</tr>
<tr>
<td>5 Sep</td>
<td>Labor Day—SCCC Classes Held</td>
</tr>
<tr>
<td>7 Oct</td>
<td>Afternoon Classes Canceled—Academic Open House for Parents</td>
</tr>
<tr>
<td>8 Oct</td>
<td>Parents’ Day</td>
</tr>
<tr>
<td>11 Oct</td>
<td>Mid-Term Grading Period Begins</td>
</tr>
<tr>
<td>18 Oct</td>
<td>Mid-Term Grading Period Ends</td>
</tr>
<tr>
<td>19 Oct</td>
<td>Leadership Development Day—No Classes Held</td>
</tr>
<tr>
<td>31 Oct</td>
<td>Advising for Pre-Registration for Spring 2017 Begins</td>
</tr>
<tr>
<td>1 Nov</td>
<td>Last Day to Withdraw with a “W”</td>
</tr>
<tr>
<td>5 Nov</td>
<td>Homecoming</td>
</tr>
<tr>
<td>7 Nov</td>
<td>Pre-Registration Begins for Spring 2017</td>
</tr>
<tr>
<td>8 Nov</td>
<td>Election Day: No Classes</td>
</tr>
<tr>
<td>18 Nov</td>
<td>Thanksgiving Break Begins After Last Class</td>
</tr>
<tr>
<td>27 Nov</td>
<td>SCCC Returns</td>
</tr>
<tr>
<td>28 Nov</td>
<td>Classes Resume</td>
</tr>
<tr>
<td>7 Dec</td>
<td>Classes End</td>
</tr>
<tr>
<td>14 Dec</td>
<td>Winter Furlough Begins After Last Exam</td>
</tr>
<tr>
<td>8 Jan</td>
<td>SCCC Returns</td>
</tr>
</tbody>
</table>

Registrar Reminders:

- You must earn **24 credit hours** and have a minimum **GPA of at least a 1.3** between August 2016 and August 2017, in order to return for your sophomore year. **CSI summer courses, AP credit, and transferred hours do not count toward the 24-hour requirement.**

- **Do not leave Course Withdrawal** or **Change of Major Form** in a department head's office for signature. **If you cannot find your Advisor, ask to see the Department Chair for a signature.** Wait for the signature or go back for the signed form **which you take to the Registrar.**

- For **cadet classification**, go to Lesesne Gateway Portal, **Corps of Cadets, Registrar, and Cadet Classifications.**
INTRODUCTION AND COURSE REQUIREMENTS

There are no secrets to success. It is the result of preparation, hard work, and learning from failure.
—Colin Powell

Welcome to The Citadel! As you begin your college career and your orientation to The Citadel, we would like to help you prepare for your freshman year.

To help you adjust to The Citadel, you will take a one-credit-hour course called Leadership 101 (LDRS 101) that will provide the academic and life skills to help you make a successful transition to not only college but also to the unique environment of The Citadel. You will develop your academic skills (note taking, time management, and learning styles, for example) and will be introduced to campus facilities, resources, and support services in an effort to strengthen your academic performance. In addition, some attention will be given to lifestyle as well as other issues such as handling freedom and responsibility, learning followership, managing stress, and appreciating cultural diversity.

You will want to remember that even though many students think that because they did well in high school they will succeed in college, this may or not be true. Academically, college can be an overwhelming experience! The speed and depth of information presented, the quantity of readings and outside assignments, the types of teaching styles, and the number of in-class and out-of-class hours all differ from high school education. Successful, responsible high school students can quickly become unsuccessful, anxious college students because methods which worked to achieve success in high school do not always work in college! Learning about your strengths and weaknesses is your best first step toward college success.

Academic skills are just that—skills. You are not born with them; you must learn them, practice them, and use them. You must be willing to abandon your old habits and try something new in order to survive and to succeed in college. These skills are not only skills for a successful college career, but also for a successful life because the ability to make sound, good decisions and choices will help you achieve your goals and aspirations.

The information presented in this book, by your professor, and by in-class presenters will enable you to do your best in all academic endeavors. But, you must be willing to change old habits and to implement these newly learned skills until they become habits. Only then will you become the best student that you can be!

LTC Chris Fudge
Strategic Learner, 2000
Leadership 101: Freshman Experience

Course Description
Leadership 101: 1 semester credit hour: 2 contact hours per week
Required of all entering freshmen

Leadership 101 provides the academic and lifestyle skills to help you make a successful transition to the unique college environment at The Citadel where you will develop your academic as well as lifestyle skills and will be introduced to campus facilities and resources, as well as support services.

Course Goals and Learning Outcomes
You will:
- Learn how to and make a successful transition from high school to college
- Examine and understand the purposes of higher education and the practice of intellectual engagement
- Identify and understand what college faculty can expect of you and what you can expect of college faculty
- Learn about and develop your critical thinking skills and effective time-management strategies
- Learn about and master library skills, your online E-Portfolio as well as learning strategies you need to succeed academically
- Learn about and plan a course of study that is consistent with and supportive of your interests, abilities, and career goals
- Identify and manage fatigue and stress
- Learn about and understand cultural enrichment opportunities through fine arts performances, films, lectures, the benefits of campus resources and support services and more
- Learn about the Study Abroad Program and internship opportunities that may enhance your educational experience
- Develop an appreciation for and an ability to interact with people from different racial and ethnic backgrounds

Texts and Required Materials
Citadel College Catalog; Leaders 101; Journal

Course Content
- Academic Policies (course load, add/drop/withdrawal procedures), class absence policies, academic probation, and more
- List of Campus Resources and Support Services with Contact Information
- Online E-Portfolio (TaskStream) Explanations and Instructions
- Honor Code/Avoidance of Plagiarism
• Getting to Know Yourself, Learning Styles, Class Preparation, Stress Management
• Followership and Goal Setting
• Time Management and Organizational Skills, Critical/Decision Making Skills
• Note taking, Test Preparation, Library Research
• Career Planning/Planning a Course of Study

Course Requirements *Must be Completed for a Grade (6 assignments)

• TaskStream (Online E-Portfolio) Submissions:
  1. Ethical Essay on *A Few Good Men*
  2. Career Services Planning, SIGI³*
  3. Inspirational Leadership Activity*
  4. Ethical Reasoning Activity*
• CitLearn
  5. Honor Test*
• Library Research Presentation/Project*

The Citadel's General Education Learning Outcomes

The General Education Learning Outcomes define what each student should know or be able to do as a result of completing the Citadel's General Education curriculum which consists of 60 hours of core courses: English, History, Science, Math, and the Social Sciences.

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**General Education Learning Outcomes**

- **Written Communication**: Student can effectively communicate ideas in a logical sequence, demonstrating control of syntax and mechanics and the ability to integrate credible and relevant sources.
- **Quantitative Reasoning**: Student can use quantitative-reasoning skills to successfully make calculations, interpret data, communicate results, and evaluate an issue or solve a problem.
- **Critical Thinking**: Student can analyze complex issues that have varying positions and assumptions using information from credible sources. Student has the ability to state positions, create new positions, and acknowledge other positions including implications and consequences.
- **Ethical Reasoning**: Student can recognize ethical issues when presented in a complex, multilayered (gray) context, analyze cross-relationships among the issues, and evaluate ethical perspectives and concepts, including his or her own.

---

1. **Journal and Book**: You will purchase a small journal when you purchase your *Leaders 101* book from the campus bookstore, and your professor will give you more detailed instructions about what you will write each week.

2. **E-Portfolio**: You will register for an online E-portfolio through TaskStream in your orientation class and will use the same Citadel Username and Password (to log into this portfolio) that you use to access your Citadel email account. You will notice that you have four (4) items that you must complete in your portfolio. It is important that you become familiar with this process as you will maintain this portfolio for the next four (4) years of college.
**HONOR**— “A Cadet will not lie, cheat, or steal, nor tolerate those who do.”

*Citadel Honor Manual.*

**Core Values Self-Assessment**

Your core values dictate how you live each day as well as what others think of you. Can people trust you to tell the truth? Can they rely on you to do what you say you will do? Just as The Citadel has an Honor Code, you have a personal code—your core values. These values are unique to you and map out how you choose to live your life.

*Review the list and check off the items you value. Don’t spend too much time thinking; just go with your initial gut reaction. For each item, ask yourself “Is this something that’s important to me?”*

| ___ Health          | ___ Fame                      | ___ Financial Wealth      |
| ___ Fitness/Physical Strength | ___ Independence             | ___ Commitment           |
| ___ Loyalty         | ___ Honesty                  | ___ Compassion           |
| ___ Academic Achievement | ___ Children                 | ___ Leisure Time         |
| ___ Success         | ___ Leadership               | ___ Balance              |
| ___ Happiness       | ___ Family                   | ___ Friendship           |
| ___ Social Life     | ___ Marriage/Partnership     | ___ Recognition          |
| ___ Athletics       | ___ Spirituality             | ___ Status              |
| ___ Creativity      | ___ Variety                  | ___ Wisdom              |
| ___ Meaningful Work | ___ Challenge                | ___ Time Spent Alone     |
| ___ Adventure       | ___ Personal Growth          | ___ Other (List Here)    |

1. Now, review all of the items you checked off and circle the five that are most important to you at this point in your life.
2. Then, rank them by putting a number next to each of the five circled values with number one as your top priority.

**Class Discussion:**

3. Finally, take stock. Is this the person you want to be?
4. Is there anything about your values that you would like to change?
5. If so, why not go ahead and do it?

Ethics in *A Few Good Men*

You have already written your essay over the summer about *A Few Good Men*, so now, you are going to upload this essay into your newly created TaskStream account.

Next, in small groups, you are going to discuss the following ethical issues in the book and explain why these issues are critical to effective leadership.

**Ethical Issues**

1. Abuse of Power: Jessep made up his own rules; was he justified?
2. Conflict Between Actions and Duty: Dawson and Downey fail to protect Santiago, why?
3. Whistleblowing: Santiago was ready to blow the whistle on Dawson. Was this action justified?
4. Conflict between Mission Accomplishment and Duty: Should Kaffee settle the case out of court, or should he uncover the truth?
5. The End Justifies the Means: Was Santiago treated as a means to an end?
6. Cover-ups: Is there any value to covering up an illegal action?
7. Duty to Always Follow Orders: Should you always follow orders even if you know they are wrong?
8. Institutional Loyalty: Can loyalty ever be wrong?
9. Conflict Between Honor and Justice—Honor Means Different Things to Different People:
   - Kaffee—honor is something to mock; Marines—honor keeps them alive in Cuba;
   - Jessep—honor is the authorization to issue illegal orders; Kendrick—honor serves as a cover-up.

**Specific Examples**

1. LT Kendrick believes in a “code” based upon “unit, corps, God, country” thereby having misplaced loyalty.

2. LT JG Kaffee comes to realize that for a legal officer of his limited time and experience to be given such an important case is unusual and accepts that he was probably assigned the case due to his reputation for plea bargaining, indicating that the commanding officers did not want the case to reach court. When Kaffee realizes this, he changes his mind and agrees to proceed. Kaffee's suspicions are confirmed when he rejects a plea bargain offer from prosecutor CPT Jack Ross, who is Kaffee's friend. Ross then warns that the government’s case against the two Marines is strong and that Kaffee could risk his reputation (including court martial and begin discharged) for any attempt to smear high-ranking officers. CPT Ross is also willing to plea bargain even though Dawson and Downey may be innocent.

3. High-ranking officers in the Marine Corps pulled strings to have LT JG Kaffee assigned as Dawson and Downey’s defense counsel. It was assumed with good rationale that LT JG Kaffee was too preoccupied with his own life to worry about two insignificant junior-ranking enlisted men and would take the easiest course of action and settle the case. If LT JG Kaffee had settled the case, it would have prevented embarrassment for the Marine Corps as well as preserved COL Jessep's rise to the rank of general officer. COL Jessep had the mindset that many, especially
those in the ground forces, subscribe to: 1) His decisions should never be questioned as he makes the rules, and 2) The importance of his unit is more important than Santiago’s life.

4. LTC Markinson wants to have Santiago transferred from the base because that decision is in the best interest of Santiago, but he is unable to stand up for the weaker Santiago even though Markinson knows that he should.

5. LT JG Kaffee resents the interference of LT CMDR Galloway because even though she outranks him, he does not respect her: 1) Because of what he considers to be her lack of experience and 2) Because she is a female Marine which, he believes, makes her an inferior soldier.

6. Lance CPL Dawson and PFC Downey deal with a weaker soldier who does not follow the proper chain-of-command and who is unable to meet the physical standards of being a Marine. They deal with this issue in an unlawful way by overriding their own personal convictions.

7. LT Kendrick publicly orders a platoon “not to touch Santiago” but then tells Downey and Dawson to perform a “Code Red.” When Kendrick is asked about this incident, he lies.

8. LT JG Weinberg believes in the underdog but is helping to defend the accused. By working with the defense, he is forced to try to help people he believes to be guilty.

9. LTC Markinson commits suicide because he cannot face the fact that he failed to protect Santiago which he knows he should have done.

10. COL Jessep orders a “Code Red” to get rid of the “weak” link even though he knows that practice to be illegal. He feels he must break the law to save his unit and actually believes he is the “law.”

11. PFC Downey does not understand what they had done wrong because in his mind, they were just “following orders” which should make everything okay. They gave up their own moral code to assume the moral code of the unit.

TaskStream Instructions for E-Portfolio

Go to Taskstream.com in your Browser and follow the instructions for Creating an Account. (You will register for TaskStream as a class.)

1. Sign in using the same username and password you use for your Webmail account.
3. Type your Inspirational Leadership and Ethical Reasoning assignment in the appropriate textbox and complete the questions for your Career Plan. The Honor Test will be taken in CitLearn and the score will be uploaded into your portfolio.
4. Click Submit (upper right side).
5. Scroll to professor and click on his/her name. If you don’t click on the name, your document will not submit!
6. Click Submit, again.
7. Click Skip comments.

You have successfully completed the documents in your TaskStream Account!
Honor: A Cadet does not lie, cheat, or steal, nor tolerate those who do.

There are two parts to the Honor Component:

1. Your professor will review the Honor Frequently Asked Questions (FAQ’s) with you.
2. You will go as a class to a computer lab and take the Honor Test.
3. Students who fail to pass this test will participate in a review session and will re-take the test to ensure complete understanding of the Honor Code.

Frequently Asked Questions

Please take the Honor Test in CitLearn; your score will be uploaded into TaskStream.

1. Q. When was the Honor Code established at The Citadel?
A. The origin of the current Citadel Honor Code can be attributed to General Mark Wayne Clark, President of The Citadel from March 1954 to June 1965. Even though the Corps had an unwritten honor code, General Clark proposed that it be written officially. The Corps of Cadets unanimously voted to establish the code and officially did so in 1955. It should be noted that even though the code was given official sanction and formal structure, the code and system belong to the Cadet Corps, and the Corps must guard against hate and prejudice in administering the code.

2. Q. What is an honor violation?
A. The Cadet Honor Code simply states that a cadet does not lie, cheat, steal, nor tolerate those who do. Any person subject to the Honor Code who violates it by committing any of these four acts intentionally has committed an honor violation.

3. Q. Who is subject to the Honor Code?
A. All members of the South Carolina Corps of Cadets (SCCC). All Day Students enrolled at The Citadel during the regular academic year are also subject to the Honor Code but are not under the jurisdiction of the Honor Committee. Any violation of the Honor Code by students other than cadets is handled in accordance with the Faculty Manual.

4. Q. Why is failure to report a case of lying, cheating, or stealing also considered an honor violation?
A. The toleration of dishonorable acts is a direct threat to the existence of the Honor Code. Loyalty to this code must come before loyalty to an individual. When a cadet observes another cadet lying, cheating, or stealing and does not report the offense, this act of toleration itself is dishonorable because it condones and indirectly approves the original violation. When individuals violate the honor code, they break the bond that unites individuals with the rest of the Corps.

5. Q. What should I do if I believe I have knowledge of an honor violation?
A. In the event you feel you have seen an honor violation committed or believe you have knowledge of an honor violation, report it to your Company Honor Representative immediately who will provide appropriate advice and guidance.
6. Q. How is the investigation conducted?
A. The investigating committee will notify the accused of the specific charges and nature of the evidence. It will interview witnesses, weigh all information and make a recommendation to the Vice Chair for Investigation for a trial or dismissal of charges.

7. Q. What happens if the Vice Chair for Investigation accepts the investigating committee’s recommendation for dismissal of charges?
A. All evidence is destroyed.

8. Q. Who can defend an accused cadet in an Honor Court?
A. An accused cadet may choose any cadet as counsel. If the accused would like counsel or cannot find a defense counsel, the Chair of the Honor Committee will appoint one.

9. Q. How many votes are required to convict a cadet of an honor violation?
A. To find a cadet in violation, the court must vote unanimously.

10. Q. What is an open trial and what purpose does it serve?
A. Any cadet brought before an Honor Court has the right to an open or closed court. This is decided by the accused 24 hours prior to the court. Only members of the Corps of Cadets will be allowed to view an open court. The number allowed is limited by the available number of seats. Observers will be selected from the Corps by the Chair and/or Secretary. The primary purpose of the open court option is to allow the members of the Corps to witness their Honor Court system in action.

11. Q. What is “quibbling”?
A. “Quibbling” is the recourse to technicalities to hide the truth or presenting a half-truth when the whole truth, as understood by the cadet, is required.

12. Q. Is the “social lie” an honor violation?
A. This is not an easy question to answer. It is understood that the amenities of living together in society require people to be tactful, (i.e., telling your date's mother you loved the family spinach recipe when you know you hate it). Basically, you must determine if there is intent to deceive in that a statement or action seeks to protect or give unfair advantage to the accused or other individuals involved. If the answer is yes, there may be reason to believe an honor violation may have been committed.

13. Q. Why is plagiarism considered an honor violation? Please review the Student Plagiarism Handbook, online, http://www.citadel.edu/root/plagiarism-faq
A. Plagiarism is the stealing and use of another person’s writing and ideas. In written work, cadets are expected to identify the ideas which are not their own and give appropriate credit to the source. To do otherwise is to mislead the reader (instructor) and receive unwarranted credit. It is cheating. When cadets sign their names to a paper or turn in their work electronically, they are authenticating that all the work has been accomplished by them.

14. Q. What is the meaning of my signature on a document?
A. Once you place your signature on a document you have in fact certified that the information in that document is, to the best of your knowledge, true and fully understood. Your signature on all-in reports is evidence that the information contained in that report is correct and based upon your personal inspection. If, however, your signature is affixed to a document which is incorrect, and
there was no “intent” to deceive on your part, then you may not be found having violated the Honor Code. Read what you sign — verify the contents and remember that your signature is your bond.

15. Q. What is an improper question?
A. The Honor Code should not be used by the staff, a member of the college faculty, member of the guard on duty, or any cadet in any official position as an investigative tool. In other words, there must be sufficient evidence that the cadet being queried was involved or possesses first-hand knowledge of an alleged offense before someone can ask an incriminating question.

16. Q. What should I do if I believe that the question asked me is improper?
A. A cadet is obligated by the highest degree of military discipline to answer the question; however, the cadet does have the means of appealing any punishments received as a result of answering such questions.

17. Q. When and how do I report an improper question?
A. A cadet, after answering the question, will report in writing what is believed to be an improper question, to his/her Company Honor Representative. The Company Honor Representative will inform the Chair of the Honor Committee, who will in turn inform the Faculty Advisor to the Honor Committee. The Faculty Advisor to the Honor Committee, the Chair of the Honor Committee, and the Vice Chair for Investigation of the Honor Committee will investigate the circumstances involved in the incident and will determine whether or not the question or request for written explanation was proper. They will report their conclusion to the President. If their conclusion is that the question was improper, they will recommend to the President that the delinquency report and any punishment awarded as a result thereof be revoked. If their conclusion is that the question was proper, they will call in the cadet involved and explain the rationale for their conclusion. If the cadet is not satisfied with their explanation, he/she may appeal to the President in writing.

18. Q. With whom does the responsibility of knowing the Honor System rest?
A. It is one of the duties of the Honor Committee to keep the Corps informed of new interpretations of the Honor System. However, it is the duty of all cadets to know the system by which they live. The responsibility rests with the individual. If you have a question or are confused about any aspect of the Honor Code, see your Honor Representative immediately.

19. Q. What happens when a cadet does not know the provisions of the Honor System but suddenly finds he/she may be in trouble with the system?
A. Ignorance of the provisions of the Honor System cannot be accepted as a defense. You must know your Honor System

20. How many members sit on the Honor Court?
A. 10

21. What is the minimum number of business days you have to prepare your defense?
A. 5

22. Q. Who is responsible for the Honor Code?
A. You are!

*The Citadel Honor Manual*
Inspirational Leadership Activity

*Leadership is based on a spiritual quality; the power to inspire, the power to inspire others to follow.*

-- Vince Lombardi

This assignment will be typed in the text box of your E-Portfolio in TaskStream, so you will want to write about an inspirational leader in your journal.

As freshmen at The Citadel, you have had the opportunity to observe inspirational leaders in not only your Company but also in your Battalion. Please anonymously identify an effective leader and write a **paragraph of explanation** about this person’s leadership qualities and ability to lead others. This leader can be an upper-class cadet, a tactical officer, or anyone else at The Citadel who has demonstrated some or all of the qualities of an inspirational leader: someone who feels passionately about the vision and mission of the organization; someone who listens; someone who helps others connect the dots by explaining the big picture of a task; someone who values hard work as well as determination; and/or someone who inspires others at the right moment.

Then, your professor will send your comments to the identified leader explaining how he/she has impacted your college experience in a positive way and thanking him/her for making a difference in the life of another person.

Please type your response in the text box of your E-Portfolio under the Military Pillar. You will want to include: 1) Name of Leader, 2) Company/Battalion.

You will want to use the Rubric on the next page as a checklist to ensure that you have included the necessary elements in your essay.
# Inspirational Leadership Rubric

<table>
<thead>
<tr>
<th>Identification of Inspirational Leadership Characteristics</th>
<th>4 Capstone</th>
<th>3 Milestone</th>
<th>2 Milestone</th>
<th>1 Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Names 3 or more inspirational leadership characteristics demonstrated by the leader AND FULLY explains how the leader utilizes or demonstrates ALL of the traits.</td>
<td></td>
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<tr>
<td>Names at least 3 inspirational leadership characteristics demonstrated by the leader AND adequately explains how the leader utilizes or demonstrates at least 2 of the traits.</td>
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<tr>
<td>Names 2 or more inspirational leadership characteristics demonstrated by the leader BUT adequately explains how the leader utilizes or demonstrates only one trait.</td>
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<tr>
<td>Names only one inspirational leadership characteristic demonstrated by the leader BUT fails to adequately explain how the leader utilizes or demonstrates it.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflection</th>
<th>4 Capstone</th>
<th>3 Milestone</th>
<th>2 Milestone</th>
<th>1 Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly identifies how the leader's actions or characteristics have inspired or impacted the writer in a positive way.</td>
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<td></td>
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<tr>
<td>Adequately identifies how the leader's actions or characteristics have inspired or impacted the writer in a positive way.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>States that the leader's actions or characteristics have inspired or impacted the writer in a positive way, but fails to identify how.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Fails to state that the leader's actions or characteristics have inspired or impacted the writer in a positive way, and fails to identify how.</td>
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</table>
Ethical Dilemma

“Ethical Reasoning is reasoning about right and wrong human conduct. This type of reasoning requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications [consequences] of alternative actions. Students’ ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues” (Association of American Colleges and Universities).

This block on Ethical Dilemmas will take three class periods and at the conclusion of the exercise, students will be able to:

1. Describe the ethical concepts or issues in your case study.
2. Identify and articulate possible ethical issues within your major/profession.
3. Decide if there is something different about your major/profession that allows you to view the dilemma differently than another major/profession would.
4. Describe the impact this ethical issue has on your major/profession.
5. Provide sound recommendations and thoroughly justify a course of action for your case study.

**Learning Outcome:** Identification and articulation of concepts such as ethics, morals, character, and ethical principles.

**Let’s Practice:**
Day #1:
- Divide into small groups according to your major/profession: Business, Engineering, Education, Math & Science as well as Humanities & Social Sciences to include Military Science.
- Each group member will write down his/her own answers to the following questions.
- Next, each group will decide which answers are best.
- Each group will put their answers on the board, and the class will select the best answers.

A. What are ethics?
B. Why are ethics important?
C. Why are ethics critical to personal and social survival?
D. Why are ethics important to your major/profession?
E. Why is ethical behavior critical for leadership?

Day #2:
- Each group will select an Ethical Dilemma from the following case studies. Case Studies 1-4 are from the Institute for Global Ethics; Case Study # 5 has been adapted from the film Courageous.
- The group will make sure they:
  1. Describe the ethical concepts or issues in your case study.
  2. Identify and articulate possible ethical issues within your major/profession.
  3. Decide if there is something different about your major/profession that allows you to view the dilemma differently than another major/profession would.
  4. Describe the impact this ethical issue has on your major/profession.
  5. Provide sound recommendations and thoroughly justify a course of action for your case study.
- After the group has discussed the above items, each group member will write down his/her own responses in a paragraph, which can be the same or similar to the group's responses, to bring to the next class meeting in the computer lab.

1. Whom to Protect?

Don Riles, insurance claims adjuster, has the day off. He is playing with his 4-year-old daughter Erica when the telephone rings. At the other end of the line, Don's supervisor, apologizing for interrupting his time off, pleads for his help. Will Don please visit a woman in his neighborhood who has made claims for bodily and mental injury resulting from a car crash with a person insured by Don's company? The woman has consented to a visit from their adjuster to assess the injuries to her nose and mental state. (Apparently the crash has caused her to relapse into a condition of paranoia and manic depression, previously stabilized.)

The claims adjuster in charge of the case has called in sick—scheduling the appointment has been difficult. Will Don please fill in? Don agrees readily, but asks if he could bring his daughter—it is their day together while his wife worked. Don's supervisor gratefully assures him that bringing the little girl along is no problem.
When Don arrives at the woman's house, he discovers no one at home, so he and his daughter wait in the car. Eventually, the woman arrives, parks, and emerges from her car, at which point Erica cries happily, "It's Miss Anderson!"

"Who is Miss Anderson?" asks her father with surprise. Miss Anderson turns out to be Erica's daycare teacher. Don conducts a short interview with the woman on the front steps of her home, satisfying himself that she does indeed have some facial injuries and that she is taking prescription medicine for her mental problems.

Following the interview, Don realizes that he has a real dilemma. Insurance ethics mandates that claims investigations are completely confidential. An insurance professional with knowledge of a claims case is expected to keep silent and to refrain from using the knowledge for personal benefit. On one hand, to uphold his industry's code of ethics, he is not to discuss or act on the information he has received about Miss Anderson's situation. On the other hand, he does not want his daughter under the care of a person who is undergoing treatment for mental illness and who might be dangerous. Don's wife is also an insurance claims adjuster, working for a separate company. Still, even if Don tells her, she is bound by the same professional code of ethics. What should Don do?

2. The Cost of Philanthropy

As chief legal officer in a well-respected company making lifesaving drugs, Alistair has been asked by his board of directors to look into rumors of price-fixing in the firm's European offices. His board has a very strong ethics policy and is especially wary of price-fixing, bribery, kick-backs, and other unethical activities that can plague overseas operations.

After several months of detailed interviews in Europe, Alistair satisfies himself that the rumors are groundless. "There's no issue here," he heard several managers say. "But," added one such manager, "if you really want something to investigate, look into the Bosnia contract."

Over the months, Alistair keeps hearing about "the Bosnia contract." So when he finishes his report on the price-fixing rumors, he decides to satisfy his curiosity on this matter. The contract, he discovers, is ordinary in almost every respect: A major relief organization has contracted with his company to supply a million inexpensive kits of medicine for delivery into the war-torn regions of Bosnia. Like most such contracts with charitable organizations, it contains hardly any profit for his firm.

What he finds strange, however, is the payment of an extraordinarily large commission to a Romanian distributor to deliver the kits deep into Bosnia. Seeking out the executive in his own firm who negotiated the contract, he has one question in mind: Is this a bribe?

“Yes and no,” says the executive. According to the Romanian distributor, the backs of the delivery trucks are loaded with the kits—and the glove compartments are stuffed with cash. That way, when the drivers are stopped at roadblocks set up by local militia units operating all across Bosnia, they can pay whatever is demanded and continue their journey. “In the past,” he notes, “drivers without cash have been taken from their trucks and shot. If the kits are to be delivered, this is the cost of doing business.”

Alistair feels sure that none of the money has flowed back to the executive, whose only motive is to get the kits delivered. And by this time, the deliveries have already been made. Yet Alistair still faces a
dilemma. Should he draft a separate report to the board on this most unorthodox contract—possibly causing great harm to the executive who negotiated it or embarrassment to the relief organization, which is aware of the commission? Or should he keep silent? What should Alistair do?

3. The Chain-of-Command

As an Air Force lieutenant colonel, Jack commands a squadron of fighter-bombers. Like other squadron commanders in his wing, he is concerned about safety. While the record is not terrible, there have been aircraft accidents and many close calls recently. Something is out of kilter.

So when he is promoted to squadron commander—in charge of 25 pilots, 25 navigators, as well 300 maintenance and ground personnel—Jack takes a different approach. Every Friday afternoon he convenes his 50 fliers in the Squadron’s Bar. To pay for refreshments they each plunk down a dollar on the pool table for each mistake or close call they had while flying. And then they talk for hours, freely and frankly, about what is going on in the squadron and how to improve safety. Jack has just one standing rule: amnesty. Whatever is said within the room is to be held in confidence; nobody gets in trouble for admitting they have made an error while flying.

In the months that follow, the conversation is open and direct. Lots of issues, big and small, come to the surface concerning management, personnel, maintenance, regulations, and everything else. Jack begins to notice the hoped-for change: His squadron’s safety record rises higher and higher in comparison to other squadrons in his wing.

Then one Friday, a pilot recounts an experience he had earlier that week during what should have been a routine flight. He was flying in formation when the lead plane peeled off into a turn too soon. Having only seconds to adjust to the confusion, he lost his bearings—experiencing what is known among fliers as “spatial disorientation.” When he came out of that potentially fatal condition, his plane was soaring upwards into the clouds, far from the formation. Deeply shaken, he headed back to the base, landed, and went home for the day.

Jack thinks the conversation that Friday, regarding ways the whole squadron could work together to prevent such situations, is particularly good. But he also knows that spatial disorientation is such a serious problem that the Air Force requires any such incidents to be reported up the chain-of-command. When the circumstances leading to these types of incidences are investigated, there is usually discipline and retraining involved. Yet Jack has offered amnesty—which is the reason, he is sure, that the pilot had been willing to speak frankly. A few days later, his superior calls him in. One of the officers at the bar that day has broken the confidence and told the commanding general what had happened. “What are you going to do?” Jack’s superior asks him. What should Jack do?

4. Giving Chase

As captain of a U. S. Coast Guard cutter, Chuck is charged with patrolling the Mona Passage separating Puerto Rico from the Dominican Republic. Although not Hispanic, he and his wife are very fond of the warm, family-based culture they found in San Juan, where they lived.
While on patrol one day with his crew—many of whom are of Puerto Rican descent—an Immigration and Naturalization Service plane radios a request for Chuck’s cutter to intercept a small boat crossing toward a deserted section of the Puerto Rican coast. Chuck is not surprised. The passage, separating United States territory from an economically depressed nation, is a favored crossing-point for refugees, drug-runners, and would-be illegal aliens.

Making for the boat, Chuck can see it is filled to the gunwale not with terrorists or dealers, but with grandparents and infants. It is heading toward an isolated beach filled with brightly dressed people holding welcoming banners and carrying picnic hampers.

These are families seeking to reunite with their elderly and young. Knowing their keen sense of family, Chuck finds his heart going out to them. Yet, his constitutional duty is clear: It is his job to prevent individuals from entering the United States illegally by stopping them and returning them to the Dominican Republic.

As Chuck and his crew close in, the boat crosses a sand bar too shallow for the cutter. Chuck does, however, have an outboard-powered inflatable onboard that might stand a chance of catching the small boat. Yet, giving chase so close to land, he knows, might cause some of the passengers to panic and try to wade ashore while their boat is still dangerously far from the beach. While his duty is to enforce the law, he also knows that the Coast Guard's job is above all to save life, not to endanger it. Should he launch the inflatable? Or should he turn away, citing the sand bar as the final impediment to the capture?

5. Evidence Disparity

Officer Mitchell and his best friend, Joe, have worked as a team on the police force for more than a decade. In addition, their families attend the same church and consider themselves best friends. In addition, Officer Mitchell’s son attends the same school as Joe’s son. So whether they are at work or socializing outside of the office, these two families have been inseparable. Officer Mitchell and Joe even signed an “oath of morality” in a formal ceremony with their pastor and other church members. They both vowed to live a moral and ethical life regardless of the temptation.

So, Officer Mitchell is conflicted when he suspects that someone has been stealing narcotics evidence and feels sick when his suspicions lead to Joe. Officer Mitchell talks to his wife who believes that he might be mistaken, and if he is, he would ruin Joe’s life with a false accusation. However, the oath that he and Joe just swore to keeps running through his thoughts. He vowed to live an ethical life, and how could he consider himself ethical if he failed to report illegal activity, even if the suspect were his best friend.

On one hand, he understands that illegal activity needs to be reported; however, on the other hand, he knows that if he is wrong, then he would have falsely accused his best friend. Therefore, he believes that he must put his theory to a test, so he confides in his sergeant who is incredulous that any member of his unit would steal evidence, especially narcotics. So the sergeant suggests that they give Joe some narcotic evidence to take to the property clerk and watch to see what Joes does with the evidence. What should Officer Mitchell do?
**Day #3: Let’s Write**

Your class will go to the computer lab, and after logging into your E-Portfolio, you will click on the Moral/Ethical Pillar, type your response in the text box, and submit it to your professor. You will want to review the response that you wrote in class and ensure that the following issues have been addressed.

For a quick summary, you must:

1. Describe the ethical concepts or issues in your case study.
2. Identify and articulate possible ethical issues within your major/profession.
3. Decide if there is something different about your major/profession that allows you to view the dilemma differently than another major/profession would.
4. Describe the impact this ethical issue has on your major/profession.
5. Provide sound recommendations and thoroughly justify a course of action for your case study.

Also, you will want to review the Ethical Concept Definitions on the next page to ensure that you have included these terms in your essay. Next, you will want to use the Rubric found on the following page as a checklist to ensure that you have included the necessary elements in your response.
LEADERSHIP 101 Guide to Ethical Concept Definitions

The Citadel's Core Values:  *Honor, Duty, and Respect*

**Definitions of Ethical Concepts**

- **Character**: A regular pattern of thought and action, especially with respect to commitments in matters affecting the happiness of others and oneself and especially in relation to moral choices.

- **Decision Principles**: A framework to view ethical dilemma resolution that includes ends-based, care-based, and rule-based thinking.

- **Ethical Dilemma**: A situation where there is a conflict between values and a choice of action that needs to be decided.

- **Ethical Dilemma Paradigms**: A framework for examining ethical dilemmas that includes truth versus loyalty, short-term versus long-term, justice versus mercy, and individual versus community.

- **Ethical Principles**: Values that are translated into standards of conduct such as The Citadel's Honor Code — cadets do not lie, cheat, or steal, or tolerate those who do.

- **Ethical Relativism**: The belief that values are relative in the sense that no individual or cultural value is best.

- **Ethics**: The basic building blocks of ethical decision making.

- **Moral**: That which is good or right.

- **Moral Values**: The standards of conduct which indicate how one should behave based on moral duties and virtues rising from principles of right and wrong.

- **Values**: Basic beliefs that guide an individual's attitudes, thoughts, and behavior.

**Ethical Dilemma vs. Moral Temptation**

“The really tough choices . . . don't center on right versus wrong. They involve right versus right. They are genuine dilemmas precisely because each side is firmly rooted in one of our basic, core values” (Kidder, 2009, p. 3). Thus, **moral temptations** involve a choice between **right versus wrong**, whereas **ethical dilemmas** involve a choice between **right versus right**.

# LEADERSHIP 101 Ethical Reasoning Writing Assignment Rubric

**Ethics in Action: Since 1842**

<table>
<thead>
<tr>
<th>Ethical Concept/Issue Recognition</th>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student can:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) Recognize the ethical issue(s) present in the case and 2) Thoroughly discuss the issues from all sides AND</td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Student can:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) Identify relevant ethical concepts, such as ethics, moral values, character, ethical principles, &amp; ethical relativism.</td>
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</table>

<table>
<thead>
<tr>
<th>Application to the Discipline or Profession</th>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student thoroughly explains:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) How the dilemma is viewed by their discipline or profession AND 2) How the view is similar to, or different from, the view of other disciplines or professions.</td>
<td>1</td>
<td>1</td>
<td>1</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Impact on the Profession</th>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student thoroughly articulates:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) The impact of this ethical issue on the discipline or profession.</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recommendation(s) and Course of Action</th>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is able:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) To provide sound recommendations AND 2) Thoroughly justify a course of action.</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Student is able:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1) To provide a recommendation(s) BUT 2) Fails to completely justify a course of action.</td>
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</table>

**Student can: 1)** Recognize basic and obvious ethical issues BUT 2) Fails to grasp other perspectives; 3) Discussion of the issue is limited or superficial.

**Student does not:** 4) Identify relevant ethical concepts, such as ethics, moral values, character, ethical principles, & ethical relativism.

**Student explains: 1)** How the dilemma is viewed by their discipline BUT 2) Has difficulty comparing the view to that of other disciplines.

**Student has difficulty:** 1) Explaining how the dilemma is viewed by their discipline OR 2) Comparing the view to that of other disciplines.

**Student articulates: 1)** The impact of this ethical issue on the discipline or profession BUT 2) The explanation is incomplete.

**Student acknowledges: 1)** That the issue impacts the profession or discipline BUT 2) Fails to explain how.

**Student fails:** 1) To discuss the impact on the profession or discipline, OR 2) The discussion is superficial.

**Student is able: 1)** To provide a recommendation(s) BUT 2) Fails to justify a course of action.
Ethical Reasoning Research: Library Assignment

**LEADERSHIP 101 Ethical Reasoning Outcomes**

<table>
<thead>
<tr>
<th>1. Ethical Concepts</th>
<th>2. Impact of Ethics</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will be able to identify and articulate concepts such as ethics, moral values, character, and ethical principles.</td>
<td>The student will be able to articulate the impact of ethics on society, professions, and honor, duty and respect.</td>
</tr>
</tbody>
</table>

I. Before Going to the Library—Assignment and Group Selection

1. The class will be divided into groups by Major/Profession, for example, Education, Business, Engineering, and Math & Science as well as Humanities & Social Sciences—to include Military Science. For example, if a cadet is interested in becoming an educator, that person can easily work with the Humanities group.

2. Each group should have no more than four (4) students and no fewer than two (2) students.

3. The groups will conduct research on “How Ethics Applies to their Major/Profession.”

4. Decide on a topic for their research and presentation.

II. Library Instruction: Session #1

1. LDRS 101 instructors will assist the Librarian for both library sessions.

2. For the majority of Session #1, the Librarian will introduce the methods of locating sources (books, scholarly journal articles, and other types of sources that can be used) and will provide instruction on and examples of an Annotated Bibliography.

3. For the remainder of the session, with the guidance of the Librarian and the LDRS 101 instructor, each group will begin its research and must decide which member will:
   - **Describe** or articulate the ethical concepts or issues in your major/profession.
   - **Decide** if there is something different about your major/profession that allows you to view the dilemma differently than another discipline would.
   - **Articulate** the impact this ethical issue has on your major/profession.

III. Library Research: Session #2

1. All students will use MLA citation style.

2. You will return to the library to complete your research and identify a source that will be useful in your presentation. Each student must have his/her own source, and each group must have one book/e-book and one article from a database; the other reliable source(s) may be of their choosing, for example, a newspaper article.
3. Once students have reviewed their sources, they will complete an Annotated Bibliography entry for that source, and one group member will compile and turn in all four entries.
4. At the conclusion of this session, the Annotated Bibliography for each group containing four (4) sources will be given to the Librarian for review. If for some reason, your group has not completed the bibliography, then they can send it to the Librarian by 1700 hours the following day.
5. Each group member should email the Annotated Bibliography to themselves, so everyone can access this information for their presentation.

IV. Presentation Preparation: Session #3

1. The group will have one class period to develop their script as well as their slides for the oral presentation.
2. Each group member will have at least one slide different to present.
3. The presentation must contain some type of visual aid: PowerPoint or Prezi, for example.
4. The oral presentation (3-5 min.) will follow the Basic Rubric for Oral Communication Competency found in the LDRS 101 book.

V. Presentation and Grading: Session #4

1. Annotated Bibliography (see sample on following page).
2. Group grade for the oral presentation.
3. All of these elements must be done to receive a grade in LDRS 101.
Sample Annotated Bibliography

ANNOTATED BIBLIOGRAPHY

“The Geography of American Graveyards”
by John Lerner

   Jordan offers an in-depth look at the how's and whys of Texas graveyards. He divides vernacular burial sites into three categories: Mexican, German, and “Southern folk cemeteries.” His physical descriptions of cemetery layout, inscriptions, grave markers, and the like are very detailed.

   Meyer's book is a compilation of works concerning such topics as regional epitaphs, origins of Southern cemeteries, the Afro-American section of a Rhode Island burial ground, and the use of bronze in memorials.

   Sloane's work will serve as my primary source of information. He has written a history of American cemeteries in a cultural context, concentrating on significant trends in their development. Sloane's “Notes” section will allow for easy access to other sources.

   Weed was a landscape architect and his work concentrates on how a cemetery should look. Weed offers detailed descriptions of the physical layout of pre-20th century cemeteries.

   Zelinsky's article is an intriguing analysis of the spatial patterns of American cemeteries. He calculates and maps the number of cemeteries by county across the country. He then seeks answers as to why there is such a fluctuation in the number per square mile from one place to the next. Zelinsky's bibliography led me to Sloane's work.

*This page was downloaded from Style for Students Online, available at https://www.e-education.psu.edu/styleforstudents/

https://www.google.com= images of dilemmas
Oral Presentation Rubric for Ethical Issues Research

**Presenters**

#1___________________  #2___________________  #3___________________  #4___________________

Date _____________

Score____/100

<table>
<thead>
<tr>
<th>Criteria</th>
<th>3 - Exemplary</th>
<th>2 - Proficient</th>
<th>1- Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PURPOSE (CLAIM / THESIS)</strong></td>
<td>Ethical Issue(s) or Concept(s) of the major/profession is/are well articulated.</td>
<td>Ethical Issue(s) or Concept(s) of the major/profession not stated quite as clearly and/or not as well established.</td>
<td>Ethical Issue(s) or Concept(s) of the major/profession is/are not clear to the audience and/or lack significance.</td>
</tr>
<tr>
<td><strong>DEVELOPMENT OF IDEAS (CONTENT OR EVIDENCE)</strong></td>
<td>Ethical Issue(s) of the major/profession is/are well developed. There is an abundance and outstanding use of examples in support of Ethical Issue(s).</td>
<td>Ethical Issue(s) of the major/profession is/are developed. There is only sufficient information, evidence, and examples in support of Ethical Issue(s).</td>
<td>Superficial Ethical Issue(s) of the major/profession is/are presented without development; Lack of sufficient examples and information in support of Ethical Issue(s).</td>
</tr>
<tr>
<td><strong>COHERENCE</strong></td>
<td>Unity achieved with introduction &amp; conclusion; Examples clearly related, and logically presented; Smooth transitions to connect ideas.</td>
<td>Introduction and conclusion present, but may not clearly unify the presentation; Examples presented logically but sometimes lack transition.</td>
<td>Unclear introduction and conclusion that fail to unify the presentation; Presentation is choppy and disjointed; Examples are not clearly connected to Ethical Issue(s) or Concept(s).</td>
</tr>
<tr>
<td><strong>DELIVERY</strong></td>
<td>Each group member presents a minimum of one slide and answers at least one of the four questions. Articulation clear; Delivery is outstanding with no reading; Effective use of audiovisual.</td>
<td>Each group member presents at least one slide and answers at least one of the four questions. Occasional pauses; little/no reading; adequate audiovisual used.</td>
<td>Each group member does not present a minimum of one slide and fails to answer one of the four questions; Continuous use of “um”, “well”, “like”; Refers to notes often; Reads information; Inadequate audiovisual used.</td>
</tr>
</tbody>
</table>
**DUTY**— Your primary duty is to perform academically.

**Class Attendance Policy/Cadet Accountability System (CAS)**

**Class Attendance Policy**

1. The cornerstone of undergraduate education is communication between the teacher and the learner, and at The Citadel, class attendance is also a **duty in cadet life**. From Reveille at 0645 until taps at 2300, the cadet’s day is quite full. However, during the period Monday through Friday, less than 20% of the time is designated for classes and laboratories, and these experiences are not to be missed.

2. **Class attendance is of higher priority than other normal activities.** Although it is acknowledged that cadets must miss classes for certain authorized reasons, every effort will be made to keep these absences to a minimum. This philosophy of **mandatory class attendance** must guide the scheduling of athletic events and connected travel, special events and ceremonies, contract physical examinations, daily and special guard duties, and special leaves. Certain **medical and personal emergencies** will also require the missing of scheduled classes. Should it be necessary to miss a class for any reason, the student will make every attempt to notify his/her professor at least 24 hours in advance. However, if it is **not possible** to notify the professor in advance of an absence, the cadet must notify the professor immediately after the absence occurs. **The cadet will be responsible for all material covered in his/her absence.** **Assigned tests and laboratories are mandatory and take precedence over all other duties (to include Guard) or activities.**

3. When a cadet is reported by his/her instructor for missing a class or laboratory that report is forwarded to the cadet (**it is a cadet’s responsibility to check his/her CAS daily and to submit an AERW within 3 days of the absence.**), to the cadet’s Academic Officer, and to the Tactical Officer. Either the Academic Officer or the Tactical Officer can determine if the absence is Excused or Unexcused. However, the cadet has **only 3 days to respond to the absence**. **the Academic Officer has only 2 days** to respond, and then the **TAC has only 2 days to respond for a total of 7 days!** Once the time period has expired, the absence becomes Unexcused and punishments are assigned. **Cadets cannot say that they did not know they were marked absent as it is their DUTY to check all systems each day especially CAS!**

Once a cadet reaches 5 unexcused absences, the Associate Provost **will write the student’s parents informing** them of the unexcused classes, the punishments received thus far, and that, **if the number of unexcused absences reaches 10**, underclass cadets **WILL receive an ACADEMIC DISCHARGE** for the following semester. A cadet who is otherwise eligible to participate in Cadet Commencement, but who has **accumulated 10 or more unexcused absences WILL NOT be permitted to participate in Commencement Activities.** There is no appeal for these actions.

**NOTE:** Warning is given after 5 unexcused class absences and academic discharge is given after 10 or more.
Learning Styles

Personality is one of the most important topics in the area of learning strategies. When you understand your preferences, you can learn to recognize not only what motivates you, but also, which strengths and weaknesses will help you succeed in academic settings. **Becoming a successful student begins with searching for an understanding of your own personality, accepting what you find, and working with—instead of against—these inclinations.** You will take the Learning Strategies Inventory and then take a few minutes to discuss your results as well as their impact on your ability to become a successful student.

Have you ever felt bored listening to a lecture but alive and motivated in a discussion group? Do you know why you seem talented in some areas and lacking in others? The field of learning styles attempts to answer these questions. Understanding and using your particular style is another advantage you can use to ensure academic victory!

Educational and psychological research demonstrate that if you learn to input information in a mode suited to the way you naturally process information, you will improve both your learning speed and your comprehension rate. **By changing your study habits to compensate for your preferred mode of learning,** you will find studying more pleasurable and rewarding.

Because individuals learn in a variety of ways, becoming a successful student requires an understanding of how you learn and how you act on that knowledge. You must change any habit that does not support your natural learning style. You can also supplement your natural style with a variety of other styles to reinforce learning. Changing study habits requires trust, practice, and patience. You will see positive results immediately. So, let's get started to see how you learn!

**LEARNING STYLE INVENTORY**

Directions: Select the one alternative that best describes you and remember that there are no right or wrong answers. In cases in which neither choice suits you, select the one that is closer to your preference if you lived in a perfect world. Circle the letter of your choice.

1. In a class, I usually:
   A. Make friends with just a few students.       B. Get to know many of my classmates.
2. If I were required to act in a play, I would prefer to: A. Have the director tell me how to say my lines. B. Read my lines the way I think they should be read.

3. Which would I find more helpful in studying the processes by which the U.S. Constitution can be amended? A. A one-paragraph summary. B. A diagram.

4. In making decisions, I am more concerned with:
   A. Whether I have all the available facts
   B. How my decision will affect others.

5. When I have a difficult time understanding how something works, it helps most if I can:
   A. See how it works several times.
   B. Take time to think the process through and analyze it.

6. At a social event, I usually: A. Wait for people to speak to me. B. Initiate conversation.

7. I prefer courses that have:
   A. A traditional structure (lecture, assigned reading, periodic exams, and assignments with deadlines).
   B. An informal structure (class discussions, flexible assignments, and students selected projects).

8. If I were studying one of the laws of motion in a physics course, I would prefer to have my instructor begin the class by:
   A. Stating a law and discussing example.
   B. Giving a demonstration of how the law works.


10. When I learn something new, I am more interested in:
    A. The facts about it.
    B. The principles behind it.

11. As a volunteer for a community organization that is raising funds for a hospice, I prefer the following task: A. Stuffing envelopes for a mail campaign. B. Making phone calls and asking for contributions.

12. I would begin an ideal day by:
    A. Planning what I want to do during each hour of the day.
    B. Do whatever comes to mind.

13. If I wanted to learn the proper way to prune a rosebush, I would prefer to:
    A. Have someone explain it to me.
    B. Watch someone do it.

14. It is more important for me to be:
    A. Consistent in thought and action.
    B. Responsive to the feelings of others.

15. If I kept a journal or diary, it would most likely contain entries about:
    A. What happens to me each day.
    B. The insight and ideas that occur to me each day.

16. If I decided to learn a musical instrument, I would prefer to take:
    A. One-on-one lessons.
    B. Group lessons.

17. If I worked in a factory, I would prefer to be a: A. Machine operator. B. Trouble-shooter.
18. I learn best when I:  A. Write down the information   B. Form a mental picture of the information.

19. If I gave a wrong answer in class, my main concern would be:
A. Finding out the correct answer.   B. What others in class thought of me.

20. I prefer television news programs that:   A. Summarize events through film footage and factual description.   B. Deal with the issues behind the events.

21. Whenever possible, I choose to:   A. Study alone.   B. Study with a study group.

22 In selecting a topic for a research paper, my more important concern is:
A. Choosing a topic for which there is adequate information.   B. Choosing a topic that I find interesting.

23. If I took apart a complicated toy or machine to repair it, to help me reassemble it I would:
A. Write a list of steps I followed when taking it apart.   B. Draw a diagram of the toy or machine.

24. As a member of a jury for a criminal trial, I would be primarily concerned with:
A. Determining how witness testimony fits with the other evidence.   B. Judging the believability of witnesses.

25. If I were an author, I would most likely write:
A. Biographies or how-to-books.   B. Novels or poetry.

26. A career in which my work depends on that of others is:
A. Less appealing than working alone.   B. More appealing than working alone.

27. When I am able to solve a problem, it is usually because I:
A. Worked through the solution step-by-step.   B. Brainstormed until I arrived at a solution.

28. I prefer to keep up with the news by:
A. Reading a newspaper.   B. Watching television news programs.
Answer Sheet

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**Directions for Scoring**

1. On your answer sheet, add the circled letters in each A and B column, counting first the number of A’s you circled and then the number of B’s you circled.

2. Enter the number of A’s and B’s you circled in the boxes at the bottom of each column.

3. Transfer these numbers to the Scoring Grid on the next page. Enter the number of A choices in column one in the blank labeled “Independent,” the number of B choices in column one in the blank labeled “Social,” and so on.

4. Circle your higher score in each row. For example, if you scored “2” for Independent and “5” for Social, circle “5” and “Social.”

5. Your higher score in each row indicates a characteristic of your learning style. The scores in a particular row that are close to one another, such as 3 and 4, suggest that you do not have a strong preference for either approach to learning. Scores that are far apart, such as 1 and 6, suggest that you favor one way of learning over the other.

**Interpreting Your Scores**

The Learning Style Inventory is divided into five parts; each question inventories one of the five aspects of your learning style. Here is how to interpret the five aspects of your learning style.

**SCORING GRID**

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33
1. Independent or Social
These scores indicate the level of interaction you prefer with other people, both in general and when you have a specific task to perform. Independent learners prefer to work and study alone. They focus on the task at hand rather than on the people around them. Independent learners are often goal-oriented and self-motivated. Social learners are more people-oriented. Because interaction with others is important to them, social learners often prefer to learn and study with classmates. They often focus their attention on those around them and see a task as an opportunity for social interaction.

2. Pragmatic or Creative
These scores suggest how you prefer to approach learning tasks. Pragmatic learners are practical and systematic. They approach tasks in an orderly, sequential manner. They like rules and learn step-by-step. Creative learners, in contrast, approach tasks imaginatively. They prefer to learn through discovery or experiment. They enjoy flexible, open-ended tasks and tend to dislike following rules.

3. Verbal or Spatial
These scores indicate the way you prefer to take in and process information. Verbal learners rely on language, usually written text, to acquire information. They are skilled in the use of language and can work with other symbol systems as well. Spatial learners prefer to take in information by studying graphics such as drawing, diagrams, films, or videos. They can visualize in their minds how things work or how things are positioned in space.

4. Rational or Emotional
These scores suggest your preferred approach to decision making and problem solving. Rational learners are objective and impersonal; they rely on facts and information when making decisions or solving problems. Rational learners are logical, often challenging or questioning a task. They enjoy prioritizing, analyzing, and arguing. In contrast, emotional learners are subjective; they focus on feelings and values. Emotional decision makers are socially conscious and often concerned with what others think. In making a decision, they seek harmony and may base a decision in part on the effect it may have on others. Emotional decision makers are often skilled at persuasion.

5. Concrete or Abstract
These scores indicate how you prefer to perceive information. Concrete learners pay attention to what is concrete and observable. They focus on details and tend to perceive tasks in parts or steps. Concrete learners prefer actual, tangible tasks and usually take a no-nonsense approach to learning. Abstract learners look at a task from a broader perspective. They tend to focus on the “big picture” or an overview of a task. Abstract learners focus on large ideas, meanings, and relationships.

A Word about Your Findings
The results of the Learning Style Inventory probably confirmed some things you already knew about yourself as a learner and provided you with some new insights as well. Keep in mind, though, that there are other ways to measure your learning style. The Inventory you completed is an informal inventory of your learning style. Other more formal inventories of learning styles are available including Kolb’s Learning Style Inventory, the Canfield Instructional Styles Inventory, and the Myers-Briggs Type Indicator.
Coping with Stress

Now that you have learned more about how you learn, let's learn about how you cope with stress and some strategies that will help you reduce your stress. You may not realize it, but we all need some type of stress in our lives to help us perform at our highest level. However, too much stress can seriously affect your physical and mental well-being and compromise your ability to perform your duty.

To explore some common reactions, you might experience when faced with stressful situations, read through the following list. Next, put a check mark ✓ by the symptoms that are common for you. Add your score and review the interpretations at the end of the survey.

### Stress Symptom Checklist

Stress Symptom Checklist provided by solutions4stress.

How many of these symptoms have you experienced during the last month?

| ___ Headaches                      | ___ Muscle cramps or spasms       | ___ Feeling apathetic              |
| ___ Nausea                         | ___ Tight or tense muscles        | ___ Excessive sweating             |
| ___ Fatigue, lack of energy        | ___ Neck & shoulder pain          | ___ Anxiety                        |
| ___ Cold hands &/or feet           | ___ Other pain                    | ___ Mood Swings                    |
| ___ High blood pressure            | ___ Poor sleep (insomnia)         | ___ Irrational fears               |
| ___ Backache                       | ___ Allergies                     | ___ Confusion                      |
| ___ Forgetfulness                  | ___ Skin conditions (e.g. rash)   | ___ Nightmares                     |
| ___ Diarrhea &/or constipation     | ___ Palpitations, even at rest    | ___ Loneliness                     |
| ___ Digestive upsets (cramps, bloating) | ___ Colds (more frequent than usual)    | ___ Problems with relationships     |
| ___ Stomach pains or ulcer        | ___ Appetite change / weight change | ___ Frequent worrying             |
| ___ Feeling you can't slow down    | ___ Feeling overwhelmed / overloaded | ___ Frequently feeling bored      |
| ___ Compulsive behavior            | ___ Crying, sometimes for no reason | ___ Unhappy with school            |
| ___ Depression                     | ___ More irritable than usual     | ___ Increase use of food &/or alcohol &/or cigarettes &/or recreational & prescribed drugs |
| ___ Tightness or pressure in the head | ___ Sudden anger                  | |
| ___ Restlessness                   |                                          | |
| ___ Frequent feelings of guilt     |                                          | |
Total Checked: ✓

0 - 7 = **Low:** Well done, it looks like you are looking after your health but don't get too complacent.

8 - 14 = **Moderate:** This is borderline and you may need to make some lifestyle changes to improve your well-being.

15 – 21 = **High:** You are showing many signs that your body is experiencing stress. You need to take action now to reduce your stress.

22 + = **Very High:** You have been stressed for some time and ignoring the warning signs. You should seek some professional help to reduce your stress.

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**Transition Tips for Incoming Freshmen**

‘To a Citadel cadet, it's all about the future— a way of life they can be proud of and secure in. From day one, The Citadel instills in its cadets the values and importance of honesty, pride, country and selflessness. You did not come to The Citadel just for an education; you came for a challenge and a better tomorrow. You will live by a code and abide by a set of rules. Worn on the sleeve of every cadet, right next to their finely polished brass, is a belief that they are a part of something far greater than themselves. It’s about Honor, Duty, and Respect, values that will help you cultivate a better world.

‘To revere God, love my country and be loyal to The Citadel,’ begins The Citadel Code which is learned by all cadets upon arriving at the school. ‘To be faithful, honest and sincere in every act and purpose and to know that honorable failure is better than success by unfairness or cheating ... To take pride in my uniform and in the noble traditions of the college and never do anything that would bring discredit to them ... To face difficulties with courage and fortitude and not to
complain or be discouraged.’ For The Citadel, this isn’t just a code. It’s a way of life,” (Svetitz, Mike. Opelika-Auburn News, 25 September 2004).

This article was written the day following a devastating loss for The Citadel football team when they played Auburn University (#9 in the nation and 4-0 for the season) in Auburn, Alabama. Even though the Citadel football players were unable to match the skill and endurance of the Auburn team, when the Citadel football players left the field, the entire stadium full of Auburn fans stood up and cheered the Citadel football team for the determination and grace that they showed throughout the entire game even though they lost to Auburn 33 to 3.

Tips for Incoming Freshmen

The Fourth-Class System  
*Provided by Citadel freshmen from previous years*

1. There is a reason behind most things; don’t try to analyze everything—it’s not personal.
2. If you do get punishments, serve them, but don’t dwell on them.
3. Don’t worry about being a knob—take one day at a time.
4. If you are unsure about how to do something, wait for instructions.
5. Keep your sense of humor—don’t take this stuff personally!
6. Remember that the purpose of the knob experience is to make you a better person.
7. Remember to blend in, not stand out!
8. Remember that you are not alone—there are other knobs going through the same thing.
9. You will be respected if you always try your best. Nothing lasts forever.
10. Act with integrity at all times even when no one is watching.
11. The Citadel is a different experience than what your hometown buddies are experiencing, so make new friends and recharge your batteries on the weekends and while you are on leave.
12. Your classmates are your best friends—confide in them, trust them.
13. Patience will serve you well.
14. If you have trouble in a class, get help immediately—don’t wait!
15. If you know something is not right, find someone to tell, but most of all, don’t do it!
16. Remember that upper-class cadets are here to help you do your best.
17. Listen to more of what they say, than how they say it.
18. Get into a routine as fast as possible. It is difficult to catch up, once you get behind. Be prepared!

**Academics:**

19. Remember that academics always come first even when you participate in extra-curricular activities.
20. Learn how to study because the way you studied in high school may not work at The Citadel.
   Don’t just read the material—highlight, underline important details, write notes, and review, often.
21. Use binders for your classes with dividers or different color folders with brads; forget using a spiral notebook—they don’t work well, here. Organize yourself and pack your book bag the night before each day because you probably won’t have time after breakfast.
22. Limit your time on the computer to, at the most, 30 minutes a day. Facebook will kill you! You are here for an education, so spend your time studying!
23. Remember that in spite of all you have to do in a day, sleep is important. Go to bed and get at least eight hours of sleep.
24. Focus on your grades; good grades are your ticket to privileges!
25. Get a calendar as well as a Planner and put all of your tests, papers, exams, quizzes, and special events on it.
26. Do NOT wait until the last minute to do your school work; things always seem to take longer than you expect. Study every subject every day, studying some longer than others.
27. Use your free time wisely: do your homework and studying during the day when you are awake, and shine right before you go to bed—no more than 30 minutes.
28. Study, Study, Study: Get out of the Barracks if you need a quieter space: Library, Thompson Hall
29. Additional Time: Study after last class until Supper.
30. Notebooks: Use the 3-ring binder system OR colored folders.

**Life in the Barracks:**

31. Make an effort to get close to the knobs in your classmates because they are the ones who will support you throughout the year.
32. Sleep every chance you get.
33. Find something to break the routine like a fantasy football team, a good book, or something. Join a club on campus. Don’t stay in your room every weekend. Go out with your classmates.
34. Relax and Rest: There really are times to rest; you just have to find them; Keep your Sense of Humor—the system is not personal!
35. Hold out through Fall Semester: Spring is Better; If you can make it through fall, you can make it all the way!
36. Know your Chain-of-Command: Get the cell phone number of Company Commander, First Sergeant, TAC, Company Advisor, and Academic Officer. If you encounter a questionable situation and are not sure of what to do: Text one of these people ASAP before acting!

**Military Life:**

31. Shining: Have on hand: 3 Brass; 2-3 pairs of shoes B. Shine Time: 15 minutes max; Before dinner; After last class; ***Use ESP to STUDY – not to shine
32. Some cadets lose weight their freshman year, so get uniforms that fit.
33. If you have trouble shining, ask someone! Don’t waste time doing something you are not sure of.
   Your classmates are there to help you. Work as a team.
34. Uniforms: Get to know Windex and Febreze; 2-3 Uniforms ready each night for next day; Put Dryer Sheet in Laundry Bag; Complete Sunday for the Week
35. Learn to shine on your uniform in a hurry – without making a mess
36. Memorize Names & Knob Knowledge: Use Free Time/Down time to memorize names; Menu—know at least 3 meals ahead; Names—learn a few each day.

11 College Freshman Fears

Being nervous about college actually means you're already doing many things correctly!

Being nervous about starting college is probably the most normal thing you can do. Your apprehension is a sign that you are already interested in doing well. Additionally, rest assured that most of your fears will probably go away after your first week, first month, or first year—even if they don't, there's always something you can do to change things. Take a few moments to discuss these issues in class.

1. My roommate will be awful.
2. I don't have any friends; I'll have problems meeting new people.
3. I won't be able to cut it academically.
4. I'm really going to be homesick for my friends/family/boyfriend/girlfriend back home.
5. I'm concerned about my finances.
6. I don't know how I'll balance so many things.
7. I'm nervous about being on my own for the first time.
8. I don't know how to do basic things: laundry, ironing, marching, shining.
9. I'm intimidated by professors but know I may need to go to them for help.
10. I don't think I can handle all of the stress.
11. I have no idea what I want to do after college.
12. Will I be able to make it through the fourth-class system?

Procedures: Special Leave, Furlough, Signing Out and Signing In

Everything you do at The Citadel involves rules and procedures and following proper Leave Procedures is no exception. It is your DUTY to follow proper procedures in all instances!

Take a few minutes to review what you must do to take leave.

I. Sign-In and Sign-Out
   - Sign-Out electronically.
   - Plan your time to ensure a timely return to campus.
   - Read the White Book Leave Procedures online before taking leave.
   - Plan a safe, sober return.
   - Plan on returning early—something always causes delays.

II. Uniform
   - Wear the proper uniform when you leave and stay in it.
   - Only wear your leave uniform, except while at the beach (No civilian clothes (civvies), PTs, or duty allowed).

III. Tips
   - Use the buddy system: Always look out for your buddy, don’t let your buddy get into trouble, and have a buddy who can get you home safely.
   - If over 21 years of age, drink responsibly, if at all. Do NOT drink underage.
   - Do NOT go places that appear to be questionable in terms of your reputation and/or safety. Learn about safe/unsafe areas.
   - Remember to have the phone number of your First Sergeant and CALL, if you are in trouble.
   - Do NOT break any laws.
   - Do NOT argue with anyone.
   - Do NOT use a fake ID—that is an Honor Violation.

IV. Lasting Impressions
   - Remember that you represent yourself, your family, and The Citadel at all times.
   - Remember that you not only represent The Citadel but also the alumni at all times.
   - Remember not to disgrace The Citadel or the uniform—be proud of who you are and where you attend college.

LTC R. Sberna, USAF (Ret.), Assistant Commandant for Discipline, provided these suggestions.
Academic Strategies for Successful Academic Performance

**Time Management**: It is your DUTY to learn how to manage your time which means finishing your military obligations quickly and devoting the majority of your time to academics—the reason you came to college.

- **Have at least three sets of brass and pairs of shoes.**
  - One set for SMI and parade. Your SMI set won’t get deep scratches in the shine as quickly as they will with daily use. Getting out deep scratches requires more work than simple buffing.
  - One set for class use.
  - One set in transition—a set in the process of shining while you wear the class pair. You’ll have a backup pair if your shoes lose their shine.

- **Shine shoes and brass when you are least mentally alert.**
  - If you are most alert in the morning, shine in the evening.
  - If you are an evening person, shine your shoes in the morning.
  - You want your most mentally alert time to be spent on academics and Knob Knowledge.

- **Get a copy of the menu for your room.**
  - Study it every morning before first formation.
  - By answering meal questions, you sometimes avoid more difficult questions.

- **Before leaving for class, pack your knobby bag for the entire academic day.**
  - Include all your day’s classes’ books, notebooks, and assignments.
  - Include your academic planner and any study material such as flash drives to be used in saving work done in computer labs and books for upcoming academic assignments.
  - During your spare time in between classes, study in the computer labs or library or in an empty classroom.
  - Concentrate on academics between classes and find a quiet place to study.

- **Trade-off sweep detail and other work with fellow Knobs.**
  - If you have a class or a test first thing in the morning, you will need time to get to class or to study. Ask a buddy to sweep for you.
  - Do not forget to return the favor to those who have helped you.

- **Study in pairs and travel around campus and into barracks in pairs.**
  - There is strength in numbers.
  - A study partner can help you stay awake. Try to pick a study partner in the same major as you or someone taking the same professors.

- **Limit your extra-curricular activity your first semester.**
  - You are too busy with requirements from the military and academics.
  - Wait until you understand your schedule better before joining too many activities.

There are numerous ways that you can manage your academics as well as your military tasks. First, you will want to create a schedule for each day and each week. You will want to make a to-do list each night because in the chaos of a typical day, you may find yourself forgetting what really needs to be done unless you write out a to-do list. Keeping a daily list is a simple way to start planning your time effectively. Your list includes tasks that you will want to remember.
### WEEKLY SCHEDULE
(This schedule should NOT vary week to week)

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**Short-Term Goals:**

_____________________________________________________________________________________

**Long-Term Goals:**

_____________________________________________________________________________________

Total Hours
1. When is the best time to study your hardest subject?
   A. Early morning when your mind is fresh
   B. Late at night because you are a night owl
   C. After lunch because you have free time
   D. All of the above

2. Which of the following is important when goal-setting?
   A. Be specific
   B. Have subject-oriented goals
   C. Be familiar with your study goals
   D. All of the above

3. Which of the following is a benefit of using an academic checklist?
   A. It keeps you on track.
   B. It reduces anxiety.
   C. It motivates you to keep studying.
   D. All of the above

4. When should you reward yourself?
   A. When you make an “A” on an English paper
   B. When you make a “B” on an English paper
   C. When you make a “C” on an English paper
   D. Whenever you reach your desired goal, no matter what you earn

Answers: 1-4, D.


Recognizing Procrastination and Getting Motivated

Procrastination, one of the biggest barriers students face, keeps them from being academically successful. One of the main reasons for procrastination is fear of failure. Many students have not learned to rely on their ability to do high caliber work and often feel the need to act on another’s advice instead of following their own intuition because they believe that other people may know more. **It is your DUTY to complete and turn in all assignments on time!**
Why DO You Procrastinate?

- **Fear of Failure:** Possibly you heard too often that failure is unacceptable and are afraid to fail. Unfortunately, valuable learning can come from failure, so turn in your work rather than getting a zero because you need your professor's feedback! **Remember that failure is a natural part of the learning process and is an opportunity to learn.**

- **Slow Start:** Getting started is always the most difficult part of any task. Concentrate on the patterns that emerge when you try to begin a project and lay down the law to yourself. For example, “after texting my friend back home, I will begin to write my English paper.” Set a limit for yourself and jump in and get started!

- **Perfectionist Attitude:** Some students feel that everything must be done absolutely perfectly and want to stop if anything goes wrong. You must allow yourself to experience satisfaction when you are working and try not to view mistakes as negative. You must understand that making mistakes is an essential component to reaching a level of expertise.

- **Overwhelmed by Tasks:** This often happens when you do not have a realistic perspective of the time it takes to complete tasks. Invariable, assignments and projects take more time than you anticipate, so set realistic goals concerning assignments. Start sooner, and the project will be less stressful and more enjoyable. You might want to break the project into small parts.


Find Your Procrastination Quotient

Do you procrastinate? To find out, circle the number that best applies to you.

1. I invent reasons and look for excuses for not acting on a problem.
   - Strongly agree 4 3 2 1  Strongly disagree

2. It takes pressure to get me to work on difficult assignments.
   - Strongly agree 4 3 2 1  Strongly disagree

3. I take half measures which will avoid or delay unpleasant or difficult tasks.
   - Strongly agree 4 3 2 1  Strongly disagree

4. I face too many interruptions and crises that interfere with accomplishing my major goals.
   - Strongly agree 4 3 2 1  Strongly disagree

5. I sometimes neglect to carry out important tasks.
   - Strongly agree 4 3 2 1  Strongly disagree

6. I schedule big assignments too late to get them done as well as I know I could.
   - Strongly agree 4 3 2 1  Strongly disagree

7. I am sometimes too tired to do the work I need to do.
   - Strongly agree 4 3 2 1  Strongly disagree
8. I start new tasks before I finish old ones.
   Strongly agree 4 3 2 1 Strongly disagree

9. When I work in groups, I try to get other people to finish what I do.
   Strongly agree 4 3 2 1 Strongly disagree

10. I put off tasks that I really do not want to do but know that I must do.
    Strongly agree 4 3 2 1 Strongly disagree

Mostly 4s  Like many college students, you struggle with procrastination. Investigate strategies to help you overcome your tendency to put things off. Use the resources The Citadel provides for you, such as the Academic Support Center, to help you overcome your procrastination habit.

Mostly 3s  You have a tendency to procrastinate. This pattern will most likely become more serious as your academic demands increase. Use these statements to identify your problem areas and discover strategies that will help you succeed in these areas.

Mostly 2s  You understand many of the principles of time management. However, there is always room for improvement and learning new strategies for avoiding procrastination will lead you to greater academic success.

Mostly 1s  You have discovered and applied strategies to help you successfully manage your time. Remember to continue to develop new strategies as you face new challenges in college.


**Notetaking**

**Evaluation:** Fill in the blank with “T” or “F” according to whether the statement is true or false.

1. ___ Listening is an active process.
2. ___ When taking notes, write only on the front of the page.
3. ___ Doodling is an effective method for stimulating concentration.
4. ___ Use abbreviations to speed up the note-taking process.
5. ___ Avoid eye contact with the professor; keep your eyes on your paper.
6. ___ Listen with a positive frame of mind.
7. ___ There is only one effective method for note-taking.
8. ___ Notes should be reviewed both before and after class.
9. ___ Do not take notes using your own system.
10. ___ Do not reflect on material learned.

Answers: 1=T, 2=T, 3=F, 4=T, 5=F, 6=T, 7=F, 8=T, 9=F, 10=F
One of the most popular types of notetaking is the Cornell Method because it organizes your notes for you. **There is a Cornell Notetaking Template on your Dog Tag for you to download and use.**

**Cornell Method**

This note-taking method was developed by Dr. Walter Pauk and involves six steps:

1. **Recording**
2. **Reducing**
3. **Reciting**
4. **Reflecting**
5. **Reviewing**
6. **Recapitulating**

- **Record** facts and ideas presented in class on your page using an outline format. After the lecture, fill in any missing details.
- **Reduce** the notes recorded in class using the left recall margin. Write key words in the margins and formulate questions about the material you have recorded.
- **Recite** the key words or questions and try to recall and recite the information. Test yourself by covering up your wide record column and use the key words and questions to review the material.
- **Reflect** on what you have learned from your lecture notes by thinking about the ideas presented and how they relate to what you already know.
- **Review** your notes for each class a few minutes each day—don’t just wait for tests! Daily review makes test preparation much easier.
- **Recapitulate** or summarize your notes in the bottom summary section at the bottom of each page.

---


Another form of notetaking that is extremely effective is outlining the chapter on one page before going to the lecture. Then, highlighting and circling details that the professor emphasizes. Additional notes can be put on the back, so that the entire class notes are on one page.
Look at the bold headings. Look at the chapter questions. Write down what you think the Chapter is about.

New vocabulary and word meanings should be written in this box.

Read each section and jot down a sentence about it in the box. Place important facts in the partner box.
Reading Comprehension

Before learning successful strategies for increasing your reading comprehension, let's take a moment to take a quick evaluation of your reading abilities.

Fill in the blank with “T” for “F” according to whether the statement is true or false.

1. ___ Reading is a passive process
2. ___ You should only mark the important points in each section of your reading.
3. ___ When studying math, avoid the practice exercises as they are often complicated.
4. ___ You should use flashcards when study science or foreign language terms.
5. ___ Before reading a chapter, briefly survey the chapter summaries.
6. ___ There is only one correct method for effectively reading a chapter.
7. ___ For a better understanding of literature, summarize works in your own words.
8. ___ Reading your textbook is the same as reading *Sports Illustrated*.
9. ___ Use the bold headings of the chapter to help guide your comprehension.
10. ___ The four R’s in SQ4R are read, recite, review, and record.

Answers: 1=F, 2=T, 3=F, 4=T, 5=T, 6=F, 7=T, 8=F, 9=T, 10=F;

Students who read a chapter starting with the first word and don’t quit until they reach the last word are often shocked by how little they remember from their reading. *Underline, mark margins, make notes, and ask questions in your mind as you read.* Active participation in the reading process helps you comprehend and retain information.

The SQ4R process, based on the SQ3R process developed by Francis P. Robinson in 1941, is a study system that allows you to use your reading and note-taking abilities effectively and has proven highly successful for many students—elementary through college!

SQ4R stands for: **Survey, Question, Read, Write, Recite, and Review**

Survey the Text

Before reading your textbook, take a few minutes to look over the following key parts to determine how your text is organized and what it’s about:

* Title Page  * Glossary  * Appendix  * Index
* Contents  * Bibliography  * Introduction  * Answer Key
* Publishing Information

Read the introduction, summary headings, and review questions at the end of the chapter to cue you to the important points for development and discussion. Then, determine the length of time it should take you to read the chapter. This step should take no more than a few minutes. Now, you will need to survey the chapter.

Let’s start the SQ4R process:

**Survey the Chapter:** Look at: *Title  *Introduction  *Headings/Sub-Headings
* Illustrations, Graphs, Charts  *Conclusion/Summaries  *Exercises
*Questions  *First Sentences of Paragraphs

Once you begin turning your headings and sections into questions, you have made a conscious decision to actively read!

**Read:** 1) Read one section at a time  2) Underline with colored pen, highlight, and make margin notes of vital information. Only mark the important points in each section of your reading.

**Write:** 1) Write brief notes in your own words to help you understand and memorize.  2) Summarize the main points in the margins that will help you recall when you review.

**Recite:** 1) As you finish each section, recite either silently or aloud the major points covered under each heading.  2) Next, recite your margin notes and highlighted areas.

**Review:** 1) Review the chapter immediately after reading.  2) Look over your margin notes and highlighted material.


**Career Development**

Everyone needs a personal Career Plan, so let’s get started! First, we encourage you to follow the Career Planning Timeline below and adjust it according to your individual needs. Some will need to repeat steps, others will need to add them, and some will reach their career planning goals agead of schedule. Regardless, always keep in mind that you are planning for YOUR future, http://www.citadel.edu/root/career
## Career Plan

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<tr>
<th>Freshman</th>
<th>Sophomores</th>
<th>Juniors</th>
<th>Seniors</th>
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<tr>
<td><strong>Learn About Yourself</strong></td>
<td><strong>Explore Your Options</strong></td>
<td><strong>Prepare for Your Search</strong></td>
<td><strong>Pursue Your Goals</strong></td>
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<td>Complete SIGI³ (online interest assessment) to identify skills, interests, and values</td>
<td>Review short- and long-term career goals. Explore and research career options</td>
<td>Continue to explore and research career options</td>
<td>UPDATE: résumé, reference page, online job board account, job search strategy and career goals</td>
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<td>Review career profiles online and begin exploring career options</td>
<td>Update/construct résumé making sure to include all leadership training and summer employment/internship</td>
<td>UPDATE: résumé, online job board account and career goals</td>
<td>Practice and hone interview skills</td>
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<td>Set short- and long-term career goals</td>
<td>Create an account with the Career Center’s online job board (contact Career Center for instructions, if needed)</td>
<td>Create a general cover letter and organize your reference page</td>
<td>Engage in full-time job search/apply for graduate school (and take entrance exams)</td>
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<td>Become familiar with Career Center resources</td>
<td>Research graduate/professional schools</td>
<td>Expand your network Search for internships/summer employment</td>
<td>Evaluate offers and follow up with employers</td>
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<td>Discuss your career plans with mentors, family, friends, and professors for different perspectives</td>
<td>Begin developing your professional network by seeking mentors, alumni, and other for advice</td>
<td>Narrow graduate/professional school search and practice entrance exams</td>
<td>After contracting with the military, accepting civilian employment and/or graduate school, PREPARE for life after college</td>
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<td>Get involved in student organizations/activities and volunteer</td>
<td>Conduct informational interviews and set up job shadow opportunities to learn more about fields of interest to you</td>
<td>Develop job search strategy and contingency plan</td>
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<tr>
<td>Search for summer employment/summer internship</td>
<td>Search for summer employment/internship</td>
<td>Practice interviewing</td>
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**REMEMBER:** No matter where you are along the Timeline, be sure sure to attend Career Education workshops and Recruitment events. For more information, please contact the Career Center at careercenter@citadel.edu or phone 843-953-1617.
Academic Planning

Creating an Educational Plan Gives You:
- A visual picture of what you need to accomplish semester by semester.
- A good idea of how long it will take to meet your academic goals.
- The academic requirements for your degree.

To design a plan that works for you, follow these tips:
1. **Complete** requirements in foreign language, writing, and mathematics as soon as possible. Often your performance in these courses depends on cumulative knowledge from high school or another college.
2. Take skill-building courses like mathematics and composition in consecutive terms, so you do not forget the background material that you have learned.
3. For structured programs (e.g. engineering), follow the program outline as closely as possible. The sequence has a reason.
4. **Double check the Catalog** to ensure that the course you need is offered in the term you have it scheduled. Many courses are offered only once a year, not every semester.
5. Check which courses have prerequisites and schedule the prerequisites. NEVER take a course without the prerequisites.
6. Choose general electives based on your major.
7. Your Advisor is your best resource for educational planning. **Meet with your Advisor at least once a semester**, if not more often.
8. Take a high interest course every term to keep you enthusiastic about college and learning.

Additional Academic Information:
**Cadets:** Please review this sample plan below and create your own plan. You will want to keep your Course Catalogue for all four (4) which lists all of your academic requirements. Academic Plans for Sophomore, Junior, and Senior year are on your Dog Tag.
4-Year Plan of Study*

Major: ________________  Minor: ________________  Graduation Date: ________

Using your Undergraduate Catalog, please fill out the following 4-year Academic Plan. You will also want to check your Degree Evaluation each semester to ensure that you are taking the right courses in the correct order. To review your Degree Evaluation, you will want to follow these steps: 1) Lesesne Gateway, 2) Student Tab, 3) Registration Tools (middle column) and Degree Evaluation, 4) Generate New Evaluation (bottom of page), 5) Select Program and Current Term, and 6) Generate Request.

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What do you need to do to become a sophomore? For example, which classes do you need to take in Maymester or over the summer to have a minimum of 24 hours? If you want to increase your GPA, you must take classes at The Citadel; however, you will want to check with the Registrar before taking courses at another college to ensure proper transfer credit. Remember that you must pass 24 hours from the August of your freshman year to the August before your sophomore year to be classified as SA and return for your sophomore year!

*The templates for Sophomore, Junior, and Senior years can be found on your Dog Tag.
GPA Calculation

It is important that you check your GPA each semester by reviewing your academic transcript through Lesesne Gateway and then using the following online GPA calculator at http://webb.nmu.edu/ACAC/SiteSections/ToolsAndResources/GPACalculator.shtml to predict what grades you will need to maintain the appropriate GPA for continuance and graduation.

NMU.edu Grade Point Average Calculation

- A = 4
- B = 3
- C = 2
- D = 1
- F = 0

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Semester: FALL 2015

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Semester Total

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Semester: SPRING 2016

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Semester Total
RESPECT: You must demonstrate personal discipline, exhibit personal accountability for yourself and others, and support others on your team.

Taking personal responsibility for your actions will help you succeed at The Citadel and will transform your behavior! Our society often teaches us to blame others when something goes wrong or to “pass the buck.” However, when you matriculate at The Citadel, you are telling yourself that blaming others is a past behavior and that you are now going to take responsibility for your choices. When you adopt the attitude of personal accountability, you:

1. Have more control in your life.
2. Become an active contributor rather than a passive observer.
3. Encourage others to look to you for leadership.
4. Gain the reputation as a problem solver.
5. Enjoy the satisfaction that comes from getting things done…the power of positive doing.
6. Experience less anger, frustration and helplessness—all leading to better physical health.
7. Realize a positive spillover effect into your personal life.

Adapted from “Inspire Personal Accountability” An Excerpt from Change is good…You Go First by Mac Anderson and Tom Feltenstein, http://www.simplertruths.com/author/tom-feltenstein.html

Before beginning the section on Social Media and Its Consequences, remember that from now on, anything you photograph or write and then post on social media is a personal choice and often results in devastating consequences!

Social Media and its Consequences


Social media has been instrumental in changing the ways we communicate with one another. Some critics believe that this type of communication actually isolates people rather than bringing them closer together, while others caution that the negative outcomes of this type of networking far outweigh any positives.

Dr. Walsh from the Miriam Centers for Behavioral and Preventive Medicine noted that “social media can adversely affect academic performance as the average freshman woman can spend as much as 12 hours every day engaged in any form of media use” (Walsh, Jennifer, Ph.D. “Social Media's Negative Effect on Academic Performance,” The Miriam Centers for Behavioral and Preventive Medicine, 2013, Headlines and Global News, http://www.hngn.com/articles/1929/20130415/social-mediases-negative-effect-academic-performance.htm). Moreover, Dr. Walsh discovered that students "who spent more time engaging in these forms of media [television, movies, music, surfing the Internet, social networking, talking on the cell phone, texting, and reading non-school-related books as well as playing video games] had fewer positive academic behaviors, such as homework completion and class attendance, but instead had lower academic confidence and more problems affecting their school work, like lack of sleep and substance abuse” (“Social Media's Negative Effect on Academic Performance,” Headlines and Global News, 2016).

We have included two Social Media/Network Quizzes for you to take to gauge your knowledge about many security issues as well as some negative consequences that can result from posting personal
information or thoughts online for all to view. Once you have completed each quiz, you will find not only the correct answers but also clear explanations about several misconceptions concerning social media.

Also, please review the headlines found below about students who have been expelled because of their online posts as well as view several videos about the consequences of social media.

I. The following are headlines involving actions that were posted on social media and the consequences:
   - “Fraternity Shut Down After Racist Chant Caught on Tape”
   - “Two Oklahoma Students Expelled Over Racist Chant Video”
   - “Black Students Expelled for Making Rap Videos on Social Media”

II. Please see the following videos concerning the dangers of Social Media:
   1. Syracuse University Expels Student Over Facebook Comments
      https://www.youtube.com/watch?v=fE0nCwHUUXM
   2. Dangers of Social Media for Teens Video/RaffertyWeiss Media
      https://www.youtube.com/watch?v=sop5MN7IIfw
   3. Social Networking Workforce Dangers: https://www.youtube.com/watch?v=eRaG9A9syHI
   4. Adam Smith’s Rant Against Chick-Fil-A Employee:
      https://www.youtube.com/watch?v=DqhjFkFDbcg
   5. Adam Smith’s Apology: https://www.youtube.com/watch?v=XB0XkyyE9rk
   6. Rachel’s Video: https://www.youtube.com/watch?v=Zar5OkiHBdw

**Social Network Security Quiz**

1. Can I see who has been viewing my Facebook profile?
   - Yes, but you need to install an app.
   - Yes, if you first Like the page for the app.
   - No, it’s impossible.

2. I just got an email saying I have a new message from “Tammy,” but I don’t know anyone by that name. What should I do?
   - Click on the link in the message and login to reply to her.
   - Reply to the notification email and ask who she is.
   - Delete the email and ignore it.

3. Will Olive Garden really give me a $200 gift certificate just for sharing a link on my Facebook profile?
   - No, but you will more than likely be helping to spread malware.
   - Yes, they will! It’s your reward for advertising for them.
   - Yes, but only if 10 of your friends also share the same link.
4. Can criminals really use sites like Facebook and Twitter to look for people who are on vacation and then go rob their house?
  □ No, that’s just an urban legend. It has never happened in real life.
  □ Yes, especially if your privacy settings aren’t locked down.

5. Do police spy on people using social networking sites?
  □ No, that would be illegal without a warrant.
  □ Yes, but only for suspected terrorists.
  □ Yes, especially when people post photos and video of illegal activity.

6. Are all Facebook apps safe to use?
  □ Yes, Facebook tests every app on their site.
  □ No, because there is no app screening process.
  □ Only if my friends are already using the same app.

7. Is it safe to click on shortened links (bit.ly, tinyurl) when using Twitter?
  □ No, because you don’t know where that link is really pointing.
  □ Yes, but only from trusted friends.
  □ Yes, because Twitter screens the links for viruses.

8. Has anyone ever actually lost their job for posting stuff online?
  □ No, that would violate their First Amendment rights.
  □ Yes, and for a variety of reasons.

9. Is there any social networking site that offers true online privacy?
  □ They all do if you set your privacy settings correctly.
  □ Twitter is way more private because it uses shorter posts.
  □ No. If you want privacy, don’t use them at all.

10. Why are social networking sites so often plagued with privacy and security problems?
  □ Because they were created by nerds with no social skills.
  □ Because millions of people use them.
  □ Because the government wants to track its citizens online.


Social Network Security Quiz Answers

1. **Answer: No, it's impossible.**

   On Facebook's Help Center page, they specifically state that nobody can know if someone else is viewing their profile and that they have made this “technically impossible.” If you see any posts from friends claiming to have a new app that lets you see who is viewing your profile, absolutely do not click on it because it's most likely a scam.

2. **Answer: Delete the email and ignore it.**

   This is a fairly common phishing scheme where it looks like a “new message” notification from Facebook which includes a link to a site that asks you to put in your username and password to view the message. Don’t fall for this scam, especially if the notification email was in your Spam folder. If you do respond to a message like this, you should change your password immediately!

3. **Answer: No, but you will more than likely be helping to spread malware.**

   No restaurant or other business is handing out free gift certificates just for sharing links. Don’t bother clicking on them when you see friends post such things, either. It’s more likely that their account has been hacked, or they have some kind of malware that is automatically posting junk links on their behalf.

4. **Answer: Yes, especially if your privacy settings are not locked down.**

   If you don’t limit your privacy settings in sites like Facebook, anybody can view anything you post, regardless of whether or not you are “friends” on the site. Furthermore, keep in mind that friends of friends can also view some posts, like photos, and you could easily open yourself up to theft if you post a lot of info about where you are when not at home.

5. **Answer: Yes, especially when people post photos and video of illegal activity.**

   You’d be surprised what kind of incriminating things get posted on sites like Facebook and YouTube. When those photos and videos are freely available to be viewed by anyone, you better believe that the police are watching, too. It's dumb enough to break the law, but documenting the crime and posting it online is about as stupid as it gets.

6. **Answer: No, because there is no app screening process.**

   Unlike Apple, which has an approval process for things sold in the iTunes App Store, Facebook does not have an approval process, so anyone can make anything on the site. This means any variety of malicious code could be pushed via an app and you’d have no way of knowing what was safe and what wasn’t. Pay close attention to what you “allow” any app to do before you enable one. Many malicious apps quickly spread because they use the victim’s friends list to draw in more users.

7. **Answer: No, because you don't know where that link is really pointing.**

   No matter who posts them, link shorteners are not secure because you’re blindly clicking on a link that redirects you to another site. This could easily be used to spread malware or spam. These shorteners are especially prevalent on Twitter due to the limited space allowed per post, but under no circumstances should they ever be considered totally safe.
8. **Answer:** Yes, and for a variety of reasons.

Many people have been fired after posting inappropriate photos or saying things about their employers online. Just because it is your Facebook or Twitter page doesn't mean you might not get in trouble for posting photos of yourself passed out drunk at a party, especially if your job is, for example, an elementary school teacher. Prospective employers often look up the social networking pages of applicants to learn more about them, so keep that in mind when applying for a job.

**REMEMBER:** Cadets have lost rank and have been suspended from playing a sport, for example, because they chose to post controversial photos or to make improper remarks about a person on their social network!

9. **Answer:** No, if you want privacy, don’t use them at all.

If you are really concerned about online privacy, then you had best stay away from sites like Facebook and Twitter. The whole purpose of these sites is to share personal information with friends and family, and in exchange for the connectivity, these companies often gather and sell your personal info to third parties. If there is some piece of information about yourself that you never want to get out, then don’t share it online.

10. **Answer:** Because millions of people use them.

Many of the security problems found on social networking sites are caused by users. Whether it is people who can’t resist that restaurant gift card or who insist on knowing who is viewing their profile, the online scammers of the world rely on their victim’s help to spread malicious software on these sites. The key is for users to educate themselves on what to look for so that they don't fall victim to the latest phishing scam or fake app.

**REMEMBER:**

When something online seems too good to be true, don't fall for it. Be especially wary of anything that you see posted and reposted multiple times by different friends. Some Facebook viruses spread like crazy when all it takes is a couple of clicks, and that’s how these things are designed. After all, everything you see posted is from a 'friend' so why would that friend try to trick you? It's a slick way for criminals to spread viruses, malware, and other risks by using familiar people as hosts.

You should also employ good security software when going online, but even the most updated antivirus programs can't catch everything, and that's why you need to be able to recognize a problem before you become victim. When in doubt, don’t click that link!

How Safe is Your Surfing?

Think you know your way around the Web? Well enough to stay safe from spyware, spam, scams and identity theft? Are you willing to put yourself to the test?

If you're anything like your peers, you spend a lot of time online. In fact, according to recent surveys, teens spend 25% of all their media time on the Internet. 55% use social networking sites (70% of teen girls have their own profiles!) 33% use the Web to share artwork, photos, stories, or videos, and 51% say they download music files.

So, do you think you know the rules of the digital road? What's safe – and what's risky – to do online? Take this 10-question quiz to find out your grade.

1. Watching movies on streaming video sites like YouTube or Metacafe are safer than downloading movies from file-sharing sites – you can't get a virus or spyware from a streaming video.

   ☐ True
   ☐ False

2. I know you're not supposed to meet in person with someone you meet in a chat room, but it's also risky just to chat online with them.

   ☐ True
   ☐ False

3. Bit torrent library sites like thepiratebay.org or p2p file-sharing programs like limewire might not be legal but at least they're safe. They won't allow files with computer viruses or spyware.

   ☐ True
   ☐ False

4. Your best friend asks for your password to your favorite game site so she can help you score game points or cash. She promises to keep it safe and secret. Is it safe to agree?

   ☐ Yes, it's OK.
   ☐ No, it's not OK.

5. You procrastinated on your essay, and it's now due the following day. You think about buying a report from a "term paper" Web site and submitting it as your own work. Which of the following statements is true?

   ☐ a) It is not stealing because the original writer sold his report to the term paper site.
   ☐ b) Teachers don't know how the Internet works, so I'll never get caught.
   ☐ c) If I fail this paper, I might not get into college, so it's OK to do it this once.
   ☐ d) None of the above.
6. 'Free' gadget and game gear sites are legitimate because companies like Apple or Microsoft wouldn't let their famous products like iPod or Xbox be used by scam sites.

□ True
□ False

7. A friend accuses you of ruining his college application because of a video you took of him doing "stuff" at a party. At the time, you posted it to your personal page of your favorite social networking site but later took the video down. Can the friend be right that the college somehow found the video?

□ Yes
□ No

8. Hackers are after money these days. No one gets viruses anymore, so it's ok to open e-mail attachments like videos and e-cards. And anyway, the family computer has anti-virus on it, so it's safe.

□ True
□ False

9. I won't get sued by the record labels as long as I download music using my unencrypted wireless router. That's because I can always say someone else used my router.

□ True
□ False

10. I know enough not to download files from file sharing sites. And as long as I surf mostly to game and social networking sites, I don't have to worry about security hassles.

□ True
□ False

Answers:

1. Watching movies on streaming video sites like YouTube or Metacafe are safer than downloading movies from file sharing sites – you can't get a virus or spyware from a streaming video.
Answer: True. Downloadable video files can easily be combined with viruses and spyware. If you want to watch a video, stream it, buy it, or rent it.
2. I know you're not supposed to meet in person with someone you meet in a chat room but it's also risky just to chat online with them.

**Answer:** True. While agreeing to meet chat room strangers is very dangerous, just chatting can be risky as well. You can reveal personal information about yourself that can be used against you. And you expose yourself to potential predators who are experts at psychological manipulation.

3. Bit torrent library sites like thepiratebay.org or p2p file-sharing programs like limewire might not be legal, but at least they're safe. They won't allow files with computer viruses or spyware.

**Answer:** False. Torrent libraries don't scan for viruses or spyware and plenty of files – especially the 'keygens' that generate the codes to use games and other software – deliver malicious payloads. And p2p programs match users who have and want the same file, but don't test whether the files are safe.

4. Your best friend asks for your password to your favorite game site, so she can help you score game points or cash. She promises to keep it safe and secret. Is it safe to agree?

**Answer:** No, it's not safe to give your password out to anyone. Many of us use the same password for our bank, e-mail, and MySpace/Facebook-type sites. If you have a fight with your friend, or she's careless with your password and shares it with someone else, your reputation – and your identity – can be ruined.

5. You procrastinated on your essay, and it's now due the following day. You think about buying a report from a "term paper" Web site and submitting it as your own work. Which of the following statements is true?

**Answer:** None of the above. Term paper sites are supposed to be for research, not plagiarism. Teachers are increasingly good at catching cheaters due to the power and ease of search engines. And plagiarism cheats you out of learning the things you need to help you get into and succeed at college.

6. 'Free' gadget and game gear sites are legitimate because companies like Apple or Microsoft wouldn't let their famous products like iPod or Xbox be used by scam sites.

**Answer:** False. So-called "Free iPod" sites operate completely independently from the reputable gear makers. These scam sites trick people into signing up for numerous product trial offers in the hope of getting the free product. Almost no one makes it through all the required hoops, and in the process, you lose time and sign up for offers you don't want or need.

7. A friend accuses you of ruining his college application because of a video you took of him doing "stuff" at a party. At the time, you posted it to your personal page of your favorite social networking site but later took the video down. Can the friend be right that the college somehow found the video?

**Answer:** Yes. On the Web, content is forever. Sites and search engines often keep copies of every piece of content they find and make it publicly available. Think before you act: Every e-mail you send, every photograph you upload, and every forum comment you post can be easily copied, stored and shared without your permission or knowledge. Inappropriate or risky content can ruin college and job applications and hurt or embarrass friends and family members.

8. Hackers are after money these days. No one gets viruses anymore, so it's ok to open e-mail attachments like videos and e-cards. And anyway, the family computer has anti-virus on it, so it's safe.
Answer: False. While hackers are increasingly focused on financial scams like phishing, they still send huge numbers of attachments infested with viruses and spyware. And many legal, popular programs like screensavers are bundled with pop-up advertising that makes them anything but "free." And don't count on the family computer to keep you safe. According to a recent study by McAfee and the National Cyber Security Alliance, 92% think their anti-virus software is current, but when tested, just 52% are up-to-date.

9. I won't get sued by the record labels as long as I download music using my unencrypted wireless router. That's because I can always say someone else used my router.

Answer: False. The recording industry has successfully sued thousands of young people for illegal downloading, including many with "open" Internet connections. Aside from exposing you to legal jeopardy, "naked" surfing like this allows strangers to poach your bandwidth and hackers to steal your identity.

10. I know enough not to download files from file-sharing sites. And as long as I surf mostly to game and social networking sites, I don't have to worry about security hassles.

Answer: False. Even well-known and well-protected Web sites can get hacked, exposing you to exploits – malicious code that installs itself on your computer without your permission, and often, without your knowledge. To stay safe online, you have to use good common sense and maintain an up-to-date computer security on your computer.

Followership: “We have good corporals and good sergeants and some good lieutenants and captains, and those are far more important than good generals” – General William T. Sherman

It has long been suggested that all effective leaders must have effective followers to achieve mission requirements; however, according to Robert E. Kelley, an expert in followership studies, effective followers must have the following qualities:

1. Enthusiasm
2. Intelligence
3. Self-reliant participation
4. Modesty
5. Critical thinking abilities

Conversely, Kelley encourages followers not to become:

1. Passive Sheep who lack initiative and do not take responsibility for their actions. Often these followers are quick to blame others for their mistakes and lack of initiative.
2. Yes People who may appear to have more energy, but they do not take initiative.
These people can become aggressively obedient, even servile.

3. **Alienated Followers** who are critical of others and act independently from others. When they do act, they fulfill their roles passively because, for whatever reason, they have distanced themselves from the organization and its mission.

In addition, effective followers have competencies that point to being effective team builders who tend to make informed choices which:

1. Build trust: Their word is their bond.
2. Communicate courageously: They offer honest timely feedback to leaders.
3. Identify with their leader: They are loyal and take satisfaction in their leader’s success.
4. Adopt the leader’s vision: They have a clear understanding of the “big” picture and priorities.


In his book *American Generalship*, Edgar F. Puryear, Jr. interviewed Secretary of State Colin Powell and asked him why he believed that he had been selected to be chairman of the Joint Chiefs of Staff.

Powell replied,

> Beats me. I worked very hard. I was very loyal to people who appointed me, people who were under me, and my associates. I developed a reputation as somebody you could trust. I would give you my very, very best. I would always try to do what I thought was right, and I let the chips fall where they might… It didn’t really make a difference whether I made general in terms of my self-respect and self-esteem. I just loved being in the Army (*American Generalship: Character Is Everything: The Art of Command*, p. 229).

In summary, as a freshman cadet, you will be well served by remembering that the role of followership is as important as the role of leadership and that you will be relied upon to be someone who:

1. Displays loyalty: shows deep commitment to the organization but may disagree agreeably.
2. Functions well in change-oriented environments: moves fluidly between leading and following.
3. Functions well on teams: collaborates, shares credit, and acts responsibly.
4. Thinks independently and critically: takes the initiative and practices self-management.
5. Considers integrity to be of paramount importance: tells the truth, maintains the highest performance standards, and above all, admits mistakes.

Physical Effectiveness Pillar: Major General John M. Schofield, the Superintendent of the USMA on August 11, 1879, explained that he who feels the respect which is due to others cannot fail to inspire in them respect for himself. He who feels, and hence manifests, disrespect toward others, especially his subordinates, cannot fail to inspire hatred against himself. Respect is a very important value to live by and is much more than talking kindly and listening to someone. It is the process of taking into consideration someone’s emotions, feelings, and needs. It is showing someone that you value their time and their opinions. Your behaviors and actions should show respect for others.

Rick Nauert, Ph.D. notes that researchers at the University of Michigan found that students who participate in physical activity and team sports may enjoy benefits beyond physical fitness. Their findings suggest that students who develop leadership skills and empathy toward others are more likely to care about their own health and, in turn, be more physically fit. So, passing the Physical Fitness Test (PFT) is about more than just running fast or doing multiple push-ups and sit-ups quickly; it is about viewing yourself in a positive way. Physical effectiveness is about developing important leadership and empathy skills, Nauert, Rick. “Physical Activity Helps Improve Social Skills,” PsychCentral, http://psychcentral.com/news/2010/03/15/physical-activity-helps-improve-social-skills/12120.html. He also points out that “in turn, these skills can influence healthy behaviors” (Nauert, Rick. “Physical Activity Helps Improve Social Skills,” PsychCentral, http://psychcentral.com/news/2010/03/15/physical-activity-helps-improve-social-skills/12120.html.

If you are unable to pass a portion of the Physical Fitness Test, then go to the Commandant’s Website, http://www.citadel.edu/root/cprp-physical-fitness-assessments to learn how to improve your scores. Remember that commitment to excellence is a learned leadership behavior and indicates a respect for others as well as for yourself, so giving up and not trying should not be an option.
**Goal Setting:** “In absence of clearly defined goals, we become strangely loyal to performing daily acts of trivia”—Author Unknown

You must respect yourself because if you don’t respect yourself, why should others respect you? If you don’t respect others, what kind of a person are you? Do all of the right things for yourself as well as for others and do what it takes to achieve your goals.


The military as well as other organizations emphasize goal setting as an avenue to success; however, they stress that your goals should be SMART goals:

1. **Specific**
2. **Measureable**
3. **Action Oriented**
4. **Realistic**
5. **Time-Driven**

Examples:

- A Vague Goal might be: I want to get my degree whereas a Specific Goal might be: I am going to get my four-year degree in Engineering.
- An Unmeasureable Goal might be: I want to get my degree someday whereas a Measureable Goal might be: I am going to get my four-year degree by next spring.
- A Non-Action Oriented Goal might be: I want to get my degree whereas an Action-Oriented Goal might be: I will take 18 hours this semester and earn at least a “C” in all 18 hours.
- A Not-So-Realistic Goal might be: I want to get my bachelor’s degree in 24 months instead of 48 months whereas a more Realistic Goal might be that you will take a minimum of 18 hours each semester for the next four years to earn your degree.
- An Undefined Goal might be: I want to earn my degree by the time I leave The Citadel whereas a Time-Driven Goal might be: I want to earn 24 hours by the end of my freshman year, and earn enough hours by the end of my sophomore year to be classified as a 2A, and enough hours by the end of my junior year to be classified as a 1A at the beginning of my senior year as well as graduate with my class.

Finally, your goals should be:

1. Written down in positive terms
2. Posted in a prominent place, so you can stay focused
3. Created by you
4. Changeable—your situations and goals can and will change as life circumstances change. In other words, if your deadline becomes unrealistic, change it.

Respect Through Emails and Thank-You Notes: “Clear communication is the golden thread that ties all leadership qualities together”—Lee Froschheiser (President and CEO of Management Action Programs)

- **Emails:** We all know that one of the core values of The Citadel is Respect and that it is the right thing to do to show respect for others. But it's more than that. When you treat others with respect, you encourage others to trust you and to realize that you are valuing their feelings and opinions. When you send an email to a professor or to someone in authority, they do not have the opportunity to see your body language or to hear your voice inflections—the email is speaking for you! So, you must be certain that your emails convey the level of respect that you have for others:

  1. Address your email properly every time. Greetings are essential—names are important, but don't use first names.
  2. Use formal language; avoid using slang.
  3. Don't leave the “Subject” field blank.
  4. Mind your manners! Use closings like “Thank you in advance.” Or “I appreciate your help.”
  5. Be certain to REPLY to all emails that ask for a response.

- **Please see the sample below:**

  Subject: English Essay from John Doe

  Dear Dr. Johnson,

  I've attached my essay on *A Tale of Two Cities*, which is due by the end of the day today. Thank you for allowing me to email it to you instead of turning it in during class. I've been out sick but wanted to make sure I got this to you on time since I know it's such a big part of our grade. I really appreciate it.

  Sincerely,

  John Doe

- **Thank-You Notes:** Writing Thank-You notes is not extremely difficult; however, few gestures impact others as much as receiving a Thank-You note because this note tells others that you respect what they have done for you. You are grateful to them, and you understand the value of letting them know with a written Thank-You note instead of a tweet or text message.

  A good time to write a Thank-You note might be after Parents' Weekend, if your family has traveled a distance to be with you or if they have spent money on a hotel room and taken you out to dinner. Let someone know how much you appreciate them and what they have done for you. Also, Thank-You notes should be written after job interviews or any time someone has taken their time to spend with you.
Please see the sample below:

Dear ____________,
I wish to thank you for all that you have done for me and especially for this past weekend. I know how difficult it must have been to travel to The Citadel just to see me for a few hours during the weekend. I appreciate your attending parade and taking me out to dinner—as that may have been one of the best meals I have ever eaten! But most importantly, I want to thank you for your love and support while I am at The Citadel because that is what gets me through each day.

Respectfully,
John
Appendix: Academic Policies and Procedures

Grades and Course Credit

Only letter grades are given to evaluate a student's progress, and The Citadel does not recognize plus or minus grades in undergraduate courses. The following definitions of letter grades are applicable:

- **A** Superior
- **B** Very Good
- **C** Satisfactory; Acceptable
- **D** Marginal; Passing, but not high enough to pass English 101
- **F** Unsatisfactory
- **U** Grade assigned in ENGL 101 to designate that a grade of “D” or “F” has been earned and no credit has been awarded.
- **W** Withdrawal from a course prior to the official deadline. After that time, students will receive the grade of “F” should they fail to complete the course or complete it unsuccessfully. Under extenuating circumstances, the grade of “W” may be awarded after the official deadline with the recommendation of the instructor and the concurrence of the Associate Provost for Academic Affairs.
- **I** Incomplete. An Incomplete is awarded when course requirements have been very nearly met but for authorized reasons (illness, injury, family emergency, etc.) cannot be completed during the current semester. To be eligible for the grade of “I,” students must be passing at the time they are forced to terminate their participation in the course. Students who are not passing at the time they are forced to terminate their participation will receive the grade of “F” in the course. The grade of “I” must be removed within the first 30 class days of the next full semester, or the “I” becomes an “F.” Under extenuating circumstances, an extension may be awarded by the Associate Provost for Academic Affairs with the recommendation of the instructor. Students may not enroll in a course in which they currently have an “I.” A student is not eligible for Dean’s List or Gold Star awards until Incompletes are removed.

Grade-Point Average Computation: Grades are assigned quality points as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
</tr>
<tr>
<td>F, I, W, U</td>
<td>0</td>
</tr>
</tbody>
</table>
End-of-semester and mid-term grade reports are made available electronically through BANNER Self-Service in Lesesne Gateway.

When you access your transcript in Banner in Lesesne Gateway, you will see the following headings:

<table>
<thead>
<tr>
<th>Attempted Hours</th>
<th>Passed Hours</th>
<th>Earned Hours</th>
<th>GPA Hours</th>
<th>Quality Points</th>
<th>GPA</th>
</tr>
</thead>
</table>

**Attempted Hours:** This total includes all hours attempted at The Citadel, including those dropped with the grade of “W.”

**Passed Hours:** This total includes all attempted hours when you earned a grade of “D” or higher, except English 101 (when you must earn a “C” or higher).

**Earned Hours:** This total includes all hours passed at The Citadel plus all hours awarded through transfer, AP, and/or CLEP. When a previously passed course is repeated, the hours are counted only once in the Earned Hours total.

**GPA Hours:** You multiply the number of hours of the course times your grade (Quality Points) in the course. For example, English is a 3-hour course, and if you earned an 'A' which is worth 4 Quality Points, then the total points for English would be 12. Then you divide the total number of points earned in a semester by the total number of hours attempted to compute the GPA for that semester. This total includes only hours earned at The Citadel.

**Quality Points:** This total comes from the total number of points you earn in each course according to your letter grade: A=4 quality points; B=3 quality points, etc.

**Quality Hours:** This total includes all hours attempted at The Citadel for which Quality Points were earned or could have been earned. When a course is repeated, the hours from both courses are included in the Quality Hours.

**Semester GPA:** The grade-point average for any semester is determined by dividing the total number of Quality Points earned by the total number of hours for which grades of A, B, C, D, or F were received.

**Cumulative GPA:** The cumulative grade-point average on which Graduation, Academic Probation, and Academic Discharge are based is computed by dividing the total Quality Points earned at The Citadel by the total Quality Hours taken at The Citadel.

**Dean’s List and Gold Stars**

_The Dean's List_ is a recognition given for the work in a semester to those students registered for 12 or more semester hours whose GPA is 3.200 or higher, with no grade below a “C” and/or no grade of Incomplete “I.” The medal is worn on the cadet uniform the following semester. _Gold Stars_ are awarded to those students on the Dean's List who have earned a GPA of 3.700 or higher for the work of a semester. Stars are worn on the cadet uniform during the following semester.

**Mid-Term Grades:** Mid-term grades are issued for students in the fall and spring semesters.

- Students may not change their decision to take a course on the Pass/Fail basis after the first two weeks of the term.
Courses taken Pass/Fail carry graduation credit, but no Quality Points are awarded. Such courses are not included in GPA computations except in determining the First and Second Honor Graduates of the graduating cadet class.

Cadets who are taking a course under the Pass/Fail option and who wish to be considered for Dean’s List or Gold Star awards must satisfactorily complete the Pass/Fail course and must earn the appropriate GPA on 12 or more semester hours in addition to the Pass/Fail course.

Taking or Repeating Courses to Improve the GPA

- A student may not take or repeat a course which is taught at a lower level than or serves as a prerequisite for a course which the student has already completed. Courses may be repeated under the following conditions:
- No course may be repeated once a grade of “B” or higher has been earned.
- If a course is repeated, the last grade of record is used to determine whether course requirements for graduation have been met.
- If a previously passed course is repeated, the hours may be used only once toward meeting requirements for total hours passed.
- A transfer course may be repeated to improve a GPA only if the grade of “C” or higher was earned at the transfer institution.
- All grades from repeated courses are included in computing the student’s grade-point average.

Transfer Credits

- Normally, only courses taken at an accredited institution which are comparable in content and credit hours to specific courses offered by The Citadel and in which grades of “C” or better have been earned will be considered for transfer.
- To ensure that courses taken away from The Citadel will be accepted for transfer, students must obtain written, prior approval through the Office of the Registrar. However, the Dean of the School or the Department Head in which the student is majoring may accept courses for transfer to meet general elective credits. These are courses that are not offered by The Citadel but which are considered to be worthy of credit as electives and in which grades of “C” or higher have been earned.
- The appropriate Deans or Department Heads have responsibility for considering all transfer courses that are comparable to courses offered by The Citadel. Grades earned in courses transferred from another college will not be computed in the student’s grade-point average at The Citadel. Courses previously passed at The Citadel will not be accepted for transfer.
- All transcripts sent from another college to The Citadel become the property of The Citadel and cannot be issued to the student or a third party.

General Course Requirements

- Final Examinations
Final examinations are required at the end of each semester. Generally, the final exam will not constitute more than one-third (⅓) of the course grade. The Final Examination Schedule is available on the Citadel Registrar’s page, http://www.citadel.edu/root/registrar.

- ROTC Requirements
All cadets must be enrolled in and successfully complete an ROTC course every semester during which they are enrolled at The Citadel or until they have completed eight (8) semesters. ROTC classes may not be used to satisfy elective requirements in any course of study. Students who wish to change ROTC programs may do so online using Web Registration.

- Fine Arts Requirement
Each freshman and sophomore cadet should attend one approved fine arts performance each semester. Students may choose from programs offered through Cadet Activities on campus or from a list of approved on and/or off-campus events (Candlelight Service, productions by the Footlight Players, Concerts by the Symphony Orchestra, etc.).

- **Course Overload**
The maximum course load (credit hours) which will be approved for either fall or spring semester is **normally 22**. Overloads may be requested in writing to the Associate Provost for Academic Affairs.

- **Course Load Requirements**
A full-time student must be enrolled throughout each semester in coursework totalling at least **12 credit hours**. A cadet must be a full-time student. Any cadet who drops below the 12-credit-hour minimum at any time during a semester is subject to discharge, unless there are extenuating circumstances. Such circumstances must be presented in writing to the Associate Provost for Academic Affairs. **Students and their parents should be aware that carrying fewer than 12 credit hours may affect insurance coverage with some companies and may also affect eligibility for financial aid.** *Reminder: Students enrolled in laboratory science courses must take the lecture and the laboratory (lab) concurrently.*

- **Course Substitutions**
Course substitutions are made only when justified by extenuating circumstances. Such circumstances must be presented in writing by the student; and the requested substitution must have the support of the Faculty Advisor, the Associate Dean or Department Head, and the Associate Provost for Academic Affairs. Forms for requesting course substitutions are available in the Registrar's Office.

- **Change of Academic Major**
Students who wish to change their major should consult with their Academic Advisors in their current major course of study as well as with the Dean or Department Head offering the new major. Forms for requesting a change of academic major are available in the Registrar's Office.

- **Academic Minor**
A minor should complement a student's major and not simply expand it with more courses in the same field. For this reason, students may not ordinarily pursue both a major and a minor in the same discipline. The student must earn a grade of at least 2.00 on all coursework required by the minor. Requirements for the minor must be completed concurrently with requirements for the student's major. Requirements for each minor are outlined in the academic department sections of the *College Catalog.*
• **Criteria for Continuance**

A. **General Guidelines**

1) To continue at The Citadel, a student must: 1) meet minimum standards for hours earned at The Citadel or for hours properly transferred from another accredited institution, and 2) maintain a minimum cumulative grade-point average (see chart below from *The Citadel Course Catalog*).

2) These criteria are assessed initially after the cadet's second semester at The Citadel and then at the end of each two-semester period. Credits earned through AP or coursework taken by an entering freshman in the summer prior to initial matriculation **WILL NOT** be used toward meeting the minimum standard for hours earned in an academic year.

3) Although The Citadel will notify students who are deficient in either or both areas, it is the responsibility of the student to ensure that these criteria are met. To avoid Academic Discharge, a student must meet both hour and GPA requirements concurrently either at the end of the fall semester, at the end of the spring semester, or in August, as appropriate.

4) A full-time student (one carrying at least 12 credit hours each semester) must pass at least 24 semester hours in each 12-month period after initial matriculation or readmission. **If a previously passed course is repeated, the hours may be used only once toward meeting requirements for hours passed.**

5) Part-time students must pass 50% of the hours attempted, and each student must maintain a minimum cumulative grade-point average as prescribed in the following table.

The column labeled "Total Hours" includes:

1. All credits attempted for which a grade of *A, B, C, D, or F* was received at The Citadel
2. Coursework transferred from other colleges
3. Courses taken Pass/Fail or in which the grade of "U" was earned.

This table shows the minimum academic progress a student must make to continue at the College and to avoid Academic Discharge.
To continue without Probation, a student must meet the requirements as outlined in the following table:

### Continuance Without Probation

<table>
<thead>
<tr>
<th>Total Hours (Quality Hours Plus Transfer &amp; Pass/Fail Hours)</th>
<th>Grade-Point Average for Continuance Without Probation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-39</td>
<td>1.700</td>
</tr>
<tr>
<td>40-69</td>
<td>1.800</td>
</tr>
<tr>
<td>70-99</td>
<td>1.900</td>
</tr>
<tr>
<td>100 &amp; above</td>
<td>2.000</td>
</tr>
</tbody>
</table>

For the purpose of determining Academic Probation, Criteria for Continuance, Dean’s List, Gold Stars, Graduation, and other academic matters, the grade-point average will be computed to three decimal places.

### B. Academic Probation

A student is placed on **Academic Probation** for any semester when the cumulative grade-point average based on courses taken at The Citadel fails to meet the requirements:

### C. Academic Discharge

- A cadet’s academic record will be subject to formal review for purposes of Academic Discharge at the end of the second semester after initial matriculation at The Citadel.
- During these two semesters and the summer sessions after initial matriculation, the cadet must have earned at least 24 credit hours and must at the time of review meet GPA requirements for continuance. If these requirements are not met concurrently at that time, the cadet will be discharged for academic deficiencies.
- Academic assessment for the purpose of Academic Discharge is conducted at the end of each two-semester period, and the associated summer sessions, after the student is admitted or readmitted. Under the Academic Discharge Policy, cadets may be discharged for academic deficiencies in January or in August of each year.
• Credits completed while a student is on Academic Discharge will not normally be accepted for transfer to The Citadel. Exceptions to this policy must have the approval of the Associate Provost for Academic Affairs.
• Summer session work cannot make students ineligible to enroll in the following fall semester, if they were eligible for enrollment at the end of the previous spring semester.
• Minimum grade-point averages for the various Total Hours categories are as shown in the previous sections; however, the minimum GPA required will not be raised as a result of summer school work. That is, students moving from one Total Hours category to the next higher category as a result of credit hours earned in summer school at The Citadel or elsewhere will only be required to meet the GPA minimum of the lower category of credit hours for continuance in the following fall term.
• Students who voluntarily withdraw at times other than January or August or who are discharged for other than academic reasons will have their academic status assessed upon application for readmission.
• When the number of unexcused absences reaches 6, the student and his or her parents will be issued a warning by the Associate Provost for Academic Affairs that continued disregard of the academic policy requiring class attendance (10 or more absences) will result in an Academic Discharge from the College.
• If the number of unexcused absences reaches 10, the student will be permitted to complete the current semester, but will be academically discharged from the College for the following semester.
• Cadets who accumulate 10 or more unexcused absences in the spring semester and who would otherwise be eligible to participate in Commencement will not be permitted to do so. In all other circumstances, cadets who accumulate 10 or more unexcused absences will earn an Academic Discharge.

D. Second Academic Discharge
• A student who fails for a second time to meet minimum academic criteria for continuance will be awarded a second Academic Discharge.
• The Associate Provost for Academic Affairs will review the academic record and any extenuating circumstances the student wishes to present in writing.
• Based on this review and in consultation with the Faculty Advisor and the Department Head or Associate Dean, the Associate Provost for Academic Affairs will determine the conditions under which the student may be considered for readmission after a second Academic Discharge.

E. Academic Calendar Deadlines

• Drop/Add
Students are permitted to drop and add courses during the four (4) to five (5) days of the fall and spring semesters. The deadline for drop/add is published in the Academic Calendar found under “Academic Affairs,” then “Academic Calendar.”

• Pre-Registration
Each fall and spring semester, one week is scheduled for advising and one week is scheduled for pre-registration for the upcoming term. The dates are published in the Academic Calendar.
• **Removal of Incompletes**
  An incomplete must be removed within the first thirty (30) days of the next full semester; Otherwise, the “I” becomes an “F.” The summer session does not count as a semester in this case.

• **Course Withdrawal**
  During the fall and spring semesters, the deadline for withdrawing from a course with a grade of “W” falls seven (7) days after the end of the midterm grading period and four to five days after the beginning of each semester.

• **Final Exams**

• **Plagiarism Policy** (Please see this complete Policy on the Citadel Web, http://www.citadel.edu/root/plagiarism-faq)
  Cheating and plagiarism violations will be reported, a failing grade will be assigned for the work in question, and in many cases, the cadet will be dismissed from The Citadel on an Honor Violation. All classes follow The Citadel Honor Manual regarding plagiarism: “Plagiarism is the act of using someone else’s words or ideas as your own without giving proper credit to the sources.”

• **Mid-Term Exams:** Students may access their mid-term grades in Banner Self-Service in Lesesne Gateway.
  1) Mid-Term Exams are given mid-way through a semester.
  2) Grades are posted the Thursday after the end of exams.
  3) Receiving a "U" in English 101 means that a student has "unsatisfactory progress" at mid-terms and must receive a minimum grade of "C" at the end of the semester to enroll in English 102.

• **Final Exam Policy**
  Final Examinations are required at the end of each semester and will be given at the assigned time. If a faculty member has more than one section of the same course, students may, with the permission of the faculty member and providing that there is no conflict, take the final examination with another section. That is the only way that a student may change an exam time! Since no scheduling conflicts are possible, make-up examinations should not be necessary.

Please follow the following procedures regarding final exams:
  1) Any examination which is missed due to an emergency should be rescheduled after the regularly scheduled examination period but not during a Reading Period, during ESP, or on a Sunday.
  2) If rescheduling is not possible prior to the deadline for submission of final grades, the instructor should award the student an “I.”
  3) Conflicts resulting from a student’s travel arrangements do not constitute an emergency and do not justify a make-up examination.
  4) Any exception to these policies must be requested in writing by the student and concurred
with by the Professor and the Associate Provost for Academic Affairs.

There are only two exam times: 8:00 a.m. and 1:00 p.m., and these periods are three hours long. Exams are given on Saturday, but not Sunday. For the Exam Schedules, please visit the Office of the Registrar at http://www.citadel.edu/root/registrar.

**Academic Services and Resources**

**A. Academic Support Center**
The Academic Support Center's mission is to aid students in their transition to college life and to help them achieve individual academic success culminating in graduation. The Center coordinates a variety of programs for undergraduate students to include the Math Lab, the Writing Lab, Subject-Area tutoring, Supplemental Instruction (SI), Services for Students with Disabilities, and Corps Squad.

Academic Support Center, 117 Thompson Hall
Director: LTC Jane Warner
jane.warner@citadel.edu 953-5305

**B. Cadet Academic Officers**
Each Company has an Academic Officer, a senior cadet chosen on the basis of academic performance and leadership skills, who is charged with maintaining an environment conducive to study during Evening Study Period (ESP), directing cadets to appropriate support services, and assisting cadets to locate tutors.

**C. Cadet Advocacy Response and Education (C.A.R.E.)**
The Cadet Advocacy Response and Education Program promotes a culture and climate of respect to help prevent sexual harassment, assault, and rape through awareness training, education, advocacy, and the consistent enforcement of standards.

Cadet Advocacy Response and Education, 105 Thompson Hall
Director: Mrs. Janet Shealy
janet.shealy@citadel.edu 953-7277; 425-1315 (24/7)

**D. Campus Alcohol and Drug Information Center (CADIC)**
CADIC helps students make well-informed choices and provides simple strategies to help keep students safe during their college years and beyond. This office offers information and counselling to all cadets concerning alcohol and drug awareness. In addition, they distribute the free-taxi cards.

Campus Alcohol and Drug Information Center, MCH 227
Director: Mr. Kevin Modglin
kmodglin@citadel.edu (904) 982-9585

**E. Career Services**
Career-related training and resources are provided to students and alumni. Services include instruction on development and use of academic/professional portfolios, résumé preparation, and interviewing skills. Graduate School Fairs and Career Fairs are provided to help students explore career options. Networking assistance is also provided.

The Citadel Career Services, 573 Huger Street
Director: TBD 953-1617
F. Company Academic Advisors
Each cadet company is assigned a specifically chosen member of the faculty or staff whose responsibility is the academic well-being of all cadets in the Company. The Company Academic Advisor works closely with the Tactical Officer and the cadet Academic Officer to ensure that academic and military requirements are compatible and that cadets take advantage of support services and resources available to them.

G. Counseling Center
The Citadel Counseling Center offers confidential, short-term counseling services to currently enrolled students. Students are able to discuss personal, educational, or career-related concerns with a mental health professional in an informal setting:

The Citadel Counseling Center, 203 Richardson Avenue
Director: LTC Suzanne Bufano
suzanne.bufano@citadel.edu 953-6799

H. Financial Aid and Scholarships
The Office of Financial Aid and Scholarships has information on the full range of scholarships and financial aid packages available to Citadel students and assists in filing applications.

Financial Aid and Scholarships, 139 Bond Hall
Director: LTC Hank Fuller
hank.fuller@citadel.edu 953-5185

I. Infirmary
The Citadel Infirmary supports the educational mission of The Citadel by providing accessible and high quality health care to The South Carolina Corps of Cadets. Their staff strives to maintain the physical, psychological and social health of cadets through an interdisciplinary team approach of providing primary care and promoting health education and wellness. The staff members maintain confidentiality, respect for diversity, promotion of wellness and continuous professional growth.

Mary Bennett Murray Infirmary
Ms. Celeste Conlon, Head Nurse
celeste.conlon@citadel.edu 953-0853

J. Information Technology Services (ITS)
The Citadel provides all students with an email account and computing resources, including kiosks in Mark Clark and Bond Hall for quick access, more than a dozen computer labs in classrooms, several auditoriums, and a small lab in each of the barracks. All labs are equipped with personal computers and high-speed networked printers while others have additional equipment such as scanners for scanning text or photos. ITS staff members assist students at the IT Help Center in 253 Bond Hall, during the evenings in the Daniel Library, and from several IT repair workshops in the barracks. The Multimedia Services staff helps students use specialized software to design and edit graphics, create computer presentations or video projects in the Multimedia Center, 303 Bond Hall or by appointment.

Information Technology Services, 253 Bond Hall
Help Center & Student Support Manager: Justin Palmer
justin.palmer@citadel.edu; multimedia@citadel.edu 953-5010

K. Library
In a welcoming atmosphere, the Daniel Library provides the resources and services that support the teaching and research requirements of the college. Resources include full-text journals, discipline-specific databases and audio-visuals, as well as e-books and print books. The Library houses a Learning
Commons Area, as well as a Library Instruction Lab with desktop computers and printers. Cadets can find quiet places for collaborative group work as well as comfortable seating and quiet study areas. Also, they will find headphones, laptop computers, wireless connections, popular magazines, motion picture DVDs, and a Java City coffee bar (on the first floor) that sells beverages and light snacks. Services include Library orientation and research instruction classes (one-on-one research assistance is available) as well as free interlibrary loan and document delivery for students and faculty.

Daniel Library
Director: LTC David Goble
dgoble@citadel.edu 953-1267

L. Multicultural Students Services and International Studies
As an integral part of The Citadel community, The Office of Multicultural Student Services and the International Studies (MSSIS) provides advocacy, mentorship and support for students from historically underrepresented populations, including International Students. In MSSIS, we work to create cultural leadership opportunities for Citadel students and to assist the institution in creating and maintaining a campus climate that recognizes, appreciates, celebrates and shares a mutual understanding and respect for all cultures. This office plans and implements educational programs that promote awareness and provide opportunities for cross-cultural interaction and exchange, including study abroad. The MSSIS Office is also responsible for the administration and implementation of the Citadel Success Institute (CSI), a program designed to introduce participants to college academics, assist them in preparing for physical requirements of the Corps of Cadets, and help them become acclimated to the campus and its resources.

Multicultural Students Services and International Studies, 135 Thompson Hall
Director: LTC Robert Pickering
robert.pickering@citadel.edu 953-5096

M. Ombudspersons
The Ombudsperson is available for informal and confidential discussion of any problem or issue to include discrimination, harassment, mistreatment, fourth-class violations, and/or hazing. The Ombudsperson may be contacted 24 hours a day, 7 days a week.

LTC Robert Pickering, 135 Thompson Hall
robert.pickering@citadel.edu  (W) 843-953-5096; (C) 843-437-9645; (H) 843-552-6771
LTC Elizabeth Connor, 369 Bond Hall
elizabeth.connor@citadel.edu (W) 843-953-7469; (C) 843-469-7492; (H) 843-364-9868
MAJ Shamus Gillen, Admissions Recruiting
shamus.gillen@citadel.edu (W) 843-953-4830; (C) 843-743-9487; (H) 843-478-0239