

**HANDBOOK
FOR
ADJUNCT FACULTY**

Revised February 2012

Adjunct Faculty Handbook

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I. INTRODUCTION

A. WELCOME

Welcome to the ranks of The Citadel faculty. You are a valued member of our campus community. We look forward to a pleasant and productive association. The Adjunct Faculty Handbook is published by the Office of the Associate Provost. The purpose of the Handbook is to provide adjunct faculty with general information about The Citadel and specific information about relevant personnel policies; expectations of faculty; academic regulations and procedures; and campus resources and support services. If you have questions or concerns, consult your dean, associate dean, department head, or the Office of the Associate Provost.

B. COLLEGE CALENDAR

The academic calendar is available on The Citadel website at:

<http://www.citadel.edu/root/aa-calendar>

The main calendar for all Citadel events is available on The Citadel website at:

<http://www.citadel.edu/calendar/main/6.html>

C. CAMPUS MAP

A copy of the campus map with designated parking areas is available on The Citadel website at: <http://www3.citadel.edu/publicsafety/Web%20Pages/webpages/citadelmaps.html>

II. ORGANIZATION AND ADMINISTRATION

A. STATEMENT OF VISION, CORE VALUES, AND MISSION

1. Statement of Vision: Achieving excellence in the education and development of principled leaders.
2. Core Values:

HONOR

First and foremost honor includes adherence to the Honor Code of The Citadel. A cadet “will not lie, cheat or steal, nor tolerate those who do”. The commitment to honor extends beyond the gates of The Citadel and is a life-long obligation to moral and ethical behavior. In addition, honor includes integrity; “doing the right thing when no one is watching”. Finally, honorable behavior includes exercising the moral courage to “do the right thing when everyone is watching”. The Honor Code is the foundation of our academic enterprise.

DUTY

First and foremost duty means to accept and accomplish the responsibilities assigned to me. At The Citadel, my primary duty is to perform academically and then to perform as a member of the Corps of Cadets and the campus community. I accept the consequences associated with my performance and actions. Once I have held myself accountable for my actions, then I will hold others accountable for their actions. Finally, duty means that others can depend on me to complete my assignments and to assist them with their assignments. Duty is also a call to serve others before self.

RESPECT

First and foremost respect means to treat other people with dignity and worth – the way you want others to treat you. Respect for others eliminates any form of prejudice, discrimination, or harassment (including but not limited to rank, position, age, race, color, gender, sexual orientation, national origin, religion, physical attributes, etc.). In addition, respect for others means to respect the positions of those in authority which include faculty, staff, administrators, active duty personnel and the leadership of the Corps of Cadets. Finally, respect includes a healthy respect for one's self.

3. Mission:

As a higher education institution, The Citadel's mission is to educate and develop our students to become principled leaders in all walks of life by instilling the core values of The Citadel in a disciplined and intellectually challenging environment. A unique feature of this environment for the South Carolina Corps of Cadets is the sense of camaraderie produced through teamwork and service to others while following a military lifestyle.

The Citadel strives to produce graduates who have insight into issues, ideas, and values that are of importance to society. It is equally important that Citadel graduates are capable of both critical and creative thinking, have effective communication skills, can apply abstract concepts to concrete situations, and possess the methodological skills needed to gather and analyze information.

Throughout its history, The Citadel's purpose has been to educate undergraduates as members of the South Carolina Corps of Cadets and to prepare them for post-graduate positions of leadership through academic programs of recognized excellence supported by the best features of a military environment. The cadet lifestyle provides a structured environment that supports growth and development of each student's intellect, discipline, physical fitness, and moral and ethical values. The four pillars which define The Citadel experience for cadets consist of these four developmental dimensions.

A complementary purpose of The Citadel, realized through The Citadel Graduate College is to provide the citizens of the Low Country and the State of South Carolina opportunities for professional development by offering a broad range of educational programs of recognized excellence at both the graduate and undergraduate levels. These programs are designed to accommodate the needs of non-traditional students seeking traditional and demanding academic challenges.

Through its undergraduate and graduate programs, The Citadel Graduate College serves a degree-seeking population of approximately 1,200. The primary service area is the South

Carolina Low Country. The Citadel Graduate College offers three baccalaureate degree programs (Bachelor of Science in Business Administration, Bachelor of Science in Civil Engineering, and Bachelor of Science in Electrical Engineering) and seven graduate degree programs (Master of Arts, Master of Science, Master of Arts in Education, Master of Arts in Teaching, Master of Education, Master of Business Administration, and Specialist in Education). Meeting the needs of the South Carolina Low Country in terms of instruction, public service, and research, including such initiatives as cooperative programs with other educational institutions, is an important part of The Citadel's mission. Together, the Corps of Cadets and The Citadel Graduate College enroll approximately 3,200 students, about three-fourths of whom come from South Carolina.

B. INSTITUTIONAL CHARACTERISTICS:

The Citadel is a coeducational, comprehensive, state-assisted, four-year institution whose primary undergraduate student body consists of approximately 2,000 members of the Corps of Cadets, all of whom reside on campus. The primary service area for these students is regional, with approximately half of each freshman class coming from South Carolina. The Citadel, however, does draw undergraduate students from all parts of the United States and many foreign countries. The College offers a wide range of baccalaureate degree programs (Bachelor of Arts, Bachelor of Science, Bachelor of Science in Business Administration, Bachelor of Science in Civil Engineering, and Bachelor of Science in Electrical Engineering) in the humanities, social and natural sciences, business administration, engineering, and education. These academic programs prepare graduates of the Corps of Cadets for a variety of careers; about half of these graduates enter business and the professions, a third or more enter the military and government service, and the rest go directly into graduate and professional study. Many graduates choose to pursue professional or graduate degrees later in their careers.

Through its undergraduate and graduate programs, the Citadel Graduate College (CGC) serves a degree-seeking population of approximately 1,200, and the primary service area is the South Carolina Low Country. The CGC offers three baccalaureate degree programs (Bachelor of Science in Business Administration, Bachelor of Science in Civil Engineering, and Bachelor of Science in Electrical Engineering) and seven graduate degree programs (Master of Arts, Master of Science, Master of Arts in Education, Master of Arts in Teaching, Master of Education, Master of Business Administration, and Specialist in Education). Meeting the needs of the South Carolina Lowcountry in terms of instruction, public service, and research, including such initiatives as cooperative programs with other educational institutions, is an important part of The Citadel's mission.

Together, the Corps of Cadets and the CGC enroll approximately 3,200 students, with about three-fourths coming from South Carolina.

In all its educational programs, The Citadel acknowledges and endorses the teacher-scholar ideal, recognizing that the excellence of all of its programs is dependent upon the quality of its faculty. This ideal is pursued through teaching and lecturing, researching, writing, publishing, and public service. The Citadel's faculty also addresses audiences beyond the college by sharing their knowledge with other scholars and with the public.

C. BOARD OF VISITORS

The governing board of the College is The Citadel Board of Visitors (BOV) which was established by sections of the Code of Laws of South Carolina, 1962 (as amended). The organization and functions of the Board of Visitors of The Citadel, the Military College of South Carolina, are presented in the current edition of *College Regulations*.

D. ADMINISTRATION

1. The President establishes the structure of the administrative operations of the College.

2. The chart which reflects the current organization of The Citadel is available through the Office of Human Resources.

3. President, Provost/Dean of the College, Commandant of Cadets, Associate Provosts, and Deans.

a. The President. The President has the governing authority and responsibility for the administration of the College and all of its activities. All students, faculty, and employees of the College are subject to the orders of the President, who is responsible to the Board of Visitors for the proper conduct of the College in all schools/departments. In the case of an absence from campus for fewer than seventy-two hours, the President will be presumed to remain in responsible charge and command. In the event of the death or disability of the President or presidential absence for more than seventy-two hours, the command of the College will devolve upon the Provost of the College. Before resigning or retiring, except under extraordinary circumstances, the President shall give the Board of Visitors a minimum of six months' notice.

b. Provost /Dean of the College. The Provost of the College is responsible directly to the President for all matters pertaining to the academic functions of the College. The Associate Provosts and the Academic Deans report directly to the Provost/Dean of the College. The academic department heads, Counseling Center, Director of the Honors Program, and Director of Library Services report to the Provost/Dean of the College or the Designee of the Provost. The Provost/Designee of the Provost chairs the Graduate Council. The Associate Dean of the College of Graduate and Professional Studies reports to the Provost.

c. Associate Provost for Academic Affairs. The Associate Provost for Academic Affairs is responsible to the Provost/Dean of the College for ensuring that academic goals and objectives of the college are in compliance and met; planning, directing, evaluating, and developing undergraduate and graduate academic programs; collaborating with deans and departments heads of the College to analyze and develop recommendations in response to evolving issues; and providing leadership for developing and achieving strategic initiatives. This office also monitors the academic progress of the Corps of Cadets. The Associate Provost for Academic Affairs has supervisory responsibilities for the Academic Support Center, Multicultural Student Services and International Studies, Admissions, Information Technology Services, and Financial Aid

d. Associate Provost for Planning, Assessment, and Evaluation. The Associate Provost for Planning, Assessment, and Evaluation is responsible to the Provost/Dean of the College for ensuring that all aspects of the College are involved in a comprehensive, well-documented assessment process. This office provides support for the strategic planning process and ensures that planning, assessment, and budgetary activities are coordinated as a continuing cycle in the normal operation of the College. This office is responsible for all institutional research activities.

e. Dean of a School. The Citadel's academic programs are presented through five schools headed by deans: School of Business Administration, School of Education, School of Engineering, School of Humanities and Social Sciences, and School of Science and Mathematics. The dean of each school is a 12-month administrative position reporting directly to the Provost/Dean of the College and assumes responsibilities in the areas of program development and assessment, external fund raising, personnel actions, student recruitment, and budget/resource management. The dean is responsible for enforcing the policies of the school and for representing that school within the College and in external matters. When a school has department heads, these heads report to the dean, and the dean is responsible for ensuring that all department head responsibilities are being met. When the school has no department heads, the dean/designee of the dean assumes academic department head responsibilities as outlined below.

f. Academic Department Head. The Department Head reports to the Dean and is the chief academic administrator at the department level. The Department Head normally carries a teaching load of two courses each semester. As a faculty member, the Department Head continues to assume responsibilities in teaching, scholarly activities, and service to the institution and the discipline. The Department Head's responsibilities in the area of scholarship may relate to the promotion of the scholarly efforts of the faculty as well as to his/her own personal productivity. The Department Head assumes administrative duties and responsibilities in the areas of Department Leadership and Faculty Development, Department Planning and Program Assessment, Management of Department Operations, and Department Relationships Within and Outside the Institution.

III. PERSONNEL POLICIES

A. ACADEMIC FREEDOM

The first statement on academic freedom and tenure was adopted by the Board of Visitors of The Citadel on 4 October 1958. This original statement has undergone periodic revision, and the current version is as follows:

All faculty members are entitled academic freedom as defined in the 1940 statement formulated at a series of joint conferences of the American Association of University Professors and the Association of American Colleges. The governing bodies of the associations, meeting in 1989 and 1990, adopted several changes in language to remove gender-specific references from the original text. The current statement reads as follows:

"Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

"Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

"College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution."

This statement is contained in the policy statement on tenure and is accessible on The Citadel's website at: www.citadel.edu/.../college_regulations_after_august_2011_meeting...

B. FACULTY GRIEVANCE PROCEDURES

The grievance process of the College is reserved for the most serious of alleged offenses. These matters deal not with differences of opinion, but with violations of due process, denial of individual rights, or unequal treatment or discrimination based on sex, race, religion, or national origin.

Faculty grievances are addressed as follows. Appeal procedures are built into the processes for annual evaluation, probationary reappointment, tenure, promotion, and termination for cause. For any other matters, the faculty member is encouraged first to attempt to settle the matter with the offending party. If satisfaction is not reached or if this step is not feasible, the

faculty member should present the grievance in writing to the lowest appropriate level not involved in the grievance, department head or associate dean. If the faculty member is not satisfied with the matter at that level, the grievance and the attempted resolution should be presented in writing to the dean. If deemed appropriate, the dean may appoint a review committee of three faculty members with a designated chair. This committee shall have the authority to interview individuals who may have information pertaining to the grievance and to request records and materials pertaining to the grievance. In a grievance procedure, employees are obligated to provide requested information to their dean/associate dean/department head, or review committee. The committee shall forward its findings and recommendations to the convening dean who shall decide the case. The faculty member may appeal the decision of the dean to the Provost who has the authority to settle all faculty grievances.

C. ENGLISH FLUENCY POLICY

In accordance with the laws of South Carolina, The Citadel ensures the English fluency of its teaching faculty through a two-stage review process.

1. During the interview process, each applicant will make an oral presentation before a group consisting of faculty members and/or students. Should a candidate who is ultimately selected be deemed to have a language problem, the extent of this problem, the support to be provided the candidate by the College in addressing this problem, and the expectations for improvement in English fluency will all be clearly stated in the offer of employment.

2. Should the English fluency of a member of the faculty be challenged by a student, standard procedures for student academic grievances (See Section VI.H.) will be followed. Under these procedures, the student first confers directly with the faculty member involved. Where this does not result in satisfaction, the student contacts the appropriate associate dean/department head. If the matter remains unresolved, the student may state the grievance in writing to the dean who reviews the case and determines whether there are sufficient grounds to warrant an official hearing. In that case, the dean appoints a hearing board of three faculty members and a student in good standing from the same student category as the student filing the grievance. For grievances related to English fluency, the native language of one of the faculty members will not be English. This board has the authority to hear witnesses, request testimony, and study records and materials. In the case where the grievance relates to English fluency, the board will as a group or individually attend a lecture given by the faculty member in question, and evaluate that lecture. The board forwards its findings and recommendations to the convening dean who shall decide the case. The student or faculty member may appeal that decision to the Provost who has authority to settle all student grievances.

D. SEXUAL HARASSMENT STATEMENT

It is the policy of The Citadel that all employees should be able to work and students should be able to learn in environments free of sexual harassment. Acts of sexual harassment by

faculty, staff, and/or students are prohibited and are subject to sanctions and disciplinary measures. It is also the policy of The Citadel that willful false accusations of sexual harassment shall not be condoned. Sexual Harassment policies and procedures are provided at:

http://www.citadel.edu/policies/images/files/02-president/2-26_sexual_harassment_policy.01-10-12.pdf

E. OWNERSHIP OF INTELLECTUAL PROPERTY

Preamble

The Citadel has among its primary purposes teaching, research, and the expansion and dissemination of knowledge. Products of these endeavors include the development and use of intellectual property. It is the policy of the College that its faculty, staff, and students carry out their scholarly work in an open and free atmosphere that encourages publication and creation of such works without constraint but consistent with applicable laws and College policy. This policy *will be* in accord with the guidelines and criteria published in The American Association of University Professors' "Statement of Copyright," *Policy Documents and Reports*. Ninth Edition, 2001.

Definitions

Directed Works are defined as those specifically funded or created at the direction of the College, and which may or may not include exceptional use of College resources. They are distinguished from non-directed works, which are pedagogical, scholarly, literary, or aesthetic works resulting from non-directed effort.

Exceptional Use of College Resources is defined as the provision of resources or support by the College for the creation of a work that is of a degree or nature not routinely made available to College employees. Sabbatical leaves, faculty research grants, and faculty development grants awarded by the College upon the recommendation of the Research, Faculty Development, or Sabbaticals Committees, although competitive, are routinely available to the faculty and are therefore deemed non-exceptional unless specifically designated otherwise by agreement between the originator and the Provost.

Policy

Ownership of intellectual property will reside with the originator, whether a member of the faculty, a member of the staff, or a student, unless: (a) the property is created at the specific direction of the College; or (b) the originator has made exceptional use of College resources in creating it.

At the time when the work is directed by the College or at the time when the College makes exceptional resources available to the originator of intellectual property, the Provost and the originator will together determine ownership and will negotiate a written agreement concerning that property. These determinations will be made on a case-by-case basis.

IV. GENERAL INFORMATION

A. ADJUNCT FACULTY ORIENTATION

Each adjunct faculty member should meet with the appropriate department head before the first class meeting for an orientation to The Citadel, the department, and the course(s) he or she will teach.

B. COMPENSATION

Adjunct faculty members are typically paid bi-monthly, on the 15th and on the last day of each month.

C. PARKING

Vehicles parked on campus must be registered with the Citadel Department of Human Resources (located outside of Hagood Gate) within five working days of the time of first entry on campus. Faculty members will be assigned to the parking lot closest to their offices, space permitting. Parking decals must be displayed on the vehicle whenever it is parked in a campus lot.

D. KEYS

See the school/department secretary to obtain office and building keys.

E. MAIL

The secretary of each academic school/department is responsible for distributing mail to all members of the school/department.

F. ONE (ID) CARDS

Presentation of a Citadel One Card will allow adjunct faculty to check books from the Library and make full use of campus facilities. Citadel One Cards may be obtained from the One Card Manager in Bond 244.

G. USE OF CITADEL FACILITIES

Adjunct faculty and members of their immediate families are authorized to use Citadel facilities, including campus athletic facilities, The Citadel Beach Club on the Isle of Palms, and Daniel Library. Adjunct faculty may purchase tickets to athletic events at the faculty rate and are invited to attend all special events such as Fine Arts performances, Greater Issues addresses, and school/departmental lecture series.

H. DRESS AND GROOMING

Adjunct faculty members are not required to wear a uniform. Those entitled to wear a uniform by virtue of retirement from military service or by current reserve service may do so if they choose when teaching cadet classes. Faculty members do not wear the uniform when teaching in the Citadel Graduate College, in Maymester or Summer School. Faculty members who are not in uniform are expected to wear business attire when conducting their classes.

I. CAMPUS DINING

Coffee, bottled juices and assorted pastries are available in the Java City Café located in Daniel Library from 7:45am to 12:45pm Monday through Friday and 5:00pm to 9:00pm Sunday through Friday. Lunch (hot buffet, salads, soup and sandwiches) is served on the fifth floor of Bond Hall from 11:30-1:30 each weekday that school is in session.

Munnerlyn Snack Bar, adjacent to Mark Clark Hall, serves hot and cold food (hamburgers, hotdogs, chicken, pizza, deli sandwiches, hot buffet) 7:00-7:00, Monday through Friday; 10:00-7:00 on Saturday; and 1:00-7:00 on Sunday.

In addition, vending machines are available in most academic buildings.

J. SMOKING

All campus buildings are smoke free.

K. CANCELLATION OF CLASSES DUE TO INCLEMENT WEATHER

In the event of extreme inclement weather, classes may be cancelled by the President or the President's designee. The decision will be broadcast on local radio and television stations and posted on the Citadel's web site, <http://www.citadel.edu/root/>

V. FACULTY RESPONSIBILITIES

A. FACULTY ATTENDANCE

Faculty members are expected to begin and end class on time. If the instructor has not arrived in class ten minutes after the time the class is scheduled to begin, a student is expected to report the absence to the associate dean/department head or the department secretary. Students are not authorized to leave the classroom until properly dismissed by the instructor, the department head/associate dean, or dean.

A faculty member who becomes ill or has a family emergency and cannot hold class should notify the associate dean/department head or department secretary as soon as possible so other arrangements can be made for the class.

B. COURSE SYLLABI

At the beginning of each course, the instructor will provide for each student a course syllabus which contains among other information a reasonably detailed description of the material the course will cover, the academic goals which have been set, the prerequisite experiences which are needed in order for the student to be prepared to take full advantage of what is planned for the course, grading methods, relative weights of each type of assignment (homework, examinations, papers, etc.), and any restrictions to be imposed on giving or receiving assistance or working in groups.

C. OFFICE HOURS

It is extremely important that students have ready access to their professors and that they be encouraged to take full advantage of this opportunity. It is equally important that members of the faculty be able to reserve blocks of time for their scholarly and professional activities. Each professor should, therefore, establish and publish specific office hours during which students can feel free to visit and seek assistance. The heavy concentration of morning classes and regularly scheduled cadet activities (drill, parade, required formations, etc.) should influence the selection of these hours. Each professor should also be available by appointment when regular office hours cannot meet the students' needs for assistance. For professors teaching in graduate and evening programs, office hours must suit the schedules of the students in each individual class and may involve evening and weekend periods.

D. ATTENDANCE REPORTS FOR CADET CLASSES

1. Concept

The cornerstone of undergraduate education is communication between the teacher and the learner, and at The Citadel, class attendance is mandatory. Students may, however, need to miss class for such legitimate reasons as guard, athletic trips, sickness, emergencies, etc. When a student must miss a scheduled test for an authorized reason, he or she must confer with the instructor at the first available opportunity, normally prior to the absence, to plan for appropriate rescheduling. Guard is not a legitimate reason for missing a scheduled test or a laboratory or for failing to submit a paper or project when due.

Because missing a class without permission is not allowed, all professors are expected and urged to report all class absences for cadets.

Faculty members are asked to adhere to the College's published class schedule for class dismissal times. This is a professional courtesy and reinforces students' compliance with class attendance policies.

2. Class Rolls

Students whose names do not appear on the official class rolls (class absence reports) must not be admitted to class. These students must be sent immediately to the Registrar's Office.

3. Submission of Daily Absences and Lates

- a. At the beginning of each semester, the professor should explain the absence policy to each class.
- b. The professor is responsible for downloading the class role through Lesesne Gateway for each course taught. By 6:00 PM Monday through Thursday and 5:00 PM on Friday, the faculty member should sign onto the electronic Cadet Absence System. This will enable the faculty member to access an electronic roll for each class and enter all absences and lates recorded for that day. It is imperative that faculty members meet these deadlines since data submitted after the deadline on the day the absence or late occurs cannot be accepted by the system. This means that any absences or lates not entered by the deadline on the day they occurred will be lost. Only an Academic Officer or Tactical Officer is allowed to change an absence or late after the 5:00 pm deadline.
- c. This data is collected in an electronic database to which the offending cadet's Academic Officer, Unit Commander, and Tactical Officer have access after 6:30 PM each day. It is the responsibility of these individuals to determine if the absence is Excused or Unexcused. Unexcused absences carry the following consequences:

Late:	5 demerits
First Unexcused Absence:	5 demerits and verbal counseling
Second Unexcused Absence:	5 demerits and written reprimand
Third Unexcused Absence:	10 demerits
Fourth Unexcused Absence:	7 days restriction
Fifth Unexcused Absence:	5 demerits and 10 confinements
Sixth Unexcused Absence:	5 demerits and 10 hours of work
Seventh Unexcused Absence:	5 demerits and 10 tours
All Unexcused Absences	
Beyond Seven:	5 demerits and 10 tours

After five (5) unexcused absences, the cadet and his/her parents/guardians will be notified in writing by the Associate Provost that continued disregard for the academic policy on class attendance WILL result in an academic discharge from the College. After (10) ten unexcused absences in any semester, the cadet and his/her parents/guardians will be notified in writing by the Associate Provost for Academic Affairs that he/she will receive an Academic Discharge

for the following semester. Graduating cadets who have ten (10) unexcused class absences will not be permitted to participate in the May Cadet Commencement.

- d. Should a student miss, for any reason, more than 20% of the meetings of a particular course, college policy requires that the professor consider awarding the grade of "F" for excessive absences. This grade should be awarded unless the professor is convinced that there are extenuating circumstances and that even having missed so many classes the student has a reasonable opportunity to complete the course successfully. To award the grade of "F" for excessive absences, a professor should notify the student in writing and send a memorandum to the Registrar giving the student's name and ID number along with the course number and name.

E. FINAL EXAMINATIONS

Comprehensive examinations are required at the end of each semester. Should the instructor believe that another procedure is more appropriate for a particular course, he or she will obtain written approval from the dean/department head.

It is recommended that in the determination of the final grade faculty not give the final examination a relative weight greater than one-third.

The final examination schedule is available on The Citadel's website at: <http://www.citadel.edu/root/registrar>

Guidelines for Giving Final Examinations:

1. All three-hour courses require a comprehensive final exam, and if projects take of the actual exam, the exception must be approved by the department chair.
2. Faculty members are expected to give final examinations at the assigned time. No examinations are to be given prior to the beginning of the established exam period. (Laboratory, ROTC, and RPED courses are excluded from this rule.) No examinations are to be given on Reading Day, during Reading Periods, on a Sunday, or during an Evening Study Period.
3. 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.
4. Should the meeting time of a particular course section overlap two time periods, the instructor may select the period in which to give the examination.

5. Since no scheduling conflicts are possible, make-up examinations should not be necessary. 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. If rescheduling is not possible prior to the deadline for submission of final grades, the instructor should award the student the grade of "I." Conflicts resulting from a student's travel arrangements do not constitute an emergency and do not justify a make-up examination.

6. Any exception to these policies must be requested in writing by the student and concurred in by the instructor and the appropriate dean/department head.

F. GRADING POLICIES

While the following information is available in the catalogues of the College, it is provided here to assist the faculty in carrying out the responsibilities of evaluating the work of their students and advising students on matters of academic policy.

1. The following grades are used to report the standing of an undergraduate student upon the completion of each course:

- a. "A" represents superior attainment on the part of the student.
- b. "B" represents work that is clearly above the average, but not superior.
- c. "C" represents average attainment of the basic standards set for the course.
- d. "D" represents minimum attainment of the basic standards set for the course.
- e. "F" represents failure.

2. For graduate courses, the following grades are used:

- a. "A" represents superior attainment on the part of the student.
- b. "B+" represents work that is significantly above average, but not superior.
- c. "B" represents work that is clearly above the average, but not superior.
- d. "C+" represents work minimally above average.
- e. "C" represents average attainment of the basic standards set for the course.

- f. "F" represents failure.
3. The following grades are also used:
- a. For undergraduate courses, "W" represents withdrawal from a course prior to the Friday following the end of the midterm grading period. Beyond that point, the grade of "F" will be assigned to the student who fails to complete the course or completes it unsuccessfully. In rare cases, a "W" may be awarded after the established deadline to withdraw from a course. Such an action is taken only upon the recommendation of the instructor and requires the concurrence of the associate dean/department head and the Associate Provost. Supporting evidence is the responsibility of the student and must be submitted in writing.
- b. For graduate courses, a "W" represents withdrawal from a course prior to the last two weeks of class.
- c. The notation of "I" (for incomplete) is used in those rare instances when course requirements have been very nearly met, but for authorized reasons (illness, injuries, family emergency, etc.) cannot be completed by the end of the current semester. To be eligible for an "I," a student's work must be satisfactory at the time he/she is forced to terminate participation in the course. Unsatisfactory work in a course should result in the failing grade of "F." It is the student's responsibility to present the "authorized reason" for failing to complete all course requirements. When this reason has not been presented or when the reason presented does not meet the requirements of the faculty member, the final grade should reflect the grade of zero on all missing work.

The grade of "I" is to be used only for courses for which completion in one semester is an enforced expectation. For theses, internships, and other work whose duration is not necessarily confined to a single term, the appropriate grade is "IP" (In Progress).

For undergraduate day courses, the student must complete the course within the first 30 school days of the following semester, or the "I" will be changed to an "F." An extension of time may be authorized by the Associate Provost upon the written recommendation of the instructor. The instructor's recommendation will include:

- (1) The current grade of the student in question;
- (2) The authorized reasons for the student's inability to complete course requirements;
- (3) Additional work which must be completed and any extenuating circumstances that might warrant an extension of the period for completing course requirements;

(4) Level of performance on the additional work which will be necessary for the student to complete the course with the indicated grade.

The removal of the incomplete is the responsibility of the student, but the appropriate awarding of the "I" grade is the responsibility of the instructor.

For undergraduate and graduate courses of the Citadel Graduate College, incomplete "I" grades must be made up during the term following the recording of the grade. A grade of "I" received in the fall term must be made up by the end of the following spring term. A grade of "I" received in the spring must be made up by the end of the following fall term. A grade of "I" received in either summer term I or II must be made up by the end of the following fall term. An extension of time not to exceed one additional term may be authorized for extenuating circumstances by the Associate Provost for Academic Affairs. Grades not made up within the authorized time limit will convert to a grade of "F" and such courses will be included in the calculation of the GPA.

The spirit of this policy is one of commitment. Beyond an established point in a course, the student is committed to complete requirements, and the instructor is committed to assist him in his efforts. Neither party can afford to fall so far behind that meeting this commitment becomes burdensome.

A student may not officially enroll in a course in which he or she currently has an "I."

d. The grade of "IP," for In Progress, is intended for courses, such as research projects, that may extend beyond one semester. It is expected that grades of "IP" will be removed within two semesters, or they will revert to "F."

4. Pass-Fail Option

Juniors and seniors with a cumulative grade point ratio of 2.0 or higher may take courses on a pass-fail option, but not more than one each term or a total of four for graduation credit. A student may not take the pass-fail option on any course which is required in his major. The student may not change his decision to take the course on the pass-fail basis or for a letter grade after the first two weeks of the term. Courses elected on the pass-fail option meet hour requirements for graduation but do not affect the student's GPR.

Instructors report grades as usual, "A" through "F." The Registrar's Office translates these grades as follows:

a. A grade of "A" through "C" as "S" (satisfactory, pass --for credit);

- b. A grade of "D" or "F" as "U" (unsatisfactory, fail-- no credit).

5. Grading Practices

The faculty has final responsibility and authority for the grading process and for assigning grades. The following practices are observed:

- a. Only letter grades are authorized; no numerical symbol, bracket, or percentage is fixed or assigned the equivalent of any grade.
- b. Instructors are expected to keep such records of each student's progress as in their judgment will enable the determination of the grade in accordance with the definitions above.
- c. Every effort will be made to obtain consistent grading procedures within each school/department. This implies school/departmental supervision and consultation among instructors; however, instructors will not obtain uniformity of grading by an arbitrary distribution of grades according to some formula or curve.
- d. Each student in an undergraduate course will be given a grade at mid-semester. Though mid-semester examinations are not required, the instructor must ensure that sufficient work (tests, papers, laboratory exercises, etc.) has been evaluated on which to base a formal midterm grade. Grades that accurately reflect a student's performance in the first half of the course are especially important since after mid-semester the student will not normally be permitted to withdraw without receiving a final grade in the course. It is a basic expectation that the final grade in a course will fairly and accurately reflect student performance.
- e. It is expected that grade changes will be necessary only rarely. Any change of grade deemed necessary by a faculty member must be made within 30 days after the beginning of the next semester following the recording of the grade. The summer session will not be considered a semester in this case. After grades in a course have been submitted by the faculty member, every request for a change of grade must be justified by the faculty member and approved by the associate dean/department head involved and the Associate Provost. A grade will not be changed for reasons of compassion or because the student has completed additional work. Instructor error is the only permissible justification for the changing of a grade.
- f. A student may drop a course at any time during the registration period without penalty, and no record will appear on the transcript. After the registration period and prior to one week after the mid-semester grades have been recorded, a course may be dropped with the notation of "W" which will appear on the transcript.

G. RECORD KEEPING

Each instructor must provide a copy of the course syllabus and the final examination to the department/school secretary for the files.

At the end of the term, when final grades are submitted to the Registrar, adjunct faculty must submit to the associate dean/department head copies of all records used in arriving at each student's final grade and any work that must be completed if the grade of "I" is deemed appropriate.

H. CLASSROOM EMERGENCY

Should a medical emergency arise in the classroom, stay in the room and send a student to call Public Safety for help.

I. CONFIDENTIALITY OF STUDENT RECORDS

The Citadel maintains and discloses information from student records in accordance with the provisions of the “Family Educational Rights and Privacy Act of 1974” (FERPA), as amended. This law requires that educational institutions maintain the confidentiality of student educational records. The Citadel accords its students all rights under the law. FERPA coverage applies to all educational records that contain a student’s name, social security number, or other personally identifiable information, in whatever medium, to include electronic form.

No one outside of The Citadel shall have access to nor will the institution disclose any information from a student’s educational records without the written consent of the student except in compliance with the provisions of Federal and State law. Educational records may be disclosed to personnel within the institution who have a legitimate educational interest, to parents of students who are dependents as defined by IRS standards, to persons or organizations providing students financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, or, in an emergency, to persons in order to protect the health or safety of the student or others.

Within The Citadel community, only those members, individually or collectively, acting in the student’s educational interests are allowed access to student educational records. These members include the Board of Visitors, Faculty, and personnel in the Offices of the President, Provost and Dean of the College, Associate Provost, Associate Dean of the College of Graduate and Professional Studies, Registrar, Vice President for Finance and Business Affairs, Director of Admissions, and Commandant. The Provost (for academic records) and the Commandant of Cadets (for disciplinary records) may give specific cadets, by virtue of their cadet duty position, limited access to the educational records of other cadets. These cadets must first attend a FERPA briefing and sign a Statement of Understanding before being provided access to other students’ educational records.

Directory information about a student may be disclosed at the discretion of The Citadel without the consent of the student unless the student has notified the Registrar within two weeks of the beginning of the academic year (fall semester) that the student refuses to allow the disclosure of such information. Notice to maintain directory information as confidential must be given at the beginning of each academic year and is valid only for that year; therefore, any student desiring to keep directory information confidential must file notice each year.

Directory information includes student name, local and permanent address and telephone number, e-mail address, photograph, date and place of birth, major field of study, class schedule, full or part-time status, Dean's List and Gold Star List, ROTC branch, dates of acceptance and attendance, years in school, anticipated date of graduation, degrees and awards received, graduation honors, academic and military awards, the most recent previous educational agency or institution attended by the student, cadet company and rank, duty status, class absences status, participation in officially recognized activities and sports, weight and height of members of athletic teams, U.S. citizenship, extracurricular activities, and residency status.

A student has the right to inspect and review his/her individual educational records except for those records identified in Federal or State law, e.g., records of parents' financial status, the student's employment records, medical and psychological records (not available to anyone other than those providing treatment, but may be reviewed by another physician or psychologist of the student's/patient's choice), etc. Access by the student to his/her educational record is to be granted promptly and no later than thirty days from the date of receipt of written request.

The student also has a right to file a complaint with the U.S. Department of Education concerning alleged failures by The Citadel to comply with the requirements of FERPA.

If the student considers his/her record to be faulty, he/she can request either a formal or informal hearing to have the record amended to ensure that it is not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.

As a result of the "Student's Right to Know and Campus Security Act," passed by the US Congress in 1990, The Citadel will as a matter of policy disclose to the alleged victim of any crime of violence the results of any student disciplinary proceeding or faculty or staff disciplinary hearing conducted by The Citadel against the alleged perpetrator of such crime. Both the accuser and the accused shall be informed of the outcome of any Citadel disciplinary proceeding based on an alleged sex offense. Compliance with the provisions of the "Crime Awareness and Campus Security Act" does not constitute a violation of the "Family Educational Rights and Privacy Act."

On 6 July 2000, the U.S. Department of Education issued the following updates to FERPA which became effective on 1 August 2000: Alcohol or Drug Violations: Colleges may disclose to parents, **without a student's consent**, alcohol or drug violations of either the

College's policies or local laws by students under 21 years of age. This disclosure may be to parents "without regard to whether or not the student is a dependent" under IRS Tax rules. The Citadel will notify parents based on the discretion of the Commandant of Cadets.

Disclosure to Courts: A section has been added to FERPA to allow disclosure to a court without obtaining the consent of the student if a parent or student has initiated legal action against the institution or if the institution has initiated legal action against the parent or student.

A copy of the "Family Educational Rights and Privacy Act of 1974," as amended, and details of The Citadel policy on maintaining and disclosing student records may be obtained from the Office of the Registrar.

VI. STUDENTS

A. STUDENT BODY

The student body consists of: the South Carolina Corps of Cadets; Active Duty Students who have been accepted into the formal commissioning program of their respective Service, have been assigned to an ROTC Detachment at The Citadel, and have been admitted to full-time undergraduate degree study in The Citadel's Day Program; former cadets who have applied for and been officially approved for Day Student status; and undergraduate and graduate students in the Citadel Graduate College. Only Active Duty Students and Day Students are permitted to attend class with the Corps of Cadets.

B. HONOR CODE FOR CADETS

An Honor System as designed by the Corps of Cadets and approved by the President is in effect for members of the Corps of Cadets. This system is presented in the cadet *Honor Manual*. The Cadet Honor Code is an important aspect of the cadet lifestyle, and The Citadel's faculty is expected to respect and support that code. At the same time, instructors neither lose nor relinquish their professional responsibility to evaluate and grade the work of the students in their classes. The two responsibilities are most likely to intersect in cases of suspected plagiarism. For this reason, each instructor is expected to explain plagiarism to his or her students and also to indicate the consequences should plagiarism be discovered. These consequences may include lowering the grade of the assignment, awarding the assignment an "F," or perhaps even awarding the grade of "F" in the course. These actions are not punishments for the act of plagiarism, but consequences of poor or inappropriate work. Before any such action is taken, the matter should be discussed with the associate dean/department head.

In addition, instructors, if they believe that the cadet has deliberately plagiarized, or has lied about it, or has otherwise cheated, are expected to present the matter to the faculty advisor of the Honor Committee so that the Cadet Honor Committee can determine whether or not the actions of the cadet warrant an honor trial. Ultimately, the decision of the Honor Court in

matters of plagiarism does not alter or affect the instructor's decision about grading as long as that grading relates to the quality of the student's work and is clearly not punitive.

C. ACADEMIC INTEGRITY POLICY AND PROCEDURES FOR NON-CADETS

The following academic integrity policy is in effect for non-cadet students for fall and spring semester and all students including cadets in Maymester and summer school.

Absolute integrity is expected of every Citadel student in all academic undertakings. Academic integrity is grounded on the concept of honesty with respect to the intellectual efforts of oneself and others. A student's submission of work for academic credit indicates that the work is the student's own. Students are responsible for knowing what constitutes violations of the Academic Integrity Policy. Examples of violations of the Academic Integrity Policy include, but are not limited to the following:

- Plagiarizing or representing the words, ideas, or information of another person as one's own without documentation;
- Giving or receiving prior to an examination any unauthorized information concerning the content of that examination;
- Using, without authorization of the instructor, notes, books, prompts, or other materials, or receiving verbal assistance to aid in answering questions on an examination;
- Giving or receiving substantive aid during the course of an examination;
- Asking or permitting another person to take a test or engage in other academic work; or taking a test or engaging in academic work for another, whether voluntarily or for hire, in conjunction with class work or for admissions purposes;
- Violating personal property rights (for example, stealing or attempting to steal tests, keys, or grade books);
- Fabricating data in support of laboratory or field work;
- Engaging in other acts of academic misconduct.

While academic integrity is a shared responsibility, it is incumbent upon the student to abide by the academic integrity requirements. It is the responsibility of the faculty member to inform the student of any atypical academic integrity requirements.

1. When a faculty member suspects or has been informed that a student may have violated the Academic Integrity Policy, the faculty member should inform the student in writing within ten working days of discovery. Some situations may require more time; however in no case should this written notification be delayed by more than one month. Written notification should include the allegation and a suggested time, place and date for a meeting of the student, the professor, and Department Head or Associate Dean of the school in which the alleged violation took place. If the faculty member making the allegation is the Department Head or Associate Dean of

the school in which the alleged violation took place, the meeting should include the student, the faculty member, and Dean of that school.

2. After this meeting, if the faculty member decides that no violation occurred, the matter will be dropped. If the faculty member decides that a violation has occurred but that only a grade penalty is warranted, the student may be assigned an "F" for the work in question, or, in more serious cases, an "F" in the course. If it is determined that a more serious penalty is warranted, or if the student does not accept the grade penalty offered, the accusation will be remanded to the Dean of the school in which the alleged violation occurred. If that Dean participated in the meeting with the faculty member and the students, the matter is referred to the Associate Provost.

3. Upon receiving the allegation, the Dean of the school where the alleged violation occurred or the Associate Provost for Academic Affairs will appoint a three-member hearing board comprised of two faculty members from outside the program of the accused student and a currently enrolled student of the same student classification, but outside the program, of the accused student. The hearing will be convened within two weeks from the date the hearing board receives the case. If circumstances preclude meeting this deadline, the accused will be so informed in writing. A minimum of seven days notice will be provided the student prior to the hearing. Legal counsel is not allowed. The accused student may be advised by another student or permanent member of the faculty or staff, not to exceed two. The student and/or the student's advisor may cross-examine all witnesses and the accuser. A tape recording of the hearing, which will be closed, will be made. Upon conclusion of the hearing, the hearing board will vote and report its findings and recommendation to the Dean of the school in which the alleged violation occurred or the Associate Provost.

4. Upon reviewing the recommendation, the Dean of the school where the alleged violation occurred or the Associate Provost will either exonerate the student; impose a sanction less than suspension, dismissal or expulsion; or recommend a sanction of suspension, dismissal, or expulsion to the Provost/Dean of the College. If the sanction is not suspension, dismissal, or expulsion, the student may appeal this sanction to the Provost/Dean of the College who makes the final decision. If the sanction is for suspension, dismissal, or expulsion, the Provost/Dean of the College will review the case and the process that has been followed and make the decision on removal of the student from The Citadel for a violation of academic integrity. The student may appeal that decision to the President.

D. APPEALS OF VIOLATIONS OF ACADEMIC INTEGRITY

Students who have been found guilty of a violation of academic integrity where the punishment is suspension, dismissal, or expulsion shall be entitled to petition an Academic Integrity Board of Review to hear an appeal provided the petition is submitted to the Office of the President within five working days after receiving notice of the findings of the Provost, and provided the petition states the grounds on which the appeal is based. An Academic

Integrity Board of Review is established by the President. An Academic Integrity Board of Review will consist of a dean, who serves as chair; a department head; a senior member of the faculty; and a non-voting recorder. Once established, an Academic Integrity Board of Review will be furnished the record of the original proceedings and will evaluate the petition of appeal to determine if any of these grounds have been met:

- New evidence has been found since the individual was found guilty;
- The individual's rights were not protected;
- A procedural error occurred during the trial.

If after considering the petition of appeal, the Academic Integrity Board of Review determines that the request for appeal sets forth reasonable grounds for appeal and agrees to hear the appeal, the accused student and student's advisor (another student or permanent member of the faculty or staff, not to exceed two) will be present during the formal portion of the hearing, which will be taped. Oral arguments from the student or student's advisor will be heard and will normally be limited to 30 minutes each. In addition, the student or student's advisor will have the opportunity to question any witnesses called by the Academic Integrity Board of Review. The formal appeal hearing will be taped, and the tape will become part of the record of the Academic Integrity Board of Review. The findings of the Academic Integrity Board of Review will be transmitted to the President in the form of sealed, confidential written recommendations, with appropriate justifications.

E. STUDENT GRIEVANCES

The grievance process of the College is reserved for the most serious of alleged offenses. These matters deal not with differences of opinion, but with violations of due process, denial of individual rights, or unequal treatment or discrimination based on sex, race, religion, or national origin.

Students who feel that they have an academic grievance are directed first to confer with the instructor or other individual(s) involved. Where this does not result in satisfaction or if this step is not feasible, the student should present the grievance in writing to the lowest appropriate level not involved in the grievance, department head or associate dean.

If the matter remains unresolved, the student may present the grievance and the attempted solution in writing to the appropriate dean. If deemed appropriate, the dean may appoint a review committee consisting of three faculty members, with one designated as chair and a student in good standing from the same student category as the appellant. This committee shall have the authority to interview individuals who may have information pertaining to the grievance and to request records and materials pertaining to the grievance. In a grievance procedure, all employees and students are obligated to provide requested information to the dean/associate dean/department head, or review committee. The committee shall forward its findings and recommendations to the convening dean who shall decide the case. The student may appeal that decision to the Provost who has the authority to settle all student grievances.

F. STUDENTS WITH DISABILITIES

Disability Services housed in the Academic Support Center is charged to ensure that all students have an equal opportunity to succeed academically. The Citadel is in full compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 regarding services to students with disabilities. Students eligible for special services are those who have a physical or mental impairment which substantially limits one or more major life functions, has a history of such impairment or is regarded as having such an impairment, and meets the academic and technical standards required for admission to The Citadel.

Disability Services is open to any Citadel student with a special learning problem or who appears to have a special learning problem regardless of the status of the student—cadet or non-cadet, undergraduate or graduate.

Referral of a student with a documented or suspected disability may be by a faculty member, staff member, student or parents.

VII. COLLEGE GOVERNANCE

A. ACADEMIC BOARD

The Academic Board consists of the President, Provost/Dean of the College, the Associate Provost (who serves as secretary), Deans of Schools, the heads of academic departments and ROTC detachments, and the Director of Library Services. In the absence of the President, the Academic Board is chaired by the Provost/Dean of the College. The Academic Board rules on all matters concerning the academic programs of the College. Recommendations are made to the Board of Visitors concerning such matters as the establishment of new schools/departments or majors. The Registrar, the Associate Dean of the College of Graduate and Professional Studies, and the Chair of the Faculty Council are ex-officio, non-voting members.

B. GRADUATE COUNCIL

The Graduate Council is chaired by the Provost/Designee of the Provost and consists of Provost/Dean of the College, the designated representative from each school/department offering a graduate program (schools/departments with more than 150 students over a three-year period have one additional representative), and the Director of Library Services. The Graduate Council assumes responsibilities in the area of graduate academic programs. The Registrar and the Chair of Faculty Council are ex-officio, non-voting members. The Associate Dean of the Citadel Graduate College serves as non-voting secretary.

C. FACULTY COUNCIL

The first meeting of the Council was held on 24 September 1968. Since it was founded in 1968, the Faculty Council has served as a channel of communication between the faculty and

the administration and as the representative body of the faculty in the consideration of institutional issues and policies. The Chair of the Faculty Council serves as an ex-officio, non-voting member of the Academic Board and the Graduate Council. Because of the responsibilities of this position, the teaching load of the Chair of the Faculty Council is reduced by one course each semester. The Faculty Council consists of elected representatives of the schools/departments of the College, to include two representatives from each school/department having twelve or more faculty members; one representative from each school/department having eleven or fewer faculty members; and one representative from each of the Departments of Aerospace Studies, Military Science, Naval Science, and the Library.

VIII. ADJUNCT FACULTY EVALUATION

A. PEER EVALUATION

Deans or department heads are expected to evaluate the performance of adjunct faculty each semester. The dean or department head will review course syllabi, tests, and other assignments as well as the results of student evaluations of instruction. The dean or department head may also visit the adjunct faculty member's class(es).

B. STUDENT EVALUATION

Through the Student Evaluation of Teaching instrument, the Faculty Council has specified response items to be administered in every course (undergraduate, graduate, or professional development) taught for academic credit by the College. Exceptions will be made only for independent studies, research projects, and internships, which do not lend themselves to the normal classroom environment. The Academic Board and Faculty Council will periodically review the evaluation instrument for reliability, validity, and bias, as well as the formal policies and procedures regarding the most appropriate role of student evaluation of teaching. Recommendations will be forwarded to the Provost/Dean of the College.

IX. SUPPORT SERVICES AND RESOURCES

A. LIBRARY

The Daniel Library participates in the teaching, research, and public service programs of The Citadel by providing scholarly information; by the acquisition, organization, management, preservation, and arrangement of collections for access and use; by provision of supportive reference and instruction services; and by a variety of cooperative and reciprocal programs in the local area, the region and the state.

As a collaborator in the process of teaching, research, and public service, the Library provides leadership in the use of information both on The Citadel campus and in the Charleston Academic Library Consortium (CALC), the local consortium of area libraries. The Library's faculty and staff play an important role in improving the delivery, management, and use of information.

The Daniel Library is a place where information resources are physically and electronically available. However, through electronic networking the goal is to deliver information to users at the place and moment of need while continuing to deliver and support more traditional modes of scholarly communication.

The Library has eight major areas in which it delivers services and expects concrete, measurable results.

- The provision of scholarly information through circulation and inter-library loan;
- The acquisition, organization, and management of scholarly collections;
- The provision of instruction and reference services both to groups and one-on-one;
- The organization of networked systems;
- Public service through the Library Friends and the Museum;
- Participation as faculty in the scholarly process;
- The creation of a comfortable, usable place for study and research;
- The acquisition and use of archival materials relating to The Citadel.

B. INFORMATION TECHNOLOGY SERVICES

Information Technology Services, or ITS, is responsible for providing most computing and computer networking services at The Citadel. This operation supports both academic and administrative computing, and the services provided, which include a variety of training classes and workshops, are available to all students, faculty, and staff at no charge.

Almost all of the PCs installed in open labs and faculty offices have been purchased with the support of The Citadel Foundation. Information on Information Technology Services is available on The Citadel's website at: <http://www.citadel.edu/root/it?id=537>

C. FACULTY ADVISOR

Each student is assigned a faculty advisor in his or her major department. The faculty advisor is responsible for providing counsel on course selection, monitoring the student's progress toward meeting degree requirements, and offering advice on further education and career options.

D. CADET ACADEMIC OFFICERS

Each cadet 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, directing cadets to appropriate support services, and assisting cadets to locate tutors. At the beginning of each academic year, the Office of the Provost for Academic Affairs publishes a list of cadet academic officers, with telephone numbers and e-mail addresses.

E. COMPANY ACADEMIC ADVISORS

Each cadet company is assigned a specially 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 academic support services available to them. At the beginning of each academic year, the Office of the Provost publishes a list of company academic advisors.

F. ACADEMIC SUPPORT

1. The Academic Support Center, located on the first floor of Thompson Hall, provides learning strategies programs, tutorial services in writing, reading, and all content areas; assistance with English as a second language; supplemental instruction, Mandatory Study Period; and services for learning disabled students.

A. Tutorials

Well-qualified, trained professional tutors and graduate and undergraduate students are available to provide individual and small-group tutorials in reading and all academic disciplines.

B. Writing Services

Well-qualified, trained professional tutors and graduate and undergraduate students provide consultations on writing in all content areas; assistance with English as a second language; assistance with résumés and job search correspondence; and workshops on grammar, punctuation, and composition.

C. Learning Strategies/Study Skills

Individual consultations and group workshops are available on topics such as time management, note taking, stress management, motivation, and critical thinking.

D. Disability Services

Disability Services offers services to students with learning disabilities. The goal is to assist students in becoming efficient and independent learners. The office provides individualized help in accommodations and academic coaching.

2. Multicultural Student Services and International Studies

The Office of Multicultural Services and International Studies, located on the first floor of Thompson Hall, offers programming and services for minority students, assists in maintaining an appreciation for cultural diversity on campus, and coordinates the College's Access and Equity program. Resource materials are

available for use by cadet companies, classroom instructors, and clubs and organizations.

H. COUNSELING CENTER

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

I. OMBUDSPERSON

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.

J. PASTORAL COUNSELING

The Chaplain to the Corps of Cadets and the pastors of the Catholic and Episcopal parishes on campus are available to provide confidential counseling to students. Additional denominational campus ministers are on call through the Chaplain's Office.

K. FINANCIAL AID AND SCHOLARSHIPS

The staff of 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 students in filing applications.

L. CAREER SERVICES

Career planning and employment search services are provided to students and alumni. These services include advice about the construction and use of academic/professional portfolios, interviewing skills, and resume preparation. Prospective graduates may interview with recruiters visiting the office and may receive help in targeting firms throughout the United States.

M. SUPPLIES AND EQUIPMENT

The department secretary is responsible for supplying faculty with necessary materials and supplies and helping them to secure audiovisual equipment.

N. PHOTOCOPYING AND PRINTING

The department secretary can help adjunct faculty reproduce materials for their classes. If faculty wish to create a course pack for their students, materials can be sent to the MUSC Print Shop to be quick copied and bound. Students may then purchase the course pack through the Citadel Bookstore.

O. DESK COPIES OF TEXTBOOKS

The department secretary can help adjunct faculty obtain desk copies of textbooks assigned to students.