

THE CITADEL  
***ETHICS IN ACTION: SINCE 1842***  
QUALITY ENHANCEMENT PLAN  
BRIEF EXECUTIVE SUMMARY



As an institution whose mission is to “develop principled leaders,” The Citadel, The Military College of South Carolina, is vitally concerned with the ethical development of its students. Therefore, The Citadel, chose to develop its Quality Enhancement Plan (QEP) *Ethics in Action: Since 1842* with a focus on ethical reasoning. The selection and development of The Citadel’s QEP involved all of the College’s constituent groups and demonstrated broad-based support among faculty, staff, students, Board of Visitors, alumni, and other stakeholders. In addition, the QEP supports The College’s *LEAD 2018* strategic plan, which calls for a comprehensive plan to enhance students’ ethical reasoning skills. The QEP will be phased in over three years, beginning with freshmen in 2014.

The College identified five cognitive (#1-5) and two attitudinal (#6-7) learning outcomes for the Quality Enhancement Plan:

1. Students will be able to identify concepts such as ethics, morals, character, ethical principles, and ethical relativism.
2. Students will be able to identify core values and describe the connection between values and ethical reasoning.
3. Students will be able to describe the impact of ethics on a profession or academic discipline.
4. When describing an ethical issue, students will correctly differentiate whether it is a moral temptation or an ethical dilemma.
5. Students will be able to apply the ethical reasoning process to an ethical dilemma from their own experience.
6. Students will report that they believe ethical reasoning skills are an important component of being a principled leader.
7. Students will report increased confidence in their ability to apply the ethical reasoning process.

The QEP Learning Outcomes will be achieved through intentionally-designed interventions and instruction embedded in the curriculum and co-curriculum of the College; these programs will involve Citadel students in all classes—freshmen, sophomores, juniors, and seniors—and all academic degree programs.

The curriculum includes ethics instruction in a sequence of five required courses and in each academic major:

- Orientation 101 – Five new sessions embedded in *Freshman Orientation* will introduce key ethical reasoning concepts.
- Orientation 111 – This new freshman ethics seminar will introduce freshmen to ethical principles and an ethical reasoning model.
- Leadership 201 – Three new sessions will be embedded in the *Sophomore Seminar in Principled Leadership*, which will focus on extending and reinforcing skills developed freshman year.
- Leadership 311 – This new course will help juniors develop the moral courage to act in congruence with their values and ethics.
- Leadership 411 – Seniors will complete the *Senior Leadership Integration Seminar*, which will provide additional focus on ethics in the professions and the application of an ethical reasoning process.
- Ethics Across the Curriculum – One course in each academic degree program will be address ethical reasoning or examine ethics as it relates to the discipline or profession.

The co-curriculum includes the following:

- Freshman Ethical Reasoning Common Summer Reading Program – All freshman will have a new common reading assignment featuring one or more ethical dilemmas that will be discussed in Orientation 101 classes.
- Junior Ethical Reasoning Common Summer Reading Program – All juniors will have a new common reading assignment featuring one or more ethical dilemmas that will be discussed in fall semester Leadership 311 classes.
- Leadership Training Program (LTP) Ethical Reasoning Sessions – All students participate in weekly, hour-long Leadership Training Program sessions during fall and spring semesters. Two newly designed sessions per semester, per class, will be devoted to ethics and ethical reasoning.
- Ethics Film and Speaker Series – A new ethics film series will be introduced at the College. After viewing films, students will discuss related ethical concepts small groups. The *Greater Issues* speaker program, which brings three nationally-known leaders to campus annually, will focus on ethical reasoning or ethics in the military, academics, business, or society.

The QEP will be assessed through direct and indirect measures. Direct assessments include using the *Ethics in Action Rubric* to evaluate student writing assignments embedded in Ethics in Action courses and an *Ethics Concepts* pre-test and post-test. The *Ethics and Values Rubric* will be used to evaluate student writing assignments in Leadership 201 courses. Indirect assessments will include the *Ethics in Action Survey*, a pre-test and post-test instrument to capture self-report data about students’ perceptions about their achievement of learning outcomes. The National Survey of Student Engagement (NSSE), a nationally-normed instrument, will measure data about students’ self-reported learning and experiences at The Citadel.

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