Call to Order
Chair Porter called the meeting to order at 11am.

Approval of Minutes from 2-20-18

Jack Porter
After a motion was made and duly seconded, the minutes of the February 20, 2018 meeting were adopted. David Goble asked that a memo relating to the February discussion about elevating the Library Director to the Dean level (Attachment 1).

Farewell Gift for Lt Gen and Mrs. John Rosa

Dean Easterlin

Dean Easterlin explained the creation of two scholarships, one academic and one athletic, as farewell gifts for Lt Gen and Mrs. Rosa and encouraged all employees to donate towards the scholarships and give back to the school. The giving initiative will continue until May 15.

Update on Parking Committee Proposal

Tom Thompson

The administration is working on trying to establish a single online platform that will handle registration and stickers for parking passes. The system will count the number of people getting passes. The Financial Review Board (FRB) is moving forward with this process and hoping to institute software in July. The system will then be able to track how much employees are paying for parking and how many parking passes are being used.

Lowcountry Graduate Center

Nancy Muller

Nancy Muller of the Lowcountry Graduate Center (LGC) provided information regarding graduate education employment needs in the area and highlighted a recent market research study done by EAB to update program opportunity for our area and help generate new ideas and programs and understand what is going on in the job market. Research indicates face-to-face instruction is the preferred way and using a hybrid approach by pushing out information online before classes begin is a good model. She specifically addresses an LGC study of teachers in the five-county area and found that nearly half of them are considering graduate education in the next 5 years. She offered to provide a full copy of the report for review by interested parties, and cited grant opportunities for new programs or modifications to existing programs that might be available.

Faculty Governance Committee

Jack Porter

A motion was made and duly seconded to create the Faculty Governance Committee. This was the second vote on the establishment of the committee. The committee will be the custodian of the Faculty Manual, which is currently out of date and requires revision every two years. The motion was unanimously adopted. Interested parties are asked to let their deans know that they wish to be considered for the committee, which will be staffed in the near future.

Faculty Senate Rep for Employee Enrichment Task Force

Jack Porter

Sarah Tenney volunteered to serve on this taskforce.

Undergraduate Curriculum Committee

Jason Howison

Jason Howison presented the report of the committee (Attachment 2). After reviewing the deliberations of the committee, the members voted unanimously to accept the report. Once approved, the course catalogue will need to be updated and all Department Heads will be responsible for getting the changes to Kelley Kinney.

General Education Revision Plan

David Allen
David Allen presented the first reading of the General Education Revision Plan (Attachment 3), which will be presented for a second and final vote at the April Senate meeting. The faculty are asked to review the document and provide comments. There will be three public meetings in the last week of March for all faculty to present comments and ask questions, and the plan will be modified as necessary. He went over the “strand concept” which is a five-course sequence built around a theme and containing a course in history, English, science, social science, and an elective. The strands are meant to go into effect in Fall 2020. There is also a modification to the freshman orientation seminars which will be implemented in Fall 2019, so interested faculty will have to begin working together on these initiatives right away in order to have them ready for implementation. After discussion, the members voted to adopt the plan and to revisit it for final approval in April.

**Report from the Provost**

Mark Bebensee discussed the upcoming Leadership Symposium schedule. Normal Friday classes are canceled and students will sign up for the different panels throughout the day. He also reported that the Board of Visitors have four candidates for President of the Citadel who will be coming to campus and holding open forums so that faculty can attend their presentation and learn about the candidates.

**Adjournment**

With no other business to discuss the meeting adjourned at 12:55PM.
Date: March 19, 2018
To: Jack Porter, Chair of the Faculty Senate
From: David S. Goble, Director of Daniel Library
Re: February 20, 2018 Faculty Senate Minutes

The minutes from the faculty senate resolution regarding **Library Director as Dean** are missing critical points of context.

1. The Library Director as Dean Resolution did not originate in the library, nor was it suggested by the Library director or anyone else in the library. The Library Director was notified that the proposal was to be made less than a week prior to the meeting.

2. The Library’s LEAD 2024 proposal to co-locate student/faculty services in a new library building was an attempt to increase the strategic importance of the proposal, provide better access to student and faculty services, and provide enhanced office and operating space to operational units. All of the units mentioned in the proposal were spoken to prior to submitting the proposal. The idea that co-location of services would expand the administrative role of the Library Director in terms of oversight of these disparate services and operations was never discussed, never considered, and never anticipated.

3. The statement by the Provost that the Library Director was treated as a dean in practice is simply not true. For example, the Library Director has not been invited to a Deans meeting in the current academic year. The statement by the Provost that she had discussed the idea with the Library Director that it would be best to make the change to a Dean during a transition period was not true. No such discussion ever occurred.

4. The Library Director agrees with Provosts Book and Bebensee that the Faculty Senate is not a proper forum for discussing personnel matters. Had the Library Director originated the proposal it would have been entirely inappropriate, self-serving and ethically questionable. The fact that the proposal was initiated by members of the Senate made it a matter of institutional governance and appropriate for discussion. The Provost disclosing employee/supervisor discussions that were held with a reasonable expectation of privacy and confidentially, on the other hand, was not appropriate and is ethically questionable.
Undergraduate Curriculum Committee Report
Recommendations to Faculty Senate
March 20, 2018

The Undergraduate Curriculum Committee met on February 27, 2018 at 1100 in Grimsley Hall 328. Votes were taken on the following curriculum changes.

Items are numbered sequentially for the academic year corresponding to the order in which the committee receives them. All supporting documents use this number to begin filenames. The 15 items below are quickly summarized. HIST 385 will be a new course, EDUC 312 will have a course name change, the physical education curriculum is going through an update, and the applied statistics minor is also being revised.

<table>
<thead>
<tr>
<th>Proposal/Change</th>
<th>UCC Key Talking Points</th>
</tr>
</thead>
</table>
| 1 Item 1: HIST 385 – Greek and Roman Warfare (New Course)  
This course will be a new elective option in the HIST department. A separate lab fee will be required for students enrolled in the course. It will also fulfill ROTC military history requirements. | Class has already been offered as an elective multiple times. No comments or concerns. Unanimously approved. |
| 2 Item 2: EDUC 312 – Learners with Exceptionalities (Revised Course)  
This is a course name change from Teaching Students with Special Needs. The change is to reflect the “people first” language used in the field of education. | Change is justified given the expertise of faculty in their own field. Unanimously approved. |
| 3 Item 3: HLED 407 – Advocacy and Accountability in Public Health and Education (Revised Course)  
This course addresses the physical education curricular health education needs by updating title and curriculum to meet CAEP standards. | This course will maintain accreditation content but pull in public health information. Unanimously approved. |
| 4 Item 4: Coaching Minor (Revised Minor)  
Currently the following courses are designated for a minor in Coaching:  
PHED 235 - Motor Learning  
PHED 300- Technology in HESS  
PHED 350 - Methods in teaching Individual and Dual sports  
PHED 460 - Methods in teaching Team Sports  
EXSC 315 - Techniques in Strength and Conditioning | Aligns with changing of other courses in curriculum. One abstain vote (in absentia). |
Based on the requested changes in the Physical Education program some of those courses will no longer be available so we are offering the following:

- EXSC 200 - Motor Learning (currently offered but only to exercise science majors but will not include PE majors)
- PHED 350 - Advanced Performance and Athlete Development Part 1
- PHED 460 - Advanced Performance and Athlete Development Part 2 - one class will not build on other but will dissect different sports and aspects with each course
- PHED 201 - Introduction to PE and Coaching

Then students will pick one elective from the following list:

- HLED 401 Nutrition
- HLED 402 Sport nutrition
- EXSC 202 Care and prevention of athletes
- EXSC 315 Strength and Condition

PHED 300 will no longer be offered as this class is antiquated with technology embedded in all classes

<table>
<thead>
<tr>
<th>Item</th>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>PHED 201 – Instructional Aspects of Physical Education and Coaching (Revised Course)</td>
<td>This course addresses the physical education curricular needs and also embeds important curricular components for coaching. This is an introductory course which can be taken by any major. Change will allow anyone in related subject areas to take it. Unanimously approved.</td>
</tr>
<tr>
<td>6</td>
<td>PHED 335 – Advanced Performance and Athlete Development Team Sport (Revised Course)</td>
<td>This course addresses the physical education curricular needs and also embeds important curricular components for the coaching minor. Its title is similar to PHED 350 but it is not necessary to have one class before the other as it addresses different aspects of coaching and team sports. Name change to be more meaningful and allow other majors to enroll. Unanimously approved.</td>
</tr>
<tr>
<td>7</td>
<td>PHED 350 – Advanced Performance and Athlete Development Individual Sport (Revised Course)</td>
<td>This course addresses the physical education curricular needs and also embeds important curricular components for the coaching minor. Its focus is individual and dual sports whereas the other Advanced Performance course has a team sports focus. Name change to be more meaningful and allow other majors to enroll. Unanimously approved.</td>
</tr>
<tr>
<td>8</td>
<td>PHED 460 – Secondary Physical Education Teaching Methods (Revised Course)</td>
<td>This course addresses the physical education curricular needs and also embeds important curricular components for the coaching minor. It is part 2 but it is not necessary to have part 1 before part 2 as it addresses different aspects of coaching and team sports whereas part 1 addressed individual sports. This will be a physical education only course. Unanimously approved.</td>
</tr>
<tr>
<td>9</td>
<td>STAT 290 – Topics in Statistics (New Course)</td>
<td>Useful to test new courses and helpful with transfers. Will be repeatable per</td>
</tr>
</tbody>
</table>
MATH wants to offer statistics-related courses that are accessible to interested students. These courses would not be among those in the standard list of courses. Two other reasons for creating this course are: 1) to try out new courses, and 2) to allow general elective credit for statistics courses that otherwise would not transfer for credit. This is consistent with topics courses in other majors across campus.

<table>
<thead>
<tr>
<th>Item</th>
<th>Course Title</th>
<th>Description</th>
<th>Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>STAT 361 – Introduction to Probability and Statistics (Revised Course)</td>
<td>The new description more accurately reflects the content taught. The new number better reflects the level of material.</td>
<td>Changing to 261 to make sophomore level, small description change. Unanimously approved.</td>
</tr>
<tr>
<td>11</td>
<td>STAT 366 – Applied Statistics (Revised Course)</td>
<td>The new description more accurately reflects the content taught. The pre-requisites reflect the change in STAT 361 and reflect the required preparation.</td>
<td>Small description and prerequisite change. Unanimously approved.</td>
</tr>
<tr>
<td>12</td>
<td>STAT 461 – Data Analysis (Revised Course)</td>
<td>The new description more accurately reflects the content taught. The pre-requisites reflect the required preparation.</td>
<td>Change of prerequisite such that 366 is required beforehand to make the courses more sequential. Unanimously approved.</td>
</tr>
<tr>
<td>13</td>
<td>STAT 490 – Advanced Topics in Statistics (New Course)</td>
<td>MATH wants to offer statistics-related courses that are accessible to interested students. These courses would not be among those in the standard list of courses. Two other reasons for creating this course are: 1) to try out new courses, and 2) to allow general elective credit for statistics courses that otherwise would not transfer for credit. This is consistent with topics courses in other majors across campus.</td>
<td>Useful to test new courses and helpful with transfers. Unanimously approved.</td>
</tr>
</tbody>
</table>
| 14   | Applied Statistics Minor (Revised Minor) | (1) One required introductory course: (3 credit hours)  
(a) STAT 160 Statistics  
(b) BADM 205 Business Statistics  
(c) STAT 261 Introduction to Probability and Statistics  
(d) ELEC 412 Applied Probability and Statistics  
(2) Two required courses: (6 credit hours)  
(a) STAT 366 Applied Statistics  
(b) STAT 461 Data Analysis  
(3) Electives (6 credit hours)  
Choose one of the following sequences  
PSCI 308 and PSCI 393  
PSYC 201 and PSYC 203 | Addressing changing of course numbers and also intended to make option viable for larger range of students. One dissenting vote (in absentia). |
(More sequences will come from BADM, BIOL, CRMJ, CSCI, ELEC, HESS, INSS, NURS, PHYS)

Total Credit Hours Required 15, at least 9 of which must be completed at The Citadel.

| Item | Item 15: PHED 303 – Adaptive Physical Activity & Sport | Change in number and title. Content is the same. Unanimously approved. |
Attachment 3 to the Faculty Senate Minutes of March 20, 2018

The Citadel General Education Strands Model
1 March 2018

DRAFT

This document presents the plan for a new General Education program at The Citadel. The plan is a product of a thorough review both of best practices in higher education and of assessment data generated from our current program.

Learning Outcomes The Citadel’s new General Education program has been designed to bring about improvement in our students in regard to the following learning outcomes:

Knowledge of Human Cultures and the Physical and Natural World
Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts
Focused by engagement with big questions, both contemporary and enduring

Intellectual and Practical Skills, Including
1. Inquiry and analysis
2. Critical thinking
3. Written communication
4. Quantitative literacy
Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

Personal and Social Responsibility, Including
5. Intercultural knowledge and competence
6. Ethical reasoning and action
Anchored through active involvement with diverse communities and real-world challenges

This list is a subset of Essential Learning Outcomes developed by the Association of American Colleges & Universities for its LEAP initiative—Liberal Education and America’s Promise.

Core Classes and Graduation Requirements For most degree programs, the current Core Curriculum consists of seventeen classes—four English, two History, one Social Science, four (usually) Modern Languages, four Science (two classes in two different lab sciences), and two Mathematics. For degree programs in the School of Engineering, the Core has fourteen classes—four English, two History, one Social Science, one additional Humanities or Social Science class, four Science, and two Mathematics. Degree programs leading to teacher certification in Social Studies, Physical Education, Chemistry, and Biology have a core of
thirteen classes—four English, two History, one Social Science, four Science, and two Mathematics.

Cadets also take, alongside the different core requirements, a group of RPED, LDRS, and ROTC classes that are graduation requirements. For RPED, the cadets take two two-credit hour lecture classes in Health and Physical Fitness and two zero-credit-hour activities classes. The LDRS series consists of 101 (a one-credit-hour orientation seminar), 111 (a zero-credit-hour class on Ethical Fitness), 201 (a one-credit-hour class focused primarily on the Eight Behaviors of Principled Leadership), 211 (zero-credit service learning hours), 311 (a zero-credit-hour one-day seminar on Moral Courage), and 411 (a zero-credit-hour one-day seminar focused primarily on a cadet’s transition from college into his/her career). Students contracting with a military service take an ROTC class in each semester. Those not contracting take ROTC classes through their junior year; they then take an ROTC fulfillment class in each semester of their senior year. For most students one of these fulfillment classes is LDRS 371, a three-credit-hour class on leadership in organizations. (Starting in the 2018-19 academic year, non-contracting students will take freshman and sophomore ROTC classes and then ROTC fulfillment classes in their junior and senior years.)

At seventeen classes for most students, The Citadel’s core curriculum is uncommonly large. The current SACSCOC requirement for General Education at a four-year college is only thirty hours (ten three-credit classes, in our case). When we pack our core requirements (whether they be seventeen, fourteen, or thirteen classes) together with the RPED, LDRS, and ROTC requirements, we create an unwieldy burden—one that, as our assessment data and student satisfaction surveys clearly show, few carry well.

The goal throughout has been to create a General Education plan that, first and foremost, effectively delivers the learning outcomes; the plan presented here should do so without overburdening our students. Creating a more reasonable General Education plan has necessitated cuts in requirements. Every care has been taken to apportion these cuts fairly.

Here are the proposed GenEd course requirements for all degrees:

Eleven classes:

- Freshman Seminar (3 hrs.)
- Linked Composition Class (3 hrs.)
- Freshman Math (3 or 4 hrs.)
- Freshman lab science (4 hrs.)
- Health & Fitness (3 hrs.)
- Junior Leadership Seminar (3 hrs.)
- Strand History (3 hrs.)
- Strand English (3 hrs.)
- Strand Science (3 or 4 hrs.)
- Strand Social Science (3 hrs.)
- Strand Elective  (3 hrs.)

Two additional classes taught either in the major or as part of GenEd
• Professional Communications (3 hrs.)
• Senior Capstone (3 hrs.)

There are two streams for General Education at The Citadel—a language stream, containing most degree programs, and an alternative stream containing the Engineering degree programs and three teacher education programs, those in Biology, Chemistry, and Physical Education.

• Students following the language stream may take up to two additional classes (6 hrs.);
• those students in the alternative stream will take no additional classes, but they will be responsible for taking two additional assessments in Quantitative Literacy.

Students will thus take between eleven and fifteen classes in the new GenEd at The Citadel.

As for the graduation requirements (labeled GR below)…..

• For RPED, the two two-credit-hour classes merge into a single three-credit class, and this new Health and Fitness class becomes a GenEd requirement. This leaves the zero-credit activities classes as graduation requirements (no fewer than two of these).

• For LDRS, the following will be required: one one-credit-hour LDRS 101 orientation class, one one-credit-hour sophomore class that combines material from the current 111 and 201; the 211 service learning hours for sophomores; a reconceived LDRS 311 Leadership Day activity for juniors; and 411 (professional Leadership Day activity) for seniors. A redesigned LDRS 371 (Leadership in Organizations) will be required as a three-credit-hour junior-level Leadership Seminar class within General Education. (Currently, most non-contracting students take LDRS 371 as part of the ROTC fulfillment program).

• For ROTC, the requirements are unchanged.

On the following page is a graphic presentation of the plan. This is followed by templates showing a four-year plan for both of the proposed GenEd streams. Then there is a degree map for a sample program (the B.A. in English) in the new GenEd.

Finally there is a commentary organized to explain the salient features of the new plan and a brief narrative explaining the process by which the plan was developed.
General Education Plan

YEAR 1

Courses
- Fall
  - Freshman Seminar (All learning outcomes)
  - Linked Composition class (written communication)
  - Linked Orientation Seminar
  - Freshman Math (quantitative literacy)

- Spring
  - Freshman Science (quantitative literacy)

YEAR 2

Courses
- Fall
  - Health & Fitness Class
  - Professional skills writing class (written communication)
  - Leadership Service LDRS 211
  - LDRS 201

- Spring
  - Leadership Seminar (reworked LDRS 371) (All learning outcomes)

YEAR 3

Courses
- Fall
  - Required Physical Education – One 0-credit activity class

YEAR 4

Courses
- Fall
  - Capstone – The capstone class may be either in major or in strand, but must be done senior year. Signature Work Class (All learning outcomes)
  - Required Physical Education – One 0-credit activity class
  - Leadership Integration Seminar LDRS 411

YEAR 1-2

Courses
- Engineering/Teaching Track in Biology, Chemistry, or PE Stream

Language Stream

<table>
<thead>
<tr>
<th>Two 200 or 300-level Classes Assessed for Quantitative Literacy</th>
<th>With previous Language background</th>
<th>New Language</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>101/102</td>
<td>101</td>
</tr>
<tr>
<td></td>
<td>201</td>
<td>102</td>
</tr>
</tbody>
</table>

YEAR 3

Courses
- Strand Theme 1
  - Themed Natural Science
  - Themed Social or Behavioral Sciences
  - Themed History
  - Themed English
  - General Strand

- Strand Theme 2
  - Themed Natural Science
  - Themed Social or Behavioral Sciences
  - Themed History
  - Themed English
  - General Strand

- Strand Theme 3
  - Themed Natural Science
  - Themed Social or Behavioral Sciences
  - Themed History
  - Themed English
  - General Strand

1 Each strand class must require substantial assignments that are assessed according to VALUE rubrics for at least two outcomes; upon completing these five strands classes, each student must have been assessed at least once on each of the six outcomes.
Here is what a four-year template for the GenEd courses within the language stream might look like. (This contains the LDRS and RPED graduation requirements (GR), but not ROTC. The outcomes associated with the strands classes are illustrative here, not obligatory. The placement of the strands classes within the semesters is, also, illustrative rather than obligatory.)

**First Year**

<table>
<thead>
<tr>
<th>Fall (12 or 13 GenEd &amp; 1 GR hrs.)</th>
<th>Spring (7 hrs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Seminar (<em>All learning outcomes</em>)</td>
<td>Freshman Science lecture (<em>Critical</em>)</td>
</tr>
<tr>
<td>Linked Composition Class (<em>Written</em>)</td>
<td>Freshman Science lab (<em>Quantitative</em>)</td>
</tr>
<tr>
<td>Orientation Seminar</td>
<td>Language (102 or 201)</td>
</tr>
<tr>
<td>Freshman Math (<em>Quantitative</em>)</td>
<td></td>
</tr>
<tr>
<td>Language (101, 101/102, 102, 201, or 202)</td>
<td></td>
</tr>
</tbody>
</table>

**Second Year**

<table>
<thead>
<tr>
<th>Fall (9 GenEd &amp; 1 GR hrs.)</th>
<th>Spring (6 hrs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand History (<em>Inquiry &amp; Analysis + 1 other</em>)</td>
<td>Strand Social / Behavioral (<em>Ethical + 1</em>)</td>
</tr>
<tr>
<td>Strand Natural Science (<em>Quantitative + 1</em>)</td>
<td>Professional Communication (<em>Written</em>)</td>
</tr>
<tr>
<td>Health &amp; Fitness class</td>
<td></td>
</tr>
<tr>
<td>LDRS 201</td>
<td>LDRS 211 – Experiential Service Learning</td>
</tr>
</tbody>
</table>

**Third Year**

<table>
<thead>
<tr>
<th>Fall (6 hrs.)</th>
<th>Spring (3 hrs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand General Elective (<em>Critical + 1</em>)</td>
<td>Strand English (<em>Intercultural &amp; Written</em>)</td>
</tr>
<tr>
<td>Leadership Seminar (<em>All learning outcomes</em>)</td>
<td>RPED Activity Class</td>
</tr>
<tr>
<td>New LDRS 311</td>
<td></td>
</tr>
</tbody>
</table>

**Fourth Year**

<table>
<thead>
<tr>
<th>Fall (0 hrs.)</th>
<th>Spring (3 hrs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LDRS 411</td>
<td>Capstone (<em>All outcomes</em>)</td>
</tr>
<tr>
<td>RPED Activity Class</td>
<td></td>
</tr>
</tbody>
</table>
Here is what a four-year template for the GenEd courses within the alternative stream might look like. (In this case, the P.E. Teaching Track. This contains the LDRS and RPED graduation requirements, but not ROTC. The outcomes associated with the strands classes are illustrative here, not obligatory. The placement of the strands classes within the semesters is, also, illustrative rather than obligatory.)

First Year

Fall (14 GenEd and GR hrs.)  Spring (0 hrs.)
Freshman Seminar (All learning outcomes)  
Linked Composition Class (Written)  
Orientation Seminar  
Freshman Math (Quantitative)  
Freshman Science lecture (Critical)  
Freshman Science lab (Quantitative)

Second Year

Fall (10 hrs.)  Spring (6 hrs.)
Strand History (Inquiry & Analysis + 1 other)  Strand Social / Behavioral (Ethical + 1)  
Strand Natural Science (Quantitative + 1)  Professional Communication (Written)  
Health & Fitness class  
LDRS 201  
LDRS 211 – Experiential Service Learning

Third Year

Fall (6 hrs.)  Spring (3 hrs.)
Strand General Elective (Critical + 1)  
Leadership Seminar (All learning outcomes)  
New LDRS 311  
Strand English (Intercultural & Written)  
PHED 305 (Quantitative)  
RPED Activity Class

Fourth Year

Fall (0 hrs.)  Spring (3 hrs.)
LDRS 411  
EXSC 329 (Quantitative)  
Capstone (All outcomes)  
RPED Activity Class
# Major Academic Plan (MAP)—English

<table>
<thead>
<tr>
<th>Freshman</th>
<th>Fall</th>
<th>LDRS 101</th>
<th>Freshman Math</th>
<th>Freshman Seminar</th>
<th>Linked Composition Class</th>
<th>Language</th>
<th>Elective</th>
<th>ROTC Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
<td>Language</td>
<td>Freshman Science</td>
<td>Elective</td>
<td>ROTC Basic</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sophomore</th>
<th>Fall</th>
<th>LDRS 201</th>
<th>Health &amp; Fitness</th>
<th>ENGL 211, 212, or PHIL 201 (3)</th>
<th>Elective</th>
<th>Elective</th>
<th>Strand History</th>
<th>ROTC Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>LDRS 211</td>
<td>Prof Comm</td>
<td>ENGL 216</td>
<td>Elective</td>
<td>Elective</td>
<td>Strand Natural Science</td>
<td>ROTC Basic</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior</th>
<th>Fall</th>
<th>LDRS 311</th>
<th>LDRS 371</th>
<th>Elective</th>
<th>ENGL 303 / 304</th>
<th>ENGL 411 or COMM 413</th>
<th>Approved ENGL elective</th>
<th>RPED Activity</th>
<th>ROTC (Advanced)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>Strand Elective</td>
<td>Strand English</td>
<td>COMM 499</td>
<td>Approved ENGL elective</td>
<td>Elective</td>
<td>ROTC (Advanced)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Senior</th>
<th>Fall</th>
<th>LDRS 411</th>
<th>Strand Social Science</th>
<th>ENGL 402</th>
<th>Approved ENGL elective</th>
<th>Elective</th>
<th>Elective</th>
<th>RPED Activity</th>
<th>ROTC (Advanced)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>GenEd Capstone</td>
<td>FNAR elective</td>
<td>Approved ENGL elective</td>
<td>Approved ENGL elective</td>
<td>Elective</td>
<td>ROTC (Advanced)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL**

Note: The blue cells represent courses in the new GenEd. (The placement of strand classes here is illustrative, not obligatory.) The beige cells represent graduation requirements. (Empty beige cells represent old requirements that are no longer retained.) The green cells represent two old Core classes that are no longer required in the new GenEd. They have become free electives.
Commentary

Student Improvement and the VALUE rubrics The fundamental purpose of our new GenEd program is to improve our students’ abilities in the six essential learning outcomes— inquiry & analysis, critical thinking, written communication, quantitative literacy, intercultural knowledge, and ethical reasoning. Our program is designed to achieve that improvement over the course of the student’s college career, from the Freshman Seminar to the Senior Capstone.

Each of the six learning outcomes has an associated VALUE rubric designed to measure student performance. (VALUE stands for Valid Assessment of Learning in Undergraduate Education.) Most of the classes to be taught as part of The Citadel’s General Education program will require substantial assignments to be graded for class credit according to one or more of these rubrics. Substantial work for three of these classes—the Freshman Seminar, the Leadership Seminar in junior year, and the senior capstone—will be graded according to all six rubrics.

The Two Streams & the Modern Language Requirement Learning to communicate in a second language is supported in the “language stream” of our General Education program. Every degree program that required the study of a foreign language in the old Core Curriculum retains the requirement in the new GenEd plan. But the number of required classes has been reduced, as is the pattern throughout the new plan.

In the new plan, students who are beginning a new language in college will take 101 & 102. Students who want to continue studying the language they studied in high school will take a placement exam. Students in this category who test into 101 will take an intensive class combining 101 & 102 and then take 201. Students who test into 201 or 202 will take whichever class they test into. Anyone who tests beyond 202 will have satisfied the language requirement without taking a class.

Because of their distinct missions and their responsibility to maintain accreditation, Engineering and the Biology, Chemistry, and Physical Education Teaching Tracks navigate a different stream. These degree programs did not require a language under the old Core Curriculum, nor do they do so in the new GenEd. Instead, two 200-or 300-level classes in these degree programs will contain significant assignments that will be graded according to the Quantitative Literacy VALUE rubric.

Freshman Seminar and Linked Composition and Orientation Classes Known as a high impact practice, the Freshman Seminar has been credibly shown to improve student retention and enhance student learning. Since the fall of 2000, The Citadel has required a one-credit-hour “extended orientation” seminar, currently called LDRS 101. The new General Education program at The Citadel calls for this seminar to be complemented by a new three-credit-hour academic seminar.

The academic Freshman Seminar will serve as the common starting point for all entering freshman. And as is noted above, it is the first of three classes that require the students to produce work that will be graded on all six General Education outcomes. The overall theme of the seminar, as well as the topics of the individual seminar sections, will be determined by the faculty.

The new plan calls for a composition class to be linked to each individual section of the academic seminar. The instructor of the composition class will develop the course reading list and paper assignments in consultation with the instructor of the linked freshman seminar. (This is the first of several opportunities for interdisciplinary collaboration afforded faculty in the new GenEd plan.) The
intention here is to maximize each student’s development in the Written Communication outcome by taking advantage of his or her interest in the seminar topic.

The individual sections of LDRS 101, the orientation seminar, could also be linked to the sections of the academic seminar, thus creating three-course learning communities for all of the freshmen.

If our current enrollment numbers hold, we estimate that we would need about thirty-three sections each of the academic seminar, the linked composition class, and LDRS 101.

**Freshman Math & Freshman Science** Readers of this document will note that most of the requirements in our old core curriculum are halved in this new plan. This is especially evident with freshman Science and Mathematics. In the freshman year, we have one semester of mathematics and one of a lab science, instead of two semesters of each.

Here are three points that might address any concerns about this…

1) The focus of the new General Education plan is on a student’s skill development rather than on the coverage of specific content. The skills presented in the freshman classes will be developed in the subsequent strand courses. There is a required strand science class, and quantitative reasoning must be assessed in at least one strand class.

2) Many of the degree plans that contain substantial coursework in Math and Science will inevitably continue to require the same coursework. The key difference between the new plan and the old core is that most of these science and math requirements will move out of General Education and become, instead, non-departmental degree requirements. So, for example, Civil Engineering students who currently take Analytical Geometry and Calculus II (Math 132) and General Chemistry (CHEM 151) as part of their core curriculum will continue to take these classes. The classes will now be degree requirements, rather than General Education requirements.

3) Focusing as it does on all learning outcomes (including quantitative literacy), the Freshman Seminar will likely prove a very attractive teaching and learning opportunity for STEM faculty and students.

**Professional Communications** This is an intermediate composition class focused on preparing students for the kinds of writing they are likely to do in their careers. It also serves as an entry point for Career Services, exposing students to strategies for crafting resumes as well as identifying and preparing for internships. This class may be taught within the major (as, for instance, HIST 203: Introduction to the Discipline of History) or it may be taught within GenEd for the different majors (as, for instance, COMM 216: “Communications in Business” for students in the Baker School of Business or COMM 260: “Technical Writing and Communication” for students in the School of Engineering and Department of Mathematics and Computer Science).

**Health and Fitness Class & the RPED Activities classes** The proposal is to combine the two two-credit-hour lecture classes, RPED 250 & 251, taught in the freshman year, into a single three-credit-hour class on Health and Fitness taught in the sophomore year. Students commonly take the two activity classes when they are juniors or seniors. The new proposal keeps these two requirements. In fact, indications are that students would benefit from being allowed to take an activity class in every semester of their junior and senior years.

**The Strands** Our new GenEd plan follows a “strands” model. Students should attain greater competence in the learning outcomes as they progress along a strand of thematically related classes.
The classes in the strand should be increasingly demanding, so that students are pushed to do better and better work as they become more and more knowledgeable about their theme.

The graphic on page 4 shows three themed strands. This is purely for illustrative purposes. The actual number of strands will be determined as the faculty go about developing the strands. This process will take place following the adoption of the plan.

It is anticipated that each class in the strands will require about twenty-five sections, spread out across however many strands end up being developed.

**The Strands and the Outcomes** Every five-class strand in the new GenEd plan must generate an assessment for each of the six outcomes. To achieve this, each class in a strand is required to have at least two significant assignments, each of which will be graded for course credit according to a different VALUE rubric. So the students in the History strands class might, for instance, be assigned a paper that their instructor scores according to the Written Communication rubric and a research project that is scored according to the Inquiry and Analysis rubric.

Since the entire strand generates ten assessments, it may be that in some strands four of the outcomes may be assessed twice. Or it may be that some strands may be organized to be heavy on a particular outcome, so in a "heavy intercultural" strand, for instance, the intercultural outcome might be assessed three times (once as part of the six, and twice more as part of the four extra assessments).

Deciding which outcomes will be assessed in which classes within the strands will be an essential responsibility for faculty as they design their strand.

**Interdisciplinary Work and the Strands** To develop an effective strand, faculty will need to work collaboratively. Less obvious is the interdisciplinary work that will need to be done across strands but within outcomes. Perhaps in "strand A" the critical thinking outcome is going to be assessed in its History class and its elective class in Economics; in "strand B" critical thinking is going to be assessed in the strand’s Science class and in its elective class in Statistics. These professors will be using the same VALUE rubric to grade their assignments, so they will need to work together to achieve consistency in regard to the outcome.

**Capstone** The new GenEd plan calls for a capstone class in the senior year. This is the third of three classes in the sequence that have the requirement for each student’s work to be assessed using the VALUE rubrics for each of the six outcomes. For students in some degree programs (especially those degree programs that do not require a capstone) the GenEd capstone might function as a sixth and final strands class. Other degree programs may choose to adapt and modify their existing capstone classes so that they can meaningfully grade their students’ work according to the six VALUE rubrics.

As long as the assessments are handled appropriately, the capstone may be taught either in GenEd or in the major. It may be that students end up doing two capstones, one in GenEd and one in their major.

**How the Plan was Developed** As is described more fully in the General Education white paper distributed to the faculty in August 2017, The Citadel’s old Core Curriculum has suffered in recent years from a split personality. On one hand, it was fulfilling the traditional role of a distributional core—essentially presenting introductions to the different academic disciplines. On the other hand, it was also
supposed to be developing students’ abilities in four essential learning outcomes—written communication, quantitative literacy, critical thinking, and ethical reasoning.

Assessment data strongly suggested that the Core Curriculum needed to be examined and perhaps redesigned. To begin this process, a group of faculty members from across campus attended the 2016 AAC&U Conference on General Education. From discussions at the conference and further research, it became clear that there was a significant disconnect between our traditional core classes and our learning outcomes. Thus began a public examination of the learning outcomes. Following several public meetings and a survey of the faculty, an updated slate of Learning Outcomes for GenEd at The Citadel was developed and eventually adopted, unanimously, by Faculty Senate in March 2017.

The next issue was deciding on a curriculum that could effectively deliver these outcomes.

Our old Core Curriculum had not been designed to help our students develop these essential skills, so we needed purposefully to build a curriculum that would. The GenEd white paper contained a set of Guiding Principles for the creation of the new plan. These principles were presented to the faculty at two well-attended meetings in August. Following these meetings, the principles were presented to Faculty Senate in September and were unanimously adopted.

The plan we present here closely follows these guiding principles.

At another widely-attended public meeting in November, faculty heard presentations on several different General Education models that we might choose to follow, and they were asked to indicate their preference. Respondents overwhelmingly favored the “strands model” such as that pursued at Ithaca College and the “GenEd minor” pathway pursued at Virginia Tech. These two related exemplars are also clearly reflected in our plan.

In February 2018 a draft of the document, “The Citadel General Education Strands Model,” was presented to deans, department heads, and associate deans. Two discussion sessions were held to afford them the opportunity to ask questions and offer suggestions regarding this plan. Their feedback has been incorporated into the current document, which today is presented to the entire faculty of the college.