



# CENTRAL CHRISTIAN COLLEGE OF KANSAS

## COLLEGE COUNCIL – MINUTES

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Wednesday, February 23, 2022 @ 1:00 p.m., RBC-AC-20

**Present:** Lenny Favara, Enrique Barreiro, Cathy Brown, Katy Potter, Matt Malone, LeAnn Moore, David Ferrell, Doug Vanderhoof, Jacob Kaufman, Kyle Moody and Hannah Litwiller

I. Call to Order

- The Chair called the meeting to order at 1:05 pm.
- The Chair shared a devotion from John 4, followed by prayer.

II. Accept the Minutes

**Motion to accept the February 09, 2022 minutes, with no corrections. Seconded.**

**Unanimous Consent.**

III. President's Report

A. Governance

1. Manual: The process of ratifying the Governance Manual paused in May, when faculty began leaving for Summer Break. In the fall of 2021, aspects of the manual were incorporated in to the current governance structure, allowing the campus community the ability to test the integrity of the proposed system. The OTP is preparing Draft X for input and discussion.
2. Adjustment in Protocol: Recognizing that the President acts as the chair of College Council, with no-vote, minutes of meetings did not recognize concurrence or asynchrony of ruling between the College Council and the OTP. Moving forward, minutes will seek to capture presidential rulings on business items.
3. To further enhance transparency and allow for greater voice, the College Council agenda will seek to set and post the agenda no later than the Friday before a scheduled meeting, with specific invitations provided in the Tiger Growl, when policy related items are on the agenda.

IV. Old Business/Action Items

A. Refund Policy Recommendation [Pending on BAC]

B. SIS Recommendation [Pending cost analysis]

1. Doug Vanderhoof and LeAnn Moore met with Anthology and discussed possible structure of payments.

C. Dress Code Policy [Further review]

1. The BAC had referred a dress code policy to the Council. In the last meeting, the Chair had requested that the consideration of the policy be tabled until all members had time to review.
2. **Motion was made to consider the Dress Code policy. Seconded. Discussion. The motion passed with 9 in favor, 0 against, and 1 abstention. Mr. Moody abstained on grounds of not knowing if all coaches had reviewed.**

3. Recognizing that the Dress Code Policy comes with the power of a second the Chair opened the floor for discussion. Following discussion, the Chair called for a vote, asking members of the Council to vote yes to endorse the policy and no to refer the policy back for revision. **The motion passed with 9 in favor, 0 against, and 1 abstention. Mr. Moody abstained on grounds of not knowing if all coaches had reviewed.**

**The policy goes to the President for consideration.**

## V. New Business

### A. Proposal of New Program: Associate of Arts in Criminal Justice

1. The Chair reminded the Council of the deference given to Faculty initiated referrals that are an aspect of the 10+1. Recognizing that this proposed program comes with the power of a second the Chair opened the floor for discussion. Following discussion, the Chair called for a vote, asking members of the Council to vote yes to endorse the decision of the faculty and send the program forward for presidential review or no to decline.

**The motion passed by unanimous consent.**

**The proposal goes to the President and Board of Trustees for action.**

### B. Men's Basketball NCCAA post season play:

1. The College Council was asked to provide interpretation and guidance on a request for post-season play, related to the Men's Basketball Team. The Chief Student Engagement Officer provided an overview of the issue, with the President and AD also sharing insights and perspectives. Discussion followed.

In conclusion the College Council...

- a) *...requested that the Student Affairs Committee develop a decision-making rubric/matrix, that outlines the evaluative measures through which a team can "embody the mission of the institution and NCCAA", which should be made available to the coaching staff or published with the Post-Season Policy.*
- b) *...requested that the Student Affairs Committee be prepared to make post-season decisions within 24-hours following the last game of regular season play, being cognizant of possible advancement and intentional about the collection and analysis of data needed to make the decision.*
- c) *...requested that coaches be reminded that no announcement of public discussion of post-season play should occur until after the appropriate committees have met. Participation in NCCAA Post Season play is not solely determined by record, and therefore cannot be assumed.*
- d) *...recommended that the men's basketball team be allowed to host and play in the NCCAA Regional Tournament. This recommendation goes to the President for action.*

## VI. Constituent Reports

*Constituent Reports provide an opportunity for principal liaisons to provide succinct updates that may be of importance to the collective interests of the College community. Specific matters may be discussed or tabled to ensure that there is opportunity for inclusive and transparent dialog designed to enhance the mission, vision, and core values of the institution.*

### A. Academic Affairs (Chief Academic Officer)

1. The Academic Office is working on a new Keypath agreement that will include a new split as well as CCKC is over course development.
2. Working with Student Affairs on attendance.

B. Faculty Senate (President of Faculty Senate)

1. Thank you to Student Life for allowing faculty and staff to go into common areas of dorms and interact with students.
2. The Faculty approved the sale of books from the Library.
  - a) *As this decision falls outside of Presidential Limitations, the Chair asked the Council to consider affirming the decision, again reminding the Council about faculty deference, while at the same time amplifying that this is an issue of asset liquidation. As such, is something that the President is required to present to the Board.*
  - b) A motion was made to affirm the sale of the textbooks from the Library. Seconded. The motion passed by unanimous consent.
3. Faculty Senate bylaws are in review.

C. Institutional Research (Institutional Analyst)

1. Matt Malone submitted a Department of Education report. He is currently working on Winter IPEDS.
2. Staff Satisfaction Survey is live.

D. Foundation (Executive Director)

1. Becker Family Trust discussion about an unrestricted gift
2. Faulkner Scholarship – pending
3. Endowment study update
4. Timothy Group Consultant Contract forthcoming
5. Denari & CAMS Update
6. Hall of Fame Update
7. Advancement Retreat will be at the end of Spring Break.

E. Student Government (SGA Representative)

1. Voting on President/Vice President this week.
2. SGA is doing a Sport Focus with softball for March and April is baseball with 12 events planned.

VII. Integrated Planning Matrix

A. Budget Update

1. BAC met this week and determined a threshold of \$10K. Any department budgets over \$10K will receive a request for readjustment of budgets or justification if not received the budget will be lowered to current 20-21 budget.

B. P&P Manual Processes

1. After Presidential review of the Policies & Procedures Manual, the manual draft will go live to the entire staff community to be open for comments and feedback, which should be given to a supervisor. After a brief period for public comment, the College Council will make final recommendations.

#### VIII. Oversight Responsibility

##### A. Strategic Plan

1. Moving forward, the Council will review a specific KPI in each meeting, with an appropriate representative sharing progress and updates.
2. Civic Engagement Initiative
  - a) *The President provided greater amplification of the Civic Engagement Initiative first presented at the Total Staff Meeting. A copy of the presentation is attached.*
  - b) *The President is making final adjustments to the presentation and is inviting feedback, as well as looking for opportunities to share. A white paper is forthcoming for the campus community.*

IX. Discerning no other business, the Council was adjourned at 3:32PM.

**Minutes submitted by Mrs. Hannah Litwiller**



# Central Christian College of Kansas

OFFICE OF THE CHIEF ACADEMIC OFFICER

## FORM A02 – PROPOSAL FOR A NEW PROGRAM

Date: 30 November 2021

This Application is for:

- ☐ New Degree      ☐ New Major      ☐ New Emphasis  
☐ New Concentration      ☐ New Minor      ☐ New Certificate  
☒ Different mode of Delivery (new)

Delivery Method of New Program:

- ☒ Residential      ☐ Hybrid (Residential/Online)      ☐ Online

(Check all that apply)

Name of Individual Making Request: COL G Thomas Greco USA (Ret) CJ Program Director

Title of the Program: Associate of Arts Degree in Criminal Justice (SAS)

Sponsoring Department: CJ Program – Human Services Division

Proposed Start Date: FA 2022

This form, along with supporting documentation addressing the points outlined below, is required *before* the program can be considered for initial review.

- Description:** Provide a brief description of the program, including the target audience and an explanation of why that audience would pursue this program at Central Christian College of Kansas.  
*Currently, we offer the Associate of Arts in Criminal Justice (AACJ) degree online (SPE). The request is to offer the same degree with residential General Education requirements to our on campus students (SAS). This will provide students with the opportunity to receive an AACJ degree on campus. The targeted audience would be students who are wanting to work as a police officer, correction officer, or security officer. Further, with the Kansas Promise Act, it provides students the opportunity to come to CCKK and receive substantial aid from the state of Kansas.*  
[Kansas Promise Act FAQs \(https://www.kansasregents.org/resources/PDF/Students/Student\\_Financial\\_Aid/Kansas\\_Promise\\_Scholarship\\_Act\\_FAQ\\_8.3.21.pdf\)](https://www.kansasregents.org/resources/PDF/Students/Student_Financial_Aid/Kansas_Promise_Scholarship_Act_FAQ_8.3.21.pdf)
- Rationale:** Review the assessment process and results that were used to identify the need for this program. What evidences exist that the program is needed and is feasible for the College? Describe the groups that were involved with the assessment process and illustrate their perspectives. Provide evidence that inclusion of the program will provide a recruiting pool and result in employable graduates. Provide any other information or data that would outline a rationale for why this program should be considered.  
*Offering this degree makes sense on many levels: We already offer all the courses at CCKK, the College sees an opportunity to recruit more CJ students through the Kansas Promise Act, the degree already exists online (SPE) and is a popular degree, CCKK offers a Bachelor Degree in CJ, and there is a steady need for employment for CJ students. Since the degree already exists at CCKK, and since it will not cost us any more financially as it applies to the curriculum, it seems wise to offer the degree on ground as well as online. Further, when approving the Associates of Science in Health Science, we approved it for both SPE and SAS. The goal is to do the same for AACJ. Regarding a recruiting pool, with the approval of the Kansas Promise Act, significant Kansas State grant money goes to the student who graduates with this degree.*
- Mission Alignment:** Describe the nature and the purpose of the program and its relation to the mission of the College. How does this new program enhance the mission and how does it relate to the strategic plan as articulated by the College?  
*The degree will fall under the Bachelor of Science in Criminal Justice, which was reviewed during the summer of 2021. The degree's program objectives are in alignment with the mission of the College. The new degree would fall in line with both the general education mission as found in the [2021 CCKK Catalog](#) (p. 87-90). The general education curriculum is clearly in line with the mission of the college, as seen by the progression of the Wesleyan Quadrilateral → Core Four → Trivium → Wisdom.*
- Departmental Alignment:** Describe the nature and the purpose of the program in its relation to the stated departmental mission and outcomes.  
*The AACJ degree will continue to align with the mission of the college and the program objectives of the department:*

### Program Objectives

- *Mind: The student can summarize the historical development of criminal justice systems and the role of justice in America and the global community.*
- *Heart: The student can describe the influences and behaviors related to the administration of justice and how each is affected by worldview and culture.*
- *Soul: The student can identify an ethical framework that recognizes the interplay of personal faith, natural law, and public policy.*
- *Strength: The student can choose appropriate procedures associated with law enforcement administration and the prevention, detection, and regulation of crime and criminal behavior.*

5. **Assessment Plan:** Provide a comprehensive description of how the program will be assessed. Describe how the program will incorporate assessment and analysis to ensure program effectiveness. New programs need an annual assessment plan for the first three years and are then incorporated into the quadrennial departmental review process. Describe how the program fits into the overall assessment strategy of the institution. Provide the methods that will be used for benchmarking.

*Since the degree is already built, both the General Education courses and the CJ courses are a part of the Quadrennial Review. It should be noted that both the GE and CJ are being reviewed this school year, 2021-22. Findings will be submitted to the AAAC.*

6. **Program Description:** Describe the curriculum associated with the program, differentiating between courses already in the catalog and those that need to be reviewed for inclusion. The description should also include a comparison matrix of similar programs from other institutions. List all course numbers, titles, and descriptions. Describe prerequisites, co-requisites, internships/externships, and practicums. Provide a curriculum schedule of when the courses associated with the program would be offered and how a student would matriculate through the program.

- a. **Course Syllabi:** Provide a copy of all course syllabi, designating courses that are proposed (new).  
*The Degree/Program is already in the catalog for online. Just want to move it to on-ground. No new courses need to be created or built for this degree.*
- b. **Objectives:** Delineate the program objectives/outcomes. Describe any differences related to delivery systems.  
*The Degree/Program is already in the catalog. Just want to move it to on-ground. Only difference would be General Education courses, which also already exist on-ground.*
- c. **Objective Matrix:** Provide a flow chart illustrating how each learning objective (outlined in the syllabi) ties to the program objective, which in turn should tie to the department's objectives. The chart should illustrate how each departmental objective is supported by each course. The chart should also illustrate how the program is supported by objectives that support Bloom's Taxonomy. Each objective should have corresponding proof of assessment.

*Since this degree is really in a subset of the Bachelor of Science in CJ degree, much of the difference between the SAS and CJ is on the general education requirements. Regarding the courses that are in line with the Criminal Justice section of the degree, the course objectives align with the larger Bachelor of Science in CJ degree and are assessed in their quadrennial review, which has been assigned for this year.*

- d. **Course Schedule:** Provide a schedule clarifying how the courses associated with the program will be introduced to the academic schedule. For those courses that need development, please provide a description of how those courses will be built on the proposed timeline associated with their development.  
*All courses are currently on rotation based on need of the College. All CJ courses are offered online. Students who sign up for the degree will simply populate the courses.*
- e. **Course Descriptions:** Each course description should include course code, course title, course description (using appropriate Bloom designation), prerequisites, and any other notes that should be included in the catalog.

*The following is a list of already approved course descriptions in the catalog:*

- *SS-CJ 110 Introduction to Criminal Justice (3) This course focuses on the formal crime control process in the United States. Students will examine the agencies and processes involved in administering justice: the police, the prosecutor, the courts, and correctional systems. Students may receive credit for only one of the following courses: SS-CJ 110, SS-CJ 235.*
- *SS-CJ 212 Introduction to Corrections (3) Outlines the history, current practices, and future directions of corrections in a systematic process showing the evolving changes within the institutional and community based corrections. Topics include the history of corrections, the influence of social thought and philosophy on the development of*

corrections, the rights of the incarcerated inmate, and the duties of the correctional officer.

- SS-CJ 214 Introduction to Law Enforcement (3) The development of U.S. policing, stressing the relationship of police to local politics and the effects of civil service, reform movements, and technological change.
- SS-CJ 215 Introduction to Courts (3) A look at the basic structure of the court system and court process. An up-to-date coverage highlighting several recent trends of the court system.
- SS-CJ 343 Criminology (3) This course is a study of crime as a form of deviant behavior, nature and extent of crime, past and present theories, evaluation of prevention, control and treatment programs.
- SS-PY 320 Social Psychology (3) The study of how the individual is influenced in his or her behavior, attitudes, perceptions, emotions, and thoughts by other people.

- f. **Graduation Data Sheet:** Working with the Academic Office, provide a Graduation Data Sheet illustrating the courses, required hours, electives, and other related requirements.

*Attached below.*

7. **Staffing:** Provide an overview of how the program will be staffed. How will current faculty be utilized and how will this affect their load? Do current faculty and staff have the necessary credentials? What types of staff support will be needed for the program?

*We currently offer all the courses either on ground or online. The ultimate goal is to offer one CJ course in the traditional classroom for CCK SAS students starting in FA 2022.*

8. **Documentation:** Attach all minutes of any meeting in which the proposed program was discussed. Be sure to include minutes specifically denoting acceptance of the program.

*See attached: Email Correspondence between CAO and Director of CJ (pending). Division Meeting Minutes Approval.*

9. **Policies:** Detail any modifications in admission, curriculum, academic policies (e.g. grading, matriculation, etc.), or graduation requirements in comparison to the catalog of record.

*None at this time.*

10. **Fiscal Resources:** In addition to the *Cost Analysis* form, describe any additional sources of financial support (e.g. grants, investments, endowments, etc.). Provide a specific explanation concerning any contractual agreements or partnerships that this program will require. What effects will this addition have on current operational resources?

*None at this time.*

11. **Physical Resources:** Describe the physical capital needed to support the new program. Be sure to designate any resources that represent new items. Include classroom, labs, materials, software, hardware, equipment, etc. How might the addition of this program affect the availability of use of current resources, beyond their current means? Include how the use of those resources may interrupt or affect other programs.

*None at this time.*

12. **Personnel:** List the faculty and staffing resources needed to administrate the program, which would include all personnel needed to interact at every level of student engagement (prospects to alumni). Clearly describe the credentials required (and preferred) for faculty and administration overseeing the program, and describe the level of employment needed (full-time, part-time, adjunct, etc.). Illustrate the course loads associated with each faculty member (clearly demarcate new faculty). In discussing faculty needs, provide evidence that the proposed program is supported by qualified faculty, who desire to support the program.

*The beauty of this degree is that it will not take any more personnel. If anything, it will bring growth to our courses and make the institution money.*

13. **Library:** Provide an analysis of library resources, including online databases and resources.

*Everything is already set in place, since we are not adding to the course offering. All library staff is in place*

Division/Dept. Approval:

*G Thomas Greco*

Division Chair

15 Dec 2021

*12-15-21*

Date

Chief Academic Officer Approval:

Chief Academic Officer

*2-8-22*

Date



**Higher Learning Commission Verification:**☐ Substantive Change Application Required☐ Notification Only☒ No Action Required

Chief Academic Officer

Date

2-8-22

Signature blocks are to be completed in order as outlined by Table 1.1: Academic Proposal Resource Chart as it stands in the Faculty Handbook.

**General Education Committee:**☐ Action Required☐ Notification Only☒ No Action Required

N/A

Date of minutes

☐ Approve☐ Reject☒ N/A**Academic Affairs and Assessment Committee:**☒ Action Required☐ Notification Only

1-18-22

Date of minutes

☒ Approve☐ Reject☐ N/A**Faculty Senate:**☒ Action Required☐ Notification Only

2-1-22

Date of minutes

☒ Approve☐ Reject☐ N/A~~College Council~~~~President's Cabinet~~☐ Action Required☐ Notification Only☐ No Action Required

Date of minutes

☐ Approve☐ Reject☐ N/A**Board of Trustees:**☐ Action Required☐ Notification Only☐ No Action Required

Date of minutes

☐ Approve☐ Reject☐ N/A**Status**

Date



## Cost Analysis

	Year One	Year Two	Year Three	Year Four	Year Five
<b>Assumptions</b>					
FTE: Non-Residential					
Credits: Non-Residential					
Tuition Rate: Non-Residential					
Fees: Non-Residential					
FTE: Residential	3	6	6	6	6
Credits: Residential	30 credits for the year	30	30	30	30
Tuition Rate: Residential	29,600	29,600	29,600	29,600	29,600
Fees: Residential	0				
<b>Revenue</b>					
Tuition	29,600	29,600	29,600	29,600	29,600
Fees	0				
Other					
Total	88,800	177,600	177,600	177,600	177,600
<b>Expense</b>					
Faculty Wages	\$3,000 (one class a semester taught on ground by CCCC instructor)	\$3,000 (one class a semester taught on ground by CCCC instructor)	\$3,000 (one class a semester taught on ground by CCCC instructor)	\$3,000 (one class a semester taught on ground by CCCC instructor)	\$3,000 (one class a semester taught on ground by CCCC instructor)
Faculty Benefits	0	0	0	0	0
Staff Wages	0	0	0	0	0
Staff Benefits	0	0	0	0	0
Instructional Resources	\$1000 (CJ Club)	\$1000 (CJ Club)	\$1000 (CJ Club)	\$1000 (CJ Club)	\$1000 (CJ Club)
Learning Management Costs	0	0	0	0	0
Professional Development	0	0	0	0	0
Library Resources/Databases	0	0	0	0	0
Course Development (SME & Conversion)	0	0	0	0	0
Advertising/Marketing	0	0	0	0	0
Office Supplies	0	0	0	0	0

Other	0	0	0	0	0
Total Expense	\$4000	\$4000	\$4000	\$4000	\$4000
<b>Cost Analysis</b>					
Revenue/Credit Hour	\$987	\$987	\$987	\$987	\$987
Critical Mass (Number of student needed)	3	6	6	6	6

## Associate of Arts in Criminal Justice (SAS)

### Purpose

The Associate of Arts in Criminal Justice is designed for students wanting to advance their career in law enforcement, corrections, social services, or the judicial system by becoming more familiar with the field of law enforcement and enhance general knowledge in the Liberal Arts. The curriculum, designed by professionals in the field, provides students with an introductory perspective of human behavior and law enforcement management. Furthermore, the unique worldview of the institution affords the student to advance their understanding of the ethical and moral approaches to criminal justice.

### Program

The purpose of the Criminal Justice program is to prepare students for possible careers in criminal justice and prepare them to be agents of justice in a global community.

The Criminal Justice program at Central Christian College of Kansas embraces our redemptive role in society and the call of God to provide communal justice. This requires that the student not only understand the professional skills related to criminal justice but also the personal perspectives and dispositions needed to become effective agents of justice in a global community.

Students in the Criminal Justice program will have the advantage of interacting with professionals in the field of criminal justice. Courses are taught by experienced officers in the legal systems which provides excellent teaching on each subject and immediate points of application to real world issues faced by those in the world of Criminal Justice.

Because this program is a hybrid program including both on-campus and online courses, the student will also have the opportunity to interact with a variety of other criminal justice students who are actively engage in the profession.

### Program Objectives

- **Mind:** The student can summarize the historical development of criminal justice systems and the role of justice in America and the global community.
- **Heart:** The student can describe the influences and behaviors related to the administration of justice and how each is affected by worldview and culture.
- **Soul:** The student can identify an ethical framework that recognizes the interplay of personal faith, natural law, and public policy.

- **Strength:** The student can choose appropriate procedures associated with law enforcement

administration and the prevention, detection, and regulation of crime and criminal behavior.

## Associate of Arts in Criminal Justice (SAS)

The following degree plan is applicable to students enrolling at Central Christian College of Kansas after July 1, 2022, through June 30, 2023. This degree plan will remain in effect until the student ceases continuous full-time enrollment or declares a new major, minor, emphasis, or concentration. Students not maintaining continuous enrollment will need to meet graduation requirements as stipulated by the Catalog of record at their point of reentry. Students may also opt to request that the graduation standards of any Catalog associated with their current enrollment determine graduation standards.

Foundational Skills (13 Credits)		
GS-SM 105	First Year Seminar	1
EN-CP 103	English Composition I	3
EN-CP 104	English Composition II	3
	Communication Course	3
	Elective Bible Course	3
Liberal Arts (24 Credits)		
<b>Mind</b>		
	Science Course	3
	Math Course	3
<b>Heart</b>		
	History Course	3
SS-PY 110	General Psychology	3
<b>Strength</b>		
	Arts Course	3
	Wellness Course	3
<b>Soul</b>		
	Philosophy Course	3
MT-BI 100	Introduction to Biblical Lit	3

Criminal Justice Core (23 Credits) Electives (5 credits)		
SS-CJ 110	Introduction to Criminal Justice	3
SS-CJ 212	Introduction to Corrections	3
SS-CJ 214	Introduction to Law Enforcement	3
SS-CJ 215	Introduction to Courts	3
SS-CJ 343	Criminology	3
SS-PY 320	Social Psychology	3
	Electives (5 total)	
	Electives	



*"It used to be that a university degree in the right field was the ticket to a good job. Then we said the area didn't matter; as long as you have a degree, employers will assume you're pretty smart. Nowadays, though, a degree just tells me you have debts. It's not an indication of ability or intelligence. If it's a straight choice between someone with a degree and someone without, I'll still lean towards the candidate with the degree. But if it's a choice between [skills] and a college degree – [skills] wins every time. All that matters to me is that you're honest and can do the job."*

CareerBeacon (2021). How hiring has changed: what employers are looking for in 2021.

### The Obstacles

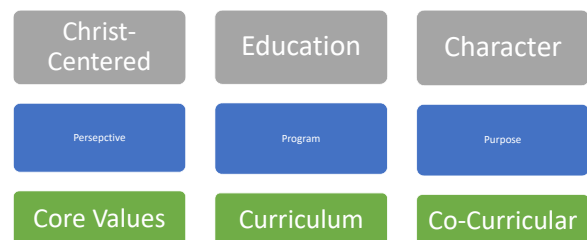
- Decline in Student Numbers
- Interest in Liberal Arts Declining
- Fewer International Students
- Reduced Government Support
- Squeezed Middle Class
- Demographic Shift
- Rose-Colored Thinking
- Reduced Tuition – Increased Cost/ROI
- Perceived Value

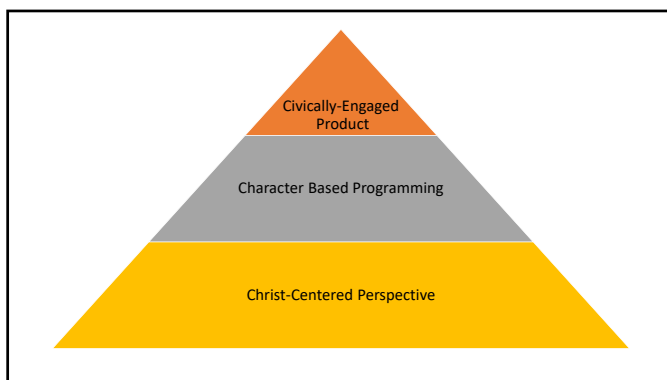
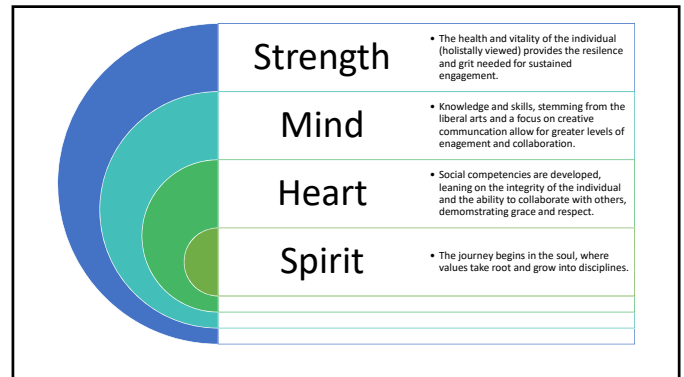
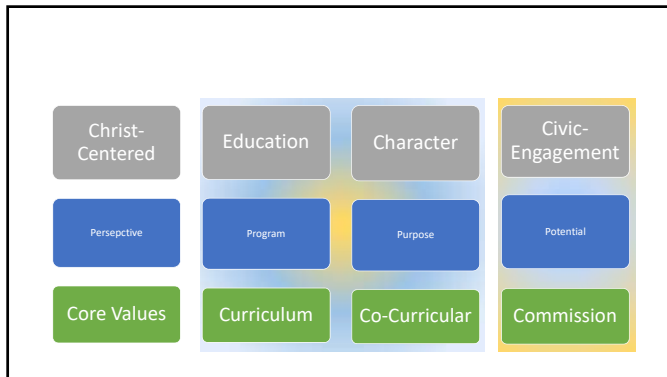


Christ-Centered ♦ Character-Focused ♦ Civic-Minded

*"Parents, students, legislators, and society at-large are already questioning the return on investment for a college education, especially in the private college market. The perceived expense required to attend an institution like Central Christian College of Kansas, needs to be understood in light of its defensible return."*

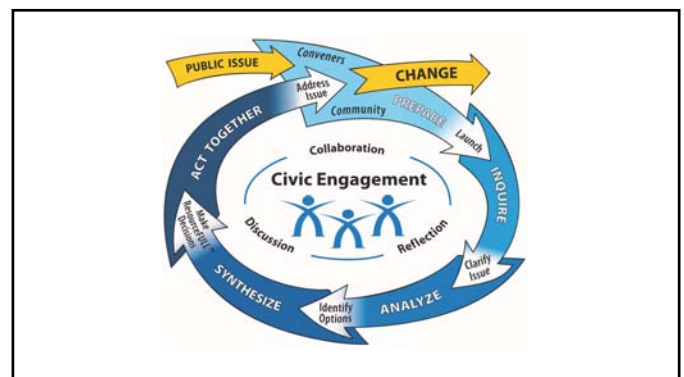
Favara (2022). Engaged: Christ-Centered Education for Character – A Civic Engagement Approach. Central Christian College of Kansas





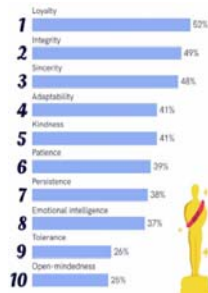
“A morally and civically responsible individual recognizes himself or herself as a member of a larger social fabric and therefore considers social problems to be at least partly his or her own; such an individual is willing to see the moral and civic dimensions of issues, to make and justify informed moral and civic judgments, and to take action when appropriate.”

Ehrlich, T (2000). *Civic responsibility and higher education*. American Council on Education Dryx Press



## Skills Being Sought

- Time Management
- Flexibility
- Problem Solvers/Analytical Skills
- Entrepreneurial
- Growth Mindset
- Critical Thinking
- Tech Skills
- Dedication
- Teamwork
- Writing Skills
- Self-Discipline
- Versatility
- Adaptability
- Resilience



## Badging



## Skills Being Sought

CORE4 Crosswalk with Employment Traits		
CORE4		Traits
Trustworthy (Heart)	↔	Integral, Sincere
Collaborative (Heart)	↔	Tolerant, Communicator
Devoted (Spirit)	↔	Loyal, Dedicated
Diligent (Spirit)	↔	Diligent, Reliable
Rational (Mind)	↔	Critical Thinking, Analytical
Creative (Mind)	↔	Entrepreneurial, Open-Minded
Healthy (Strength)	↔	Adaptable, Flexible
Courageous (Strength)	↔	Resilient, Tough
Civic-Engagement		Organizational Citizenship

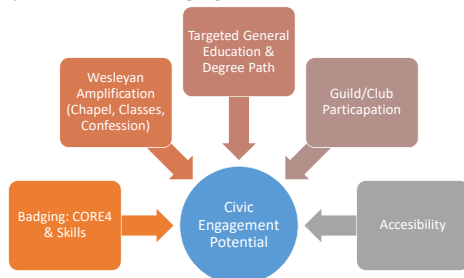
### The CORE4 (Soft Skills)

Component	Heart		Soul		Mind		Strength	
Goal	Virtuous Members of Society		Vibrant, Growing Faith		Vocational Aptitude		Vigorous Lifestyle	
Outcome	We believe that graduates should demonstrate civic and moral leadership, living lives of integrity, treating others with dignity and respect in order "to do good, seek justice, and correct oppression."		We believe graduates should demonstrate an appreciation for the Lordship of Jesus Christ, reflected in a surrendered lifestyle "not lagging in diligence, fervent in spirit, serving the Lord."		We believe graduates should demonstrate productivity and informed literacy, as ones filled with the "Spirit of God in wisdom, in understanding, in knowledge, and in all kinds of craftsmanship."		We believe graduates should demonstrate dispositional strength and behavioral readiness, remaining "steadfast, immovable, always abiding in the work of the Lord."	
CORE4 - Virtue	Integral	Collaborative	Faithful	Engaged	Discerning	Creative	Healthy	Resilient
Badge Name	Interpersonal Integrity & Ethics	Civic Engagement & Inclusion	Discipline & Service	Diligence & Advocacy	Analytics & Critical Thought	Innovation & Creativity	Motivation & Self-Awareness	Resilience & Grit
Requirements								

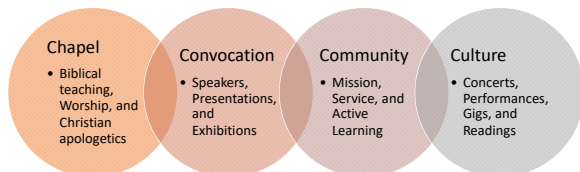
### Vocational Competencies (Hard Skills)

Competency	Career Mindfulness	Civic Engagement	Financial Literacy	Leadership	Digital Literacy	Conflict Management	Environmental Stewardship	Creative Communication	Project Management
Requirements									

## Components of Engage



## Wesleyan Amplification: Chapel Programming



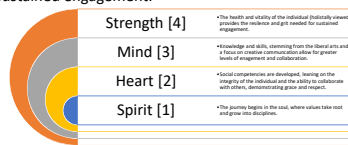
Life-Giving Holiness • Love-Driven Justice • Christ-Compelled Multiplication • Cross-Cultural Collaboration • God-Given Revelation



## Curricular Considerations

This proposed amplification of the General Education Core is an invitation for the College to leverage this program, providing students:

- the values and reflective skills needed to effect positive change;
- the capacity and aptitude to collaborate with diverse stakeholders;
- the knowledge and skills needed to comprehend the complex challenges facing modern society;
- the dispositions required to for sustained engagement.



## Guilds

Participation in a club, honor society, or learning experience

- Cultural Exploration & Missions
- Arts, Media, & Communication
- Ministry and Biblical Justice
- Sport, Wellness, & Health
- STEM & Environmental Stewardship
- Entrepreneurship, Enterprise, and Industry



## Civic Engagement Core/Minor

### Current (40)

- First Year Seminar
- Composition I & II
- Communication Course
- Science Course
- Math Course
- History Course
- Social Science
- Arts
- Wellness
- Philosophy
- Biblical Literature
- General Bible
- Junior Seminar
- Senior Seminar

### Proposed (44)

- First Year Seminar/*Civic Vision*
- Composition I & II
- Cross Cultural Communication
- Science Course
- Math Course
- History Civics & Social Responsibility
- Social Problems (*Amplified Wesleyan*)
- Perceiving the Arts
- Personal & Community Health
- Philosophy
- Biblical Literature
- General Bible
- Junior Seminar/*Civic Experience*
- Senior Seminar/*Civic Experience*
- *Civic & Ethical Leadership Seminar (Chapel)*



## Dual Degree (AA or BA)

- General Education Core
- An additional 18 hours:
  - Personal & Community Health
  - American Government
  - Basic Nutrition
  - Earth Science
  - Environmental Science
  - Leadership Development
  - Conflict Management & Negotiation
  - Contemporary Culture & Worldview
  - Economics
  - World Geography
  - Social Psychology
  - Marriage & Family
  - Ecology
  - Introduction to Criminal Justice

