West Virginia Council for Community & Technical College Education

AGENDA
October 24, 2019
9:30 am

Members

Robert Brown, Chair
William Baker, Secretary
Kenneth Boggs
Christina Cameron
Kathy D’Antoni
Michael Farrell

Michael Graney
Tracy Miller
Charles Parker
Steve Roberts
John Sorrenti
Harry Keith White

Sarah Armstrong Tucker, Chancellor
Directions to the Advanced Technology Center of South Central West Virginia
1201 Science Park Dr. South Charleston, WV 25303

Arriving from the EAST on I-64 (after leaving Charleston):
1. At I-64 exit 55, take Ramp (RIGHT) toward Kanawha Turnpike
2. Stay on Kanawha Turnpike [CR-12]
3. After about 0.5 mile, turn LEFT into the West Virginia Regional Technology Park (3300 Kanawha Turnpike)

Arriving from the WEST on I-64 (approaching Charleston):
1. At I-64 exit 54, turn RIGHT onto Ramp towards US-60 / MacCorkle Ave / South Charleston
2. Keep RIGHT to stay on Ramp towards US-60
3. Bear RIGHT (East) onto US-60 [MacCorkle Ave SW], then immediately turn RIGHT (South-East) onto SR-601 [Jefferson Rd]
4. After 0.5 mile, bear left at the traffic light onto Kanawha Turnpike [CR-12]
5. Continue straight (0.1 mile) through the next traffic light on Kanawha Turnpike
6. After about 0.5 mile, turn RIGHT into the West Virginia Regional Technology Park (3300 Kanawha Turnpike)
AGENDA
October 24, 2019
9:30 am
Advanced Technology Center, South Central West Virginia
Room 131-132
1201 Science Park Drive
South Charleston, WV 25303

Continental Breakfast Available at 8:30 am

I. Call to Order

II. Advisory Council of Faculty Annual Presentation

III. Advisory Council of Students Annual Presentation

IV. Approval of Minutes
   A. *Approval of August 22, 2019, September 19, 2019, and October 1, 2019 Meetings Minutes.......................................................... pg 6

V. Finance and Facilities
   A. *FY 2019 Consolidated Audit Presentation.......................................................... pg 13
   B. *Fiscal Year 2021 Capital Project Priorities.......................................................... pg 26

VI. Academic Affairs
   A. *Approval of Campbellsville University to Confer Degrees in West Virginia....... pg 32

VII. General
   A. *Revisions to Procedural Rule, Series 14, Holidays........................................ pg 118
   B. *One-Year Suspension of Institutional Textbook Affordability Report............. pg 120

* Denotes an item requiring action/approval
C. *Appointment to the Higher Education Student Financial Aid Advisory Board .................................................................................................................. pg 122

D. *Technical Program Development Grant Award ........................................ pg 123

VIII. Information

A. WV Invests Grant Update

B. Update on New Higher Education Data Portal ........................................ pg 124

C. Apprenticeship In Motion (AIM) Grant Award

IX. Additional Board Action and Comments

X. Upcoming Meetings

Location: New River Community and Technical College Beaver, WV
Date: December 5, 2019
Time: 9:30 a.m.

XI. Adjournment

* Denotes an item requiring action/approval
A conference call meeting of the West Virginia Council for Community and Technical College Education was held on August 22, 2019, beginning at 9:30 am originating from 1018 Kanawha Blvd., East, Charleston, West Virginia. Council members present were: Bill Baker, Kenneth Boggs, Michael Farrell, Michael Graney, Tracy Miller, Steve Roberts, and John Sorrenti. Absent were: Robert Brown, Kathy D'Antoni, Charles Parker and Harry Keith White. Also in attendance were Chancellor Sarah Armstrong Tucker, Council staff, community and technical college presidents, faculty, staff, students, and guests.

Call to Order

Christina Cameron, Vice Chair, called the meeting to order and noted that a quorum was present.

1. Approval of Minutes

Ms. Miller moved the adoption of minutes from the June 13, 2019, meeting of the West Virginia Council for Community and Technical College Education.

Mr. Boggs seconded the motion. Motion carried.

Academic Affairs

2. Post Audit Reviews

Mr. Roberts moved the adoption of the following resolution:

RESOLVED, That the West Virginia Council for Community and Technical College Education receives the post-audit report for the occupational program at Mountwest Community and Technical College, and West Virginia Northern Community College and follow-up reports from West Virginia University at Parkersburg; and recommends that the programs be subject to the recommended actions as noted.

Ms. Miller seconded the motion. Motion carried.

3. Program Review for 2018-2019

Mr. Sorrenti moved the adoption of the following resolution:
RESOLVED, That the West Virginia Council for Community and Technical College Education accepts the program review actions of the institutional governing boards.

Mr. Roberts seconded the motion. Motion carried.

Finance and Facilities

4. Fiscal Year 2021 Budgetary Submission Request

Mr. Baker moved the adoption of the following resolution:

RESOLVED, That the West Virginia Council for Community and Technical College Education approves the fiscal year 2021 budget submission request as presented.

Mr. Boggs seconded the motion. Motion carried.

General

5. Technical Program Development Grant Awards

Mr. Baker moved the adoption of the following resolution:

RESOLVED, That the West Virginia Council for Community and Technical College Education approves the Technical Program Development grant awards as proposed.

Mr. Sorrenti seconded the motion. Motion carried.

Executive Session

It was noted for the record that the Council elected to remain in open session for the following items:

6. Presidential Appointment and Compensation at West Virginia Northern Community College

Mr. Roberts moved the adoption of the following resolution:

RESOLVED, That the West Virginia Council for Community and Technical College Education approves the appointment of Dr. Daniel Mosser as President of West Virginia Northern Community College as submitted by the Institutional Board of Governors under the terms and conditions communicated to the Council.

Mr. Sorrenti seconded the motion. Motion carried.
Additional Board Action and Comments

Chancellor Tucker reported that the WV Invests grant program has received approximately 4886 applications to date. She stated that when numbers are solidified, additional details would be provided. “We are seeing enrollment increases at community and technical colleges across the state and are learning about students applying who would not have applied for college prior to hearing about free community and technical college courses”, the Chancellor said.

Chancellor Tucker reported to the Council that procedural rule, Series 51, Bookstores and Textbooks would be brought before the Council at its October 17, 2019 meeting for revisions regarding institutional reporting requirements; and that in the meantime, institutions would not be required to provide reports specifically mentioned in section 3.1.f. Provide that by November 1 of each year, the institution shall report to the Chancellor of the Council, for the prior fiscal year, the deadlines established for faculty to be assigned to courses; the deadlines for textbooks and course materials to be selected; the percentages of those deadlines met; and the dates of the listing of assigned textbooks and course materials were posted pursuant to the requirements of Section 3.1.

Adjournment

There being no further business the meeting was adjourned.

Upcoming Meeting

Location: Advanced Technology Center, South Central West Virginia
South Charleston, WV
Date: October 17, 2019
Time: 9:30 a.m.

______________________________
Robert Brown, Chairman

______________________________
William Baker, Secretary
An emergency conference call meeting of the West Virginia Council for Community and Technical College Education was held on September 19, 2019, beginning at 1:00 pm, originating from the Council’s Central Office in Charleston, West Virginia. Council members present were: Bill Baker, Robert Brown, Christina Cameron, Mike Farrell, Michael Graney, Tracy Miller, Steve Roberts, and John Sorrenti. Absent were: Kenneth Boggs, Kathy D’Antoni, Charles Parker and Harry Keith White. Also in attendance were Chancellor Tucker, Council staff, community and technical college presidents, faculty, staff, students, and guests.

Call to Order

Chairman Robert Brown called the meeting to order and noted that a quorum was present.

Executive Session

Ms. Cameron moved that the Council go into Executive Session in accordance with W. Va. Code § 6-9A-4 to discuss personnel matters. Mr. Roberts seconded the motion. Motion carried.

Following Executive Session, the Council reconvened in open session and the following action was taken:

1. **Appointment of Interim President at Southern West Virginia Community and Technical College, as requested by the institutional board of governors under the terms and conditions communicated to the Council.**

   Mr. Baker moved the adoption of the following resolution:

   RESOLVED, That the West Virginia Council for Community and Technical College Education approves the appointment of Mr. Samuel M. Litteral as Interim President of Southern West Virginia Community and Technical College.

   FURTHER RESOLVED, That the Council rejects the proposed salary and authorizes Chairman Brown and Chancellor Tucker to negotiate an agreeable salary with the Southern West Virginia Community and Technical College Board of Governors and bring the revised, proposed salary back to the Council for approval.

   Ms. Miller seconded the motion. Motion carried.
Adjournment

There being no further business the meeting was adjourned.

Upcoming Meeting

Location: Advanced Technology Center, South Central West Virginia
         South Charleston, WV
Date: October 17, 2019
Time: 9:30 a.m.

____________________________________
Robert Brown, Chairman

____________________________________
William Baker, Secretary
MINUTES
WEST VIRGINIA COUNCIL FOR
COMMUNITY AND TECHNICAL COLLEGE EDUCATION

October 1, 2019

An emergency conference call meeting of the West Virginia Council for Community and Technical College Education was held on October 1, 2019, beginning at 11:00 am, originating from the Council's Central Office in Charleston, West Virginia. Council members present were: Bill Baker, Kenneth Boggs, Robert Brown, Christina Cameron, Mike Farrell, Michael Graney, Tracy Miller, and Steve Roberts. Absent were: Kathy D’Antoni, Charles Parker, John Sorrenti and Harry Keith White. Also in attendance were Chancellor Tucker, Council staff, community and technical college presidents, faculty, staff, students, and guests.

Call to Order

Chairman Robert Brown called the meeting to order and noted that a quorum was present.

Executive Session

It was noted for the record that the Council elected to remain in open session for the following items:

1. Compensation for Interim President at southern West Virginia Community and Technical college as proposed by the Institutional Board of Governors

   Mr. Baker moved the adoption of the following resolution:

   RESOLVED, That the West Virginia Council for Community and Technical College Education approves the compensation for Mr. Samuel M. Literal as Interim President as proposed by Southern West Virginia Community and Technical College’s Board of Governors.

   Ms. Cameron seconded the motion. Motion carried.

Adjournment

There being no further business the meeting was adjourned.

Upcoming Meeting

Location: Advanced Technology Center, South Central West Virginia
South Charleston, WV
Date: October 17, 2019
Time: 9:30 a.m.
Robert Brown, Chairman

William Baker, Secretary
WV Council for Community and Technical College Education
Meeting of October 24, 2019

ITEM: Fiscal Year 2019 Consolidated Audit Presentation

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Council for Community and Technical College Education accepts the audit of the Council's Combined Financial Statements for the Fiscal Year ended June 30, 2019.

STAFF MEMBER: Ed Magee

BACKGROUND:

The Higher Education Policy Commission (Commission) is statutorily charged with the preparation of audited financial statements for West Virginia’s Higher Education Fund (Fund). The Fund is made up of all activity related to institutional operations of Commission and the West Virginia Council for Community and Technical College Education (Council) member institutions. Each institution is independently audited as part of the Fund Statement. A combined financial statement is issued for the Community and Technical College System (System) which includes the Council and the community and technical colleges. The Council is charged with approving the System’s financial statements. The audit is completed by CliftonLarsonAllen, LLP under a contractual arrangement with the Commission. CliftonLarsonAllen subcontracted with Suttle and Stalnaker, PLCC, to complete audits for the Council and most of its institutions. The ultimate responsibility for performance is with CliftonLarsonAllen...

Staff compiled this report with two goals in mind:
1. To provide the Council with an understanding of the audit process;
2. To provide ratio analysis of data contained within the System Statement and the statements of the member institutions.

Staff believes that the overall status of the System is sound, although there are areas that should be monitored to ensure its continued viability.

The Audit Process

Independent Auditors’ Reports on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards were issued for all financial reports. The combined financial statements, as well as the financial statements for each
institutions, the Commission, and the Council can be viewed on the Commission’s website at:


**Summary of Financial Results**

A summary of the financial information for the System is provided in this section. As a point of reference, the dollar amounts numbers are presented in thousands.

**Net Position**

The Net Position is the total assets and deferred outflows less the total liabilities and deferred inflows of the System. The net position of the System increased in fiscal year 2019 by $7.6 million. This follows an increase of $1.6 million in fiscal year 2018. In fiscal year 2019, the positive change in net position was a result of increases in cash and appropriations due from primary government as well as significant reductions in the OPEB, pension, and other debt service obligations. The change in fiscal year 2018 is primarily a result of increases in cash, appropriations due from primary government, and capital asset additions offset by depreciation expense.

<table>
<thead>
<tr>
<th>Net Position (in 000s)</th>
<th>FY 2018</th>
<th>FY 2019</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net Position</td>
<td>$270,441</td>
<td>$278,103</td>
<td>$7,662</td>
</tr>
<tr>
<td>Current cash and cash equivalents</td>
<td>89,696</td>
<td>94,145</td>
<td>4,449</td>
</tr>
<tr>
<td>Appropriations due from Primary Government</td>
<td>2,029</td>
<td>2,778</td>
<td>749</td>
</tr>
<tr>
<td>Capital Assets, net of depreciation</td>
<td>242,951</td>
<td>242,659</td>
<td>-292</td>
</tr>
<tr>
<td>Deferred Outflows</td>
<td>2,772</td>
<td>3,828</td>
<td>1,056</td>
</tr>
<tr>
<td>Unearned Revenue and Deposits</td>
<td>13,908</td>
<td>15,370</td>
<td>1,462</td>
</tr>
<tr>
<td>Net OPEB liability</td>
<td>27,439</td>
<td>25,439</td>
<td>-2,000</td>
</tr>
<tr>
<td>Other Debt service obligations</td>
<td>5,823</td>
<td>4,757</td>
<td>-1,066</td>
</tr>
<tr>
<td>Funds due to West Virginia Development Office</td>
<td>2,420</td>
<td>1,734</td>
<td>-686</td>
</tr>
<tr>
<td>Net Pension Liability</td>
<td>1,833</td>
<td>1,125</td>
<td>-708</td>
</tr>
<tr>
<td>Deferred Inflows</td>
<td>6,697</td>
<td>8,434</td>
<td>1,737</td>
</tr>
</tbody>
</table>

**Tuition and Fee Revenue**

Total student tuition and fee revenues net of the scholarship allowance decreased $1.8 million in FY 2019 and $.2 million in FY 2018. In both years, the change in tuition and fees was primarily a result of decreases in enrollment that were offset by increases in Tuition rates. Tuition and fee revenues decreased $.2 million in FY 2019 over the previous fiscal year. The change was attributable to increases in enrollment rates that were offset by declines in enrollment.
Operating Expenses

Operating expenses decreased $1.7 million over FY 2018. Salary increases were offset by every other category of expense except for utilities. The reduction in benefits is a result of decreases in the OPEB and pension liabilities. The other cost reductions were made by institutions in response to lower enrollments. Scholarships and Fellowships expenses declined because enrollment decreased.

<table>
<thead>
<tr>
<th>Operating Expenses</th>
<th>FY 2018</th>
<th>FY 2019</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Wages</td>
<td>$67,340</td>
<td>$69,785</td>
<td>$2,445</td>
</tr>
<tr>
<td>Benefits</td>
<td>17,681</td>
<td>16,678</td>
<td>-1,003</td>
</tr>
<tr>
<td>Supplies and Other Services</td>
<td>34,608</td>
<td>33,754</td>
<td>-$854</td>
</tr>
<tr>
<td>Utilities</td>
<td>3,575</td>
<td>3,874</td>
<td>$299</td>
</tr>
<tr>
<td>Student Financial Aid- Scholarships and Fellowships</td>
<td>18,037</td>
<td>15,585</td>
<td>-$2,452</td>
</tr>
<tr>
<td>Depreciation</td>
<td>11,417</td>
<td>11,325</td>
<td>-$92</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Operating Expenses Percent Increases</th>
<th>FY 2015</th>
<th>FY 2016</th>
<th>FY 2017</th>
<th>FY 2018</th>
<th>FY 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Wages</td>
<td>-0.06%</td>
<td>-1.57%</td>
<td>-4.79%</td>
<td>-1.10%</td>
<td>3.63%</td>
</tr>
<tr>
<td>Benefits</td>
<td>7.58%</td>
<td>1.36%</td>
<td>-1.93%</td>
<td>-2.57%</td>
<td>-5.67%</td>
</tr>
<tr>
<td>Supplies and Other Services</td>
<td>-5.81%</td>
<td>-1.11%</td>
<td>-11.44%</td>
<td>-6.54%</td>
<td>-2.47%</td>
</tr>
<tr>
<td>Utilities</td>
<td>1.67%</td>
<td>-0.55%</td>
<td>7.37%</td>
<td>14.66%</td>
<td>8.36%</td>
</tr>
<tr>
<td>Scholarships and Fellowships</td>
<td>-23.88%</td>
<td>-9.20%</td>
<td>-10.02%</td>
<td>-4.03%</td>
<td>-13.59%</td>
</tr>
<tr>
<td>Depreciation</td>
<td>4.51%</td>
<td>7.05%</td>
<td>3.00%</td>
<td>0.92%</td>
<td>-0.81%</td>
</tr>
</tbody>
</table>
**Other Post Employment Benefits**

Beginning in FY 2008, the System adopted GASB Statement No. 45, *Accounting and Financial Reporting by Employers for Postemployment Benefits Other than Pensions*. This statement provides standards for the measurement, recognition, and reporting of other postemployment benefit (OPEB) expenditures, assets, and liabilities. To address the issues raised by this Statement, the legislature created a postemployment trust fund for all State agencies. The System participates in this multiple employer cost-sharing plan, administered by the Public Employee’s Insurance Agency (PEIA).

The recognition of OPEB expenditures, assets and liabilities has created a substantial burden for institutions across the System. The liability totaled $25.4 million and $27.4 million in FY 2019 and FY 2018, respectively.

In FY 2018, the Council implemented GASB Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*. Statement No. 75 requires the Council to report its share of the defined benefit other postemployment benefits (OPEB) liabilities and expenses, as well as the related deferred outflows of resources and deferred inflows of resources, allocated to it by the West Virginia Health Benefit Trust Fund (RHTB). The July 1, 2017, balance of the net OPEB liability and related deferred outflows of resources is reported in the statement of revenues, expenses, and changes in net position as a restatement to the FY 2017 net position at beginning of year. The RHBT was not able to provide sufficient information to restate the June 30, 2017 financial statements. As a result, the FY 2018 Net Position beginning balance was restated.

<table>
<thead>
<tr>
<th>Net Position - Beginning of the Year, as Previously Reported</th>
<th>$ 272,356,716</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance of the OPEB Liability and Related Deferred Outflows of Resources</td>
<td>(3,490,350)</td>
</tr>
<tr>
<td>Net Position - Beginning of Year, Restated</td>
<td>$ 268,866,366</td>
</tr>
</tbody>
</table>

**Analysis: Ratios and Financial Information**

The purpose of this section is to provide a summary and analysis of the data included in the System’s financial statements. Only financial information is provided; therefore, this information should be combined with key performance indicators in other areas such as academics, and student and faculty satisfaction to acquire a more complete understanding of institutional strength.

To ascertain the financial health of a college, four questions should be asked:
1. Are resources sufficient and flexible enough to support the mission?
2. Does financial asset performance support the strategic direction?
3. Do operating results indicate the institution is living within available resources?
4. Is debt managed strategically to advance the mission?
To answer these questions, objective financial data should be analyzed within the context of the institutions’ strategic plans. These plans are often influenced by the political and economic environment within which the institutions operate.

To address the four questions listed above, a financial analysis is presented using the Composite Financial Index (CFI) and several other ratios. The CFI calculation uses the primary reserve, net operating revenues, viability and return on net position ratios. These ratios are converted into strength factors which in turn are weighted to allow summing of the four resulting ratio scores into a single, composite value. The strength factors are limited to a scale of -4 to 10.

Weights are applied to the strength factors depending upon the amount of capital debt. The primary reserve ratio and viability ratio are measures of financial condition based on the expendable net position. The net operating revenues ratio measures an institution’s ability to live within its means on a short term basis. The return on net position assesses a school’s capacity to generate overall return against all net resources. The viability ratio was not computed for institutions with an insignificant level of debt.

<table>
<thead>
<tr>
<th>Ratio</th>
<th>Institutions with Significant Debt</th>
<th>Institutions without Significant Debt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Reserve</td>
<td>35</td>
<td>55</td>
</tr>
<tr>
<td>Net Operating Revenue</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Return on Net Assets</td>
<td>20</td>
<td>30</td>
</tr>
<tr>
<td>Viability</td>
<td>35</td>
<td></td>
</tr>
</tbody>
</table>

Other ratios were calculated to provide additional insight into the schools’ financial health. Because the CFI primary reserve indices for some institutions were relatively low, the number of day’s cash on hand was also determined. The age of the physical plant for each institution was estimated to assess the physical resources available to advance the schools’ missions.

1The CFI methodology is described in the Strategic Financial Analysis for Higher Education (Seventh Edition), jointly developed and sponsored by Prager, Sealy & Co., LLC, KPMG, LLP and BearingPoint. Inc.
The FY 2018 U.S. Public College and University Medians published by Moody’s Investors Service was utilized to provide benchmark data for comparison purposes. The report includes median ratios for each rating category.

The rating category A3 was used because the characteristics of the related institutions are similar to those of the System’s institutions. It should be noted that Moody’s reviews many additional institutional characteristics such as management performance, market factors to determine their ratings. The CFI strength factors were applied to the Moody’s median ratios to derive scores for the rating.

<table>
<thead>
<tr>
<th>Institutions with A3 Bond Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Reserve Ratio Score</td>
</tr>
<tr>
<td>Net Operating Revenue Score</td>
</tr>
<tr>
<td>Return on net position Score</td>
</tr>
<tr>
<td>Viability Ratio Score</td>
</tr>
<tr>
<td>Composite Financial Index</td>
</tr>
</tbody>
</table>
Primary Reserve Ratio

The primary reserve ratio used to calculate the primary reserve score is determined by dividing the expendable net position into expenses and applying the appropriate strength factor. The results indicate that amounts held in reserve kept pace with expenditures for most of the colleges. The OPEB liability was a contributing factor in the reduction of all of the schools’ primary reserves. Excluding the OPEB and pension liabilities, all of the institutions experienced increases in reserves as a percentage of operating expenses except for Pierpont Community and Technical College and West Virginia Northern Community College. The scores calculated for BridgeValley Community and Technical College, New River Community and Technical College and Pierpont Community and Technical College are significantly less than the scores calculated from the Moody’s data.
Net Operating Revenue

The increase or decrease in net position resulting from on-going operations is divided into the revenues from on-going operations to determine the net operating ratio. This ratio is used to determine the Primary Reserve Ratio Score.

Excluding the OPEB and pension liability related expenses, Eastern West Virginia Community and Technical College, Southern West Virginia Community and Technical College, and West Virginia University at Parkersburg experienced increases in net operating revenues over FY 2018. The operating results scores indicate that most of the institutions are living within available resources.
Return on Net Position

The return on net position ratio is calculated by dividing the change in net position by the beginning net position. The resulting ratio is used to determine the return on net position score. This score is influenced by institutional income, capital grants and gifts, and capital bond proceeds. The scores for BridgeValley Community and Technical College, Eastern West Virginia Community and Technical College, and Southern West Virginia Community and Technical College increased over the previous fiscal year. The FY 2019 score for New River Community and Technical College was well below the Moody’s average. The score for Pierpont Community and Technical College increased significantly in FY 2017 because the Advanced Technology Center was completed. For the majority of institutions across the system, the performance of financial assets provides a sufficient level of support for their respective core missions.

<table>
<thead>
<tr>
<th></th>
<th>BRCTC</th>
<th>BVCTC</th>
<th>EWVCTC</th>
<th>MCTC</th>
<th>NRCTC</th>
<th>PCTC</th>
<th>SWVCTC</th>
<th>WVNCC</th>
<th>WVUP</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2015</td>
<td>-0.13</td>
<td>2.00</td>
<td>0.31</td>
<td>0.85</td>
<td>3.00</td>
<td>0.27</td>
<td>1.02</td>
<td>0.37</td>
<td>0.44</td>
</tr>
<tr>
<td>FY 2016</td>
<td>0.08</td>
<td>-0.19</td>
<td>-0.12</td>
<td>0.37</td>
<td>-1.07</td>
<td>0.50</td>
<td>0.15</td>
<td>0.41</td>
<td>-0.11</td>
</tr>
<tr>
<td>FY 2017</td>
<td>0.30</td>
<td>-0.25</td>
<td>-0.30</td>
<td>0.49</td>
<td>-0.14</td>
<td>2.00</td>
<td>0.41</td>
<td>0.32</td>
<td>0.87</td>
</tr>
<tr>
<td>FY 2018</td>
<td>1.15</td>
<td>0.02</td>
<td>0.27</td>
<td>0.78</td>
<td>-1.20</td>
<td>-0.12</td>
<td>0.14</td>
<td>0.05</td>
<td>0.59</td>
</tr>
<tr>
<td>FY 2019</td>
<td>0.32</td>
<td>0.50</td>
<td>1.10</td>
<td>0.19</td>
<td>0.00</td>
<td>-0.30</td>
<td>0.21</td>
<td>-0.25</td>
<td>0.55</td>
</tr>
</tbody>
</table>
Viability

To determine the viability ratio of this calculation, the expendable net position is divided into capital project-related debt. This ratio was calculated for BridgeValley Community and Technical College, Eastern West Virginia Community and Technical College, Mountwest Community and Technical College, Pierpont Community and Technical College, and West Virginia University at Parkersburg because they had significant debt levels. The result of this calculation is used to determine the viability score for each institution. An institution’s market position and capacity to raise fees to support debt service will influence its level of debt. Tuition and fee rates for resident students are limited; consequently, some institutions are not in a position to incur additional debt. Without the ability to incur debt, aging facilities are not renewed or replaced unless capital resources are provided from other sources.
**Composite Financial Index**

The four ratio scores were combined to determine the CFI. Because the impact of the OPEB and pension liability related expenses was substantial, the CFI was calculated with and without the OPEB and pension information. A composite value of 1.0 is equivalent to weak financial health. A value of 3.0 signifies relatively strong financial health and scores above 3.0 indicate increasingly stronger financial health.

The CFI must be assessed in light of the strategic direction for each institution. Strong financial results are not beneficial unless resources are deployed effectively to advance mission specific goals and objectives. These indices are best used to track institutional performance, both historically and as a planning tool, over a long time horizon, rather than compare to other institutions as each institution is unique in terms of specific goals, objectives and funding composition.

Blue Ridge Community and Technical College, Mountwest Community and Technical College, Pierpont Community and Technical College, and West Virginia Northern Community College experienced decreases in the CFI calculated without the OPEB and pension liability related expenses. With the exclusion of the OPEB and pension liabilities, New River Community and Technical College and Pierpont Community and Technical College have poor financial health.

The Composite Financial Indices for most of the institutions demonstrate that reserves are not sufficient and flexible enough to support the schools’ missions. Operating results do not support the accumulation of adequate financial resources.

![Composite Financial Index Chart](chart.png)

<table>
<thead>
<tr>
<th></th>
<th>FY 2015</th>
<th>FY 2016</th>
<th>FY 2017</th>
<th>FY 2018</th>
<th>FY 2019</th>
</tr>
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<tbody>
<tr>
<td>BRTC</td>
<td>1.01</td>
<td>1.60</td>
<td>2.24</td>
<td>4.00</td>
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<td>BVCTC</td>
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<td>0.65</td>
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<tr>
<td>MCTC</td>
<td>4.00</td>
<td>3.51</td>
<td>4.69</td>
<td>6.82</td>
<td>5.61</td>
</tr>
<tr>
<td>NRTC</td>
<td>-2.21</td>
<td>-2.27</td>
<td>-1.02</td>
<td>-2.01</td>
<td>-1.11</td>
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<tr>
<td>PCTC</td>
<td>0.90</td>
<td>1.88</td>
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<td>SWVCTC</td>
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<td>1.74</td>
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<tr>
<td>WVCC</td>
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<td>5.42</td>
<td>5.39</td>
<td>4.56</td>
<td>3.00</td>
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<tr>
<td>WVUP</td>
<td>4.92</td>
<td>4.38</td>
<td>7.07</td>
<td>6.65</td>
<td>6.88</td>
</tr>
</tbody>
</table>
Number of Days Cash

The number of day’s cash ratio was calculated to provide additional liquidity analysis. This ratio is calculated by multiplying the institutions’ June 30 cash balances by 365 and dividing the result into total expenses less depreciation and the OPEB and pension liability related expenses. Data for discrete component units was not included in this calculation. The ratio West Virginia Northern Community College is well above the ratios of other institutions. The Moody’s median number of day’s cash ratios for institutions with A3 ratings is 74. The ratio for New River Community and Technical College is well below the Moody’s average.
**Physical Plant Age**

The physical plant age was calculated to estimate the adequacy of institutions’ physical resources. This ratio is computed by dividing the annual depreciation expense by the accumulated depreciation. Generally, institutions that have received capital appropriations, borrowed funds or used institutional resources for capital projects reflect a lower physical plant age. The Moody's ratio for the A3 rating is 14.67. As mentioned above, institutional borrowing capacity is related to market position and the ability to increase fee revenues to pay debt service.

The ratios for new institutions are low because their facilities are relatively new. The physical plant ages for Southern West Virginia Community and Technical College and West Virginia University at Parkersburg are relatively high.

## Conclusion

Although the colleges and universities under the System exhibit relatively strong financial health, the adequacy of financial resources at several institutions is a significant concern. Most of the schools demonstrate the ability to operate within the resources available to them. Because the facilities at a majority of the institutions are relatively new, their physical plant age is comparatively low.
ITEM: Fiscal Year 2021 Capital Project Priorities

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Council for Community and Technical College Education approves the prioritized capital project list in for Fiscal Year 2021 and directs staff to report the capital project priorities to the Legislative Oversight Commission on Education Accountability in January 2020 as required by state law.

STAFF MEMBER: Richard Donovan

BACKGROUND:
West Virginia Code §18B-1B-4(a)(11) requires the West Virginia Council for Community and Technical College Education to “establish a formal process for identifying needs for capital investments and for determining priorities for these investments.” The Council must also report annually in January to the Legislature and the Legislative Oversight Commission on Education Accountability (LOCEA) its priorities for capital investment in the next fiscal year. Id. §18B-1B-4(a)(10)(B).

The higher education appropriation request submitted to the State Budget Office September 3, 2019, included a request for a $15 million annual appropriation to pay debt service on a capital project revenue bond issue for deferred maintenance, renovations and new building projects at the community and technical colleges and baccalaureate institutions. If this appropriation is authorized, it will be distributed between the two systems; $10 million for debt service for Higher Education Policy Commission (HEPC) institution projects and $5 million for debt service for the Community and Technical College System (CTCS) institution projects. It is estimated that this appropriation would generate approximately $172 million in bond proceeds for HEPC projects and $86 million in bond proceeds for CTCS projects.

Table 1 identifies the deferred maintenance and renovation projects requested by the CTCS institutions. Table 2 is a list of all capital projects requested, including furniture, equipment, new space and new building construction. This list of prioritized projects will be submitted to the LOCEA in January as required by state law if approved by the Council.

If the HEPC and CTCS receive an appropriation for debt service, the list of projects funded with bond proceeds will need to be adjusted to match the dollar amount of bond proceeds apportioned to each system.
# Table 1
## Community and Technical College System of West Virginia
### FY21 Deferred Maintenance Capital Appropriation Requests

**September 27, 2019**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Priority</th>
<th>Project Description</th>
<th>Estimated Project Cost</th>
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<tbody>
<tr>
<td><strong>Community and Technical College System</strong></td>
<td></td>
<td></td>
<td><strong>$26,981,800</strong></td>
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<tr>
<td><strong>Blueridge Community and Technical College</strong></td>
<td>2</td>
<td>Deferred Maintenance &amp; Sinkhole Repair</td>
<td><strong>$250,000</strong></td>
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<tr>
<td><strong>Bridgevalley Community and Technical College</strong></td>
<td>1</td>
<td>Accessible Elevator-The Grid (Engineering Lab Building)</td>
<td><strong>$225,000</strong></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>HVAC Replacement-Pathfinder Hall (Engineering Building)</td>
<td><strong>$650,000</strong></td>
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<tr>
<td></td>
<td>3</td>
<td>Safety &amp; Security Pathfinder, Grid, Training Center (Maintenance Building)</td>
<td><strong>$105,000</strong></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Accessible Restrooms-Pathfinder, Grid, Training Center</td>
<td><strong>$623,000</strong></td>
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<tr>
<td></td>
<td>5</td>
<td>Recondition Chiller-Davis Hall</td>
<td><strong>$200,000</strong></td>
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<tr>
<td><strong>Eastern West Virginia Community and Technical College</strong></td>
<td>2</td>
<td>HVAC Efficiency Study</td>
<td><strong>$100,000</strong></td>
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<tr>
<td></td>
<td>3</td>
<td>Technology Center HVAC Repair</td>
<td><strong>$100,000</strong></td>
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<td></td>
<td>4</td>
<td>Technology Center Parking Lot Paving</td>
<td><strong>$100,000</strong></td>
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<tr>
<td><strong>Mountwest Community and Technical College</strong></td>
<td>1</td>
<td>Chiller Tower Upgrade</td>
<td><strong>$40,000</strong></td>
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<tr>
<td></td>
<td>3</td>
<td>Parking Lot Resurface</td>
<td><strong>$200,000</strong></td>
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<td></td>
<td>5</td>
<td>Fire Sprinkler System Upgrade</td>
<td><strong>$150,000</strong></td>
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<td></td>
<td>6</td>
<td>Cabell Hall Renovation</td>
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<td><strong>New River Community and Technical College</strong></td>
<td>1</td>
<td>Applied Technology Center Roof Repair</td>
<td><strong>$935,000</strong></td>
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<td></td>
<td>2</td>
<td>Greenbrier Hall-Boiler Replacement</td>
<td><strong>$100,000</strong></td>
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<td></td>
<td>4</td>
<td>Historic Preservation - Greenbrier Valley Campus Greenhouse</td>
<td><strong>$40,000</strong></td>
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<td></td>
<td>6</td>
<td>Greenbrier Valley Campus Canopy Replacement</td>
<td><strong>$25,000</strong></td>
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<td></td>
<td>7</td>
<td>Greenbrier Valley Campus Cosmetology Floor Replacement</td>
<td><strong>$15,000</strong></td>
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<td></td>
<td>8</td>
<td>Nicholas County Campus-Parking Lot Repairs</td>
<td><strong>$11,000</strong></td>
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<td></td>
<td>9</td>
<td>General Deferred Maintenance Projects</td>
<td><strong>$500,000</strong></td>
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<td></td>
<td>11</td>
<td>Greenbrier Valley Campus Roof Replacement</td>
<td><strong>$500,000</strong></td>
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<td>13</td>
<td>Renovate Mercer County Campus Building</td>
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<td></td>
<td>14</td>
<td>Replace A/C Unit at Nicholas County Campus</td>
<td><strong>$400,000</strong></td>
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<td>15</td>
<td>Greenbrier Valley Campus Cosmetology Code-Required Exhaust</td>
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<td></td>
<td>16</td>
<td>Exterior Lighting for Arts &amp; Sciences Building</td>
<td><strong>$16,500</strong></td>
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<td><strong>Pierpont Community and Technical College</strong></td>
<td>2</td>
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<tr>
<td><strong>Southern West Virginia Community and Technical College</strong></td>
<td>1</td>
<td>Logan Campus Building A Replace Sprinklers</td>
<td><strong>$403,000</strong></td>
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<td>2</td>
<td>Logan Campus Building A Upgrade Lighting</td>
<td><strong>$1,209,000</strong></td>
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<td></td>
<td>3</td>
<td>Williamson Main Building Replace Sprinkler System</td>
<td><strong>$291,200</strong></td>
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<td></td>
<td>4</td>
<td>Boone County Center Replace Fire Alarm System</td>
<td><strong>$156,000</strong></td>
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<td>5</td>
<td>Williamson Main Building Upgrade Lighting</td>
<td><strong>$873,650</strong></td>
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<td>Boone County Center Upgrade Lighting</td>
<td><strong>$336,000</strong></td>
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<td>9</td>
<td>Logan Campus Building HVAC Replacement</td>
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<td></td>
<td>10</td>
<td>Williamson Main Building HVAC Replacement</td>
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<td>11</td>
<td>Wyoming Campus Minor HVAC Improvements</td>
<td><strong>$104,000</strong></td>
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<td>12</td>
<td>Boone County Center Replace Rooftop Unit (80 Tons)</td>
<td><strong>$280,000</strong></td>
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<td></td>
<td>13</td>
<td>Williamson Main Building Doors and Windows</td>
<td><strong>$750,000</strong></td>
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TABLE 1  
COMMUNITY AND TECHNICAL COLLEGE SYSTEM OF WEST VIRGINIA  
FY21 DEFERRED MAINTANCE CAPITAL APPROPRIATION REQUESTS  

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>PROJECTS</th>
<th>ESTIMATED PROJECT COST</th>
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<tbody>
<tr>
<td>WILLIAMSON MAIN BUILDING IMPROVEMENTS</td>
<td>250,000</td>
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<td>LOGAN CAMPUS SITE IMPROVEMENTS</td>
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<td>WYOMING BUILDING IMPROVEMENTS</td>
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<tr>
<td>LOGAN CAMPUS BUILDING A CEILING RENOVATION</td>
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<tr>
<td>WILLIAMSON MAIN BUILDING CEILING RENOVATION</td>
<td>364,000</td>
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<tr>
<td>LOGAN CAMPUS BUILDING A PAINTING &amp; FLOORING</td>
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<td>LOGAN CAMPUS BUILDING A ENTRY IMPROVEMENTS</td>
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<tr>
<td>WILLIAMSON PARKING LOT IMPROVEMENT</td>
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<td>WILLIAMSON SITE IMPROVEMENTS</td>
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<td>B&amp;O BUILDING MASONRY RESTORATION &amp; WATERPROOFING</td>
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<td>REPAIR CAMPUS SIDEWALK</td>
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<td>18TH STREET PARKING AND LANDSCAPING</td>
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<td>APPLIED TECHNOLOGY CENTER PARKING LOT REPAIR</td>
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<tr>
<td>EDUCATION CENTER CLASSROOM REMODEL</td>
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<td>WEST VIRGINIA UNIVERSITY AT PARKERSBURG</td>
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<td>JCC WINDOWS AND SIDING</td>
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<tr>
<td>CAPERTON CENTER SIDING REPLACEMENT</td>
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<td>MAIN BUILDING WINDOW REPLACEMENT</td>
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<td>CAPERTON CENTER ROOF REPLACEMENT</td>
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<td>MAIN BUILDING BOILER REPLACEMENT</td>
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<td>CAPERTON CENTER HVAC UPGRADE</td>
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<td>MAIN BUILDING HVAC REPLACEMENT</td>
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<td>PARKING LOT RENEWALS</td>
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### TABLE 2
COMMUNITY AND TECHNICAL COLLEGE SYSTEM OF WEST VIRGINIA
FY21 CAPITAL APPROPRIATION REQUESTS (ALL PROJECT REQUESTS)

September 27, 2019

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>PRIORITY</th>
<th>PROJECTS</th>
<th>ESTIMATED PROJECT COST</th>
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<td>250,000</td>
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<td>BRIDGEVALLEY COMMUNITY AND TECHNICAL COLLEGE</td>
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<td>1 ACCESSIBLE ELEVATOR-THE GRID (ENGINEERING LAB BUILDING)</td>
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<td>2 HVAC REPLACEMENT-PATHFINDER HALL (ENGINEERING BUILDING)</td>
<td>225,000</td>
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<td></td>
<td></td>
<td>3 SAFETY &amp; SECURITY PATHFINDER, GRID, TRAINING CENTER (MAINTENANCE BUILDING)</td>
<td>650,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 ACCESSIBLE RESTROOMS-PATHFINDER, GRID, TRAINING CENTER</td>
<td>105,000</td>
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<td></td>
<td></td>
<td>5 RECONDITION CHILLER-DAVIS HALL</td>
<td>623,000</td>
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<tr>
<td>EASTERN WEST VIRGINIA COMMUNITY AND TECHNICAL COLLEGE</td>
<td></td>
<td>1 THE MOUNTAIN SKYWAY CENTER</td>
<td>$ 1,550,000</td>
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<td></td>
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<td>2 HVAC EFFICIENCY STUDY</td>
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<td>3 TECHNOLOGY CENTER HVAC REPAIR</td>
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<td></td>
<td>4 TECHNOLOGY CENTER PARKING LOT PAVING</td>
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<td>5 EXTENSION OF TECHNOLOGY CENTER</td>
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<td></td>
<td>6 WEST WING PORTICO</td>
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<tr>
<td>MOUNTWEST COMMUNITY AND TECHNICAL COLLEGE</td>
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<td>1 CHILLER TOWER UPGRADE</td>
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<td>3 PARKING LOT RESURFACE</td>
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<td>5 FIRE SPRINKLER SYSTEM UPGRADE</td>
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<td>6 CABELL HALL RENOVATION</td>
<td>150,000</td>
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<td></td>
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<td>7 VET TECH CENTER</td>
<td>1,500,000</td>
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<tr>
<td></td>
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<td>8 NORTH TERRACE RENOVATION</td>
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<td>NEW RIVER COMMUNITY AND TECHNICAL COLLEGE</td>
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<td>2 Greenbriar Hall- Boiler Replacement</td>
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<td>2 MERCER COUNTY CENTER FURNITURE</td>
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<td>3 ADDITION TO NICHOLAS COUNTY CAMPUS</td>
<td>200,000</td>
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<td></td>
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<td>4 HISTORIC PRESERVATION - GREENBRIER VALLEY CAMPUS GREENHOUSE</td>
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<td></td>
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<td>5 APPLIED TECHNOLOGY CENTER- NEW FIRE PUMP/TANK</td>
<td>40,000</td>
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<tr>
<td></td>
<td></td>
<td>6 Greenbriar Valley Campus Canopy Replacement</td>
<td>250,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7 Greenbriar Valley Campus Cosmetology Floor Replacement</td>
<td>25,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8 Nicholas County Campus- Parking Lot Repairs</td>
<td>15,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9 General Deferred Maintenance Projects</td>
<td>11,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10 Greenbriar Valley Campus New Advanced Technology Center</td>
<td>500,000</td>
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<tr>
<td></td>
<td></td>
<td>11 Greenbriar Valley Campus Roof Replacement</td>
<td>8,250,000</td>
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<tr>
<td></td>
<td></td>
<td>12 ATC Welding Lab-New Construction</td>
<td>500,000</td>
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<td>13 Renovate Mercer County Campus Building</td>
<td>1,000,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>14 Replace A/C Unit at Nicholas County Campus</td>
<td>600,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15 Greenbriar Valley Campus Cosmetology Code-Required Exhaust</td>
<td>400,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>16 Exterior Lighting for Arts &amp; Sciences Building</td>
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ITEM: Campbellsville University to Confer Degrees in West Virginia

INSTITUTION: Campbellsville University (Kentucky)

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Council for Community and Technical College Education approves the request for Campbellsville University to offer Theology degrees, certificates and occupational certificates in West Virginia.

STAFF MEMBER: Corley Dennison

BACKGROUND:

Campbellsville University is a private non-profit Christian institution of higher education located in Campbellsville Kentucky with an enrollment of approximately 10,000 students. Campus administrators are requesting authorization to confer an associate degree in the field of Christian Studies at two locations in West Virginia, Williamson and Huntington as well as offering a certificate in Christian Ministry at both locations.

Additionally, Campbellsville University is requesting to offer two occupational certificates at the Williamson location, barbering and cosmetology. Neither Southern West Virginia Community and Technical College in Logan nor Mountwest Community and Technical College in Huntington offer theology degrees or certificates in barbering or cosmetology.

The Williamson West Virginia site is to be located at the old Williamson High School campus while the Huntington, West Virginia site is a cooperative agreement with Christ Temple Church. Students will be able to enroll in both online and onsite courses.

Campbellsville University also requested authorization to confer bachelor’s and graduate degrees in Theology at both locations. Undergraduate degree offerings in Theology include Biblical Studies, Christian Missions, Christian Studies, Educational Ministries, Marriage and Family Ministries and Pastoral Ministries. Graduate degrees include master’s in Marriage and Family Therapy and in Theology (general). As specified in code, requests for authorization at the bachelor’s and master’s level must have the approval of the West Virginia Higher Education Policy Commission. Approval was granted by the Commission at its meeting of September 27, 2019.

In addition to the theology programs, Campbellsville University offers 80 degree and certificate programs and is accredited by the Southern Association of Colleges and
Schools (SACS) to award certificates and associate, bachelor, master and doctoral degrees. The University operates the main campus, six regional centers in Kentucky and five instructional sites across the United States.

It is understood the authorization to offer confer degrees at the associate level shall be limited to degrees offered in the field of theology, the certificate to Christian Ministry and the occupational certificates shall be limited to barbering and cosmetology. Should initial authorization be granted, Campbellsville University would be subject to paying any required fees, and subject to annual reauthorization as prescribed in Series 52, Legislative Rule, Annual Reauthorization of Degree Granting Institutions.
Certificate in Christian Ministry

The certificate in Christian ministry consists of the student's choice of nine courses, for a total of 27 credit hours. The certificate only requires ministry courses and has no general education requirements.

Certificate in Christian Ministry Courses (27 credit hours)

Choose nine of the following:

- CHS 111: Introduction to Old Testament Study
- CHS 121: Introduction to New Testament Study
- CHS 130: Christ and Culture
- CHS 312: Old Testament Prophets (or other upper-division Old Testament studies course)
- CHS 323: Studies in the Gospels (or other upper-division Old Testament studies course)
- CHS 352: Pastoral Ministries
- CHS 353: Ministry of Proclamation
- CHS 354: Introduction to Christian Evangelism
- CHS 432: Christian Theology
- CHS 471: Church History
- PHI 241: Introduction to Philosophy

Admissions Requirements

To apply to Campbellsville's certificate in Christian ministry, prospective students must submit or complete the following:

1. Complete the Online application.
2. Submit official copies of transcripts from each college or university previously or currently attended, along with a complete record of all courses attempted, to the Office of Admissions.
3. If transferring less than 24 credit hours, submit official copies of high school transcripts and ACT or SAT scores to the Office of Admissions.

**General Education Requirements for Bachelor Degrees (41 Hours Total)**

**Area of Personal Development (11 Hours Minimum)**

*Literature and Christian Studies (9 hours)*

*Take this specific course (3 hours):*
ENG 210 Literary Studies (3 hours) (prerequisite: ENG 112)

*Take two courses on this list (6 hours):*
CHS 111 Introduction to Old Testament Study (3 hours)
CHS 121 Introduction to New Testament Study (3 hours)
CHS 130 Christ and Culture (3 hours)
PHI 241 Introduction to Philosophy (3 hours)

*Art, Drama, and Music*

*Take one course on this list (2 hours minimum)*
ART 110 Understanding Art (2 hours)
ART 310 Art History I (3 hours)
ART 311 Art History II (3 hours)
MUS 125 Understanding Music (2 hours)
MUS 221 Music Literature (3 hours)
TH 131 Introduction to Theater (3 hours)
Areas of Symbolics of Information (9 Hours Minimum)

_English Composition_

_Take each course on this list (6 hours):_
ENG 111 Freshman Composition I (3 hours)
ENG 112 Freshman Composition II (3 hours) (prerequisite: ENG 111)

_Mathematics_

_Take one course on this list (3 hours minimum):_
MTH 110 College Mathematics (3 hours)
MTH 111 College Algebra (3 hours)
MTH 112 Trigonometry and Analytic Geometry (3 hours)
MTH 123 Elementary Calculus and Its Applications (3 hours)
MTH 130 Elementary Statistics (3 hours)
MTH 210 Calculus I (4 hours)

Areas of Personal Skill Development (6 Hours Minimum)

_Health Promotion, Mass Communication, and Computing and Technology (6 or 7 hours)_

_Take one course from two of these three subject areas:_

_Health Promotion_

HP 180 Principles for Wellness (3 hours)
HP 200 Healthful Living (3 hours)
Mass Communication

MAC 120 Fundamentals of Speech (3 hours)
MAC 140 Introduction to Communication (3 hours)

Computing and Technology

CIS 100 Computer Concepts and Applications (3 hours)
CIS 160 CIS I (with lab) (4 hours)
LIS 150 Information Mastery (3 hours)

Area of Science and Social Sciences (15 Hours Minimum)

Biological Science

Take one course on this list (3 hours):
Note: P-5 teacher certification must take the 1-hour lab associated with the course chosen from this list:
BIO 103 Environment and Man (3 hours)
BIO 110 Biology (3 hours)
BIO 200 Biological Concepts (with lab) (4 hours)

Physical Science

Take one course on this list (3 hours):
Note: P-5 teacher certification must take the 1-hour lab associated with the course chosen from this list:
CHE 100 Introduction to Chemistry (3 hours)
CHE 111 General Chemistry I (3 hours)
GEO 105 Introductory Earth Science (3 hours)
GEO 211 Physical Geology (3 hours)
PHY 131 Conceptual Physics (3 hours)
PHY 132 Introduction to Astronomy (3 hours)
PHY 141 General College Physics I (3 hours)

Economics, Psychology, and Sociology (6 hours)

Take one course from two of these three subject areas:

Economics

ECO 110 Introduction to Economics (3 hours) (for students in non-business programs)
ECO 221 Macroeconomics (3 hours)
ECO 222 Microeconomics (3 hours)

Psychology

PSY 111 General Psychology (3 hours)

Sociology/Culture:

SOC 110 Introduction to Sociology (3 hours)

History and Political Science

Take one course on this list (3 hours):
HST 110 United States to 1877 (3 hours)
HST 120 United States Since 1877 (3 hours)
HST 231 World Civilization to 1650 (3 hours)
HST 242 World Civilization Since 1650 (3 hours)
POL 110 American Government (3 hours)
Other Required Courses For All First-time New Students (2 Hours)

(Does not count toward General Education hours)
OR 100 First-Year Experience (1 hour)
OR 100-91 FIRST CLASS (large group) (0 hours)
OR 110 First-Year Experience II (1 hour)

Biblical Studies Major

Course Offerings

Biblical Studies Area for Bachelor of Arts degree: 66 Hours

Language Requirement for Bachelor of Arts: 12 Hours
Select any two languages listed here:

Hebrew: 6 Hours
HEB 221 Beginning Hebrew I 3
HEB 222 Beginning Hebrew II 3

Greek: 6 Hours
GRK 221 Beginning Greek I 3
GRK 222 Beginning Greek II 3

Modern Language: 6 Hours

Christian Studies Core Requirements: 18 Hours

While each program of study has its own focus, each student will build a foundation of Biblical, theological, historical, pastoral, educational, and practical aspects for Christian ministry. Students pursuing a theology area, major, or minor should take the General Education Prerequisites.
CHS 211 Art of Reading the Bible 3
CHS 230 Spiritual Formation 3
CHS 365 Christian Studies Internship 3
CHS 432 Christian Theology 3
CHS 471 Church History 3
CHS Upper Level Old or New Testament Course 3

*General Education Prerequisites: 6 Hours*

*These courses are recommended because they meet requirements for General Education and are prerequisites for required and elective courses in theology areas, majors, and minors.*

CHS 111 Introduction to Old Testament Study 3
CHS 121 Introduction to New Testament Study 3

*Biblical Studies Area Requirement: 36 Hours*

**Old Testament – Choose two courses from this list: 6 Hours**
CHS 311 Wisdom and Poetic Literature 3
CHS 312 Studies in the Old Testament Prophets 3
CHS 411 Studies in the Pentateuch 3

**New Testament – Choose two courses from this list: 6 Hours**
CHS 323 Studies in the Gospels 3
CHS 324 Studies in Paul 3
CHS 325 Studies in John 3

*Biblical Studies Electives:*

**Choose one course from this list: 3 Hours**
CHS 311 Wisdom and Poetic Literature 3
CHS 312 Studies in the Old Testament Prophets 3
CHS 314 Isaiah 3
CHS 323 Studies in the Gospels 3
CHS 324 Studies in Paul 3
CHS 325 Studies in John 3
CHS 328 General Letters (Hebrews-Jude) 3
CHS 380/480 Special Topics 3
CHS 390/490 Independent Study 3
CHS 411 Studies in the Pentateuch 3
CHS 412 Intertestamental Period 3
GRK 321 Greek Exegesis I 3
GRK 322 Greek Exegesis II 3
HEB 321 Hebrew Exegesis I 3
HEB 322 Hebrew Exegesis II 3

Christian Studies Upper Division Elective: 3 Hours
Choose one Christian Studies upper division course.

Christian Missions Major

Course Offerings

Christian Missions Major for the Bachelor of Science degree: 39 Hours

Christian Studies Core Requirements: 18 Hours

While each program of study has its own focus, each student will build a foundation of Biblical, theological, historical, pastoral, educational, and practical aspects for Christian ministry. Students pursuing a theology area, major, or minor should take the General Education Prerequisites.

CHS 211 Art of Reading the Bible 3
CHS 230 Spiritual Formation 3
CHS 365 Christian Studies Internship 3
Christian Missions Major Requirements: 21 Hours

Christian Missions Major: 18 Hours
Take each course on this list:
CHS 234 World Religions 3
CHS 276 History of Christian Missions 3
CHS 354 Introduction to Christian Evangelism 3
CHS 376 Introduction to Missiology 3
CHS 378 Missions Methods and Strategies 3
SOC 321 Cultural Geography and Anthropology 3

Christian Missions Major Elective: 3 Hours
Choose one course from this list:
CHS 350 Introduction to Sports Ministry 3
CHS 355 Pastoral Care and Counseling 3
CHS 379 Missions Mobilization & Preparation 3
CHS 380/480 Special Topics 3
CHS 451 Growing a Healthy Church 3
SOC 340 Sociology of Religion 3
SWK 480 Special Topics: Global Outreach in Practice
Educational Ministries Major

Course Offerings

Educational Ministries Major for the Bachelor of Science Degree: 39 Hours

Christian Studies Core Requirements: 18 Hours

While each program of study has its own focus, each student will build a foundation of Biblical, theological, historical, pastoral, educational, and practical aspects for Christian ministry. Students pursuing a theology area, major, or minor should take the General Education Prerequisites.

CHS 211 Art of Reading the Bible 3
CHS 230 Spiritual Formation 3
CHS 365 Christian Studies Internship 3
CHS 432 Christian Theology 3
CHS 471 Church History 3
CHS Upper Level Old or New Testament Course 3

Educational Ministries: 15 Hours

Take the following four courses:
CHS 361 Intro to Educational Ministries 3
CHS 362 Teaching for Life Change 3
CHS 462 Intergenerational Ministries 3
CHS 463 Innovative Educational Ministries 3

Educational Ministries Electives:
Choose one course from this list:
CHS 363 Children’s Ministry 3
CHS 364 Youth Ministry 3
Related Studies in Psychology: 3 Hours

Choose one course from this list:
PSY 311 Learning and Behavior 3
PSY 321 Lifespan Development 3
PSY 323 Theories of Personality 3
PSY 333 Group Dynamics 3
PSY 452 Psychology of Religious Experience 3

Elective from the following: 3 Hours

Choose one course from this list:
CHS Christian Studies Upper Division Course 3
TH 336 Church Drama 3

Marriage and Family Ministry Major

Course Offerings

Marriage and Family Ministry Major for the Bachelor of Science Degree: 39 Hours

Christian Studies Core Requirements: 18 Hours

While each program of study has its own focus, each student will build a foundation of Biblical, theological, historical, pastoral, educational, and practical aspects for Christian ministry. Students pursuing a theology area, major, or minor should take the General Education Prerequisites.
CHS 211 Art of Reading the Bible 3
CHS 230 Spiritual Formation 3
CHS 365 Christian Studies Internship 3
CHS 432 Christian Theology 3
CHS 471 Church History 3
CHS Upper Level Old or New Testament Course 3

*Marriage and Family Ministry Area Requirements: 21 Hours*

*Take the following five courses:*
CHS 355 Pastoral Care and Counseling 3
CHS 368 Marriage and Singlehood 3
CHS 369 Parent and Child 3
CHS 456 Soul Care in Family Crises 3
CHS 462 Intergenerational Ministries 3

**Interdisciplinary Electives: 6 Hours**

*Choose two courses from this list:*
ECE 130 Childhood Development I 3
ECE 230 Childhood Development II 3
PSY 321 Lifespan Development 3
PSY 333 Group Dynamics 3
PSY 343 Gender Studies 3
PSY 412 Abnormal Psychology 3
PSY 452 Psychology of Religious Experience 3
SOC 415 Family Violence 3
SWK 460 Aging 3
SWK 481 Addictions 3
Pastoral Ministries Major

Course Offerings

Pastoral Ministries Major for Bachelor of Science Degree: 36 Hours

Christian Studies Core Requirements: 18 Hours

While each program of study has its own focus, each student will build a foundation of Biblical, theological, historical, pastoral, educational, and practical aspects for Christian ministry. Students pursuing a theology area, major, or minor should take the General Education Prerequisites.

CHS 211 Art of Reading the Bible 3
CHS 230 Spiritual Formation 3
CHS 365 Christian Studies Internship 3
CHS 432 Christian Theology 3
CHS 471 Church History 3
CHS Upper Level Old or New Testament Course 3

Pastoral Ministries Major Requirements: 36 Hours

Pastoral Ministries: 15

Take each course on this list:

CHS 356 Ministry of Christian Leadership 3
CHS 352 Pastoral Ministries 3
CHS 353 Ministry of Proclamation 3
CHS 355 Pastoral Care and Counseling 3

Choose one course from this list:

CHS 354 Introduction to Christian Evangelism 3
CHS 451 Growing a Healthy Church 3

Electives in Pastoral Ministries: 3 Hours

Choose one course from this list:

CHS Christian Studies Upper Division Course 3
CHS 350 Introduction to Sports Ministry 3
PSY 321 Lifespan Development 3
PSY 333 Group Dynamics 3
PSY 452 Psychology of Religious Experience 3
SOC 331 Marriage and Family 3
TH 336 Church Drama 3
Section 1: Introduction

1.1 University and Program Information

Full Legal Name of University:
Campbellsville University, Inc.

URL for University Homepage:
www.campbellsville.edu

Location – New Site:
Williamson, West Virginia

Contact Information - Primary person responsible for this submission:
Name: Dr. Donna R. Hedgepath
Title: Provost and Vice President for Academic Affairs
Mailing Address: 1 University Drive, UPO 848; Campbellsville, KY 42718
Telephone: 270-789-5231
Fax: 270-789-5020
Email: drhedgepath@campbellsville.edu

Site Visit Coordinator for Campbellsville University:
Name: Dr. H. Keith Spears
Title: Vice President and Assistant to the President
Mailing Address: 1 University Drive, UPO 781; Campbellsville, KY 42718
Telephone: 270-789-5520
Fax: 270-789-5020
Email: hkspears@campbellsville.edu
1.2 Table of Contents

Section 1: Introduction ........................................................................................................1
  1.1 University and Program Information .................................................................1
  1.2 Table of Contents ..................................................................................................2
  1.3 Executive Summary ..............................................................................................4
  1.4 Regional and Statewide Need ...............................................................................4

Section 2: Mission Statement and Academic Goals ..........................................................5
  2.1 Mission Statement ...............................................................................................5
  2.2 Values and Goals ..................................................................................................5
  2.3 Meeting our mission and goals narrative .................................................................5

Section 3: Administrative Capacity ..................................................................................7
  3.1 Legal Characteristics ............................................................................................7
  3.2 Governance and Administrative Structure .............................................................7
    3.2.1 Organization Chart .......................................................................................8
  3.3 Administrative Staff ..............................................................................................8
    3.3.1 Job Descriptions ..........................................................................................8

Section 4: Curriculum, Academic Policies and Standards Development .........................18
  4.1 Academic Policies ...............................................................................................18
  4.2 Student Feedback ...............................................................................................19
  4.3 Program Offerings ..............................................................................................19
  4.4 Tuition ................................................................................................................20

Section 5: Faculty Credentials ..........................................................................................21
  5.1 Curriculum Vitae Release ....................................................................................21
  5.2 Curriculum Vitae of Faculty Assigned to Program ...............................................22

Section 6: Ethical Conduct ...............................................................................................23
  6.1 Ethical Narrative .................................................................................................23
  6.2 Ethical Conduct Statement ...................................................................................29
  6.3 Non Discrimination Policy ....................................................................................30

Section 7: Academic Freedom and Integrity ...................................................................30
  7.1 Academic Freedom ..............................................................................................30
  7.2 Academic Honesty ...............................................................................................33
  7.3 Ownership of Intellectual Property ......................................................................34
  7.4 Copyright Law .....................................................................................................35

Section 8: Student Protection ..........................................................................................36
  8.1 Protection Narrative .............................................................................................36
  8.2 Compliance with the Rehabilitation Act and Americans with Disabilities Act ........36
  8.3 Title IX ................................................................................................................37
  8.4 Statement of Student Rights ................................................................................37
Section 9: Student Support and Library Services ............................................................39

9.1 Student Services ...........................................................................................................39
9.2 Learning and Physical Resources ................................................................................42
9.2.1 Montgomery Library ..............................................................................................42
9.3 Admissions and Financial Aid Policies .......................................................................45
9.4 Academic Progress .......................................................................................................46
9.5 Career Services ............................................................................................................47

Section 10: Financial Stability ............................................................................................47

10.1 Reporting and Audit ...................................................................................................47
10.2 Financials ....................................................................................................................51

Section 11: Organization Evaluation ................................................................................52

Section 12: Optional Material ............................................................................................53

List of Appendices ...............................................................................................................54

Appendix 1.3.a Vision 2025 – Preparing Christians Servant Leaders
Appendix 1.4.a Letters of Support
Appendix 3.1.a Articles of Incorporation
Appendix 3.1.b IRS Certificate of Existence
Appendix 3.1.c SACSCOC Letter
Appendix 3.2.1 Institutional Organizational Chart
Appendix 3.3.a Senior Administration Curriculum Vitaes
Appendix 4.1.a – Curricular/Substantive Change Policy
Appendix 4.1.b – Academic Program Governance
Appendix 4.1.c – Curriculum Committee Policy
Appendix 4.1.d – Curriculum Committee Listing
Appendix 4.2.a – Student Survey Templates
Appendix 5.2.a – Faculty Curriculum Vitaes
Appendix 6.1.a – Standards of Conduct
Appendix 10.2.a – Auditor Report and Financial Statements
Appendix 12.b - By-Laws of Campbellsville University
Appendix 12.c - Student Handbook
Appendix 12.d - Faculty Handbook
1.3 Executive Summary

“Explore the situation… Don’t keep looking the in rearview mirror and defending the status quo, which is outmoded the moment it happened.”

Marshall McLuhan

*Weekend Magazine*

March, 1967

Dr. McLuhan’s Comments a half century ago remain true, today! Campbellsville University (CU) is focused on the future, seeking to offer academic programs provided by The School of Business, Economics and Technology, in Williamson, West Virginia. Campbellsville University, with a student enrollment of more than 10,000, understands quality higher education occurs through personal interaction, dedicated faculty commitment and a strong ethic rooted in instilling principles of hard work and servant leadership. Since its founding in 1906, Campbellsville University (CU) has been passionately driven to change lives for the better.

As a private non-profit institution, regionally accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) 1866 Southern Lane, Decatur, GA 30033, CU prepares students at an affordable cost through a variety of delivery methods, focusing on critical thinking. CU educates students intellectually, morally and spiritually for work and life.

The foundation for bringing Campbellsville University to Williamson, West Virginia is based on the directions laid down by Vision 2025 (See Appendix 1.3.a) CU is to pursue new academic programs and venues, beyond Kentucky, especially in professional fields.

Augmenting the main campus and six other Kentucky regional centers and five instructional sites in the United States, Williamson, West Virginia is a natural progression for the university as potential students from our West Virginia neighbors seek higher education. Growing numbers of CU students are nontraditional, working full-time and/or have family obligations. Students with additional responsibilities must have flexible pathways to degree completion. Evening, weekend and online courses as well as convenient regional centers are providing flexibility to students. Campbellsville University is equipped for professionals, who seek degrees in our business program.

1.4 Regional and Statewide Need

Campbellsville University was solicited by the Williamson, West Virginia community and local business owners who saw a need for Christian higher education for this coal economy town in Southern West Virginia, bordering on Pike County, Kentucky.

For many years, coal mining and the railroad sustained the community and region, but the devastating economic impact of diminished coal demand; the opioid epidemic; the hunger issues in grade school children in Mingo County; and the attitude of citizens whose futures are full of uncertainty, have brought hopelessness to the region. The Williamson, West Virginia community leadership sent several letters of support to the University. Regional leaders indicated there would be financial support, and this was an opportunity for local business and
industry to give scholarship to their students entering Campbellsville University locally. *(Letters of Support are in Appendix 1.4.a).*

The community and region believe there is a lack of alternative career fields in the region as well as affordable training and education. The region has a high rate of high school graduates leaving the area to pursue degrees, and not returning to raise families or start a career. Campbellsville University can offer diversification, and a viable resource for affordable and strong adult education.

**Section 2: Mission Statement and Academic Goals**

**Mission Statement**

Campbellsville University is a comprehensive, Christian institution that offers non-credit technical programs, along with certificates, associates, undergraduate and graduate programs. The university is dedicated to academic excellence solidly grounded in the liberal arts that fosters personal growth, integrity and professional preparation within a caring environment. The university prepares students as Christian servant leaders for life-long learning, continued scholarship by using advanced research to practice at the doctoral level, and active participation in a diverse, global society.

**Values and goals**

- To foster academic excellence through pre-professional certificates, associates, baccalaureate, and graduate programs through traditional, technical, and online systems
- To achieve academic excellence through rigor and relevancy in undergraduate, master’s and doctoral level programs
- To provide an environment conducive for student success
- To value diverse perspectives within a Christ-centered community
- To model servant leadership and effective stewardship

**Meeting our mission and goals narrative**

The mission and goals anchor the decision making at Campbellsville University. Grounded in the liberal arts tradition, teaching is at the core of fostering academic excellence. With a professor to student ratio of 13:1, academic curiosity and collaboration are nurtured, not only in classroom discussions and activities, but also in digital conversations via social media and more informal spaces. CU offers more than 80 different programs, ranging from certificates to graduate studies. Supported by the liberal arts emphasis, the University’s academic mission extends into professional fields and post-graduate research.
Campbellsville University has been continuously accredited and is currently accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award certificates, associate, bachelors, masters and doctoral degrees. Information may be obtained by contact the Commission on Colleges at 1866 Southern Lane Decatur, Georgia 30033-4097, or call 404-679-4500 for questions about the status of Campbellsville University. The following list is a sampling of the recognitions gained for our efforts and recent Accolades for Academic Excellence.

**Rankings and Accolades - 2018-2019**

**U.S. News & World Report:**
- 1st and only Kentucky university (101 nationally) for 2018 Best Online Graduate Business Programs (Excluding MBA)
- 2nd in Kentucky (116 nationally) for 2018 Best Online MBA Programs
- 5th in Kentucky (165 nationally) for 2018 Best Online Bachelor’s Programs
- 6th in Kentucky (125 nationally) for 2018 Best Online Graduate Education Programs
- 6th Most International Students in the South 2018
- Top 10 Kentucky Institution (106th regionally) for Best Regional Universities in the South

**CollegeChoice.net**
- 1st in Kentucky (8th nationally) in Most Affordable Online Master’s in Organizational Leadership;

**OnlineAssociateDegrees.net**
- Top 10 in U.S. Associate’s in Business Administration Online 2018

**AffordableColleges.com**
- 1st in Kentucky (14th nationally) in Top 40 Affordable Online Master’s Degrees in Social Work

**BestValueSchools.org**
- 1st in Kentucky (23rd nationally) in Best 20 Online MBA Programs
- 1st in Kentucky (24th nationally) in Best Early Childhood Education Programs 2018
- 1st in Kentucky (16th nationally) in Top Online Human Resources Degrees of 2018
- 2nd in Kentucky (47th nationally) in Best MBA Programs of 2018
- 2ns in Kentucky in Best Colleges in Kentucky of 2018

Vision 2025, adopted by the Board of Trustees in 2010 encourages the university to seek students from a worldwide perspective. Focusing on professional and graduate fields of study, the university is carrying its mission outside the state of Kentucky.

Campbellsville University is committed to freedom of conscience, integration of faith and learning, pursuit of truth in an academically challenging environment and student involvement in service. The University affirms diversity and inclusion by focusing on an awareness and understanding of diverse perspectives across all aspects of the institution, while upholding the dignity, value, and uniqueness of each individual regardless of personal differences.

The composition of CU’s student body reflects the commitment to inclusion and diversity. Nearly half (49%) of the student population are international students from more than 60 countries. Students from 44 states within the US and 113 of Kentucky’s 120 counties make up the domestic population. CU students represent nearly 20 different religions. Of our undergraduate population, 40% are non-traditional students (25 years and older) and 35% are transfer students from other colleges.
Section 3: Administrative Capacity

3.1 Legal Characteristics

Incorporated in 1906 in the Commonwealth of Kentucky, the university’s current legal status name emerged over the course of the 20th century and through amendments to its articles of incorporation. The last amendment was in 1996, which changed the legal name from Campbellsville College to Campbellsville University (Appendix 3.1.a for the Articles of Incorporation). Originally recognized as a nonprofit in 1943, the Internal Revenue Service reaffirmed the institution’s designation, after its legal name change to Campbellsville University, as exempt from federal income tax under Section 501(c)(3) in 1997 and a nonprofit institution of Christian higher education under the laws of the Commonwealth or Kentucky and of the United States (Appendix 3.1.b for the IRS determination letter). The University is accredited by the Southern Association of Colleges and Schools Commission on Colleges, 1866 Southern Lane, Decatur, GA 30033 • (404)679-4500 • Fax: (404)679-4558 as well as other boards, agencies, and commissions. (Appendix 3.1.c for a copy of the Southern Association of Colleges and Schools Commission on Colleges reaffirmation document).

Campbellsville University is not a parent, subsidiary, or part of any other corporate group.

3.2 Governance and Administrative Structure

The business and affairs of the University are conducted and managed by its Board of Trustees. The Board appoints the President of the University, who is directly responsible for the administration of the University. The President appoints and directly supervises all officers and employees of the University. Except for academically tenured faculty and employees under contract, all employees are “at will” employees who serve at the pleasure of the President.

The organization of Campbellsville University is vested in the Office of the President. The university organizational structure has been developed according to function and purpose. The President’s Administrative Council, which meets on a regular basis is composed of the Provost & Vice President for Academic Affairs, Vice President for Finance and Administration, Vice President for Communication, Vice President for Development, Vice President for University Outreach, Vice President for Enrollment Services, Associate Vice President for Finance and Controller, Vice President for Athletics, Executive Assistant to the President and Special Assistant to the President. Several times during the academic year, the President convenes key administrators and faculty leaders, which compose the University Council, meeting to facilitate communication and future student success (retention).

The academic administration reports through the Provost and gives oversight to all faculty and the academic programs which are offered by the university. A Dean’s Council and Graduate Council are part of the academic governance, both reporting to the provost as part of the academic decision-making process.
3.2.1 Institutional Organizational Chart

(See Appendix 3.2.1 for Campbellsville University’s Institutional Organizational Chart)

3.3 Administrative Staff

Led by the University President, senior administrative staff are comprised of seven vice presidents. Each bring their specific area of expertise while working cross-functionally to implement policy and achieve goals.

3.3.1 Administrative Staff Job Descriptions

Office of the President:
Dr. Michael V. Carter

Job Description
Area: Board of Trustees and President
Position: President of Campbellsville University
Status: Full-time, Exempt
Reports to: Board of Trustees

Qualifications:
The president is the chief executive officer of the university and reports directly to the Board of Trustees. The President provides overall leadership and direction for Campbellsville University. The President serves as the Chief Executive Officer. The President must have significant higher education experience, hold the doctoral degree from a fully accredited university, and have a proven track record of successful management in higher education. The president must possess keen communications skills both oral and written. The president must have interpersonal skills, which allow the president to promote the mission of the university. The president must be a committed Christian, a Baptist, and seeks to work cooperatively with others, both Christian and non-Christian. In terms of personal character, the President, is expected to conduct him, or herself, both on campus and off, in a manner becoming an employee of a Christian institution, and the president should uphold the highest standards of conduct in terms of honesty, truthfulness, respectful attitude, and conduct toward others.

Specific Responsibilities:
- Has the final authority and responsibility for all areas of the university not specifically reserved to the Board of Trustees.
- Provides vision, direction, and oversight over the finances of the university.
- Provides vision, direction, and oversight for development activities, enrollment management, and cooperative relations both within the university and outside the university.
- Provides vision, direction, and oversight to the vice presidents, faculty and staff in developing and maintaining the highest quality educational experience for students in all areas of the university.
• Provides vision, direction, and oversight to the vice presidents, faculty, and staff in developing and maintaining the highest quality spiritual experience for students through the institutional mission of becoming a Christian servant leader.

• Provides vision, direction, and oversight to the vice presidents, faculty and staff in developing and maintaining the highest quality for student life including integrity, personal growth and being part of a caring environment.

• Provides vision, direction and oversight in all areas of athletics so that student athletes model the best aspects of clean and healthy completion and reflect the mission of the university both on and off campus.

• The official spokesperson for the university.

• Provides vision, leadership and oversight to insure that the university is in compliance with all federal, state, and local laws.

• Demonstrates in all aspects of his professional and personal life a commitment to the health and mission of the university.

Vice Presidents:
Dr. Donna R. Hedgepath, Provost and VP, Academic Affairs

Job Description
Area: President
Position: Provost and Vice President for Academic Affairs
Status: Full-time, Exempt
Reports to: President

Qualifications:
The Provost and VPAA must be very knowledgeable of the Criteria for Accreditation of the Commission on Colleges of the Southern Association of Colleges and Schools. In this regard, the Office of Academic Affairs maintains a file for each faculty member. The Office of Academic Affairs is also a central repository of course syllabi.

Summary:
Reporting to the President, the Provost and Vice President for Academic Affairs has vested administration of the academic program. The Provost and Vice President for Academic Affairs provides general leadership in planning, implementing, and administering the academic program of the University and provides leadership in recruiting and developing quality faculty for the University.

The Provost and Vice President for Academic Affairs works closely with the academic deans and the Associate Vice President for Academic Affairs to direct the academic program. In addition to the deans and the Associate Vice Presidents for Academic Affairs, the Dean of Academic Support, Director of Library Services, Director of Student Records, Director of Institutional Research, and the Director of Career Services and Counseling reports to the Provost and Vice President for Academic Affairs.

Specific Responsibilities:
• Serve as a member of the President’ Senior Staff and Administrative Council.
• Serves on various committees as appropriate.
• Edit and make budget suggestions
• Interview all applicants for new positions
• The following are examples of activities of the Academic Office:
  o Approval of faculty and academic staff positions
  o Publish the University Bulletin-Catalog.
  o Publish the course schedules
  o Enter student schedules
  o Create academic calendar
  o Administer student course evaluation
  o Collect self-evaluation of faculty
  o Maintain dean’s evaluation of faculty
  o Evaluate faculty evaluation of Chairs/Deans
  o Maintain Convocation attendance
  o Print and distribute class rolls
  o Orientation of new faculty
  o Student excessive absence reports
  o Probation/Suspension letters
  o Approve all academic purchase orders, request for absences, independent study, internship, practicum, appointment classes, work orders, course substitution, request forms, and visiting student forms
• Perform duties as requested by the President

**Essential Responsibilities:**
• Working hours necessary to perform job requirements satisfactorily on a regular basis.
• Managing absences from work in responsible manner to ensure service to university faculty, staff and students.
• Complying with Campbellsville University policies and practices and seeking clarification of them when necessary.
• Honor the mission of Campbellsville University and abide by rules and regulations and Standards of Conduct outlined in the Administrative Policies and Procedures Manual.

The individual employee is expected to conduct him, or herself, both on campus and off, in a manner becoming an employee of a Christian institution, and the employee should uphold the highest standards of conduct in terms of honesty, truthfulness, respectful attitude, and conduct toward others. Each individual associated with Campbellsville University is to perform his or her daily responsibilities mindful of the intent of the institutional mission statement and core values. Employees must be able to perform the essential functions of the position with or without reasonable accommodations.

**Dr. H. Keith Spears, VP, Communications, Asst. to the President**
**Job Description**
Area: President
Position: VP for Communication/Assistant to the President
Status: Full-time, Exempt
Reports to: President
Qualifications:
• Earned doctorate and be eligible to hold professorial rank in one of the university’s academic disciplines
• Experience with university-wide concepts in development, communication and programming including implementation of traditional and adult degree programs with multiple delivery methods, including distance learning.
• Ability to understand and work with the accreditation of professional programs, while effectively marketing the programs for maximum enrollment
• Exhibit experience in institutional advancement, a key factor in providing comprehensive representation of Campbellsville University at regional sites
• Embrace the mission of Campbellsville University and have a clear understanding of and commitment to excellence in teaching through the integration of the Christian faith and learning.

Responsibilities:
Based in the President’s Suite and reporting to the President, the Vice President for Communication/Assistant to the President will hold primary responsibility for the strategic vision, leadership for entrepreneurial initiatives, and administration of communication units while providing oversight to international education and the Louisville Education Center. This position, a liaison between university departments and the President will take a leadership role in the development of presidential initiatives for process improvement, strategic planning and entrepreneurial programming.

Specific Responsibilities:
• Serve as a member of the President’ Senior Staff and Administrative Council.
• Participate in the institution’s strategic planning process and other standing and special committees deemed necessary and appropriate.
• Lead and coordinate the institutional effectiveness initiatives of the university along with the other vice presidents and deans.
• Perform duties as requested by the President.

Essential Responsibilities:
• Working hours necessary to perform job requirements satisfactorily on a regular basis.
• Managing absences from work in responsible manner to ensure service to university faculty, staff and students.
• Complying with Campbellsville University policies and practices and seeking clarification of them when necessary.
• Honor the mission of Campbellsville University and abide by rules and regulations and Standards of Conduct outlined in the Administrative Policies and Procedures Manual.

The individual employee is expected to conduct him, or herself, both on campus and off, in a manner becoming an employee of a Christian institution, and the employee should uphold the highest standards of conduct in terms of honesty, truthfulness, respectful attitude, and conduct toward others. Each individual associated with Campbellsville University is to perform his or her daily responsibilities mindful of the intent of the institutional mission statement and core values. Employees must be able to perform the essential functions of the position with or without reasonable accommodations.
Dr. G. Ted Taylor, VP, University Outreach

Job Description

Area: University Outreach

Position: Vice President for University Outreach

Status: Full-time, Exempt

Reports to: President

Qualifications:

- Earned doctorate and be eligible to hold professorial rank in one of the university’s academic disciplines
- Experience with the creation and implementation of adult degree programs using both traditional and nontraditional designs with multiple delivery methods, including distance learning.
- Ability to understand and work with the accreditation of professional programs, while effectively marketing the programs for maximum enrollment
- Exhibit experience in institutional advancement, a key factor in providing comprehensive representation of Campbellsville University at regional sites
- Embrace the mission of Campbellsville University and have a clear understanding of and commitment to excellence in teaching through the integration of the Christian faith and learning.

Responsibilities:

Based on campus with off-campus responsibilities and reporting directly to the President, the Vice President for University Outreach will hold primary responsibility for the strategic vision, leadership, and administration of academic programs that serve traditional, adult and professional students at off-site venues in South and Central Kentucky. The Vice President will be the leader for Church relations, which includes the Church Relations Council, First Class, Church Outreach teams and other denominational relationships. This position, the primary liaison between established and potential off-campus locations and the university community, will take a leadership role in the development of regional centers, augmenting the university’s efforts in establishing the Campbellsville brand throughout Kentucky and beyond.

Specific Responsibilities:

- Serve as a member of the President’ Senior Staff and Administrative Council.
- Participate in the institution’s strategic planning process and other standing and special committees deemed necessary and appropriate.
- Lead and coordinate the institutional effectiveness initiatives of the university along with the other vice presidents and deans.
- Perform duties as requested by President.

Essential Responsibilities:

- Working hours necessary to perform job requirements satisfactorily on a regular basis.
- Managing absences from work in responsible manner to ensure service to university faculty, staff and students.
- Complying with Campbellsville University policies and practices and seeking clarification of them when necessary.
• Honor the mission of Campbellsville University and abide by rules and regulations and Standards of Conduct outlined in the Administrative Policies and Procedures Manual.

The individual employee is expected to conduct him, or herself, both on campus and off, in a manner becoming an employee of a Christian institution, and the employee should uphold the highest standards of conduct in terms of honesty, truthfulness, respectful attitude, and conduct toward others. Each individual associated with Campbellsville University is to perform his or her daily responsibilities mindful of the intent of the institutional mission statement and core values. Employees must be able to perform the essential functions of the position with or without reasonable accommodations.

Mr. Otto Tennant, VP, Finance

Job Description

Area: President
Position: Vice President for Finance and Administration
Status: Full-time, Exempt
Reports to: President

Qualifications:
• A minimum requirement of a master’s degree in finance, administration, business, computer science, information systems or education may be acceptable if the candidate has exceptional work experience.
• Higher education experience preferred including service as a financial and management officer of a comparable institution.
• Working knowledge of admissions and financial aid essential.
• Must demonstrate commitment to Christian higher education, and have a strong Christian commitment and relationship to local church.
• Must be a team player capable of interacting with diverse constituencies of students, faculty, staff, trustees and friends of the University.

Summary:
The Vice President for Finance and Administration reports to the President, serves as a member of the Senior Staff and Administrative Council, and oversees the financial, facility, and auxiliary services of the institution. This position requires a commitment to institutional growth and quality for all programs. The person must possess keen leadership and team building abilities. Communication and problem solving skills are a must.

Specific Responsibilities:
• Serve as a member of the President’ Senior Staff and Administrative Council.
• Act as the Chief Financial Officer (CFO) of the University under the direction of the President.
• Manage and oversee the work of the following departments/programs: comptroller, bookstore/print shop/post office, personnel, purchasing, special projects, telecommunications, physical plant, housekeeping, information services, food services and vending.
• Participate in the institution’s strategic planning process and other standing and special committees deemed necessary and appropriate.
• Lead and coordinate the institutional effectiveness initiatives of the university along with the other vice presidents and deans.
• Perform duties as requested by supervisor.

**Essential Responsibilities:**
• Working hours necessary to perform job requirements satisfactorily on a regular basis.
• Managing absences from work in responsible manner to ensure service to university faculty, staff and students.
• Complying with Campbellsville University policies and practices and seeking clarification of them when necessary.
• Honor the mission of Campbellsville University and abide by rules and regulations and Standards of Conduct outlined in the Administrative Policies and Procedures Manual.

The individual employee is expected to conduct him, or herself, both on campus and off, in a manner becoming an employee of a Christian institution, and the employee should uphold the highest standards of conduct in terms of honesty, truthfulness, respectful attitude, and conduct toward others. Each individual associated with Campbellsville University is to perform his or her daily responsibilities mindful of the intent of the institutional mission statement and core values. Employees must be able to perform the essential functions of the position with or without reasonable accommodations.

**Mr. Benji Kelly, VP, Development**

**Job Description**

Area: President
Position: Vice President for Development
Status: Full-time, Exempt
Reports to: President

**Qualifications:**
• Candidate must possess technological expertise to lead the staff to use Blackbaud’s Razor Edge software and lead the staff in full utilization of the software.
• Must be personable, warm in personality and possess vision, energy and be highly organized.
• Should possess a master’s degree and have prior development experience.
• Candidate must support the Christian mission of the university and work comfortably with our Baptist Churches in Kentucky.
• Needs to be flexible in leadership style, yet able to accomplish the objectives of the development program.
• Must be able to complete all assignments as given by the president.

**Summary:**
The Vice President for Development is the chief development officer for the university and reports directly to the president. This individual is responsible for managing the people, the process, the budget, and the strategy of the development office of the university. This individual is expected to be keenly organized, who works with vision and energy to create a team
environment. The team environment must be both within the development office and across organizational lines with other colleagues and the faculty across campus. Special and functional relations must be maintained with all cabinet level officers but with special attention given to the relations with the Vice President for Communications, Vice president for Church and External relations, as well as the Athletic Director. Each of these three officers has some direct and indirect relationship with development.

**Specific Area Responsibilities:**
- Planned Giving
- Development Services
- Alumni and Foundation Relations
- Annual Giving
- Donor Relations
- Grants Writer and Prospect Researcher
- Perform duties as requested by the President

**Essential Responsibilities:**
- Working hours necessary to perform job requirements satisfactorily on a regular basis.
- Managing absences from work in responsible manner to ensure service to university faculty, staff and students.
- Complying with Campbellsville University policies and practices and seeking clarification of them when necessary.
- Honor the mission of Campbellsville University and abide by rules and regulations and Standards of Conduct outlined in the Administrative Policies and Procedures Manual.

The individual employee is expected to conduct him, or herself, both on campus and off, in a manner becoming an employee of a Christian institution, and the employee should uphold the highest standards of conduct in terms of honesty, truthfulness, respectful attitude, and conduct toward others. Each individual associated with Campbellsville University is to perform his or her daily responsibilities mindful of the intent of the institutional mission statement and core values. Employees must be able to perform the essential functions of the position with or without reasonable accommodations.

**Dr. Shane Garrison, VP, Enrollment Services**

**Job Description**
- Area: Enrollment
- Position: Vice President for Enrollment Services
- Status: Full-time
- Reports to: President of the University

**Summary**
The Vice President for Enrollment Services will (a) oversee all divisions of university enrollment including on campus, online, dual credit, regional, graduate and post-graduate (b) oversee digital and traditional marketing efforts and brand management, (c) oversee lead acquisition and prospect data management, and (d) coordinate with the Vice President of Academic Affairs and various academic deans in new program development.
Qualifications:

- Graduate degree required, preferably in Business, Management or Higher Education Leadership.
- Outstanding relational, communication, and organizational skills.
- Ability to cast vision, implement change, and modernize enrollment strategies.
- Minimum of five (5) years of experience in higher education administration.
- Experience as a faculty member preferred.

Responsibilities:

Essential duties and responsibilities include the following. Other duties may be assigned.

A. Recruitment and Enrollment
   Responsible for the recruitment and enrollment of all incoming students at Campbellsville University, including on campus, online, graduate, post-graduate, dual credit and degree completion students.

B. Enrollment Team Development
   Oversee staffing and leadership development of various directors within Enrollment Services such as on campus enrollment, online enrollment, marketing & operations. Provide additional leadership development with various regional enrollment directors, recruiters, and specialists. Provide leadership through the hiring, training, development, annual evaluation and on-going supervision of all Enrollment Services personnel.

C. Budget Administration
   Responsible for overseeing operating budget for marketing, enrollment, online education, and graduate education.

D. Marketing & Brand Management
   Responsible for the traditional and digital marketing efforts to secure inquiries, applicants and admitted students for all degree programs. The VP and Marketing Coordinator will work with University Communications to ensure the Campbellsville University brand is effectively communicated to prospective students via electronic and print strategy, communication funnels, social media and telemarketing.

E. Lead Acquisition & Data Management
   Oversee continuous lead acquisition and prospective student follow-up ensuring accuracy, efficiency, confidentiality, and the availability of data to appropriate staff.

F. Broader University Involvement
   - Serve as member of the Administrative Council.
   - Represent Enrollment on Academic Committee, Graduate Council, and Dean’s Council.
   - Retain faculty rank and teach adjunctively in the School of Theology.
   - Fulfill other duties as assigned by the President.

General Employee Responsibilities:

- Working hours necessary to perform job requirements satisfactorily on a regular basis.
- Managing absences from work in responsible manner to ensure service to university faculty, staff and students.
- Complying with Campbellsville University policies and practices and seeking clarification of them when necessary.
• Honor the mission of Campbellsville University and abide by rules and regulations and Standards of Conduct outlined in the Administrative Policies and Procedures Manual.

The individual employee is expected to conduct him, or herself, both on campus and off, in a manner becoming an employee of a Christian institution, and the employee should uphold the highest standards of conduct in terms of honesty, truthfulness, respectful attitude, and conduct toward others. Each individual associated with Campbellsville University is to perform his or her daily responsibilities mindful of the intent of the institutional mission statement and core values. Employees must be able to perform the essential functions of the position with or without reasonable accommodations.

Mr. Rusty Hollingsworth, VP, Athletics and Student Services
Job Description
Area: President
Position: Vice President for Student Services and Athletics
Status: Full-time, Exempt
Reports to: President

Qualifications:
• Bachelor degree required, Master degree preferred
• Previous experience in the role of Director of Athletics or Assistant Director of Athletics
• Previous experience in the role of Dean of Students or Student Services
• Experience in the management of an intercollegiate athletic program
• Knowledge of all applicable rules and guidelines for NAIA intercollegiate athletic programs
• Excellent communication skills, both verbal and written
• Excellent organizational skills
• Management experience
• Ability to work with coaches and athletes

Summary:
The VP for Student Services and Athletics is responsible for coordination, supervision, and assessment of the intercollegiate athletic program at Campbellsville University as well as the student services (life) activities and functions. The person reports directly to the president and works closely with all vice presidents, athletic director, and various deans and directors across the university. The vice-president serves at the pleasure of the president and provides timely reports and assessments concerning all work and activities within these two important areas of the university.

Specific Responsibilities:
• Support the mission of Campbellsville University in all aspects of the student services and athletic program.
• The Vice President for Student Services and Athletics leads and provides overall leadership and planning (both long-term and short-term) for the area of athletics and student services.
• Work to meet long-range athletic facility and student service’s needs.
• Promote the athletic programs and the University.
• Encourage community, alumni, and friends of the University in their involvement and support of our student and athletic programs.
• Maintain athletic programs as an integral part of the University.
• Strive to achieve program and student equity and diversity through housing, student activities and athletics.
• Operate the student services area and the athletic program in a financially responsible manner.
• Develop a foundation of financial support for the athletic program (Big Maroon Club).
• Ensure program compliance with University, conference, and national rules and regulations.
• Provide adequate performance grants for student-athletes.
• Provide academic support to encourage and enable student-athletes to succeed in the classroom.
• Perform duties as requested by supervisor.

Essential Responsibilities:
• Working hours necessary to perform job requirements satisfactorily on a regular basis.
• Managing absences from work in responsible manner to ensure service to university faculty, staff and students.
• Complying with Campbellsville University policies and practices and seeking clarification of them when necessary.
• Honor the mission of Campbellsville University and abide by rules and regulations and Standards of Conduct outlined in the Administrative Policies and Procedures Manual.

The individual employee is expected to conduct him, or herself, both on campus and off, in a manner becoming an employee of a Christian institution, and the employee should uphold the highest standards of conduct in terms of honesty, truthfulness, respectful attitude, and conduct toward others. Each individual associated with Campbellsville University is to perform his or her daily responsibilities mindful of the intent of the institutional mission statement and core values. Employees must be able to perform the essential functions of the position with or without reasonable accommodations.

(Senior Administration Vitaes are in Appendix 3.3.a).

Section 4: Curriculum, Academic Policies, and Standards Development

4.1 Academic Policies

All academic policies are listed in the faculty handbook pertaining to Curriculum, Academic Policies, and Standards Development. (Appendix 4.1.a for the Faculty Handbook - Curricular/Substantive Change Policy); (Appendix 4.1.b for the Academic Program Governance); (Appendix 4.1.c for the Curriculum Committee Policy); and (Appendix 4.1.d for the Campbellsville University Committees list for 2017-2018 listing the Curriculum Committee).
Campbellsville University has developed a program quality assurance process consisting of undergraduate to graduate programs. The processes include documentation and assessment review to determine the impact of programs and their components. The process includes in-class, online, hybrid, main campus and regional centers.

4.2 Student Feedback

Campbellsville University believes that student feedback is important to the quality and effectiveness of course/program delivery. Student Course Feedback (Course Assessment) survey results provide quantitative data that is analyzed annually and compared year to year.

The Academic Office administers the Student Course Evaluations on an annual basis. Terms of the evaluation are determined by the Vice President for Academic Affairs. (Student Survey Templates are in Appendix 4.2.a).

Where student feedback or performance are indicative of the need for support, academic advising and student success specialists are available to assist students. Academic advising is available to students through the services of faculty assigned an advising role. An array of services are available through Academic Support, including Tutoring, at www.campbellsville.edu/academic-support, Advising, Introductory Studies, Academic Coaches, Study Area, and Study Rooms as well as Computer Lab and Laptop Computers. These services are available on the main campus in the Badgett Academic Support Center and at regional centers.

4.3 Campbellsville University Program Offerings:

Certificates:
- Christian Ministry
- English as a Second Language
- Music
- Teaching English as a Foreign Language
- Phlebotomy
- Medical Assisting
- Pharmacy Technician
- Certified Professional Coding
- SRNA

Associate Degrees:
- Accounting
- Business Administration
- Business Information Technology
- Christian Studies
- Computer Science
- Criminal Justice
- Early Childhood Education

Bachelor’s Degrees:
- Accounting
- Art
- Biblical studies
- Biology
- Broadcast and Digital Media
- Business Administration
- Business Information Technology
- Chemistry
- Christian Missions
- Computer Information Systems
- Criminal Justice
- Early Childhood Education
- Economics
- Education
- Educational Ministries
- English
- Entrepreneurship
Curriculum for each degree is listed in the Campbellsville University Undergraduate and Graduate Catalogs, accessed at https://www.campbellsville.edu/academics/academic-affairs/catalogs/.

4.4 Campbellsville University Tuition

Campbellsville University will be offering the Masters of Business Administration in Williamson, WV. Campbellsville University's online MBA prepares students for leadership roles as an executive or manager, helping companies prepare for and solve the complex business challenges of tomorrow.

Ranked 4th Most Affordable Among Christian Colleges in U.S.

Program Details
Course Length: **8 weeks**
Estimated Length: **2 Years**
Credit Hours: **36**
Cost Per Credit Hour: **$479**

MBA Overview
Campbellsville University’s MBA program teaches advanced strategies and techniques used in foundational business areas. Graduates of the MBA program will be able to integrate Christian
values into their business practice and understand how technology plays a key role in decision making, allowing them to succeed in their careers and move up the job ladder.

As an online MBA student, they will learn to excel in the ever-changing business management world. The student will acquire the leadership skills necessary to move up into managerial positions and gain an understanding of the advanced business concepts that are utilized daily in the office. The student will also get insight into the trends that change the economy, along with information that can be immediately applied to their career.

Campbellsville University offers seven MBA concentrations, which all are taught by faculty members who have real-world experience in the business world. These fields include accounting, human resource management, marketing, information technology, international business, healthcare management and church management.

For example, students taking the online MBA to go into accounting can prepare to take the CPA exam while learning the fundamental accounting principles and ethics. Students going into human resource management will understand how to better manage a modern workforce and how to deal with complex issues such as compensation and benefits.

Campbellsville’s online MBA programs are accredited by the International Assembly of Collegiate Business Education (IACBE) as well as the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

For additional information about our other MBA concentrations, view the pages below.

Online MBA Concentrations
- MBA Accounting
- MBA Church Management
- MBA Healthcare Management
- MBA HR Management
- MBA Information Technology
- MBA International Business
- MBA Marketing

For more information on Program Tuition, please go to www.campbellsville.edu

Section 5: Faculty Credentials

With more than 68% terminally degreed faculty in the Campbellsville University School of Business, Economics and Technology, the SBET is specifying an elect number of faculty to the Williamson, West Virginia location. A listing of faculty along with credentials in included in this portion of the application.

5.1 Curriculum Vitae Release

Campbellsville University confirms and attests that the following statement is true: “The organization has on file and available for inspection, from all faculty and staff whose curriculum
vitae (CV) are included in this submission, signatures that attest to the truthfulness and completeness of the information contained in the CV and agreeing to the inclusion of their CV in any documents/web sites associated with the submission, review, and final status of the program application."

5.2 Curriculum Vitae of Faculty Assigned to Program

The goal of the Master of Business Administration (MBA) degree is to prepare students for a leadership role in a rapidly changing global marketplace of constantly advancing technology. The MBA Program prepares students to be financially and socially responsible by integrating a thorough foundation in the basic functional areas of business with Christian values and an understanding of the role of technology in business decision-making. (Faculty Curriculum Vitaes are in Appendix 5.2.a)

Faculty assigned to the Master of Business Administration (MBA) degree:

1. **Dr. Karen Rush**, Associate Professor of Business, Ph.D. Northcentral University
2. **Dr. Bill Adams**, Associate Professor of Business, Ph.D. Capella University
3. **Dr. Pat Cowherd**, Professor of Business/Dean, Ph.D. Nova Southeastern University
4. **Dr. Amanda Ewing**, Assistant Professor of Business, D.B.A. Northcentral University

Faculty assigned to the Bachelor of Science in Business Administration with Emphasis in Business Information Technology:

1. **Mrs. Chrys Hines**, Assistant Professor of Business Information Technology, ABD Nova Southeastern University and MBA from Campbellsville University
2. **Dr. Thomas Jeffrey**, Associate Professor of Business, Ph.D. Virginia Polytechnic Institute and State University

The mission of the School of Business, Economics, and Technology is to prepare undergraduate and graduate level students for careers in business, economics, and technology by emphasizing Christian ethics and business leadership. The School of Business, Economics, and Technology will provide a broad business education in accounting, business information technology, business administration, computer information systems, economics, entrepreneurship, healthcare management, human resource management, management, and marketing; emphasize communication and technology skills throughout the programs; and produce graduates with skills necessary to attain business employment in the fields of specialization, related fields, or to enter graduate schools.

The School of Business, Economics, and Technology offers several undergraduate and graduate degree programs. Students receive a quality education that helps develop their leadership and communication skills as well as equip them with the knowledge they need to succeed in their chosen career field. The Campbellsville University SBET programs have doctoral-qualified faculty. The majority of faculty members have professional work experience which gives them a diversity of experience. Several of the business programs are internationally accredited by the
Section 6: Ethical Conduct

6.1 Ethical Narrative

Campbellsville University is rooted in a Judeo-Christian western world view with the highest focus on ethical conduct.

In compliance with federal law, including provisions of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973. Campbellsville University does not illegally discriminate on the basis of race, gender, color, national or ethnic origin, age, disability, or military service in its administration of education policies programs, or activities; admission policies; or employment. Under Federal and Kentucky law, the University may make certain policy and employment decisions based in part on its religious beliefs in order to fulfill its purpose as a Christian institution.

No family member may be directly supervised by another family member without the written permission of the President. A family member is not permitted to initiate nor participate in institutional decisions involving direct benefits (initial appointment, retention, promotion, salary, leave of absence) to members of the immediate family. In addition, a family member is not permitted to participate in the evaluation of another family member.

For the purpose of this policy, a family member is defined as parent, spouse, child, or sibling, and to the same affinity by marriage.

Section: Personnel

Subject: Compliance and Ethics Program

Effective Date: August 2017

I. Statement of Policy of Compliance – It is the policy of the Board of Trustees of Campbellsville University (“University”) that all of the University’s programs be operated in an ethical manner, which complies with both the spirit and the letter of the statutes and regulations, which govern those programs. To promote ethical behavior, the Board has previously adopted the Standards of Conduct for University employees, a copy of which, is attached as (Appendix 6.1.a). The Board reaffirms those ethical standards. However, the Board acknowledges that as the governing body of the corporate entity, it is ultimately responsible for ensuring that the institution is operated not only ethically, but also in a legally compliant matter. The day-to-day responsibility for the compliant operations of the University rests with the President, the faculty, and the staff of the institution. The Board adopts this Compliance and Ethics Program for the following purposes:

a. To maintain and enhance the existing culture of high ethical standards and compliance at the University;
b. To facilitate the efforts of the President, faculty, and staff to continue to operate in a fashion consistent with the Board’s stated policy of compliance;

c. To ensure that the Board is aware of ongoing compliance efforts and of the resources needed to maintain legally compliant operations; and

d. To enable the Board to more fully discharge its fiduciary duties to the citizens of Kentucky who have entrusted the assets of the University to the Board’s care.

II. Elements of the University Compliance and Ethics Program

a. Standards and Procedures to Prevent and Detect Non-Compliant Conduct – To prevent and detect non-compliant conduct, the Compliance Committee shall identify each statute and regulation with which the University must comply. For each such statute or regulation, the Compliance Committee shall maintain a list detailing:

i. The person primarily responsible for assuring compliance under the statute or regulation.

ii. The specific compliance obligations imposed on the University as a result of the statute or regulation.

iii. When applicable, the dates on which those compliance obligations must be implemented.

iv. A list of human, financial, or other resources necessary to achieve compliance.

v. A list of any current impediments to achieving full compliance, which need to be addressed by the institution.

vi. Recommendations for alleviating any such impediments.

b. Oversight of the Compliance and Ethics Program

i. Board Oversight – The President and/or the University Compliance Officer shall routinely report to the Board as to

1. The status of ongoing compliance efforts,
2. The resources necessary to achieve compliance, and
3. Any current impediments to achieving full compliance and recommendations for alleviating those impediments.

ii. Senior-Level Administrative Oversight – The President and the vice presidents shall have primary administrative oversight of the Compliance and Ethics Program. It shall be the responsibility of the President and the vice presidents to ensure the effectiveness of the Compliance and Ethics Program. The Vice President for Finance and Administration shall have overall responsibility for the Compliance and Ethics Program.

iii. University Compliance Officer – The day-to-day compliance efforts shall be overseen by the University Compliance Officer whose duties shall include:
1. Convening regular meetings of the Compliance Committee;
2. Coordination of training programs necessary to achieve compliant conduct; and
3. Reporting regularly to the President, vice presidents and trustees as to the current state of campus compliance efforts and of the implementation of the Board’s Compliance and Ethics Program.

c. **Exclusion of Individuals with a History of Non-Compliant Conduct** – The President and vice presidents shall ensure that:

   i. Individuals with a history of non-compliant behavior in a particular area not be hired to perform any duties in that area; and

   ii. Individuals with a history of non-compliant behavior in two or more areas not be hired by Campbellsville University in any capacity.

d. **Compliance Training Programs** – The University Compliance Officer, in cooperation with the Compliance Committee, shall identify the training programs, which are necessary for the implementation of this Compliance and Ethics Program. The University Compliance Officer shall report the results of this training needs assessment to the President and vice presidents no later than December 15 of each year so that the funds necessary to support such training can be integrated into the institution’s operating budget.

e. **Monitoring, Evaluation, and Reporting Mechanisms** – The University has implemented the Whistleblower Policy. See below excerpt from the University Policies and Procedures Manuel. When the University receives reports of non-compliant or unethical behavior, the University Compliance Officer shall coordinate the investigation of such reports to ascertain whether non-compliant or unethical conduct has occurred and to determine what remedial steps may be appropriate to address such conduct. Each year, the University Compliance Office shall assess whether:

   i. Members of the University community are following the Compliance and Ethics Program and whether the Compliance and Ethics Program is effectively monitoring and auditing to detect non-compliant or unethical conduct;

   ii. The Compliance and Ethics Program is, overall, effectively achieving the Board’s stated policies of compliant and ethical conduct; and

   iii. The Whistleblower Policy has been adequately publicized and has served as an effective means by which members of the University community can confidentially report or seek guidance regarding potential or actual non-compliant or unethical conduct without fear of retaliation.
Whistleblower Policy

A whistleblower policy creates a mechanism by which an employee can report either a known or a suspected violation of policy or law without fear of retaliation. It also provides a means by which trustees and officers can protect Campbellsville University (the “University”) by addressing problems which otherwise might not come to their attention. This policy is a key part of the University’s Compliance and Ethics Program.

General

The Standards of Conduct and the Compliance and Ethics Program require employees to observe high standards of business and personal ethics in the conduct of their duties and responsibilities. Employees and all representatives of the organization must practice honesty and integrity in fulfilling their responsibilities and comply with all applicable laws and regulations.

The objectives of the Whistleblower Policy are to establish policies and procedures for the following:

- The submission of concerns regarding conduct by employees which may be in violation of the Standards of Conduct or any applicable statute or regulation on a confidential and anonymous basis.
- The receipt, retention, and treatment of complaints received by the organization regarding any potential violation of the Standards of Conduct or any applicable statute or regulation.
- The protection of employees reporting concerns from retaliatory actions

Employees’ Good Faith Reporting Responsibility

Each employee has an obligation to report in accordance with this whistleblower policy any potential violation of the Standards of Conduct or any applicable statute or regulation. Anyone reporting a concern must act in good faith and have reasonable grounds for believing the information disclosed indicates a potential violation of the Standards of Conduct or any applicable statute or regulation. The act of making allegations that prove to be unsubstantiated, and that prove to have been made maliciously, recklessly, or with the foreknowledge that the allegations are false, will be viewed as a serious disciplinary offense. It may also result in discipline, up to and including, termination of employment. Such conduct may also give rise to other actions, including civil lawsuits.

Confidentiality

Reports of concerns, and investigation pertaining thereto, shall be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation. Disclosure of reports of concerns to individuals not involved in the investigation will be viewed as a serious disciplinary
offense and may result in discipline, up to and including termination of employment. Such conduct may also give rise to other actions, including civil lawsuits.

No Retaliation

This whistleblower policy is intended to encourage and enable employees to raise concerns within the organization for investigation and appropriate action. With this goal in mind, no employee who, in good faith, reports a concern shall be subject to retaliation or adverse employment consequences. Moreover, an employee who retaliates against someone who has reported a concern in good faith is subject to discipline up to and including dismissal from the volunteer position or termination of employment.

Encouragement of Reporting

The organization encourages complaints, reports, or inquiries about any potential violation of the Standards of Conduct or any applicable statute or regulation by the organization itself, by its leadership, or by others on its behalf. Appropriate subjects to raise under this policy would include financial improprieties, accounting or audit matters, ethical violations, or other similar illegal or improper practices or policies. This policy is not intended to provide a means of appeal from outcomes in other mechanisms.

If possible, an employee should first discuss a concern with the employee’s immediate supervisor. If, after speaking with the employee’s supervisor, the employee continues to have reasonable grounds to believe the concern is valid, the employee should report the concern to the director of human resources. However, if the individual is uncomfortable speaking with his or her supervisor, or if the supervisor is a subject of the concern, the employee should report the concern directly to the director of human resources or to the University Compliance Officer (“UCO”).

If the concern was reported verbally to the director of human resources, the reporting individual, with assistance from the director of human resources, shall reduce the concern to writing. The director of human resources is required to promptly report the concern to the UCO, who has specific and exclusive responsibility to investigate all concerns. If the director of human resources, for any reason, does not promptly forward the concern to the UCO, the reporting individual should directly report the concern to the UCO. Concerns may also be submitted anonymously. Such anonymous concerns should be in writing and sent directly to the UCO.

Handling of Reported Violations

The UCO shall address all reported concerns. The UCO will notify the sender and acknowledge receipt of the concern within five business days, if possible. It will not be possible to acknowledge receipt of anonymously submitted concerns. The UCO may be contacted as follows: UCO Name: Terry VanMeter UCO Campus Address: Administration Building Room 8 UCO Office Phone: 270-789-5016 UCO Email: twvanmeter@campbellsville.edu
If the UCO is unavailable for any reason, employees may direct concerns to the chair of the audit committee of the Board of Trustees.

All reports will be promptly investigated by the UCO, and appropriate corrective action will be recommended to the president or the audit committee of the board of directors, if warranted by the investigation. When possible, the UCO should advise the employee who reported the concern of how the concern was addressed. The UCO has the authority to retain outside legal counsel, accountants, private investigators, or other resource deemed necessary to conduct a full and complete investigation of the allegations.

f. Incentives and Disciplinary Measures – The President and vice presidents shall take such steps as are appropriate to include compliant and ethical behavior as a part of the annual employee review and compensation process. In addition, the President and vice presidents shall make non-compliant or unethical behavior a basis for faculty and staff discipline.

g. Responding to and Prevention of Future Non-Compliant or Unethical Conduct – The President and the vice presidents shall promptly respond to non-compliant or unethical behavior by taking appropriate steps to eliminate the non-compliant or unethical behavior and to prevent its recurrence in the future.

III. The University Compliance Committee

a. Mission – The mission of the University Compliance Committee will be to provide the University Compliance Officer, the President, and the Board of Trustees with:

i. Regular reports as to the status of current compliance efforts on campus;
ii. Lists detailing the information set forth in Section II.a. above; and
iii. Periodic recommendations about compliance activities which the University should undertake to achieve the institution’s goals as set forth in both Compliance Policy and the Compliance and Ethics Program.

b. Membership – The University Compliance Officer shall convene and chair the Compliance Committee meetings at least quarterly. Members of the Compliance Committee shall consist of individuals with primary responsibility for the following areas:

i. Title VII  
ii. ADA  
iii. Title IX  
iv. FERPA  
v. Athletics  
vi. Housing  
vii. Title IV  
viii. Title VI  
ix. SACSCOC Liaison  
x. Clery  
xi. Federal and State Taxation  

xii. Age Discrimination  
xiii. Standards for Safeguarding Customer Information  
xiv. Drug-Free Workplace Act  
xv. Drug-Free Schools and Communities Act  
xvi. FLSA  
xvii. Immigration  
xviii. ERISA  
xix. COBRA
An employee of Campbellsville University is expected to honor the mission, core values, and overall objectives of the institution and abide by the rules, regulations, and Standards of Conduct contained in this document.

Each employee represents the University both on and off the job. The image one portrays is a label for all persons – students, colleagues, administration, alumni, visitors, or townspeople. Therefore, certain standards of performance and conduct must be maintained in any work group. Basic values, such as honesty, integrity, cooperation, promptness, and dependability, are required of the employee and are evaluated in the annual employee performance review. An employee of Campbellsville University is expected to participate in the life of a local church in keeping with the spirit of the institutional mission statement and core values.

The individual employee is expected to conduct him, or herself, both on campus and off, in a manner becoming an employee of a Christian institution, and the employee should uphold the highest standards of conduct in terms of honesty, truthfulness, respectful attitude, and conduct toward others. Each individual associated with Campbellsville University is to perform his or her daily responsibilities mindful of the intent of the institutional mission statement and core values as listed above.

Causes for termination include, but are not limited to, the following breaches of the standards of conduct:
1. Unheeded reprimands
2. Gross neglect of work or duty
3. Indecent conduct
4. Acts that jeopardize the safety of others
5. Alcohol or drug abuse
6. Insubordination
7. Theft or dishonesty
8. Property damage
9. Absenteeism and/or lateness
10. Incompetency
11. Sexual harassment

6.2 Ethical Conduct Statement

Section 5. Integrity
Integrity, essential to the purpose of higher education, functions as the basic contract defining relationship between Campbellsville University and all of its constituencies, including faculty, staff, students, alumni, accreditors, and the communities in which it operates. Consistent with its Christian heritage and the obligation imposed by SACSCOC Standard 1.1, the Board of Trustees expects integrity to govern the operation of Campbellsville University and for the faculty and staff to make reasonable and responsible decisions consistent with the spirit of integrity in all matters. ¹

Section 6. Compliance

It is the Board’s intent to ensure that the University is operated in an ethical manner consistent with both the letter and the spirit of all of its obligations under federal, state, and local law. The Board shall adopt such standards of conduct for its employees and such policies as may be necessary to assist the President, the faculty, and the staff to operate in compliance with all legal obligations.

6.3 Non Discrimination Policy

Equality Opportunity

In compliance with federal law, including provisions of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, Campbellsville University does not illegally discriminate on the basis of race, gender, color, national or ethnic origin, age, disability, or military service in its administration of education policies, programs, or activities; admissions policies; or employment. Under federal law, the University may discriminate on the basis of religion in order to fulfill its purposes. Inquiries or complaints should be directed to Director of Personnel Services, Campbellsville University, UPO Box 944, 1 University Drive, Campbellsville, KY 42718.

Compliance with the Rehabilitation Act and Americans with Disabilities Act

No qualified individual with a documented disability shall be excluded from participation in, denied benefits of, or otherwise subjected to discrimination in any of Campbellsville University’s programs, courses, services and/or activities in compliance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Requests for reasonable accommodations in programs, courses, services and/or activities requires current (i.e. within three years) documentation of the disability after acceptance to the University and before registration.

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If a student has a documented disability or condition of this nature, he or she may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at (270) 789-5450 to inquire about services or to schedule an appointment.

Section 7: Academic Freedom and Integrity

7.1 Academic Freedom

All members of the Faculty are entitled to academic freedom as suggested by the Statement of Principles on Academic Freedom and Tenure of the Association of American Colleges and the American Associations of University Professors. While the University’s policies may be similar to policies suggested by AAUP, the University does not adopt the AAUP’s statements as its own.
Neither is the University’s statement necessarily to be interpreted by the definitions and interpretations, which AAUP applies to its own statements.

Specifically, members of the Campbellsville University Faculty 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. Such limitations as implemented will have input from appropriate faculty and staff sources.

Members of the Campbellsville University Faculty 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 or conflicts with the mission and goals of the institution.

Limitations of academic freedom because of religious or other aims of the institution will be clearly stated in writing at the time of appointment.

The Campbellsville University Faculty 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.

**DISMISSAL:**

*Section: Academic Policies and Procedures*

*Subject: Termination of Appointment*

*Approved By: Board of Trustees*

*Effective Date: March 5, 1992*

*Revised Date: August 21, 1998; April 26, 2005; April 23, 2013*

**TERMINATION BY THE FACULTY MEMBER**

A Faculty member may terminate his/her appointment effective at the end of an academic year, provided that written notice is given at the earliest possible opportunity, but no later than May 1, or thirty (30) days after receiving notification of the terms of his/her appointment for the coming year, whichever date occurs later. If the faculty member does not return acceptance within thirty (30) days after receiving notification, contract is considered null and void.

**TERMINATION BY THE UNIVERSITY**

A. Termination of an appointment with continuous tenure, or of a special or probationary
appointment before the end of the specified term, may be effected by the University on the
grounds of immorality, negligence to duty, professional incompetence, contract violation or
insubordination. Termination will be pursuant to the procedures specified in Dismissal
Procedures.

B. Where termination of an appointment is based upon financial exigency, bona fide
discontinuance or reduction of a program or department of instruction, action will be pursuant
to the procedures specified in the section titled Reduction in Force of the ADMINISTRATIVE
POLICIES AND PROCEDURES MANUAL.

DISMISSAL PROCEDURES

A. Adequate cause for dismissal will be related, directly and substantially, to the fitness of the
faculty member in the professional capacity as a teacher and/or researcher within the
philosophy, purposes, and policies of the University. Dismissal will not be used to restrain
faculty members in their exercise of academic freedom, and responsibilities as specified by
the laws of the United States of America.

B. Dismissal of a faculty member with continuous tenure, or with a special or probationary
appointment before the end of the specified term, will be preceded by:
   a. Discussions between the faculty member and appropriate administrative officers looking
toward a mutual settlement;
   b. Informal inquiry by the Promotion and Tenure Committee as appointed by the President
      which may, failing to effect an adjustment, determine whether in its opinion dismissal
      proceedings should be undertaken without its opinion being binding upon the President;
   c. A statement of charges, framed with reasonable particularity by the President or the
      President’s delegate.

TENURE:
The Purpose of Tenure

The Board of Trustees of Campbellsville University grants academic tenure to a member of
the Faculty for three reasons:

1. To create an atmosphere favorable to academic freedom and responsibility as defined
   in the statement of policy on freedoms, rights, and responsibilities so that society as
   well as the individual will benefit;
2. To provide the Faculty member a reasonable expectation of security so that the
   University may attract and retain quality professional men and women;
3. To promote institutional stability by creating a Faculty with a strong, long-term
   commitment to Campbellsville University.

The awarding of academic tenure is an action with legal, societal, and ethical implications.
Academic tenure may be granted only by formal action of the Board of Trustees upon recommendation of the President. The recommendation for tenure will be a deliberate and thoroughly considered act. (Faculty Handbook).

7.2 Academic Honesty

Academic dishonesty includes cheating, plagiarism, and giving help on an examination or paper when it is expressly forbidden by the instructor, and any other practices, which demonstrate a lack of academic integrity. Cheating occurs any time a student uses deception in order to avoid fulfilling the specific requirements of an assignment or course and/or in order to avoid to receive a higher grade than he/she might otherwise receive. Plagiarism occurs when a student appropriates passages or ideas from someone else’s writing into his/her own without providing proper documentation and/or without using quotation marks to indicate when he/she is directly quoting from a source. It is the responsibility of the student to know and adhere to principles of academic honesty. Burden of proof in cases of cheating and/or plagiarism rests with the instructor.

A student may be given a failing grade in any course in which he/she has engaged in academic dishonesty. Repeated offenses may lead to further disciplinary action or dismissal from the University. It is the responsibility of the instructor to take necessary precautions to prevent the unauthorized circulation of examination materials and to exercise reasonable watchfulness to prevent cheating on examinations.

PLAGIARISM:

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A student may be given a failing grade in any course in which he/she has engaged in academic dishonesty. Repeated offenses may lead to further disciplinary action or dismissal from the University. It is the responsibility of the instructor to take necessary precautions to prevent the
unauthorized circulation of examination materials and to exercise reasonable watchfulness to prevent cheating on examinations. Cases of plagiarism and other cheating should be reported to the Vice President for Academic Affairs.

7.3 Ownership of Intellectual Property

University employees are encouraged to publish, copyright, invent, and patent materials / objects of their own creation that will contribute to the advancement of knowledge. The University shall encourage this and shall protect the interest of its personnel in relation to disclosure of scientific and technological developments, including inventions, discoveries, trade secrets, computer software, and original works and ideas which may have monetary value. The University shall ensure that public and University funds and property are not used for personal gain. The author, creator, or inventor is free to benefit from royalties and monies accruing from such publication or invention subject to the following guidelines:

1. All classes of intellectual property, scientific and technological developments, materials or objects created on the employee's own time, and without the use of University facilities, equipment, materials, or support, shall be the sole property of the creator.

2. Materials or objects created by employees at University expense or on University equipment shall be the property of the University. The University, in return for unrestricted license to use and reproduce original work without royalty payment, shall transfer to the creator of that work full ownership of any present or subsequent copyright/patent in accordance with the following paragraph.

3. In the event that materials or objects are sold to entities outside the University, all income shall go to the University until all developmental expenditures incurred by the University for that project, including stipends paid to the developer (over and above contract salary), prorated support, staff salaries, supplies, and other expenses related to the creation of the materials or objects, are recovered. Thereafter, all remuneration as a result of copyright publication or patented sale shall go to the creator(s) of the materials or objects.

4. The University shall ensure equity and management participation on the part of the inventor or inventors in business entities that utilize technology created at the institution of higher education.

5. No University employee shall realize a profit from materials sold exclusively to Campbellsville University students.

6. When instructional material developed by the faculty is sold in the Bookstore for a profit, the publisher of the material must be approved by the Administrative Council.

7. All projects funded by the Appalachian College Association (ACA) will conform to the ACA Intellectual Property Policy, namely, “to encourage proposals and practices that promise to yield products for a broad public use and to discourage those that involve or
promote proprietary interest except to the extent that a charitable end may also be served.”

All products developed with ACA funds shall remain the property of Campbellsville University and ACA or if other colleges or universities are involved in the project, ACA shall retain ownership.

Any University employee who intends to create materials or objects developed wholly or partially using University time, equipment, materials, or facilities, and who intends to copyright, patent, or otherwise merchandise those materials or objects will inform the University President through the appropriate Vice President of that intent. The University will initiate an institutional review of scientific and technological disclosures, including consideration of ownership and appropriate legal protection. The President reserves the right to have final approval of the outcome of the review prior to initiation of any work which involves use of University resources.

No properties are excluded from consideration under this policy. Licensing authority shall rest with the Board.

Personnel of divisions or units whose function is to produce educational materials may not realize a profit from the sale of those materials. In the case of materials produced exclusively by these units, copyright will be held by Campbellsville University. Materials produced under an externally funded grant will be guided by the terms of the grant.

An inventor is not granted any right to share in equity resulting from his or her invention and is not granted any right to participate in the management of a business related to the development of his or her intellectual property.

7.4 Copyright Law

Pursuant to the Digital Millennium Copyright Act, which recently amended federal copyright law, the University is adopting a policy under which the computer accounts of users will be terminated if they infringe the copyrighted works of others.

Policy Statement

Compliance with the Digital Millennium Copyright Act applies to all users of the University’s information technology resources, including but not limited to students, faculty, and staff. Users of Campbellsville University’s technology resources are required to respect the legal protection provided by federal copyright law.

“Copyright” is legal protection for creative intellectual works, which includes but is not limited to text (email and Web information), graphics, art, photographs, music, and software. Copying, distributing, downloading, and uploading information on the Internet may infringe the copyright for that information. Violations of copyright law that occur on or over the University’s networks or other information technology resources may create liability for the University as well as the computer user.

If the University is notified of claimed copyright infringement, it will contact the user who is infringing on the copyright and request the user to remove the infringing material. Users who are
Copyright violations will be dealt with according to procedures detailed in the discipline policy. Student violations will be referred to the Dean of Students.

Section 8: Student Protection

8.1 Protection Narrative

In compliance with federal law, including provisions of Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, Campbellsville University does not illegally discriminate on the basis of race, gender, color, national or ethnic origin, age, disability, or military service in its administration of education policies, programs, or activities; admissions policies; or employment. Under federal law, the University may discriminate on the basis of religion in order to fulfill its purposes. Inquiries or complaints should be directed to Director of Personnel Services, Campbellsville University, UPO Box 944, 1 University Drive, Campbellsville, KY 42718.

No qualified individual with a documented disability shall be excluded from participation in, denied benefits of, or otherwise subjected to discrimination in any of Campbellsville University’s programs, courses, services and/or activities in compliance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Requests for reasonable accommodations in programs, courses, services and/or activities requires current (i.e. within three years) documentation of the disability after acceptance to the University and before registration.

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions.

The diversity mission of Campbellsville University is to foster awareness and understanding of diverse perspectives across all aspects of the institution vital to education, while affirming the dignity, value, and uniqueness of each individual regardless of personal differences. In this 21st Century, the commitment to diversity strengthens students and the broader community towards diverse citizenship, a pluralistic society, and global economy. Campbellsville University embraces diversity as integral to a caring, Christ-centered community of learners.

8.2 Rehabilitation Act and Americans with Disabilities Act

No qualified individual with a documented disability shall be excluded from participation in, denied benefits of, or otherwise subjected to discrimination in any of Campbellsville University’s programs, courses, services and/or activities in compliance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Requests for reasonable accommodations in programs, courses, services and/or activities requires current (i.e. within
three years) documentation of the disability after acceptance to the University and before registration.

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If a student has a documented disability or condition of this nature, he or she may be eligible for disability services.

Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at (270) 789-5450 to inquire about services or to schedule an appointment.

8.3 Title IX

The School prohibits all forms of sexual discrimination, including sexual misconduct. The School is committed to addressing sexual misconduct in a manner consistent with applicable law. A notice of the School’s policy of nondiscrimination shall be widely disseminated on the School’s campus to students, employees, applicants for admission and applications for employment. The notice shall specifically state that (a) the School does not discriminate on the basis of sex in its education programs and activities, (b) the School is required by Title IX not to discriminate in such a manner, and (c) questions concerning Title IX may be referred to the School’s Title IX Coordinator or to the Office of Civil Rights at the United States Department of Education. The notice of non-discrimination shall state the name or title, office address, telephone number and email address of the School’s Title IX Coordinator. Specifically, it is the policy of the School that designated staff members take immediate and appropriate steps to investigate or otherwise determine what happened when the School knows or reasonably should know of possible sexual misconduct. When sexual misconduct is determined to have occurred, the School shall take prompt and effective steps reasonably calculated to end the sexual misconduct, eliminate the hostile environment, prevent its recurrence, and, as appropriate, remedy its effects. All complaints shall be processed in accordance with the procedures established in this policy. It is also the policy of the School to protect any student filing a complaint alleging sexual misconduct and to ensure the student’s safety as necessary, including taking interim steps to protect the student prior to the final outcome of any investigation. It is the School’s duty under Title IX to resolve complaints promptly and equitably and to provide a safe and nondiscriminatory environment for all students, free from sexual harassment and sexual misconduct. This duty also applies to complaints involving parties of the same sex, and it requires the School to use the same procedures and standards used in all complaints involving sexual misconduct. Inappropriate conduct by School personnel toward students is prohibited, and School policies shall identify procedures for identifying and responding to inappropriate conduct by School personnel. (See Appendix A for Title IX Sexual Misconduct Grievance Procedure Policy)

8.4 Statement of Student Rights

Any student who has been charged with a value violation and thus alleged to be involved in an inappropriate behavior is guaranteed the following rights in order to insure fundamental fairness:
Each student has the right to:

1. Be informed in writing of the specific value violation and inappropriate behavior in which the student is suspected of involvement, and informed that the judicial process is stated in the Campbellsville University Student Handbook;

2. Have a member of the student body of Campbellsville University act as an advisor or support person for the accused student from initial notification through the completion of the judicial process;

3. Remain silent when being questioned by the individual or individuals investigating the case;

4. Know the nature of the evidence against the accused and to be able to question all witnesses involved in the case, except in cases that may jeopardize the student’s position such as harassment and sexual misconduct;

5. Offer a defense by presenting material and/or witnesses on behalf of the accused student;

6. Be heard in person by an impartial body before a decision is made regarding the case;

7. Be present throughout all judicial proceedings, concerning the particular case except the deliberation process of the hearing body;

8. Be informed both orally and in writing of the results of the hearing;

9. Appeal any decision made and/or action taken by any individual or hearing body within the judicial process.

The sole purpose of the judicial process is to continue to ensure that each student is guaranteed the fundamental fairness he or she deserves. All phases of the judicial process must be conducted in a timely manner. The rights of the individual are paramount to the judicial system. At no time, therefore, shall the judicial policies and procedures of Campbellsville University violate the rights of the student guaranteed by the Student Rights Statement of the Judicial Policies and Procedures.

Steps in the Judicial Process

1. The judicial process begins with any member of the administration, faculty, staff or student body of Campbellsville University filing a complaint with either a Residence Hall Director or the Office of Student Services.

2. The complaint is then investigated fully by the Office of Student Services. The investigation process must be conducted in a discreet and professional manner, guided always by the principle that the student is innocent until proven guilty.

3. If the investigating party believes that there is substantial evidence to support the accusation,
the student accused schedules a time to meet with the Dean of Student Services or designated Student Services staff. The student will be given a chance to defend his/her actions and if found guilty - they will be given their sanctions according to the Student Handbook.

4. The student in violation will be notified of the place, date, and time of their meeting with the Dean of Students or designated Student Services staff at least 24 hours in advance. It is then the student’s responsibility to prepare his/her defense. The student can/should exercise those rights guaranteed by the Judicial Policies and Procedures concerning the judicial process.

5. Based on the seriousness of the violation, major offenses that would call for an appearance Before the Judicial Council, the accused student may waive this appearance by signing a waiver and admission of guilt before the Dean of Student Services or designated Student Services staff, thereby agreeing to accept the sanctions for the violation as issued by the Office of Student Services. This waiver is subject to the approval of the Dean of Student Services.

6. The ruling of the Judicial Council will be made in private with council members only. The decision after deliberation will be given in the presence of the accused student, the investigating party and Dean of Student Services or designated Student Services staff.

7. Once the case is heard, the student must either be found innocent or guilty of the charge. If the student is found innocent, then all charges are dropped and the student shall be vindicated. If the student is found guilty, the hearing body imposes the sanctions for violation(s) and the student is notified both orally and in writing of these sanctions. Those cases in which the student is found guilty and sanctions are applied are turned over to the Dean of Student Services or designated Student Services staff to oversee the implementation of the sanctions.

Section 9: Student Support and Library Services

CU is an institution of 13,000+ students with a full array of academic and student services support that allows it to deliver programs to students on the main campus in Campbellsville, KY, USA, as well as its multiple regional centers and instructional sites across the U.S. A full service university outreach organizational structure replicates the main campus support for KY centers in Louisville (2), Hodgenville, Harrodsburg, Somerset and Liberty. Instructional sites outside the Commonwealth of Kentucky include: Costa Mesa, and San Francisco Bay Area in California. Augmenting these face/face locations, the university has a full-service online component that serves more than 1,200 fully online students.

9.1 Student Services

The Office of Student Services is located at 101 University Drive, across the street from the main campus entrance. The staff consists of the Dean of Students, Director of Residence Life, nine residence hall directors, Director of Campus Safety and Security, four full-time and two part-time Campus Safety Officers, the Director of Student Activities, the Campus Nurse, Coordinator of Summer Camps and Conferences, E. Bruce Heilman Coordinator, Director of Campus
Ministries, Director of Counseling Services, Clinical Counselor/New Student Orientation Coordinator and Secretary to the Dean of Students.
The Office of Student Services staff attempt to facilitate new student’s adjustment to the University environment. The responsibilities of developing the student begins once a student is admitted to Campbellsville University. The registration/orientation sessions held in spring and summer, as well as at the beginning of the semester, serve to acquaint new students with the campus and university life.

The Office of Student Services works together with the academic personnel to provide not only a strong knowledge base, but opportunities for personal growth and development of our students. A major part of the educational process is learning about self and how to relate to others. With this philosophy, the Office of Student Services provides services to students to enhance the uniqueness of each individual in his/her developmental process, whether on the main campus, fully online, or at a regional center. A full list of services is available in the CU Undergraduate and Graduate Catalog on the website at [https://www.campbellsville.edu/academics/academic-affairs/catalogs/](https://www.campbellsville.edu/academics/academic-affairs/catalogs/)

Academic Calendars are provided for student’s convenience, and found in the current Undergraduate Handbook and Graduate Handbook. Links to both of these handbooks are on the website. Academic calendars are also listed separately on the university website at [www.campbellsville.edu](http://www.campbellsville.edu). Current calendar year is below.

<table>
<thead>
<tr>
<th>Campbellsville University</th>
<th>Undergraduate Calendar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2019</td>
<td></td>
</tr>
<tr>
<td>Fall Semester</td>
<td>August 19-December 7</td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; bi-term</td>
<td>August 19-October 12</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; bi-term</td>
<td>October 14-December 7</td>
</tr>
<tr>
<td>August 19</td>
<td>Advising/Registration</td>
</tr>
<tr>
<td>August 19</td>
<td>Evening Classes begin (5:15 p.m. and later)</td>
</tr>
<tr>
<td>August 20</td>
<td>Classes begin</td>
</tr>
<tr>
<td>August 23</td>
<td>Last Day to add/register for 1&lt;sup&gt;st&lt;/sup&gt; bi-term or semester term</td>
</tr>
<tr>
<td>September 2</td>
<td>Labor Day (No Classes)</td>
</tr>
<tr>
<td>September 27</td>
<td>Last Day to drop 1&lt;sup&gt;st&lt;/sup&gt; bi-term class with W</td>
</tr>
<tr>
<td>October 10-11</td>
<td>Fall Break (No Classes)</td>
</tr>
<tr>
<td>October 11</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; bi-term ends**</td>
</tr>
<tr>
<td>October 14</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; bi-term begins***</td>
</tr>
<tr>
<td>October 18</td>
<td>Last Day to add/register 2&lt;sup&gt;nd&lt;/sup&gt; bi-term</td>
</tr>
<tr>
<td>October 16-25</td>
<td>Junior and Senior Academic Advising</td>
</tr>
<tr>
<td>October 28-29</td>
<td>Sophomore Academic Advising</td>
</tr>
<tr>
<td>October 30-November 8</td>
<td>Freshman Advising</td>
</tr>
<tr>
<td>November 8</td>
<td>Sophomore/Junior/Senior Academic Advising continued</td>
</tr>
<tr>
<td>November 27, 28, 29</td>
<td>Thanksgiving Holidays</td>
</tr>
<tr>
<td>November 22</td>
<td>Last day to drop 2&lt;sup&gt;nd&lt;/sup&gt; bi-term with W</td>
</tr>
<tr>
<td>December 2-6</td>
<td>Final Exams***</td>
</tr>
<tr>
<td>December 6</td>
<td>Commencement</td>
</tr>
<tr>
<td>Semester</td>
<td>Dates</td>
</tr>
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<tr>
<td>Winter 2019</td>
<td>December 9</td>
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<td></td>
<td>December 26-January 4</td>
</tr>
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<td></td>
<td>January 1</td>
</tr>
<tr>
<td></td>
<td>*1st bi-term classes will have finals Oct. 8 and Oct. 9.</td>
</tr>
<tr>
<td></td>
<td>** Adding a 2nd bi-term may bring your total hours for the semester to more than 18 hours and thus you will be charged for all hours above 18.</td>
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<tr>
<td></td>
<td>*** 2nd bi-term classes will have finals Dec. 4 and Dec. 5.</td>
</tr>
</tbody>
</table>

**Campbellsville University**

**Undergraduate Calendar**

**Spring 2020**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Dates</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Semester</td>
<td>January 6-May 2</td>
<td></td>
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<tr>
<td>1st bi-term</td>
<td>January 6-February 29</td>
<td></td>
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<tr>
<td>2nd bi-term</td>
<td>March 9-May 2</td>
<td></td>
</tr>
<tr>
<td>January 6</td>
<td>Advising/Registration</td>
<td></td>
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<tr>
<td>January 6</td>
<td>Evening Classes begin (5:15 p.m. and later)</td>
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<tr>
<td>January 7</td>
<td>Classes begin</td>
<td></td>
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<tr>
<td>January 10</td>
<td>Last Day to add/register for 1st bi-term or semester term</td>
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<tr>
<td>January 20</td>
<td>Martin Luther King Jr. Day (no classes)</td>
<td></td>
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<tr>
<td>February 14</td>
<td>Last Day to drop 1st bi-term class with W</td>
<td></td>
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<tr>
<td>February 29</td>
<td>1st bi-term ends*</td>
<td></td>
</tr>
<tr>
<td>March 2-6</td>
<td>Spring Break (No Classes)</td>
<td></td>
</tr>
<tr>
<td>March 9</td>
<td>2nd bi-term begins**</td>
<td></td>
</tr>
<tr>
<td>March 13</td>
<td>Last Day to add/register 2nd bi-term</td>
<td></td>
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<tr>
<td>March 11-20</td>
<td>Junior and Senior Academic Advising</td>
<td></td>
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<tr>
<td>March 23-24</td>
<td>Sophomore Academic Advising</td>
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<tr>
<td>March 25-April 3</td>
<td>Freshman Academic Advising</td>
<td></td>
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<tr>
<td></td>
<td>Sophomore/Junior/Senior Academic Advising continued</td>
<td></td>
</tr>
<tr>
<td>April 3</td>
<td>Last day to drop with W (semester term)</td>
<td></td>
</tr>
<tr>
<td>April 17</td>
<td>Last day to drop 2nd bi-term class with W</td>
<td></td>
</tr>
<tr>
<td>April 10-13</td>
<td>Easter Holidays (No Classes)</td>
<td></td>
</tr>
<tr>
<td>April 27-May 1</td>
<td>Final Exams***</td>
<td></td>
</tr>
<tr>
<td>May 1</td>
<td>Graduate Commencement</td>
<td></td>
</tr>
<tr>
<td>May 2</td>
<td>Undergraduate Commencement</td>
<td></td>
</tr>
<tr>
<td>May 4</td>
<td>Grades due</td>
<td></td>
</tr>
</tbody>
</table>

*1st bi-term classes will have finals Feb. 26 and 27.

** Adding a 2nd bi-term may bring your total hours for the semester to more than 18 hours and thus you will be charged for all hours above 18.

*** 2nd bi-term classes will have finals April 29 and 30.
9.2 Learning and Physical Resources

9.2.1 Montgomery Library Mission Statement

The mission of Montgomery Library is to support the intellectual, cultural and spiritual life of Campbellsville University by providing an active learning environment. As part of this endeavor, the library acquires, organizes, preserves, and provides access to information resources. Campbellsville University’s resources are available to the campus community both in physical locations, especially the respective Montgomery Libraries in Campbellsville and Louisville, Kentucky, and virtually over the Internet.

As with all other distant-from-the-main campus programs, students in Williamson, WV will have the full array of university services available. The advent of web-based support has changed the methods by which the university provides student service, whether the student is at a distant site, fully online or residing on the main campus.

Montgomery Library provides research assistance through these modalities to the students at regional centers.

Reference Service
The library staff provides instruction in the use of library resources through the live chat box on the web page, by telephone, and through email during library hours of operation. Library contact information is located on the Montgomery Library web page.

Research Consultation
Students may consult with library staff about research resources provided by the library via telephone during library hours of operation. Telephone numbers for librarians and hours of operation are found on the Montgomery Library web page.

Online Research Guides
Montgomery Library maintains three research guides of particular interest to MSITM students: the guide to Business Administration, the guide to Management, and the guide to Computer Information Systems. These guides are accessed through the Library Guide link on the Montgomery Library web page.

Online Research Tutorial from Montgomery Library
Students may use the online research tutorial found on the Montgomery Library web page for self-instruction in finding online library resources.

The Campbellsville University Montgomery Library has a budget of $10,000 per year for books as onsite resource. The development of library collections is the joint responsibility of the librarians and the faculty. The SBET has a representative on the committee who is appointed each academic year. The budget lines refer specifically to books, but local digital products are included. DVDs may also be purchased. Other regional center library resources available to students include:
Library Services and Instruction
Library users access the databases through the Montgomery Library webpage at https://www.campbellsville.edu/academics/academic-affairs/montgomery-library/. Montgomery Library’s electronic resources are available to students and faculty around the clock, seven days per week in all locations with internet connectivity. Access to library databases on the Campbellsville campus and at the regional centers is available through IP authentication. Off-campus users reach the library’s databases through a proxy server. The proxy server is password protected, but the password is available to current students, faculty, and staff, at any location, through the Library tab on the University Jenzabar ICS known as TigerNet. Online and regional center users may request to have Montgomery Library’s circulating resources sent to them via CU Library Exchange, the service that physically delivers the circulating resources of Montgomery Library to the Campbellsville University community in remote locations. When requested library materials are not found within Montgomery Library collections, Campbellsville campus users may request items through the library’s affiliation with the Online Computer Library Center (OCLC), which provides access to an extensive network of member libraries. Off-campus and regional center users may request interlibrary loan materials through their local public libraries. CU Library Exchange and Interlibrary Loan information is available on the Montgomery Library webpage.

Library instruction and reference services are provided to students and faculty through many modalities. The library’s chat box, Live LibChat, is found on the Montgomery Library webpage as well as within the Library Guides, and is staffed during library hours of operation. The Montgomery Library Guides, found on the webpage, offer discipline-specific research assistance. Also found within the Library Guides is the Online Research Tutorial, which provides video instruction on how to find library resources. Librarians can be reached during hours of operation for additional reference and instruction services by live chat, e-mail, telephone, drop in, and by appointment through contact information found on the library webpage. At this time, Campbellsville University employs five professionals in its library services.

Cooperative Agreements and Consortia
Through formal arrangement or agreements, Campbellsville University library users have access to library materials beyond those owned or leased by the University. Campbellsville University participates in OCLC’s interlibrary loan program, which allows the Library to share materials with other libraries around the world. Membership in the Federation of Kentucky Academic Libraries (FoKAL) also includes an interlibrary loan agreement among members that provides free and equitable sharing of materials. Through FoKAL membership, students, faculty, and staff have borrowing privileges at fellow institutions in AICKU, the Association of Independent Kentucky Colleges and Universities, and at Kentucky’s state-funded universities.

Campbellsville University belongs to consortia that allow the library to subscribe and purchase some electronic resources at a discounted group rate. The Kentucky Virtual Library provides many of Montgomery Library’s databases at a reduced cost by bundling the University’s subscriptions with those of other Kentucky institutions. The Appalachian
College Association’s Bowen Central Library of Appalachia (BCLA) provides most of the library’s databases through bundling with member libraries. The BCLA also provides Campbellsville University’s integrated library system called Sierra, the Library’s EBSCO Discovery System, locally called CU Search, and the Innovative Interfaces, Inc. proxy server, which provides electronic database access to current students, faculty, and staff at all times and at any location with internet connectivity.

**Evaluation and Assessment**
Montgomery Library reports to the Office of the Provost and Vice President for Academic Affairs. Feedback on the Library’s services and resources is sought through the annual Faculty Satisfaction Survey of the Library, the Library Instruction Student Evaluation, and through the Library Instruction Faculty Evaluation.

Campbellsville University’s Montgomery Library strives to provide the most current and latest technology, with a systemic schedule for upgrades and resource renewal, with plans to renew the following online databases in their respective cycles to support our online students as well as regional and out of state sites:

- **ABI/INFORM Global**
  Find in-depth coverage for thousands of publications, most of which are available in full text, and the latest business and financial information for researchers at all levels.

- **Academic Search Complete**
  This database provides journal and newspaper coverage for most academic areas of study.

- **Access World News**
  This comprehensive news collection is ideal for exploring issues and events at the local, regional, national and international level.

- **ACM Digital Library**
  Search the full-text collection of all the Association for Computing Machinery publications, including journals, conference proceedings, technical magazines, newsletters and books.

- **Business Premium Collection**
  This resource provides global coverage in business and economics featuring thousands of full-text journals and market research reports.

- **Business Source Premier**
  BSP features a collection of popular business magazines, scholarly journals, and trade publications covering business, real estate, trade and technology.
Dissertations & Theses Global
This ProQuest database contains dissertations and theses from around the world, dating from 1743 to the present, offering full text for graduate works added since 1997 along with selected full text for works written prior to 1997.

JSTOR
JSTOR is an online archive of full-text academic journals in all fields.

NetAdvantage
This database from Standard & Poor’s contains a broad spectrum of industry, company and investment analysis including Industry Surveys, Equity Research (formerly Stock Reports) and Industry data sets. Company data covers over 3 million private and public companies worldwide.

Newspaper Source
Updated daily, this source provides selected full-text coverage for many U.S. regional, national and international newspapers.

Newsstand
Newsstand provides access to over a thousand international, national and regional newspapers including The New York Times and The Wall Street Journal.

Nexis Uni
Sources include print and online journals, television and radio broadcasts, newswires and blogs, local, regional, and national newspapers, legal sources for federal and state cases and statutes, and business information on more than 80 million U.S. and international companies.

Public Administration Abstracts
Search current references covering Public Administration theory, organization, and methods.

Regional Business News
This source, updated daily, contains full-text coverage of over 75 business journals and newspapers.

9.3 Admission and Financial Aid Policies

Admission of all students to Campbellsville University is under the authority of the vice president for enrollment services. Entry requirements for each of the various types of students who enroll can be found in the CU Undergraduate and Graduate Catalog.

Completed applications with credentials and fees, as appropriate, should be submitted well in advance of the desired starting term and sent to:
Application materials will be carefully reviewed and evaluated by the Office of Admissions professional staff. Accepted applicants are expected to possess high motivation, initiative, discipline, open-mindedness, tolerance, respect for the freedom of inquiry, and a strong desire to search for truth. Members of all cultural, racial, religious, national, and ethnic groups regardless of sex, economic status, or social standing who desire to attend this Christian University are encouraged to apply.

Campbellsville University values good customer service to all students. The student population has access to many support services throughout their admission’s process. Email and phone numbers are available on the website for students to contact members of the admissions team. The admissions team are available to talk to students about the academic programs that are available to them, and give them detailed information on what to expect through the application process. If the student needs help, admission is available to walk students through the application process, and give them detailed information on the documents that are required for acceptance. The admission’s department is in constant contact with students by email, and phone. The admissions team strives to do whatever is necessary for the success of the student and their admissions process. The admissions team is available also to connect them with other departments who may be of assistance.

The Office of Admissions is located in the Student Welcome Center, at the corner of Hoskins Street and University Drive. The telephone number is (270) 789-5220. More information on admissions is found on the CU website at www.campbellsville.edu

Campbellsville University Financial Aid Administration handles the awarding of all scholarships, grants, loans and student work. Office hours are Monday-Friday, 8 a.m. – 5 p.m. ET, except for University approved Holidays.

Financial aid at Campbellsville University is a cooperative investment in youth, and focuses on the student as an individual. The programs are intended to remove the financial barrier from students who are unable to pay, to ease the financial burden for those who are more able to pay, and to manifest a special commitment to disadvantaged students. More information on Financial Aid can be found in the CU Undergraduate and Graduate Catalog on the CU website at https://www.campbellsville.edu/academics/academic-affairs/catalogs/

9.4 Academic Progress
Federal regulations require all students who receive any federal or state financial assistance make measurable academic progress toward a degree at Campbellsville University. Progress is determined quantitatively (hours attempted versus hours earned and time frame) and qualitatively (cumulative grade average). Progress is monitored at the conclusion of each term.
The University operates on the semester system. All academic credit for satisfactory work is given on the basis of the (approximate) 16-week semester. A one semester hour credit consists of one 50-minute period of recitation or two 50-minute periods of laboratory each week. The quality of a student’s academic work is indicated by letter grades on a quality point system that determines the grade point average on the 4.0 scale. An explanation of the grades used, the scale, and how grades are calculated follow.

Letter Grade Definitions

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Definition</th>
<th>Quality Points per Semester Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>Lowest Passing Grade</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>0</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory</td>
<td>0</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory</td>
<td>0</td>
</tr>
<tr>
<td>W</td>
<td>Withdraw</td>
<td>0</td>
</tr>
<tr>
<td>WA</td>
<td>Withdraw - Absence</td>
<td>0</td>
</tr>
<tr>
<td>X</td>
<td>Final Exam Missed</td>
<td>0</td>
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</tbody>
</table>

More information on Academic Regulations and Grading Systems can be found in the Undergraduate and Graduate Catalog on the CU website at https://www.campbellsville.edu/academics/academic-affairs/catalogs/

9.5 Career Services
Campbellsville University Career Services and Placement’s mission is to assist, serve and support the students of Campbellsville University; to better teach them how to identify career opportunities that fit with their values, interests, personality and skills; and to empower students by providing resources assisting with the development of career management skills that allow them to connect with employers and other professionals through career fairs, networking opportunities and more. This allows the students a better chance to achieve their personal and professional career goals.

Section 10: Financial Stability

10.1 Reporting and Audit

- It is Campbellsville University’s policy to conduct regular annual audit of its financial methods, performance, and stability by an arm’s-length professional accountant. While the University does not have a formal policy, a regular audit of financial methods, performance, and stability is a requirement as a recipient of federal funds as well as a SACS requirement. It is comprehensive standard 3.10.2 with SACS and covered in 3.10. Our responses in the 2014 reaffirmation are included in this section.
• Under the Whistleblower policy, the organization encourages complaints, reports, or inquiries about any potential violation of the Standards of Conduct or any applicable statute or regulation by the organization itself, by its leadership, or by others on its behalf. Appropriate subjects to raise under this policy would include financial improprieties, accounting or audit matters, ethical violations, or other similar illegal or improper practices or policies. This policy is not intended to provide a means of appeal from outcomes in other mechanisms.

  o If possible, an employee should first discuss a concern with the employee’s immediate supervisor. If, after speaking with the employee’s supervisor, the employee continues to have reasonable grounds to believe the concern is valid, the employee should report the concern to the director of human resources. However, if the individual is uncomfortable speaking with his or her supervisor, or if the supervisor is a subject of the concern, the employee should report the concern directly to the director of human resources or to the University Compliance Officer (“UCO”).

  o If the concern was reported verbally to the director of human resources, the reporting individual, with assistance from the director of human resources, shall reduce the concern to writing. The director of human resources is required to promptly report the concern to the UCO, who

  o If the UCO is unavailable for any reason, employees may direct concerns to the chair of the audit committee of the Board of Trustees.

All reports will be promptly investigated by the UCO, and appropriate corrective action will be recommended to the president or the audit committee of the board of directors, if warranted by the investigation. When possible, the UCO should advise the employee who reported the concern of how the concern was addressed. The UCO has the authority to retain outside legal counsel, accountants, private investigators, or other resource deemed necessary to conduct a full and complete investigation of the allegations. Administrators and all levels of management are responsible for preventing and detecting instances of fiscal irregularities and related misconduct.

In addition, administrators are expected to recognize risks and exposures inherent in their area of responsibility and to be aware of indications of fraud and related misconduct. In order to establish and maintain proper internal controls that provide security and accountability for the resources, administrators should ensure they and their staff receive adequate fiscal management training for their level of responsibility.

Administrators, faculty and staff who know or suspect other employees are engaged in theft, fraud, embezzlement, fiscal misconduct or violation of University financial policies have a responsibility to report it to their supervisor and the Comptroller.

Management and staff should not confront the individual under suspicion or initiate investigations on their own as such actions could compromise any ensuing investigation. All employees are to cooperate fully with those performing an investigation pursuant to this policy.
Investigative Procedures

- When a fiscal irregularity is reported to the Comptroller's Office, the Vice President for Finance and Administration and the area vice president(s) will be advised. In cases where the Vice President for Finance and Administration and area vice president(s) determine an investigation, either by the Office of Business Services or the Police Department, is necessary, the Comptroller will consult with the President and legal counsel, to determine appropriate interim administrative action that should be taken by the area administrators to protect University faculty, staff, students, and property. The Comptroller’s Office will communicate these recommended actions to the area administrators and notify the area administrator of their responsibility to secure all University resources and to place appropriate personnel on administrative leave (paid or unpaid depending on the circumstances of the case), while the investigation is pending. The Comptroller’s Office will also inform the Office of Personnel when administrative leave actions are being taken by the area administrator. Exceptions to placing personnel on administrative leave must be approved by the Vice President for Finance and Administration.

- Once the audit or investigation is complete and circumstances surrounding the irregularity or impropriety have been determined, responsibility shall be assigned for taking appropriate personnel and operational action to minimize the likelihood of recurrence. The Office of Finance and Administration will initiate one of the following steps:

  - Consult with the President and legal counsel if a legal issue is involved and determine jointly the next action to be taken.

  - If a legal issue is not involved but internal action is needed, refer an occurrence accompanied by a copy of an audit or report of investigation to the area Vice President. The area Vice President will have responsibility for taking appropriate personnel and operational action to minimize the likelihood of a recurrence. The Office of Finance and Administration will be available to assist and advise as needed.

Regarding non appropriated funds, the University produces a report of the “unrestricted” fund operations of the University on a monthly basis that is distributed to the President, VP’s and the Business & Executive committees of the board. This is also addressed in the SACS comprehensive standard 3.10.3. Responses in the 2014 reaffirmation is below.

3.10.3 The institution exercises appropriate control over all its financial resources. (Control of finances)

<table>
<thead>
<tr>
<th>Judgment of Compliance</th>
<th>Partial Compliance</th>
<th>Non-Compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>√ Compliance</td>
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**Narrative:**
Campbellsville University exercises appropriate control over its financial resources. The University maintains a system of strong internal controls, employs qualified staff, tracks
University financial activities with robust financial software, strictly enforces policies and procedures, and utilizes strong budgetary controls.

The Board of Trustees is responsible for managing the finances of the University as evidenced in the Bylaws. This responsibility is delegated as permitted to the President and the Vice President for Finance and Administration, who reports directly to the President on the control of financial resources. The organizational chart for the University provides evidence of the reporting structure for this area and its segregation from other areas of the institution. The Business Office, under the direction of the Associate Vice President for Finance and Controller, manages much of the control of financial resources.

The University maintains a strong system of internal controls through the segregation of duties as evidenced in the Business Office organizational chart. All positions are filled with no employee changes since FY2008. Business Office policies and procedures establish a framework of internal controls that verifies information, quickly detects and corrects errors, ensures proper authorization for all University transactions, and enforces compliance with all applicable state and federal laws. Additional policies in the Administrative Policies and Procedures Manual cover budget authorization, purchasing and reimbursement guidelines. A major component of this system of internal controls is the employment of qualified staff with relevant education and work experience to carry out the mission of the office as evidenced in business office staff summary of qualifications. This summary has been provided for director and manager-level staff members.

The Jenzabar EX financial reporting software allows all staff accurately to account for and monitor student receivables, accounts payable, purchasing, fixed assets, tax reporting, budget, payroll, and all other financial transactions at the line item account level.

The Development Office maintains gift accounting records using Blackbaud with daily transmittals of those records to the Business Office. All users in the Business Office are restricted at the function level on the items necessary for completion of their specific job responsibilities, providing an electronic system of control at the application level. An example of an application-level control is the issuance of accounts payable checks. The Accounts Payable Manager can enter invoices for payment, but does not have authority to post those to the general ledger, an action required before the system can issue a check. This control provides an automatic requirement of third party review before checks can actually be issued from the system. The Information Technology Office manages Jenzabar system access and security. Any changes to system access are first approved by the Associate Vice President for Finance and Controller.

The employees of the University are a substantial financial resource that is managed by the Human Resources Office. The Director of Human Resources is qualified to manage this function as evidenced in the resume. The Human Resources Office processes all employment paperwork and ensures University compliance with all applicable employment laws and employment policies of the University. Duties are appropriately segregated between the Human Resources Office and the Business Office, which processes payroll to employees. Payroll policies and procedures are designed to detect and prevent payroll-related fraud.
The budget development and monitoring system provides the University’s strongest control over financial resources. This process encompasses the entire University from the Board of Trustees down to the departmental level. The Administrative Policies and Procedures Manual clearly defines the budget process. Using the strategic planning process as a guiding principle for budgetary priorities, the budget reasonably projects the revenues and expenditures of the University. The Board of Trustees approves all changes in tuition and fees for the University annually in January as evidenced in the Board of Trustee minutes. Changes come as a recommendation from the Business Committee of the Board of Trustees in proposal form. This process establishes the basic framework of the budget for the next fiscal year.

Departmental involvement in the process appears in the budget request submission example. The Business Committee makes a recommendation of the proposed budget to the full Board in April. The Board of Trustees grants final budget approval as evidenced in the minutes. All academic and administrative department heads continually monitor the budget through real-time online reporting access. Additionally, the Associate Vice President for Finance and Controller makes monthly budget reports to the President, Vice President for Finance and Administration, and the Business and Executive Committees of the Board of Trustees. The Business Committee is also updated at quarterly meetings as evidenced in committee Business Committee minutes.

Campbellsville University contracts with BKD – CPAs & Advisors, certified public accountants in Louisville, Kentucky, to conduct its annual external financial audit to ensure the internal controls of the University are sufficient and the financial results are fairly presented. The Audit Committee of the Board of Trustees annually reviews and approves financial statement audits. The auditors’ management comment letters are presented to and discussed by the Audit Committee. The Audit Committee minutes substantiate appropriate review of the financial statements and any recommendations as a result of the external audit process. There have been no material findings during the past five years and management has worked to address any recommendations made by the external auditors to continue to strengthen University operations and internal controls. Additionally, all financial statement opinions have been unqualified.

In summary, the University has multiple levels of appropriate controls over its financial resources to prevent misuse and allow for fulfillment of its mission.

10.2 Financials

The Campbellsville University Independent Auditor’s Report and Consolidated Financial Statements are attached as (Appendix 10.2.1).
Section 11. Organization Evaluation

Higher education has moved from the long-range planning approach, implemented in the 1960s during unprecedented growth years, to the strategic planning approach. Strategic planning is different from long-range planning in that it is not a blueprint; it is not a set of platitudes; and it is not carried out by a planner. Rather, strategic planning deals with the changing external environment, competitive conditions, strengths and weaknesses of the Institution, and opportunities for growth. Therefore, it is constantly reviewed and refined, and is implemented through a joint effort by the University community--the Board of Trustees, the President, the administrators, faculty, staff and students.

In 1989, the strategic planning process was begun at Campbellsville University with the Administrative Council striving to develop a document to serve the dual role of providing the Institution with a sense of direction and continuity, while at the same time attacking many specific goals which had been identified through previous planning efforts and recommendations from the Southern Association of Colleges and Schools Commission on Colleges, 1866 Southern Lane, Decatur, GA 30033 • (404)679-4500 • Fax: (404)679-4558 and other specialized accreditation agencies.

Through this Document, an initial attempt was made to bring every entity of the Institution into the planning process. Therefore, the Board of Trustees, Administrative Council, Institutional Planning Council, Academic Council, Faculty, Staff, Students, and Advisory Boards were invited to have early input into the Document content. Each constituency was invited to review and to make recommendations regarding the draft Document. Upon receiving the input described above, the President and the Administrative Council incorporated the comments and suggestions into the final paper or Document, and presented it to the Board of Trustees for approval. Upon Board approval, the Strategic Planning Document was implemented campus-wide in September 1990.

Under the leadership of Dr. Michael V. Carter, a new strategic planning process began, upon approval of the Board of Trustees, September 2000, with consulting proving by Dr. Bob Agee, former president of Oklahoma Baptist University and former, Executive Director of the Association of Southern Baptist Colleges and Schools. A strategic planning committee began work in the fall of 2000 and continued a University wide Phase 1 process that was completed with Board of Trustees review and approval of the Phase 1 package on July 24, 2001. Phase II and III of the strategic planning process were concluded in 2001-2002. The ongoing annual process includes detailed goals and objectives for each office and academic program. The university has moved to an online platform for processing reports. The Board of Trustees gives find approval to an annual set of “program objectives” in several general areas (i.e., general university, academic affairs, athletics, admissions, student services, business affairs, and development). Annual updates are prepared and submitted to the Board of Trustees and Administrative Council.
August 6, 2018

Dr. H. Keith Spears
Vice President for Communication
Campbellsville University
1 University Drive
UPO781
Campbellsville, KY42718-2190

Dear Dr. Spears,

We are writing this letter to express our support of the establishment of a Campbellsville University Regional Education Center in Williamson, West Virginia. We have visited your main campus twice and were exceptionally impressed with the faculty, staff and overall campus.

The quality Christian-based post-secondary education that Campbellsville could offer the residents of this region would be a blessing of "Biblical proportion".

The down-turn in the coal industry which was the main employer in this region for decades has left few options for employment without relocation. Education to learn new employment skills is often difficult for many without the financial resources to travel long distances to pursue retraining. Campbellsville University could provide alternative career fields as well as affordable training and education. Plus, it would be a blessing for our high school graduates to have the option to pursue an education from a four-year university and still be able to live locally.

We appreciate both your and your staff's time and recent travel to Williamson to tour the now vacant Williamson High School campus as a possible satellite campus location for Campbellsville. We are diligently praying that the Lord will "pave the way" for CU to become a valued member of this community.

May God continue to bless you and Campbellsville University!

Respectfully yours,

Joe M. Lycan
Cheryl A. Lycan

Joe M. Lycan
Cheryl A. Lycan
City of Williamson
142 East 4th Avenue ~ Williamson, West Virginia 25661
Phone: (304) 235-1510 ~ Fax: (304) 235-1516

Charles W. Hatfield
Mayor

July 30, 2018

Campbellsville University
1 University Drive
Campbellsville, Kentucky 42718-2190

Dear Keith Spears,

The City of Williamson and its representatives, Charles W. Hatfield, Mayor, Meredith Anderson, City Clerk, Randall Price, Councilman Ward I, Sherri Hairston Brown, Councilwoman Ward II, Ralph Hall, Councilman Ward III, and Joe Venturino, Councilman, Ward IV, respectfully submits this Letter of Support for the opportunity to work with Campbellsville University in establishing a satellite school at the former location of the Williamson High School and Williamson Junior High School Complex. This endeavor to bring such a wonderful opportunity to our city and our community is overwhelming. We are grateful that Campbellsville University is making the consideration and we are offering our assistance in any way to facilitate your due diligence efforts.

The City of Williamson hereby offers its support to your University and please know that our community is engaged in promoting educational opportunities for this region. We are also engaged in diversifying our economic base in all sectors of commerce including tourism by supporting ATV trail riding with the ever popular Hatfield-McCoy trail system. We are working to promote our waterways, with the Friends of the Tug River initiative, which will add a new component for visitors to enjoy kayaking, canoeing and rafting. We are also in the process of developing walking and biking trails.

Bringing Campbellsville University to our city will encourage others to invest in our community which serves both West Virginia and Kentucky.

Respectfully submitted,

Charles W. Hatfield
Mayor of Williamson

Randall Price
Councilman Ward I

Ralph Hall
Councilman Ward II

Meredith Anderson
City Clerk

Sherri Hairston Brown
Councilwoman Ward II

Joe Venturino
Councilman Ward IV
August 1, 2018

Campbellsville University
1 University Drive
Campbellsville, KY 42718
Attention: Keith Spears

Re: Request for Consideration of Proposal for College in Williamson, WV
Via email: hkspears@campbellsville.edu

Dear Mr. Spears:

I am writing to request you consider the proposal for a college located in Williamson, West Virginia. As I’m sure you are aware, Williamson is a small town located in Mingo County, West Virginia. I currently serve as the Chief of Police with over seventeen (17) years of experience in law enforcement.

It is my personal belief that a college would be extremely beneficial both to the City of Williamson and Campbellsville University. It is a wonderful opportunity for someone who is just starting their journey or for someone who simply wants to further their education to have an accredited university so easily accessible. There are several restaurants, banking institutions and convenience stores located within walking distance of the proposed building for the university, which, in my opinion, is imperative for both students and faculty alike.

The Department of Health and Human Resources, which is also located in Williamson, offers an Education Expense Reimbursement and leave (EER/L) Program for full-time permanent employees. Through this program, employees qualify for reimbursements for both undergraduate studies and graduate-level studies up to four times each year. It also provides paid leave for courses taken during work hours, however, most DHHR employees do not take advantage of that program due to the lack of courses/studies offered at the small community college and it is not economically feasible for them to travel such a great distance to obtain those degrees. In fact, both myself and my wife have considered furthering our education but have been unable to do so because of the aforementioned.

In closing, I respectfully request you consider the proposal for Campbellsville University to open a location in Williamson. We implore you to visit our town and observe the proposed location as
we are certain you will not be disappointed. This decision will greatly impact the lives of many and will certainly be beneficial to both Campbellsville University and the City of Williamson.

Thank you for your prompt attention and consideration in this matter. Should you wish to discuss this matter further, please contact me at the number listed above.

Sincerely,

Chief Dotson
TO: Campbellsville University
1 University Drive Campbellsville, KY 42718

RE: Prospective Williamson, WV Campus

To Whom It May Concern,

The Greater Williamson Ministerial Association would like to personally thank you for your interest in Williamson, West Virginia. Our participating ministers and pastors are unanimously in favor of Campbellsville establishing a campus in our community. We would wholehearted support your aspirations to partner with our local community college in providing our people academic degree programs right here at home. Your Christian values and ministries are also imperative. We would be honored to serve alongside you in meeting the spiritual needs of our region. We are, therefore, confident that you will decide to bring your university to Williamson.

If our association can ever assist you or if you should have questions, concerns or need additional information, please do not hesitate to contact me at the above phone number or email me at preachercarey@aol.com. Thank you again for your interest in our region. We look forward to fostering a relationship with Campbellsville as we believe in the services you provide. May “the grace of our Lord Jesus Christ be with you” (1 Thessalonians 5:28, ESV).

Respectfully,

Dr. Garland D. Carey, Ed.D.
President

gdc
August 2, 2018

Keith Spears
Vice President for Communication
Campbellsville University
1 University Drive
UPO 781
Campbellsville, KY 42718-2190

Dear Mr. Spears,

I am an Optometric Physician in Williamson, and a native of Mingo County. In the past, coal related jobs dominated the economy in this area – so much so that Williamson is referred to as “The Heart of the Billion Dollar Coalfield.” In the past ten years, however, coal mining and related jobs have been in steady decline. As a result, unemployment, prescription and non-prescription drug abuse, and crime rates have skyrocketed.

I believe that a large part of the reason for these changes is a lack of alternative career fields as well as affordable training and education. In the past, an individual fresh out of high school could go to work in the mining industry and make upwards of $80,000 per year. With the loss of coal-related jobs, there are now fewer and fewer opportunities for such employment. The alternative is education and training. If more individuals seek education and training after high school, the area will benefit by diversifying the economy of this area – and that is where Campbellsville University comes into the picture.

I am excited about the opportunity for the establishment for a Regional Education Center in Williamson to help move this area into the 21st Century by helping to provide affordable and strong adult education for the surrounding area.

Thank you for your time and consideration.

Very Respectfully,

G. Shawn Sammons, OD
August 1, 2018

Keith Spears  
VP for Communication, Assistant to the President  
Campbellsville University  
1 University Drive  
UPO 781  
Campbellsville, KY 42718-2190

Dear Keith,

I write this letter to demonstrate my support of establishing, yet another, Campbellsville University Regional Center of Educational Excellence right here in Williamson, WV. I admit that I have perused the University’s website to gain additional insight into the role that this well established institution might have in creating new optimism in our communities. I must say that I have been most impressed by what I see.

As a 35 year practicing Optometric physician, I have witnessed changes in our community of Williamson that I could never have imagined. The devastating economic impact of diminished coal demand as a result of political posture; the opioid epidemic that has, in part, resulted from one of the largest pill mills in WV (2 doors down from my practice); the hunger issues that we see in grade school children right here in Mingo County; the cynical demeanor of our so-called community leaders; and the attitude of our citizens whose futures are full of uncertainty. Bottom line....

We’ve lost our Hope.

Campbellsville University has an opportunity to truly live and demonstrate their mission and values here in Williamson. First and foremost, our community needs to witness an institution that is grounded in Christian values, that teaches the eternal benefits of a life relationship with Jesus Christ, that fosters opportunities in personal growth and learning, and which becomes involved in our community to restore Hope.

I am an advocate and encourager of our current mayor, Charlie Hatfield. If 25% of the things that he has proposed and imagined would come to pass, I am convinced that Williamson could, once again, prosper. Perhaps, his best plan has been to invite Campbellsville University to come to Williamson and truly make a difference in our community. Please prayerfully consider the opportunity that your institution has to be instrumental in restoring our Hope.

If you have any questions or would just like an opportunity to have conversation, please reach out to me anytime. My cell number is 304-928-3059. I’d love to talk.

In Christ,

[Signature]

Steven C. Wilson, O.D.

SCW/wp
Tug Valley ARH

Tug Valley ARH Regional Medical Center
260 Hospital Drive
South Williamson KY 41503

Phone: (606) 237-1700
Fax: (606) 237-1701
Email: arh.org

July 31, 2018

Re: Letter of Support for the University of Campbellsville to place a satellite campus in Williamson, West Virginia

To Whom It May Concern

Dr. Sirs,

I am writing this letter as a sign of support for your Board of Trustees to consider placing a satellite campus in Mingo County, West Virginia.

I am the Community Chief Executive Officer at Tug Valley ARH Regional Medical Center. Our Tug Valley Region, which covers the Eastern part of Pike County, Kentucky and the Southern part of Mingo County, West Virginia, is in dire need for additional educational opportunities. We need opportunities that the placement of this satellite campus could provide for the local high school students looking to stay close to home, and for the non-traditional coal miners that are looking for a college education to pursue other career paths. In terms of healthcare needs, as we look to grow our local campus with the millennials over the next several years, we need a strong university to meet our continued recruiting needs. The greatest asset in our community is our people. As our people are looking for opportunities, they are somewhat challenged by the inability to travel a distance for an affordable education. I am very impressed with your University’s mission and vision for the next generation of students. I, as the CCEO of Tug Valley ARH Regional Medical Center, would embrace the opportunity to have you join our Tug Valley Region. I feel that the current location that the University is looking at would be a great place to re-purpose and build the future generation of Patriots to work and serve our community. I look forward to seeing your organization at our future Tug Valley Chamber of Commerce meetings. Working together we can build a great future for the people of the Tug Valley area.

Sincerely,

Tim A. Hatfield
Community CEO
July 25, 2018

Keith Spears
Campbellsville University
1 University Drive, UPO 818
Campbellsville, KY 42718-2190

RE: Letter of Support

Dear Sir:

Please accept this Letter of Support from the Williamson Memorial Hospital Board of Trustees. We are excited to add our voice to the many throughout our community whom are eager and willing to assist Campbellsville University in the endeavor of establishing a presence here. We strongly believe that educational opportunities as afforded by Campbellsville will add investment and opportunities to continue the efforts to revitalize our economy.

With great anticipation, we look forward to learning more about the University’s strategic plans and will offer any assistance to help with the upcoming due diligence. The impact of the array of educational offerings CU would offer to our population is nearly immeasurable in terms of job creation, job training, and other opportunities for both private and public ventures and much more.

This Board has voted unanimously to offer this unconditional Letter of Support and our commitment to making this community Campbellsville’s next location for higher education.

Respectfully submitted, and on behalf of the Williamson Memorial Board of Trustees, I am

[Signature]

Charles W. Hatfield
Board of Trustees Chairman
August 14, 2018

Keith Spears, VP Communications & Assistant to the President
1 University Drive
Campbellsville, KY 42718-2190

VIA: Email: hkspears@campbellsville.edu
CC: sddouglas@campbellsville.edu

Dear Mr. Spears,

I am the manager of Resources of Cotiga Development Company. Cotiga is a land holding company with roots here in Mingo County dating back to 1888. Cotiga has had offices in Williamson for the past 40+ years.

In the past years Cotiga has supported Mingo County by donating to civic and educational organizations. Currently we sponsor a special scholarship program at Southern West Virginia Community and Technical College named the Appalachian Leadership Academy-Cotiga Chapter. This program is a spin-off on General Doc Fogelson’s Appalachian Leadership Education Foundation; our program has helped many folks young and old to reach their goals of a better life through education.

We would welcome and encourage Campbellsville University to bring a campus to the City of Williamson. It would be a great addition to our areas’ need for higher education. Perhaps Cotiga could establish a relationship with Campbellsville and help develop and bolster a scholarship program equally successful as our current program with SWVTC.

Thanks for considering making an investment in our community.

Kind regards,

Edward L. Curry
Manager of Resources
Dr. Keith Spears  
Vice President of Communications  
Assistant to the President  
Campbellsville University  
1 University Drive  
Campbellsville, KY 42718  

August 2, 2018  

Dear Dr. Spears,  

I am writing to express my support on behalf of Campbellsville University opening a campus in Williamson, West Virginia. I believe you will find the Williamson community to be a good fit for your University. The people I have encountered and worked with are genuine, intelligent, and ambitious. They love their Appalachian heritage and are willing to do whatever it takes to improve the economy and wellbeing of the region.  

Personally, I am a longtime advocate for higher education and believe that your university will bring much needed educational resources to our community. As the Executive Director of the Williamson Housing Authority, I know firsthand what a difference higher education can make in the livelihood of low income families. It is my hope that should your university open a campus in Williamson, the Housing Authority might partner with Campbellsville to provide academic services to our public housing residents.  

Please do not hesitate to contact me should you have any questions. I look forward to hearing more about your plans. Best of luck with this newest endeavor.  

Sincerely,  

Pauline Sturgill  
Executive Director  

Victoria Court • Williamson Terrace • Goodman Manor • Liberty Heights
ARH
Tug Valley
Tug Valley ARH Regional Medical Center
ADMINISTRATION
250 Hospital Drive
South Williamson, Kentucky
(606) 237-1712
Fax #: (606) 237-1701

FACSIMILE COVER SHEET

DATE: July 31, 2018
TO: Mayor Hatfield – City of Williamson
FAX #: 235-1500
PHONE #:
FROM: Tim A. Hatfield, CCEO
MESSAGE: See attached Support Letter.

TRANSMISSION INQUIRIES: If you did not receive all pages or it was sent to you in error, please contact me at (606) 237-1712.

NUMBER OF SHEETS, INCLUDING COVER SHEET: 2

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Dear Dr. Spears,

This correspondence is in support of Campbellsville University to establish a branch campus in Williamson, West Virginia. The opportunity to have a first-rate university would add to our region's quality of life in a variety of ways.

I am a life-long resident of the region and serve as the principal of Tug Valley High School, the high school geographically situated to best benefit from a partnership with Campbellsville University. However, this partnership will not only benefit our school and students, but will provide an economic benefit to our county. As a veteran twenty-eight year administrator of Mingo County School District the opportunity for Campbellsville University to benefit from locating in Williamson will include, providing a needed product for our region. This will include post-secondary training and the creation of new educational alliances. This could be a prosperous endeavor for your university.

It is with full confidence I endorse Campbellsville University in creating a branch in Williamson West Virginia. Please consider this request. If I can be of assistance, please contact me at the attached addresses.

Professionally,

[Signature]

C. Douglas Ward, Ed. D
Principal
Tug Valley High School
8/26/18

To: Dr. Keith Spears, Vice President
   Campbellsville University

Re: Williamson, WV

Dear Dr. Spears,

My name is Tonya Webb and I am a resident of Williamson, West Virginia. It has been brought to my attention that Campbellsville University is looking at possibly branching out and opening a satellite campus in my hometown. I cannot begin to convey to you how happy and thrilled I am over this possibility. Not only am I excited for personal reasons that I will mention later, but I’m so thrilled for the endless opportunities this will bring to so many in my community. Believe me when I say that having a University such as Campbellsville in West Virginia would open doors for so many of our residents. It would also open doors for those that reside in nearby States such as Ohio, Virginia and Kentucky.

As I mentioned before, this news does make me very happy. On a personal note, I would be very interested in furthering my education and possibly pursuing a Master’s Degree if Campbellsville University will be offering those programs. I am a single mother who would love to be able to further her education but I’m just not able to drive long distances to do so. This would resolve that issue. Secondly, I am employed in a field where I am constantly trying to help others gain employment or pursue college degrees so this would be invaluable help with that population as well. Lastly, I spend a lot of my time volunteering in my community. I belong to many different organizations including the Williamson Convention and Visitors Bureau. I cannot begin to tell you what an impact Campbellsville University would have on this area. I’m not just speaking from an economic stand point but also for the socialization and partnerships that could be developed. It would truly be an honor to be able to be able to work with you and your staff in that aspect.

In closing, for all those reasons listed (and more), my sincere wish is that you will bring Campbellsville University to Williamson, West Virginia. The community is already buzzing with excitement over the possibility and I promise, you can’t beat the hard working and heartfelt citizens in this area. To us, this is not just about education but it’s also about bringing hope and revitalization to an area that desperately needs and wants it. We would welcome you with open arms. Hope to see you in Williamson soon!

Sincerely,
Tonya Webb
18 S. Sunset Blvd.
Williamson, WV 25661
(606) 625-1628
Keith Spears
1 University Drive
Campbellsville, KY 42718-2190

VIA: Email

August 22, 2018

Dear Mr. Keith Spears,

Mayor Hatfield and I have been discussing the future of Williamson and his desire to see it flourish. I am very encourage that Campbellsville University is considering placing a facility in Williamson. Education is such key for the changing work environment and your commitment to provide the opportunity to Mingo County will be a game changer.

Williamson Mining has known that investing into the city of Williamson would continue to provide the opportunity for the community to grown and meet its potential of the people of this area. We have always felt it was be time and energy well spent.

Respectfully,

Liza Caldwell
President
Williamson Mining and Manufacturing
Dear Keith,

My name is Helen Stanley. I am writing you to let my intentions be known that I wholly support Campbellsville University making a possible move to Williamson, WV.

Currently, I am Conservation Supervisor for Mingo County, a member of the Williamson Board of Parks and Recreation, chairperson of Mingo County Solid Waste, member of the Williamson Redevelopment Authority and also Chair and Co chair a few state boards. I also own a specialty grocery store here. The thought of an accredited University coming to our community is beyond my wildest hopes. Higher education is sorely lacking in our area and is evident in our economy.

There are some people who may be negative toward the idea of your coming here, but they are few in numbers. I don’t think they have entirely thought this through. Many high school graduates leave the area to pursue degrees and don’t return to raise families or start a career. Campbellsville University would be the key to changing the mindset of many going off to school and not coming back to their roots.

For many years coal mining and the railroad sustained this community. With the new trends, we need diversification that only education can bring to the area. Entrepreneurship is wide open here as there isn’t much competition.

In closing, let me thank you for considering Williamson as a new home for Campbellsville University and I will continue to support your efforts to join our community.

Sincerely,

Helen Stanley

[Signature]

Sent from my iPhone
August 16, 2018

Campbellsville University
1 University Dr,
Campbellsville, KY 42718

RE: WILLIAMSON WV

Dear Sir/Madam:

Thank you for the opportunity to comment on the possibility of a satellite campus, which would be located in Williamson, WV. I have, on several occasions, spoken to our mayor, Charles Hatfield, regarding this possibility. We discussed what a wonderful option this university could be for the citizens of our area and also the surrounding areas.

Due to circumstances beyond my control, I myself was only able to complete my Associates Degree. Almost thirty years after high school, I would love to complete my Bachelors Degree. CU satellite campus could be the way for me to achieve that degree. The mere convenience of a university located here in my home town is extremely exciting. I can only imagine how many young adults, who are not able to leave their families, would be able to further their education right here at home.

I appreciate your time and consideration. I would certainly welcome CU to our small town that has a big heart. Thank you.

Sincerely yours,

Samantha Harris
I, Mac Warner, Secretary of State,
of the State of West Virginia, hereby certify that

CAMPBELLSVILLE UNIVERSITY, INC.

has filed the appropriate registration documents in my office according to the provisions of the West Virginia Code and hereby declare the organization listed above as duly registered with the Secretary of State's Office.

Given under my hand and
the Great Seal of West Virginia
on this day of
February 08, 2019

Mac Warner
Secretary of State
ITEM: Revisions to Series 14, Holidays

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Council for Community and Technical College Education approves proposed revisions to Procedural Rule, Series 14, Holidays, to be filed with the Secretary of State for the thirty-day public comment period. If no substantive comments are received, the Council extends its final approval.

STAFF MEMBER: Sarah Armstrong Tucker

BACKGROUND:

In the interest of modernizing our rules and trying to reduce unnecessary reporting required of our institutions, it is recommended that the Council approve revisions to the procedural rule, Series 14, Holidays to reflect the change in reporting requirements. It is further recommended that the rule be filed with the Secretary of State for a formal thirty-day, public comment period and final filed with the Secretary of State at the conclusion of the comment period if no substantive comments are received.
§135-14-1. SECTION 1. General.

1.1. Scope. -- Rule regarding holidays in the state system of higher education

1.2. Authority. -- W. Va. Code §18B-1-6, 18B-1-3(h)(2)

1.3. Filing Date. -- March 19, 2002

1.4. Effective Date. -- April 19, 2002

§135-14-2. SECTION 2. Granting Power.

2.1. The West Virginia Council for Community and Technical College Education, (Council), hereby directs that the governing board or president of each institution shall determine six holidays which will be observed by the employees of that institution in addition to the six holidays specified in Section 3.1 of this rule.

§135-14-3. SECTION 3. Number of Full Holidays.

3.1. The number of full holidays shall be twelve, plus additional days for any statewide, primary or general election. Specified holidays shall include Independence Day, Labor Day, Thanksgiving Day, Christmas Day, New Year's Day, and Martin Luther King’s Birthday. Six additional days determined by the governing board or president as provided in Section 2.1 shall also be taken. If a specified holiday falls on a Saturday or Sunday, the preceding Friday or the following Monday will be observed as the legal holiday.

3.2. Proclamation of additional legal holidays by the president of the United States, governor, or other duly constituted authority may be observed by employees as determined and communicated by the president of the institution. The president of the institution may determine that any such additional legal holidays shall be observed at a future date, if operational needs of the institution require the holiday not be observed on the date proclaimed.


4.1. As specified in the regulations of the division of personnel for agencies of the executive branch of state government, one-half day preceding Christmas or New Year’s Day shall be a holiday when Christmas or New Year’s Day falls on Tuesday, Wednesday, Thursday, or Friday.

§135-14-5. SECTION 5. Schedules.

5.1. Holiday schedules are to be established and used on a fiscal year basis.

5.2. The president of each institution shall submit for information purposes to the Chancellor by June 30 of each year a list of the holidays to be observed at that institution for the upcoming fiscal year and shall assure that the list is posted in appropriate locations on campus including, but not limited to, the institution’s website.
ITEM: One-Year Suspension of Institutional Textbook Affordability Report

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Council for Community and Technical College Education, suspends, for one year, the November 1 institutional annual textbook report.

STAFF MEMBER: Sarah Armstrong Tucker

BACKGROUND:

Textbook affordability for students remains a priority of the West Virginia Council for Community and Technical College Education; however, the current process of collecting data on timeframes for required textbook posting and methods of cutting costs is not meeting the modern standard for ensuring students have access to affordable classroom learning materials. Institutions instead should be incentivized to modernize the way textbooks are provided and available to their students, while not sacrificing quality.

Online resources have changed considerably in the last ten years, and Council staff believe Procedural Rule, Series 51, Bookstores and Textbooks, requiring institutional annual reports on textbook affordability, needs substantial revision to come into conformance with modern practices. The Council will use this opportunity to develop the rule to help institutions move toward open educational resources, which also will help the schools, Council and the West Virginia Higher Education Policy Commission comply with 2019 legislation that requires the promulgation of open educational resources for both K-12 and higher education.
HEPC and CCTCE Series 51, Procedural Rule
Bookstores and Textbooks

Institutional Annual Report
Due November 1, 2018

<table>
<thead>
<tr>
<th>Deadline Date for Faculty to be Assigned to Courses</th>
<th>Percentage of Deadline Met</th>
<th>Deadline Date for Textbooks and Course Material Selection</th>
<th>Percentage of Deadline Met</th>
<th>Date the Assigned Textbooks and Course Materials were Posted</th>
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</table>

Textbook Affordability Supporting efforts (Please use this space to provide anecdotal information about how your institution is helping to reduce textbook costs for students.):

Institutional Official
Signature: ____________________________________________________________
Printed Name: _________________________________________________________
Date: ________________________________________________________________

Return form by November 1, 2018 to:  
Cindy.anderson@wvhepc.edu
ITEM: Appointment to the Higher Education Student Financial Aid Advisory Board

INSTITUTIONS: All

RECOMMENDED RESOLUTION: Resolved, That the West Virginia Council for Community and Technical College Education approves the appointment of Janet Fike to the Higher Education Student Financial Aid Advisory Board for a three-year term.

STAFF MEMBER: Tana Pendell

BACKGROUND:
The Higher Education Student Financial Aid Advisory Board is a body statutorily charged to provide financial aid expertise and policy guidance to the Higher Education Policy Commission and the Council for Community and Technical College Education on matters related to federal, state, and private student financial aid resources and programs.

The Higher Education Student Financial Aid Advisory Board consists of seven members. Three members are appointed by the Commission, two members by the Council, one member by the West Virginia Independent Colleges and Universities, and one member by the West Virginia School Counselor Association. According to statute, although original appointments by the Council were for different term lengths, subsequent appointments shall be for three-year terms. Members are eligible to succeed themselves for one additional consecutive term.

The statute provides that members appointed by the Council shall possess a broad knowledge of state and federal higher education student financial aid programs and have experience in administering these programs, preferably at the system or campus level.

The Council approves membership to this Board. Currently, the three-year term for Janet Fike, Vice President of Student Services/Registrar for West Virginia Northern Community College, expires on June 30, 2019. Janet has been recommended and is able to serve a second three-year term that began July 1, 2019.
Technical Program Development Grant Awards

INSTITUTION: Blue Ridge Community and Technical College

RECOMMENDED RESOLUTION: Resolved, that the West Virginia Council for Community and Technical College Education approves the Technical Program Development grant awards as proposed.

STAFF MEMBER: Nancy Ligus

BACKGROUND:

Technical Program Development funding in the amount of $1.8 million was allocated in the Council’s FY 2020 budget.

Each community and technical college has an opportunity to submit a proposal and request up to $220,000 per program that needs to be development. A committee comprised of Council staff reviews the proposals and makes recommendations about approval:

PROPOSALS RECOMMENDED FOR APPROVAL

<table>
<thead>
<tr>
<th>Program</th>
<th>Degree</th>
<th>Institution</th>
<th>Anticipated Enrollment Per Year</th>
<th>Industry support</th>
<th>Recommended Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Specialist</td>
<td>AAS</td>
<td>Blue Ridge CTC</td>
<td>20</td>
<td>Technimark, Steeley Foundation, Little Eagle Child Care Center, Epic Head Start, Logoplaste, Proctor &amp; Gamble, Butterflies &amp; Bullfrogs Daycare Center, Little Learners Village</td>
<td>$220,000</td>
</tr>
</tbody>
</table>

Total Recommended Awards: $220,000
Senate Bill 673 afforded the Higher Education Policy Commission (Commission) and the West Virginia Council for Community and Technical College Education (Council) greater flexibility in the publication of higher education accountability data. In response to this change, the Division of Policy and Planning recently completed work on Explorer - a new interactive, internet-based data portal that provides users timelier access to accountability data. In this presentation, Council staff will provide an update on the development of Explorer, an overview of the data elements available, and a demonstration of the operation and features of the new tool. Explorer is presently available through the Data and Publication Center on the Commission’s website via the following link: http://www.wvhepc.edu/resources/data-and-publication-center/