

Compliance Document  
submitted  
to the  
Commission on Accreditation  
of the  
Association for Biblical Higher Education  
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by

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## INTRODUCTION

### Background/History of the Institution

On July 31, 1966, after more than 15 years of praying and planning regarding the establishment of a Christian day school and Bible institute, the God's Missionary Church conference conducted a Ground Breaking Service on the newly purchased property adjoining the camp meeting grounds. General Superintendent, George I. Straub, called on Rev. Truman Wise to read the Scripture. While he read from II Chronicles 6, Rev. Arthur Thomas took a Polaroid picture of Rev. Wise reading the Scripture. Opening the camera, he seemed to hear a voice saying, "This is the seal of my approval upon the school." When the picture developed, a phenomenal seven-branched, flame-like forked lightning hovered over the Bible.<sup>1</sup> God had given evidence that He was pleased and that His presence would continue with them. That fall, the Academy opened with Grades 1 through 11, and the next fall witnessed the opening of the Institute.



In 1973, the original four-year ministerial program and three-year Bible diploma were supplemented by additional programs in missions, music, and Christian education. Later the Bible diploma transitioned into a one-year certificate and a four-year program in Biblical studies. In addition, programs in Christian music education, child evangelism, missionary nursing, and Hispanic studies were added. Penn View Bible Institute offers education on the postsecondary level, but does not offer degrees. The four-year programs are termed "Advanced Diploma" and the one-year program is termed "Certificate." The 2010 *Catalog* listed the following programs:

- Advanced Diploma in Biblical Studies
- Advanced Diploma in Child Evangelism
- Advanced Diploma in Christian Education (Elementary)
- Advanced Diploma in Christian Education (Secondary English)
- Advanced Diploma in Christian Education (Secondary Social Science)
- Advanced Diploma in Christian Music
- Advanced Diploma in Christian Music Education

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<sup>1</sup> In the copies, only six branches extend into the sky.  
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Advanced Diploma in Hispanic Studies  
Advanced Diploma in Hispanic Ministerial Studies  
Advanced Diploma in Ministerial Studies  
Advanced Diploma in Missionary Studies  
Advanced Diploma in Missionary Aviation  
Advanced Diploma in Missionary Nursing  
Certificate in Biblical Studies

As noted below, by vote of the faculty, November 14, 2011, the Christian Music, the Missionary Aviation, and the Hispanic Ministerial Studies programs have been deleted.

The Institute classifies 1,430 people as alumni (attended at least one semester). There are 391 graduates, including one-year Certificates and four-year Advanced Diplomas.

### **Institutional Mission and Goals**

February 3, 2009, the Board and the administrators met off-campus to discuss enrollment and to analyze the Student Survey from the previous December. They discussed revising the Mission Statement, strategic planning, and a previous conference call between the administrators and Dr. Mark Smith, President of Circleville Bible College (later renamed, Ohio Christian University). The group proposed a two-day planning session with Dr. Smith, also off campus, including the Board, the General Board of God's Missionary Church, Inc., the administrators, and the division directors. Those sessions took place, March 16 and 17, 2009 in Lewisburg, PA with Dr. Smith directing the group through a SWOT Analysis (strengths, weaknesses, opportunities, threats), extended prayer times, identification of key priorities, plans for fundraising, and degree-granting. The President informed the group that the PVBI Board had voted to pursue degree granting and accreditation and that the General Board of God's Missionary Church, the sponsoring denomination, had also approved this pursuit. Six goal areas were identified: (a) finances and advancement, (b) accreditation and program initiatives, (c) marketing and enrollment, (d) technology, (e) student services initiatives, (f) physical plant.

During 2008 and 2009, the PVBI Board of Directors and the faculty and staff had worked through a process of broad participation to distill the highest priorities into a revised mission statement. The Administrative Committee took the results and proposed a statement to the Board of Directors. On January 7, 2010, the Board of Directors approved a new statement. In August 2010, the ABHE Staff Consultant commented that the statement did not specify higher education. The Administrative Committee proposed a revised statement, which was approved by the Board of Directors, October 4, 2010.

**Penn View Bible Institute**  
**Our Mission:**  
 To prepare Christ-like Servant Leaders  
 through higher education  
 that engages spiritual transformation,  
 academic excellence,  
 social integrity,  
 and practical experience,  
 in the conservative Wesleyan-Arminian tradition  
 to fulfill our Lord's Great Commission.

This statement has substantially the same focus as the earlier Mission Statement, which was published in the *Catalog* (2010, p. 8).

The Institutional Goals, also published in the *Catalog* (2010, pp. 8-9 as “General Objectives”; and 2012, pp. 8-9 as “Institutional Goals”), have been in place for years and are also a part of the PVBI Constitution. The Institutional Goals branch into three sections: spiritual, social, and intellectual, whereas the revised Mission Statement delineates four sections: spiritual transformation, academic excellence, social integrity, and practical experience. Each academic program has program-specific objectives (*Catalog*, 2012, pp. 26-37). Neither the Institutional Goals nor the Program Objectives have been revised recently. The administration recognizes the need for a broad-based collaborative process of revising all of these, and such a process is included in the Assessment Plan. In the meantime, the existing Institutional Goals and Program Objectives will serve as the basis for this Self-Study.

**Process of Development of the Compliance Document**

On October 30, 2009, Penn View Bible Institute (PVBI) submitted its application to the Association for Biblical Higher Education (ABHE). In February 2010, the Commission on Accreditation (CoA) approved the institution for applicant status. The fall 2010 and fall 2011 Progress Reports were accepted by the CoA in February 2011 and 2012.

ABHE Staff Consultant Buchanan visited the campus August 9-10, 2010; March 29, 2011; and March 5, 2012. Buchanan recommended the following schedule for accreditation events:

<i>When?</i>	<i>Who?</i>	<i>Action</i>	<i>Status</i>
10/30/2009	PVBI	Submitted application to CoA	<b>Completed</b>
02/17/2010	CoA	Approved PVBI for Applicant Status (CoA Action letter dated 03/17/2011)	<b>Completed</b>
08/09/2010 – 08/10/2010	ABHE Staff Consultant Buchanan	Presented two-day, on-site staff orientation (Buchanan, 2010)	<b>Completed</b>

11/11/2010	PVBI	Submitted Progress Report, Annual Report, Statistical Abstract, and Financial Audit (with approval from ABHE office for late submission due to tardy arrival of Financial Audit)	<i>Completed</i>
02/23/2011	CoA	Accepted PVBI Progress Report (CoA Action letter dated 03/25/2011)	<i>Completed</i>
03/29/2011	ABHE Staff Consultant Buchanan	Conducted one-day, on-site staff visit (Buchanan, 2011)	<i>Completed</i>
11/01/2011	PVBI	Submitted Progress Report, Annual Report, Statistical Abstract, and Financial Audit (with response to CoA 2010, CoA 2011, Buchanan 2010, Buchanan 2011)	<i>Completed</i>
2011	PVBI	Continue implementing ABHE Staff Consultant recommendations and begin draft of Self-Study	<i>Completed</i>
03/05/2012	ABHE Staff Consultant Buchanan	Conduct one-day, on-site staff visit	<i>Completed</i>
2012	PVBI	Completed Self-Study	<i>Completed</i>
11/08/2012	PVBI	Requested evaluative team visit in 2013, preferably in the spring	<i>Completed</i>
11/15/2012	PVBI	Submitted Self-Study, Annual Report, Statistical Abstract, and Financial Audit	<i>Completed</i>
___/___/2013	Evaluative Team	Conduct evaluative team visit	
11/01/2013	PVBI	Submit Response to Evaluative Team Report, Annual Report, Statistical Abstract, and Financial Audit	
02/___/2014	CoA	Consider PVBI for Candidate Status	

PVBI has established the following committee and sub-committee structure for the accreditation process. There is a permanent committee named “Administrative Committee,” which is composed of the President and the administrators who report directly to him (Director of Operations, Director of Finance, Dean of Students, Director of Public Relations, and Academic Dean). This Administrative Committee is to be distinguished from the Administrative Sub-committee, which was created to assist in the accreditation process.

<i>Committee</i>	<i>Responsibilities</i>	<i>Chair Person</i>	<i>Members</i>
Steering	Oversee entire process, receive reports from subcommittees	T Cooley, Sr., Academic Dean	President J Zechman Chair persons from subcommittees
Administrative Sub-committee	Standards 1, 2B, 3, 4, 5	P Brenizer, Director of Operations	J Zechman, L Shuey, F Bennett
Academic Sub-committee	Standards 2A, 11	T Cooley, Sr., Academic Dean	R McDowell, B Black S Mowery, J Martin, A Shelenberger
Faculty and Library Sub-committee	Standards 9, 10	R McDowell, Faculty	R Faul, B Black, F Stetler, A Shelenberger, Student M Wilson
Financial Sub-committee	Standard 6	J Zechman, President	J Zechman, L Shuey, L Raub
Student Services Sub-committee	Standards 7, 8	P Brenizer, Director of Operations	S Davis, K Engle, F Heidler, L Hill

This Compliance document is organized around the Comprehensive Integrated Standards for Institutional Accreditation of the ABHE, with the related Conditions of Eligibility (CoE) and Essential Elements (EE) listed under the respective standards.

The Compliance document was prepared by the Steering Committee with collaboration by the sub-committees and approved by the Board with minor additions on October 31, 2012. The final copy of the document was reviewed and approved by the Steering Committee on November 15, 2012.

## STANDARD 1 – MISSION, GOALS, AND OBJECTIVES

### ABHE Standard 1

The institution has a clearly defined mission that is appropriate to higher education as well as its own specific educational role. The mission statement serves as the foundation for institutional operations, programs, and activities. Statements of the goals and program objectives specify how the institution will fulfill its mission.

- EE1. A clearly defined mission statement, appropriate to biblical higher education, developed and periodically reviewed by broad representation from all sectors of the institution and ratified by the governing board.
- EE2. A mission statement that is published widely among both internal and external constituencies.
- EE3. A mission statement that guides faculty, staff, administration, and governing boards in making decisions related to planning, resource allocation, program development, and educational outcomes.
- EE4. Clearly articulated and publicized institutional goals that are directly related to the mission statement.
- EE5. Clearly articulated and publicized objectives for each educational program that support the mission statement and institutional goals.

During 2008 and 2009, PVBI faculty and staff worked through a process of broad participation to distill the highest priorities into a revised mission statement. The Administrative Committee took the results and proposed a statement to the Board of Directors. On January 7, 2010, the Board of Directors approved a new statement and on January 20, the faculty and staff received a memo notifying them of the conclusion to the Mission Statement process. In August 2010, the ABHE Staff Consultant commented that the statement did not specify higher education. The Administrative Committee proposed a revised statement, adding “higher education that engages.” The revised statement was approved by the Board of Directors, October 4, 2010. In his 2011 report, the ABHE Staff Consultant indicated the Mission Statement had been revised and expressed no continued concern regarding Standard 1 (EE1). The Mission Statement reads:

Penn View Bible Institute  
Our Mission:  
To prepare Christ-like Servant Leaders  
through higher education  
that engages spiritual transformation,  
academic excellence,  
social integrity,  
and practical experience,  
in the conservative Wesleyan-Arminian tradition  
to fulfill our Lord’s Great Commission.

The new Mission Statement has been communicated through memos and through verbal presentations to the faculty and staff. In the spring of 2012, the Director of Operations provided copies of the new Mission Statement to all staff and faculty members to insert in their current Faculty and Staff Handbook, and the statement was incorporated in the edition distributed in orientation, August 20, 2012. The Mission Statement is in the new edition of the *Catalog* and will be inserted in the next revision of the *Student Handbook* (EE2).

The Mission Statement guides the Board of Directors, the Administrative Committee, and the faculty in making decisions. A review of the minutes of the bodies named, while not always containing specific references to the Mission Statement itself, does give evidence that the matters being considered and the decisions that result work toward producing “Christ-like Servant Leaders” (for example, discipline of students with careful attention to restoration where possible, consideration of the manner in which administrative actions illustrate Christ-like leadership, decisions about revision of rules in both the *Student Handbook* and the Faculty and Staff Handbook) (EE3).

### Institutional Goals

The following tables illustrate how the Mission Statement flows into the Institutional Goals. Previously, these were termed “objectives,” but they have been published in the *Catalog* for many years (EE4):

#### *Spiritual Goals*

Mission Statement	Goals
To prepare Christ-like Servant Leaders through higher education that engages <b><u>spiritual transformation</u></b> . . . in the conservative Wesleyan-Arminian tradition to fulfill our Lord’s Great Commission	The student will know Christ as personal Savior and will develop an ever more intimate relationship with Him.
	The student will cultivate a love for the Bible, the Word of God, as the source of our knowledge of salvation and as a guide for our living a holy life in this present world.
	The student will realize the value of total commitment of one’s life to Christ and will make that commitment.
	The student will develop a Christian character consistent with New Testament teaching.
	The student will learn how to discover the will of God for his life.
	The student will discover an area of service in the church that will give purpose and direction to his life.

#### *Social Goals*

Mission Statement	Goals
To prepare Christ-like Servant Leaders through higher education that engages . . . <b><u>social integrity</u></b> , and <b><u>practical experience</u></b>	The student will develop the social graces which are becoming to those who profess Christ as Savior and Lord.
	The student will become skillful in the cultivation of interpersonal relationships.
	The student will become aware that he does not stand alone, but is a responsible member of several social structures: family, church, nation, and world.

#### *Intellectual Goals*

Mission Statement	Goals
To prepare Christ-like Servant Leaders through higher education that engages . . . <b><u>academic excellence</u></b> . . . and <b><u>practical experience</u></b>	The student will obtain such knowledge in the area of general education as will prepare him for ministry in contemporary society.
	The student will achieve an understanding of basic Bible content and to develop an appreciation of the completeness and the adequacy of the written revelation.
	The student will arrive at an understanding of the basic doctrinal teachings of Scripture.
	The student will achieve a level of proficiency in professional studies consonant with the beginning Christian worker.

The Mission Statement specifies “the conservative Wesleyan-Arminian tradition.” In 2010, Cooley reported, “Penn View alumni are serving the Allegheny Wesleyan Methodist connection, the Bible Holiness Church (both Kansas and Ohio), the Bible

Methodist connections (Alabama, Heartland, Great Lakes, and Tennessee), the Bible Missionary Church, Brethren in Christ, Central Yearly Meeting of Friends, Evangelical Methodist, Evangelical Wesleyan, Immanuel Holiness, the Church of the Nazarene, the Pilgrim Holiness Church of New York, the Midwest Pilgrim Holiness, Pilgrim Nazarene, Wesleyan Holiness, the Wesleyan Church, and many independent holiness churches” (2010, p.7).

The Faculty Staff Perception survey arises from the close face-to-face relationship that faculty and staff members sustain with the students. The results of this survey, administered in the summer of 2012, indicate that the faculty and staff perceive that the Institutional Goals are being achieved, which also reflects their perception that the Mission Statement is being achieved. On a Likert-type scale of *1 very untrue* to *6 very true*, the average of the ratings for all the Institutional Goals was 4.67, midway between *4 more true than false* and *5 mostly true*. This survey is included among the appendices in the Assessment Plan.

The institution does plan through a broad-based process to revisit and revise as necessary the Institutional Goals over the next year. As demonstrated above, all of the Institutional Goals flow out of the Mission Statement. All of the programs then spring from the Mission Statement as ministries “to fulfill our Lord’s Great Commission,” whether through the pastoral ministry, missionary endeavor, music ministry, children’s ministry, teaching Bible in the church, or teaching general subjects in a Christian school. Each program has its own Program Objectives, which are all published in the *Catalog* (2010, 2012) (EE4).

### **Program Objectives**

The Ministerial Program endeavors to promote both the evangelization of unbelievers and the edification of believers, twin purposes of the Great Commission, through the pastoral ministry. Accordingly, the Ministerial Program is designed:

- 1) To provide the Christian worker with a foundational knowledge of the English Bible, studying it first in overview and then by significant books and groupings of books.
- 2) To aid the student in developing a) a thorough understanding of the great doctrines of Scripture, b) skills in interpreting Scripture properly, and c) the ability to make application of its message in practical Christian living.
- 3) To assist the student in understanding and appreciating the New Testament Church as God’s plan for this dispensation. Involved in this is the development of basic concepts in evangelism and the pastoral ministry.
- 4) To help the student prepare for a life of total dedication to the ministry of Christ and His church.
- 5) To enable the student to enter the pastoral ministry, equipped with beginning-level skills.

The basic requirements of Bible knowledge, doctrinal understanding, ability to interpret Scripture, and appreciation of the church as the body of Christ are intended to equip the graduate to enter the pastoral ministry (EE5). As a matter of fact, PVBI alumni were pastoring 23 of the 45 God’s Missionary Churches listed in the *Conference Minutes and Journal* (2011, pp. 16-19). Many of alumni who are serving the denominations listed

above are actually pastors. In addition, within the God's Missionary Church, the Director of World Missions, the Director of Home Missions, the President of Missionary Crusaders (Youth), and the Director of the Pension Fund are all graduates of Penn View Bible Institute (Cooley, 2010, p. 7).

The Missions Programs include the Missionary Studies Program, the Hispanic Studies Program, and the Missionary Nursing Program. These programs focus especially on world evangelization, primarily in an intercultural setting. The Missionary Studies Program is designed:

- 1) To provide the prospective foreign missionary with the training he or she will need in Biblical education, including knowledge of the English Bible, theology and Bible interpretation.
- 2) To help the student arrive at an understanding of the New Testament imperative to evangelize the world.
- 3) To assist the student in developing an understanding of concepts relative to living and working in a foreign culture, including culture shock and the cross-cultural communication of the Gospel.

The requirements of Bible knowledge specific to the missions context, acceptance of the missions imperative, and preparation for intercultural ministry are intended to equip the graduate to enter the world missions ministry. The Hispanic Studies and the Missionary Nursing programs are specialized efforts and will eventually become tracks within the Missions Program (EE5). In 2010, PVBI alumni were "serving in Canada, Mexico, Dominican Republic, Cayman Islands, Honduras, Costa Rica, Colombia, Peru, Brazil, Siberia, Romania, Israel, Egypt, Zimbabwe, South Africa, Vanuatu, Papua New Guinea, Hong Kong, and Mongolia. The missions organizations include Arms Around the World, Evangelical Bible Missions, Evangelistic Faith Missions, Far East Mission, God's Missionary Church, Hope International Missions, and the International Conservative Holiness Association" (Cooley, 2010, p. 7).

The Christian Music Education Program endeavors to produce musicians who can both minister and teach others to minister in music, both to edify believers and evangelize unbelievers. Accordingly, the Christian Music Program is designed:

- 1) To enable the student to develop a Biblical/Christian philosophy of music.
- 2) To promote active participation in campus music organizations in order to provide practical experience in the ministry of music.
- 3) To aid the student in developing skills in piano, voice and other instruments.
- 4) To prepare the student for a music ministry in the local congregation or other phase of Christian work.
- 5) To develop the ability to teach music in the Christian school in kindergarten through twelfth grade.
- 6) To achieve an advanced level of music proficiency in one's major instrument and be prepared to teach that instrument in the Christian school.
- 7) To develop a working knowledge of teaching music through observation, and supervised student teaching experience.
- 8) To prepare the Music major for graduate level study in music.

The assessment process has led to discussion about reducing the number of objectives, but in alignment with the objectives as they are, the requirements of grasping a Biblical philosophy of music, personal engagement in music ministry, and ability to teach music

to others are intended to equip the graduate to minister effectively through the medium of music (EE5).

The Christian Education program, actually one program with three tracks, endeavors to produce Christian teachers to teach in Christian schools. The program is designed:

- 1) To assist the student in developing a personal philosophy of education based on Biblical/Christian principles.
- 2) To promote active growth in the personal spiritual life of the student and to help him develop an understanding of the principles and precepts of God's Word for holy Christian life.
- 3) To prepare the student a) to teach in the Christian Day School at the elementary level, b) teach English in the Christian Day School at the secondary level, or teach Social Studies in the Christian Day School at the secondary level.
- 4) To help the student achieve proper levels of maturity; academically, socially, emotionally, and spiritually.

The requirements of developing a Biblical philosophy of education, experiencing personal spiritual growth, and practicing instructional methodology are intended to equip the graduate to minister in the Christian school (EE5).

The Child Evangelism Program endeavors to prepare graduates for ministry among children in a broad array of settings. The program is designed:

- 1) To enable the student to construct a Biblical understanding of Christian ministry to children.
- 2) To prepare the student to organize and administer a children's ministry in the local church.
- 3) To develop excellence in teaching.
- 4) To acquaint the student with materials and resources necessary to children's ministry.
- 5) To enable the student to use his understanding of the characteristics of each age group in effectively presenting Bible content and in applying Biblical truth to life.
- 6) To equip the student to lead children into a definite faith in Christ as Savior and on to a spiritual life.

The requirements of an understanding of children's ministry, the ability to organize, instructional excellence, knowledge of educational psychology, Bible knowledge, and a grasp of how to lead a child to Christ are intended to equip the graduate to minister effectively to children (EE5).

The Biblical Studies program endeavors to produce teachers of the Bible in a variety of church and perhaps school settings. The program is designed:

- 1) To provide the Christian worker with a foundational knowledge of the English Bible, studying it first in overview and then by significant books and groupings of books.
- 2) To aid the student in developing: a) a thorough understanding of the great doctrines of the Scripture, b) skills in interpreting Scripture properly, and c) the ability to make application of its message in practical Christian living
- 3) To prepare the student to teach Bible in a variety of settings

- 4) To assist the student in understanding and appreciating the New Testament Church as God's plan for this dispensation. Involved in this is the development of basic concepts in evangelism and the ministry of the church
- 5) To help the student prepare for life a total dedication to the ministry of Christ and His church.

The requirements of Bible knowledge, doctrinal knowledge, teaching effectiveness, and appreciation of the church as the body of Christ are intended to equip the graduate to present the message of the Bible in a variety of contexts (EE5).

The one-year Certificate in Biblical Studies endeavors to give students a basic introduction to Bible knowledge as well as a basic level of participation in church ministry. The program is designed:

- 1) To improve the student's overall understanding of the Scriptures, his effectiveness as a personal soul winner, and his personal spiritual life
- 2) To develop the student's communication skills, his ability in leading a song service, and his overall effectiveness as a Sunday School teacher or other leader in the local church.

The requirements of Bible knowledge, personal witnessing, personal spiritual growth, and communication skills are intended to equip the graduate for more effective participation in his or her local church (EE5).

The Mission Statement, the Institutional Goals, and the Program Objectives are all published in the *Catalog* (2012, EE4). The question of students' ability to benefit is addressed in the *Catalog* (2012, pp. 20-21) under "Special Students" through the following statement: "In the effort to assure students' ability to benefit, PVBI requires either a high school diploma or satisfactory scores on the General Educational Development Test (GED)." (EE3, EE4)

### **Issues/Recommendations**

The Mission Statement has been prominent in organizational communication and in various handbooks but the administration still plans to produce graphically designed copies for display in the different offices and public spaces of the institution (EE2). The broad-based process of revisiting and revising as necessary the Institutional Goals over the next year (reference Assessment Plan) still needs to be initiated (EE4). This process will also expand into the Program Objectives over the next three years (EE5). Core values need to be codified and expressed in a formal document (Assessment Plan, EE3). The Mission Statement will be reviewed again in 2015, as scheduled in the Assessment Plan (EE1).

### **Documentation**

Buchanan, J. R. (August 9-10, 2010). "Staff Consultation Visit Report."

Cooley, T. L. (2010). "Penn View Bible Institute: Providing Christian Education for God's Missionary Church and the Conservative Holiness Movement." *God's Missionary Standard*, 61(4). Retrieved from

<http://www.godsmissionarystandard.com/pdfs/201010.pdf>

Penn View Bible Institute. (2010). *Catalog*. Penns Creek, PA: Penn View Bible Institute.

Penn View Bible Institute. (2012). *Catalog*. Penns Creek, PA: Penn View Bible Institute.

## STANDARD 2 – STUDENT LEARNING, INSTITUTIONAL EFFECTIVENESS, AND PLANNING

### *ABHE Standard 2*

The institution demonstrates that it is accomplishing and can continue to accomplish its mission, goals and program objectives and improve performance through a regular and comprehensive system of assessment and planning. Central to this plan is the systematic and specific assessment of student learning and development through a strategy that measures the student's knowledge, skills and competencies against institutional and programmatic goals.

The Assessment Plan describes the full program of assessing the programs and activities to determine whether the college is accomplishing its mission. On January 24, 2011, the institution hosted a one-day seminar on assessment presented by Dr. Joe Brown, of Ohio Christian University, Circleville, Ohio. Members of the faculty, staff, administration, and Board endeavored to get a grip on the assessment process. During Faculty Work days, June 9-10, 2011, and again May 29 – June 1, 2012, members of the faculty worked together to understand, articulate, and eventually assess the Institutional Goals and the Program Objectives. The Assessment Plan document describes the four-year assessment cycle as well as an annual assessment calendar that systematizes the assessment efforts. Parts of the Assessment Plan have already been initiated, and other forms of data collection had already been in operation before organizing the efforts into a plan.

### Standard 2A – Assessment of Student Learning

- EE1. The identification of appropriate inter-related student outcomes in the context of institutional goals, program objectives and course objectives.
- EE2. A shared commitment on the part of students, faculty, staff, and administration to achieve these stated outcomes.
- EE3. A written outcomes assessment plan that articulates multiple means to validate expected learning outcomes.
- EE4. Validation, as a result of using the outcomes assessment plan, that students are achieving the stated outcomes relative to institutional goals, program objectives and course objectives.
- EE5. A process whereby these outcome measurements lead to the improvement of teaching and learning.

Penn View Bible Institute has for many years articulated its Institutional Goals (formerly termed General Objectives), Program Objectives, and Course Descriptions through its *Catalog*, updated and published periodically (for example, 1996, 1998, 2000, 2002, 2006, 2008, 2010, 2012). The goals and objectives were intentional, and various means of assessment were utilized, such as Student Course Evaluations, the ABHE Bible Content Test, and evaluation of capstone projects such as internships; however, there was no system of formal assessment. The course objectives were articulated to students through the instructors' course syllabi. In the accreditation process, the administration and the faculty are committed to reviewing and revising as necessary the Institutional Goals, the Program Objectives, the Course Descriptions, and the course objectives. This is delineated more fully in the Assessment Plan. (EE1)

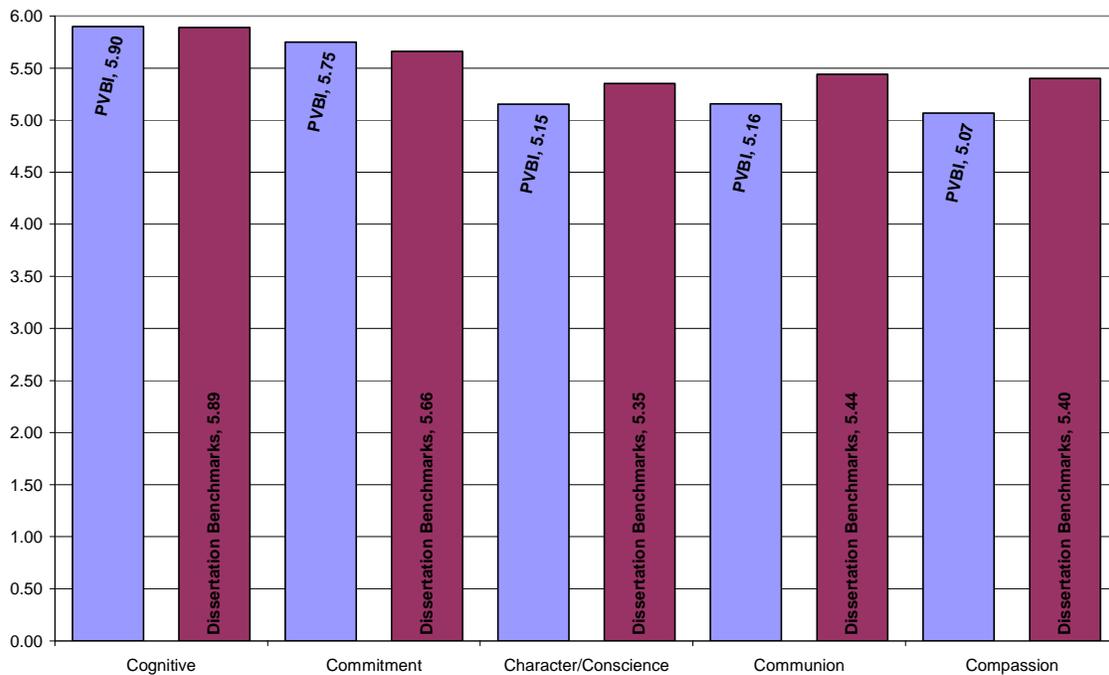
Shared commitment to the Institutional Goals and the Program Objectives was achieved and perpetuated through interpersonal relationships, faculty meetings, staff meetings, Administrative Committee meetings, and Board meetings. This was accomplished more in the style of Bolman and Deal's (2003) symbolic and human resources frames, not so much in their structural frame, and even less in their political frame. Stories about the founders' purposes, themes (such as entire sanctification, personal consecration, and revival), history (such as the picture taken in the Ground Breaking service), collective

memory, and numerous metaphors fired the imaginations and drew a committed, long-term faculty and staff to labor toward a common vision, led by trusted leadership. These were periodically assessed through interpersonal and committee conversations, but again, while informal assessment and internal organizational harmony gave some indication of success, there was no system of formal assessment. The administration has committed to remedy this. (EE2)

PVBI has practiced informal assessment through personal conversations, observations, surveys, and other means. Now, consistent with the goals of accreditation, the institution has developed more thorough, written assessment strategies. The PVBI Assessment Plan (2012) maps the Institutional Goals of the school and the Program Objectives, and it goes on to describe the means of assessing whether those objectives are being achieved. The plan was developed through the accreditation-related committee and sub-committee structure described in the Assessment Plan, with cooperation from the faculty, the Administrative Committee, and the Board. The Assessment Plan lays out a four-year cycle for working through the Institutional Goals, the Program Objectives, and the curricula for all of the programs, as well as an annual calendar for the various details within the system. (EE3)

The Wesleyan Wellness Profile (WWP), administered February 2012, indicated successful achievement of spiritual goals in students' lives. The WWP utilizes a Likert-type scale of *1 very false of me, 2 mostly false of me, 3 more false than true of me, 4 more true than false of me, 5 mostly true of me, and 6 very true of me*. Means of *5 mostly true of me* were established as indicating that these items are habitual in the lives of the students and therefore satisfactory. The mean of all the components of Spiritual Transformation for PVBI was 5.41, well above *5 mostly true of me*. This compares favorably with benchmarks established among five similar Bible Colleges with 432 participants (Cooley, 2011, 2012). The following figure illustrates the means for each component with a high of 5.90 on the Cognitive component and a low of 5.07 on the Compassion component; it also compares PVBI students with those in the other five Bible Colleges. (EE4)

### Spirituality Component Means

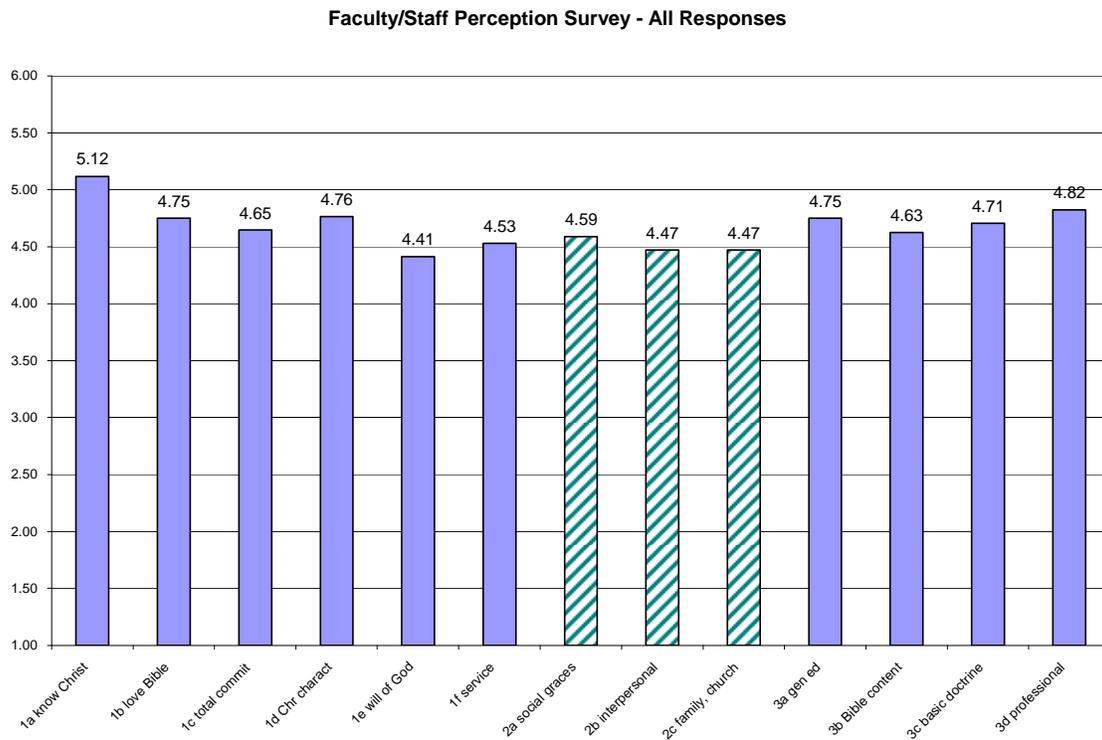


Since the Cognitive component entails students' concept of God, human nature, Biblical authority, and ultimate meaning, the mean of 5.90 on the Cognitive component of Spiritual Transformation suggests that students do hold a Biblical worldview at a level which can be described as characterization (Dettmer, 2006). The Wesleyan Wellness Profile instrument is contained in the Assessment Plan, Appendix D. (EE4)

As also related under Standard 11, for the fall terms of 2010, 2011, and 2012, incoming freshmen have averaged 50% correct answers on Form G of the Bible Exams. Seniors during the 2011 and 2012 spring terms have averaged 70% correct answers on Form H of the Bible Exams. This is an average net gain of 19% correct answers from freshman to senior level. Freshmen scored two percentage points above the ABHE national norms, but seniors scored six percentage points above the national norms. PVBI students gained in 15 of the 16 subsections of the test; similarly ABHE national norms increased in 15 of the 16 subsections. PVBI students decreased three percentage points on Old Testament Timeline, while the national norm group decreased four percentage points on New Testament Timeline. PVBI students are keeping pace with their peers in the other ABHE institutions that use the Bible Exams. The instructor responsible for Old and New Testament Survey could increase emphasis on Bible timelines, but this is a rather minor concern.

The Faculty/Staff Perception survey also gave some confirmation that students are achieving the Institutional Goals. Since the campus family is so inter-connected, as explained in the Assessment Plan, the faculty and staff acquire personal knowledge of the students' spiritual, social, and intellectual development. The faculty and staff members were asked to rate, on a Likert-type scale similar to the WWP, "your perception of how students in general are achieving PVBI's stated [Institutional Goals]." The following

table displays the means of their ratings of the students for each Institutional Goal. While means of 5 *mostly true* or above would have been desirable, the overall mean was 4.67. This was well above 4 *more true than false*. (EE4)



Putting assessment data to use in the improvement of teaching and learning has been a weakness at PVBI. Informal discussions have been augmented by more formal group discussions among the faculty throughout the development of the assessment plan. The Assessment Plan established an Assessment Committee with assigned responsibilities and it laid out projected agendas for the monthly faculty meetings to receive reports on those assessment projects. The initial focus of the Assessment Committee was directed toward student learning, but it is anticipated that later the responsibilities of the Assessment Committee will broaden to encompass overall institutional effectiveness, at which time the membership of the committee will probably also expand. (EE5)

### Documentation

- Bolman, L. G. & Deal, T. E. (2003). *Reframing organizations: Artistry, Choice, and Leadership*. San Francisco: Jossey-Bass
- Cooley, T. L. (2011). *Spiritual Assessment of Students at Conservative Wesleyan-Arminian Bible Colleges* (Unpublished doctoral dissertation). Available from Proquest (AAT 3449525)
- Cooley, T. L. (2012). Spiritual transformation of students at conservative Wesleyan-Arminian Bible colleges. *Biblical Higher Education Journal*, 7(Winter 2012), 23-35.
- Dettmer, P. A. (2006). New blooms in established fields: Four domains of learning and doing. *Roepers Review*, (Winter 2006) 28(2), 70-78.
- Penn View Bible Institute. (2012). Assessment Plan. Penns Creek, PA: Penn View Bible Institute.

## Standard 2B – Assessment of Institutional Effectiveness and Planning

- EE. 1. A written assessment document that describes continuous, structured processes involving the total institution.
- EE2. Meaningful analysis of assessment data and use of results by appropriate constituencies for the purpose of improvement.
- EE3. Substantial evidence issuing from its assessment processes that the institution is effective in fulfilling its mission and achieving its goals and objectives.
- EE4. A planning process that is systematic and ongoing and involves representatives of the various institutional constituencies.
- EE5. A planning process for the improvement of the institution's goals and services.
- EE6. A plan that reflects the institution's vision and is based on assessment results and realistic resource projections.
- EE7. A system for monitoring institutional progress in achieving planning goals.

### Institutional Goals

PVBI's Assessment Plan describes the full detail of assessing both the administrative units supportive of instruction and those for institutional maintenance and well being (EE1). Analysis and use of assessment data has not been systematic, but that is changing through the accreditation process. An Assessment Committee has been elected, in accordance with the Assessment Plan with primary focus on academic assessment, but it is anticipated that the responsibilities of this committee will be expanded in the future to encompass the whole organization (EE2, EE4, EE7). The Assessment Plan describes the process for reviewing and revising as necessary the foundational documents: Mission Statement (completed in 2010, targeted for review in 2015), Institutional Goals (targeted for 2013), and Philosophy of Education and Core Values (targeted for 2014). After that, each of the foundational documents will be reviewed through a four-year cycle described in the Assessment Plan. The Assessment Plan will be revised as those revisions are accomplished. (EE1, EE2, EE5)

PVBI makes its Institutional Goals prominent in the recruiting process and in the Public Relations venues. The Wesleyan Wellness Profile (item #1) indicates that students come to Penn View "to know more about what I believe," to obtain "a more fervent spiritual life," and "to become more effective in ministry" (mean of 5.21). These purposes are very much in agreement with PVBI's Mission Statement. If, therefore, students are satisfied with the Penn View experience, it suggests the institution is achieving its mission and goals. (EE3)

The Noel-Levitz SSI was administered, September 27, 2012 and the summary report was received October 18, 2012. There were 71 responses out of the 71 students (freshmen through senior) who were requested to take the survey. (Request did not go to 9 special students, 8 high school students who were taking Institute classes, 1 audit student, 1 off-campus intern, and 1 withdrawal.) Noel-Levitz (2012a, p.4) states, "Averages for importance are typically in the range of 5 to 6 and average satisfaction scores are typically in a range of 4 to 5." Of the domains evaluated in the SSI, none of the PVBI satisfaction ratings averaged less than 5.25 on the seven-point scale and all of the performance gaps except one were better than the gaps at other four-year private institutions. The full data for the domains are displayed in the table below, listed in descending order according to importance.

Noel-Levitz SSI Domains on Scale of 1 to 7	Penn View Bible Institute			National Four-Year Privates			Mean Difference In Satisfaction Ratings
	Importance	Satisfaction	Performance Gap	Importance	Satisfaction	Performance Gap	
Student Centeredness	6.62	6.02	0.60	6.24	5.43	0.81	0.59
Concern for the Individual	6.58	5.90	0.68	6.20	5.34	0.86	0.56
Instructional Effectiveness	6.52	5.91	0.61	6.38	5.49	0.89	0.42
Campus Climate	6.50	5.89	0.61	6.21	5.35	0.86	0.54
Academic Advising	6.30	5.93	0.37	6.34	5.52	0.82	0.41
Service Excellence	6.28	5.66	0.62	6.06	5.22	0.84	0.44
Recruitment and Financial Aid	6.24	5.68	0.56	6.22	5.12	1.10	0.56
Registration Effectiveness	6.18	5.90	0.28	6.20	5.18	1.02	0.72
Campus Life	6.02	5.25	0.77	5.80	4.99	0.81	0.26
Campus Support Services	5.95	5.38	0.57	6.06	5.46	0.60	-0.08
Safety and Security	5.81	5.64	0.17	6.20	5.00	1.20	0.64
Responsiveness to Diverse Population	NA	5.97	NA	NA	5.26	NA	0.71

Results from the Wesleyan Wellness Profile (mean of 5.41 on a six-point Likert-type scale for 63 line items relating to spiritual transformation) suggest that students are achieving the spiritual growth which the school promotes and which the students desired when they came. According to the WWP (item 8), students attribute their spiritual growth to the Bible College program (mean of 4.63). This survey is included in the Assessment Plan, Appendix D. (EE3)

The Faculty Staff Perception survey arises from the close face-to-face relationship that faculty and staff members sustain with the students. The results of this survey, administered in the summer of 2012, indicate that the faculty and staff perceive that the Institutional Goals are being achieved, which also reflects their perception that the Mission Statement is being achieved. On a Likert-type scale of *1 very untrue* to *6 very true*, the average of the ratings for all the Institutional Goals was 4.67, midway between *4 more true than false* and *5 mostly true*. This survey is included in the Assessment Plan, Appendix B. (EE3) These assessment results suggest that the institution is achieving its Mission Statement.

The rest of the organization supports the fulfillment of the Institutional Goals and the Mission Statement through supporting instruction and through maintaining institutional effectiveness. These units are described in the Assessment Plan, Chapter III and will form the outline for the next section on Standard 2B.

### **Units Supporting Instruction**

The Admissions Office (more fully described under Standard 7A) manages the prospect database, maintains periodic contact with individuals, sends out bulk mailings as scheduled, processes the Applications for Admission, communicates acceptance, and any other emerging details that need to be addressed up to the point of enrollment. In the judgment of the administration, this is done successfully. Nevertheless, the details more formally identified in the Self-Study process will give better definition and direction to the operation. The admissions staff will work to maximize the new capabilities for recruitment offered by the recent migration to ABHE-Solutions. (EE2, EE3)

The Learning Resources include instruction and library. The Student Course Evaluation results, the Academic Dean, graduates' performance in the ministry, and graduates' performance when they pursue graduate studies all tend to suggest successful instruction. Peer evaluations, which are beginning in the current year, will yield additional data to be

analyzed. The library (more fully described under Standard 10) has been renovated and is receiving professional guidance under the new librarian. This year the library holdings have been augmented by requiring the students to obtain Snyder County Library cards, which also give them access to additional online resources. On the SSI line item, students expressed a satisfaction of 5.17 on a seven-point Likert scale, but an importance of 6.21, flagging library services for continued improvement as already planned. Together these factors demonstrate institutional effectiveness in supporting instruction. The commitment to continue improving this support is firm, strengthened by budgetary commitment. (EE3)

Student Services (more fully described under Standard 8) are divided into several different areas. These are under the direction of several key staff persons: the Dean of Students, the Director of Operations, the Director of Christian Service Learning, and the nurse. Student Services contribute to the mission of the school by giving students opportunities to develop their skills through ministry, to practice leadership skills, to enjoy recreation, to receive food, and to benefit from basic health guidance. (EE3)

### **Units Supporting Institutional Well Being**

The Board of Directors (more fully described under Standard 4) guides the institution by setting policy and directing the overall governance of the school. The Board has initiated the development of a Board Handbook (draft in Appendix E), which has further refined Board responsibilities. This development is continuing and a plan for self-assessment has been devised. (EE3)

The President's Office serves the institution in spiritual, pastoral, administrative, and financial leadership. Twenty two years of successful leadership testify to the President's effectiveness. The President is actively exerting a leadership role in the accreditation process. (EE3)

The Business Office operates within specified business guidelines and accounting practices generally accepted in the United States, as indicated by the unqualified opinion with no audit differences discovered in the audit process conducted by Lewis Barlett Klees, PC of Milton, PA. (EE3)

The Public Relations Office successfully schedules and conducts the public service events and maintains contacts with prospects, parents, and pastors as expected. (EE3)

The Operations Office oversees maintenance, residence halls, food service, and work scholarship program. Each of the operations entities services the institution in fulfilling its mission and goals. Maintenance cares for and improves the facilities in which the education takes place and in which students and faculty are housed and fed. The maintenance personnel are striving to move to a more proactive program. The Dining Center Survey provides food for people on campus. The Work Program is guided by the Work Program Director, who oversees the actual work, supervises the assignment and report of hours worked, and reports to the Director of Operations. The Work program provides custodial service, food preparation, and miscellaneous services to the institution, and it provides students the opportunity to work off some of their school account. (EE3)

## **Planning Process**

The Assessment Plan delineates the process of faculty analysis of assessment data; this process needs to be expanded into the rest of the organization. The entire family of faculty and staff was highly engaged in the revision of the Mission Statement, and they will be engaged in the process of working through the other foundational documents, but a formal system for the use of assessment for planning still needs to be developed. (EE4, EE5)

PVBI has held forth a strong vision of a school that produces graduates who are totally devoted to Christ and effective in ministry. Presidential sermons and exhortations have called faculty, staff, students, graduates, and supporters to this kind of devotion. The history of the school is replete with examples, and their stories have been recounted. The stories of great Christians have been told and retold, inspiring the campus family and inviting others to join the effort. This vivid playing out of Bolman and Deal's (2003) symbolic frame has energized and sustained the organization through difficult times. The faculty and staff have given themselves wholeheartedly, students have devoted their energies to seeing the school advance, and graduates have served throughout the conservative holiness movement, both in the United States and in numerous other countries. In addition, the Biblical teaching of Christians' responsibilities to each other has instructed and disciplined the campus family, fitting Bolman and Deal's human resources frame into the organizational functioning and helping to resolve conflict while still advancing the cause. As the institution grew and became more complex, the President, the Board, and the administration endeavored to improve the organizational structure. The accreditation process is inviting, even pressing the institution to further advancement and systematization. The Assessment Plan delineates the assessment and planning process as it is currently, with the awareness that it must continue to develop. The Planning Document is the result of years of striving to do strategic planning and of the Self-Study process. The Board, administration, faculty, and staff are committed to the continuing development. (EE5, EE6, EE7)

## **Issues/Recommendations**

Putting assessment data to use has been a weakness. The Assessment Plan has begun laying out ways to overcome this breach. The Assessment Committee will need to be expanded both in membership and in responsibilities to serve the entire organization (EE1, EE4). Although the administration is pleased with the indications that students are experiencing spiritual growth, the commitment is firm to press on to greater achievement. As indicated in further detail under Standard 7, the Admissions Office will continue to leverage the prospect database through ABHE-Solutions. The library is advancing and will continue to be improved. The units supporting institutional well-being will continue to advance through the assessment and planning improvements that are underway (EE3). The planning process will need to be expanded to encompass the entire institution (EE5, EE6, EE7).

## **Documentation**

Bolman, L. G. & Deal, T. E. (2003). *Reframing organizations: Artistry, Choice, and Leadership*. San Francisco: Jossey-Bass  
Lewis Barlett Klees, PC. (2012). Penn View Bible Institute: Independent Auditor's Report. Milton, PA.

## STANDARD 3 – INSTITUTIONAL INTEGRITY

### *ABHE Standard 3*

The institution is a model of Christian ethical behavior, both internally and externally. The institution demonstrates integrity in all of its practices and relationships, with strict adherence to ethical standards and its own stated policies.

- EE1. Institutional publications, statements and advertising that describe accurately and fairly the institution, its operations, its programs, and its effectiveness claims.
- EE2. Student, faculty, and staff handbooks that describe and govern various institutional relationships with those constituencies, including appropriate grievance procedures.
- EE3. Policies and practices for the resolution of internal conflicts within the institution's constituency.
- EE4. An institutional culture that fosters respect for the background and perspectives of the community.
- EE5. Equitable and consistent treatment of constituencies in all areas including student discipline, student evaluation, grievances, faculty promotion, administrative review, compensation, and human resource management.
- EE6. Honest and open communication regarding compliance with agencies such as accrediting, licensing, and governing bodies.
- EE7. Fulfillment of all applicable standards, policies, and requirements of the ABHE Commission on Accreditation.
- EE8. Integrity in all financial matters.

[Additional Policies to Reference: Policy on Ethical Practices; Policy on Falsification of Data; Principles of Good Practice in Institutional Advertising, Student Recruitment, and Representation of Accredited Status]

PVBI policies are articulated through the following published documents, which are included in Appendices E - O:

### *Administrative Handbook*

This handbook will contain job descriptions, full content of all handbooks and official documents listed below (except *Catalog* and *Application Packet*), as well as the Constitution and Bylaws. This handbook, to be assembled by January 31, 2013, will be provided to all administrators and Board members (EE1, EE2, EE3, EE4, EE5, EE6, EE7, EE8).

### *Board of Directors Handbook*

This handbook contains the Mission Statement, principles, policies, and procedures for Board members. The most recent draft is in Appendix E.

### *Financial Policy*

This policy contains the Mission Statement, the purpose of the financial policy, policies and procedures for acceptance of gifts, investment policy, guidelines for borrowing, policies for internal controls (such as how mail is opened, how deposits are verified, how disbursements and reimbursements are processed, how purchases are approved, each requiring more than one person in the process), budgetary process, financial reporting, and policy on student accounts. Appropriate checks and balances are in place, as demonstrated by the most recent annual external audit. The Financial Policy is in Appendix L, and the Financial Audit is in Appendix K. (EE6, EE7, EE8)

### *Faculty and Staff Handbook*

This handbook contains the Mission Statement, principles, policies, and procedures for all employees. An updated copy is distributed to all employees at the annual staff and faculty orientation meeting. Employee contracts provide signed commitments to abide by the Faculty and Staff Handbook. This document is contained in Appendix J. (EE2, EE3, EE4, EE5, EE7, EE8)

### *Student Handbook*

This handbook contains the Mission Statement, principles, policies, and procedures for all students, both dormitory and non-dormitory. It further contains a full statement of the Student Grievance policy and the appeals process in case a student is dissatisfied with a decision. The handbook is distributed to all new students upon acceptance and to all students when a new revision is published. Each new student is required to sign a statement of commitment to abide by the handbook. PVBI practices targeted marketing through collecting Inquiry Cards (see *Penn\_View\_Catalog\_with\_other\_files* in separate file) from the prospects themselves at public relations events; consequently, nearly all applicants already know the conservative holiness lifestyle that the Institute requires. Any prospects who indicate any need of explanation receive attention to resolve their questions. The same lifestyle is illustrated on the web site and in all promotional materials. This document is contained in Appendix N. (EE1, EE2, EE3, EE5)

### *Catalog*

The *Catalog* contains the Mission Statement, academic information, financial policies, program offerings, course descriptions, basic student life information, and other details as specified in CoE #6. The inside title page announces, “Penn View Bible Institute does not discriminate on the basis of gender, race, color, age, ethnic origin, or disability in its admission of students or its employment of faculty and staff” (EE4). The *Catalog* refers interested readers to the *Student Handbook* for a full statement of rules and regulations for students. Additional academic details in the *Catalog* are delineated under Standard 11 (EE1, EE6, EE7, Principles of Good Practice in Institutional Advertising). This document is contained in *Penn\_View\_Catalog\_with\_other\_files*.

### CoE #6 Catalog

An institution must have available to students and the public a current and accurate catalog setting forth the institution's governance<sup>a</sup>, mission<sup>b</sup>, institutional goals<sup>c</sup>, specific objectives<sup>d</sup>, programs<sup>e</sup> and courses<sup>f</sup>, resources<sup>g</sup>, admissions and standards<sup>h</sup>, academic offerings<sup>i</sup>, rules and regulations for conduct<sup>j</sup>, degree completion requirements<sup>k</sup>, full-and part-time faculty rosters with faculty degrees<sup>l</sup>, fees and other charges<sup>m</sup>, refund policies<sup>n</sup>, a policy defining satisfactory academic progress<sup>o</sup>, graduation rates<sup>p</sup>, rate of recent graduate employment<sup>q</sup> in program related occupations, and other items<sup>r</sup> related to attending, transferring to, or withdrawing from the institution. Claims regarding educational effectiveness must be supported by appropriate data.

The 2012-2014 *Catalog* addresses the specific details on the following pages:

- a. Institution's governance – denominational affiliation (p. 9), Board of Directors (p. 47), administrators (p. 47). A statement that “Penn View Bible Institute is sponsored by God's Missionary Church, Inc., but is governed by its Board of Directors” is part of the paragraph on denominational affiliation.
- b. Mission Statement (pp. 1, 8)
- c. Institutional goals – spiritual, social, and intellectual objectives (p. 8-9)
- d. Specific objectives – These are stated for each program (pp. 26-37)
- e. Programs (pp. 26-37)

- f. Courses (pp. 39-45). Re-organization of the academic divisions and the re-numbering of courses is underway, but was not finalized in time for the 2012 *Catalog*. This will be addressed in the next revision of the *Catalog*.
- g. Resources (pp. 10-11) describe buildings containing the classrooms, the library, administrative offices, chapel, and dormitories. Health services and informal student advisement are referenced (p. 14).
- h. Admissions and standards (p. 20-22).
- i. Academic offerings – The curriculum covers the three basic categories of general education, biblical/theological education, and professional education (p. 8), and the majors are all directed toward ministry. Pennsylvania requires the “Official Statement” on p. 9 and the use of the term *postsecondary* because the institution has not applied for degree-granting status with the commonwealth. The use of words such as *college* and *baccalaureate* (even *semester hours* or *credit*) is not permitted without formal approval for degree-granting status; the institution is preparing to pursue this status. In the meantime, the institution uses “course hours” as equivalent to semester hours to communicate academic units of study in terms understandable for transferability (p. 24). Related to this is the use of the “advanced diploma” nomenclature, which is an effort to communicate the formal award for the four-year program without using the language proscribed by the Pennsylvania Department of Education.
- j. Rules and regulations for conduct – described under Student Life (pp. 13-14); *Catalog* explains that the rules are set forth in the *Student Handbook*; this handbook is provided to all students.
- k. Degree completion requirements – Advanced Diplomas are designed to be similar to four-year bachelor programs and similar to ABHE requirements. Each program description includes a description of these requirements as related to that program (pp. 26-39). General graduation policies are on pp. 22-23.
- l. Full- and part-time faculty rosters with faculty degrees (pp. 47-48) with special listings for division directors (p. 49).
- m. Fees and other charges (p. 16).
- n. Refund policies (p. 18).
- o. Policy defining satisfactory academic progress (pp. 22-24).
- p. Graduation rates (p. 23).
- q. Rate of recent graduate employment in program related occupations – “Graduates in Ministry” reported (p.24).
- r. Other items related to attending, transferring to, or withdrawing from the institution (pp. 20-24). Attendance policies are spelled out in further detail in the *Student Handbook*.

The *Application Packet*, which is sent to prospects along with the *Catalog*, contains:

- a. Application Information and Procedures (p. 1)
- b. Application For Admission form (pp. 2-3)
- c. Character Reference forms (pp. 4-9)
- d. Transcript Request form (pp. 10-11)
- e. Student Handbook Agreement form (pp. 12-13)
- f. A note from the Academic Dean about financial aid and Scholarship Information (pp. 14-15)

- g. Application for Work Scholarship and a note explaining the Work Scholarship program (pp. 16-19)

The *Application Packet* is contained in *Penn\_View\_Catalog\_with\_other\_files*, a separate file.

In his report (2011, p. 2), the ABHE Staff Consultant observed, “The administration completed the evaluation of the *Catalog* in view of CoE #6, have identified the areas to be addressed, and have moved forward in addressing those weaknesses.”

#### *Christian Service Learning Handbook*

This handbook contains the Christian Service Learning (CSL) Mission Statement, principles, policies, procedures, and report forms to track actual completion of CSL. The handbook is provided to all students taking six course hours or more. This document is contained in Appendix F. (EE1, EE7)

#### *Student Services Handbook*

This handbook will contain the Mission Statement, schedules, principles, policies, and procedures for Student Services. This handbook, to be assembled by January 31, 2013, will be given to Student Services personnel and the relevant details will go into the Student Handbook.

#### *Library Handbook*

This handbook contains the Library Mission Statement, principles, policies, and procedures for administration of the library, acquisition and maintenance of learning resources, and circulation (EE1, EE7). This document is contained in Appendix M.

#### *Technology Plan*

This contains the Technology Mission Statement, principles, and procedures in regard to network, phone system, and internet access provided by the school (EE6, EE7, EE8). This document is contained in Appendix O.

#### *Enrollment Management Plan*

This plan details the principles, policies, and procedures implemented for recruitment (encouraging prospective students to learn more about the school, visit campus, and enroll as a student) and retention (understanding student concerns and encouraging students to persist and to graduate) (EE1, Principles of Good Practice in Institutional Advertising). This document is contained in Appendix H.

In his 2011 report, the ABHE Staff Consultant expressed no continued concern regarding Standard 3. As additional evidence of academic quality (EE1), Appendix C presents a summary of accredited colleges and universities that have granted transfer credit and/or have accepted PVBI graduates to pursue graduate studies.

PVBI evidences commitment to the conservative Wesleyan-Arminian constituency (also known as conservative holiness) of which it is a part by encouraging participation in Interchurch Holiness Convention, by associating with conservative holiness Bible

Colleges and missions organizations, by utilizing evangelists and speakers from the movement, by supporting camp meetings and youth camps in the same constituency, and by maintaining conservative holiness platform standards. Students are required to attend conservative holiness churches in the area surrounding the school. Within the conservative holiness context, the institution recruits a variety of students from various ethnic groups and from different countries. Within the local area, the institution further serves the conservative Mennonite constituency. Public events contribute to the broader community such as the Christmas Musical, Spring Concert, and other events open to the public. The school presents a Christmas Business Persons Banquet to area business people. PVBI has hosted political candidates on campus and individuals have worked within the local political process. The institution has assisted in hanging Christmas lights for the community, helped to celebrate the town's Bicentennial, and loaned the ball field for Little League games. PVBI regularly hosts Red Cross Blood Drives that bring donors not only from the campus family but also from the community. In addition, campus buildings are available to the Red Cross for emergency shelters. (EE4)

As detailed in the above summaries of official documents, PVBI has published handbooks to describe the institution fairly and accurately (EE1, EE2). Policies for resolution of internal conflicts are contained in both the *Student Handbook* and the *Faculty and Staff Handbook* (EE3). The Catalog features a statement of non-discrimination on the very first page (EE4). Minutes from the Administrative Committee, which serves as the Discipline Committee, chronicle the major disciplinary decisions (EE5). The letter from the Pennsylvania Department of Education (Appendix A) provides evidence of the institution's relationship with the Commonwealth of Pennsylvania, and this Self-Study document is evidence of the relationship with the ABHE (EE6, EE7). The annual external audit referenced under Standard 6A evidences the history of financial integrity (EE8).

### **Issues/Recommendations**

The Administrative Handbook and Student Services Handbook have not been assembled, but they are projected to be ready by January 31, 2013. The Student Handbook still needs to be revised, but it is projected to be ready by January 31, 2013. All of these are to be available if an Evaluative Team visit is granted in the spring of 2013 (EE2). The institution is continuing to work toward substantial compliance to all applicable standards, policies, and requirements of the ABHE Commission on Accreditation (EE7).

### **Documentation**

- Lewis Barlett Klees, PC. (2012). Penn View Bible Institute: Independent Auditor's Report. Milton, PA.
- Penn View Bible Institute. (2012). Administrative Handbook. Penns Creek, PA: Penn View Bible Institute.
- Penn View Bible Institute. (2012). *Application Packet*. Penns Creek, PA: Penn View Bible Institute.
- Penn View Bible Institute. (2012). Board of Directors Handbook. Penns Creek, PA: Penn View Bible Institute.
- Penn View Bible Institute. (2012). *Catalog*. Penns Creek, PA: Penn View Bible Institute.
- Penn View Bible Institute. (2012). Christian Service Learning Handbook. Penns Creek, PA: Penn View Bible Institute.

Penn View Bible Institute. (2012). Enrollment Management Plan. Penns Creek, PA: Penn View Bible Institute.

Penn View Bible Institute. (2012). Faculty and Staff Handbook. Penns Creek, PA: Penn View Bible Institute.

Penn View Bible Institute. (2012). Financial Policy. Penns Creek, PA: Penn View Bible Institute.

Penn View Bible Institute. (2012). Library Handbook. Penns Creek, PA: Penn View Bible Institute.

Penn View Bible Institute. (2012). Student Handbook. Penns Creek, PA: Penn View Bible Institute.

Penn View Bible Institute. (2012). Student Services Handbook. Penns Creek, PA: Penn View Bible Institute.

Penn View Bible Institute. (2009-2013). Technology Plan. Penns Creek, PA: Penn View Bible Institute.

## **STANDARD 4 – AUTHORITY AND GOVERNANCE**

### *ABHE Standard 4*

The institution is legally constituted as a nonprofit organization authorized by its state or province to operate as an educational institution and grant all degrees and/or offer credentials. The institution has a governing board with legal and fiduciary responsibility to exercise appropriate oversight over institutional integrity, policies, resource development, and ongoing operations.

- EE1. Evidence that the institution is operating legally in its state or province.
- EE2. A constitution and bylaws that clearly and comprehensively provide a basis for institutional administration and governance.
- EE3. A governing board that exercises legal power to establish and review policies of the institution.
- EE4. Board membership that excludes all employees except the chief executive officer.
- EE5. A governing board with elected officers that do not include the chief executive officer.
- EE6. A governing board that assists in generating resources needed to sustain and improve the institution.
- EE7. A conflict of interest policy for board members that addresses issues such as financial interests, contracts, employment, family, or other personal interests in the institution.
- EE8. A governing board appropriate in size to operate efficiently and sufficiently diverse in terms of ethnicity, gender (where theologically appropriate), and professional competencies to represent the constituency.
- EE9. A governing board that is sufficiently autonomous to protect the integrity of the institution.
- EE10. A procedure in place for the assessment of the effectiveness of board members.
- EE11. A process for orienting and developing new board members, and providing updates for current members on issues relative to mission, organization, finances, and programs.
- EE12. A chief executive officer appointed and evaluated by the board, to provide administrative leadership for the institution.
- EE13. Board policies and practices that restrain the board from individual and/or collective involvement in institutional administration.
- EE14. A board rotation system that encourages new members.

### **Description**

Penn View Bible Institute is operating legally within the Commonwealth of Pennsylvania. The letter copied in Appendix A confirms that the Pennsylvania Department of Education is aware of Penn View Bible Institute and that the institute is in compliance with the laws of Pennsylvania. Currently the institute does not offer degrees, but as of March 17, 2009, the Board of Directors and the administration of the school have agreed to pursue degree-granting status with the commonwealth. The Academic Dean has been in communication with the Pennsylvania Department of Education, but has not yet formally submitted the application for that process because the commonwealth requires an endowment of \$500,000 and has refused to start the application process until this matter is more nearly completed. As the ABHE Annual Report indicates, Penn View has an endowment fund balance of \$141,421 as of May 31,

2012. Throughout the accreditation process, Pennsylvania regulations are kept in view so that when it is time to submit the application for degree-granting status, policies and requirements will already be mostly aligned. Dr. Ray Naugle, former Academic Dean at Lancaster Bible College, has been frequently consulted as the faculty and the Academic Dean discuss academic structure, faculty credentials, and any other details that relate to Pennsylvania requirements. (EE1)

Historically the PVBI operated under the guidelines for the God’s Missionary Church. It was birthed by the mother denomination with criteria for its governance. As the school has grown and the need for accreditation became more apparent, it was determined a separate Constitution and Bylaws needed to be drafted to advance institutional maturity and to achieve compliance with ABHE Standard 4. In 2010 a team was formed to work on drafting a Constitution and Bylaws. The team composed of one administrator, the President, and two Board members work diligently in conjunction with the Board of Directors. The Board of Directors reviewed the Constitution and Bylaws, and they adopted the revised version in 2011. The Constitution and Bylaws, contained in Appendix G, became the guiding document for the institution. (EE2)

The Board of Directors is autonomous. The individuals voted upon are nominated by the General Board of God’s Missionary Church in conjunction with PVBI’s President. Once names have been nominated, they are taken to the annual God’s Missionary Church conference held in July for a vote. These members are elected on staggered, three-year rotating terms. PVBI employees are not eligible for Board membership, but the PVBI President is an ex officio member of the Board with full membership rights. The Board elects its own secretary and various committees. Responsibilities of the Board include governing the college through reviewing and approving institutional policies. (EE3, EE4, EE5, EE9)

As specified in the Board Handbook (contained in Appendix E), Board members generate resources for the school through influencing young people who attend their church and through influencing the churches and constituents to support the school financially. In addition, the members facilitate fundraising through auctions, banquets, and a retail store in Mifflinburg. The Board Handbook also contains a Conflict of Interest policy addressing matters of financial interests, contracts, employment, family members, or other personal interests in the institution. (EE6, EE7)

The Board is comprised of four ministers and three lay members from God’s Missionary Church as well as the Conference President, who serves as the Chairman. Members are all male, but then nearly all the leadership within God’s Missionary Church is male. The ministers are experienced pastors who are actively pastoring churches. The lay members are businesspersons who are actively involved in business and management as well as leadership in their local churches. The conservative holiness (Wesleyan-Arminian) constituency that PVBI serves is largely Caucasian; the composition of the Board is similar. The following table giving details on the current Board members is also published in the *Catalog* (2012). (EE8)

Harry F. Plank.....	Conference President
Chairman	God’s Missionary Church

John Zechman ..... President, Penn View Bible Institute

Frederick Bennett..... Pastor  
Secretary God’s Missionary Church, Millmont, PA

Aaron McCarty ..... Pastor  
Evangelical Methodist Church, Richfield, PA

James Plank ..... Pastor  
God’s Missionary Church, Beavertown, PA

Leonard Raub..... Businessman  
Member, God’s Missionary Church, Lebanon

Joel Jackson ..... Businessman  
Member, God’s Missionary Church, Blue Knob, PA

Larry Shuey ..... Businessman  
Member, God’s Missionary Church, Lebanon, PA

Other than the Board Handbook in its current proposed draft, there is no formal orientation for new Board members and no program for development of current Board members. There is also no formal process for assessment of the effectiveness of the Board. The President does provide updates to Board members on issues relative to mission, organization, finances, and programs in the Board meetings. The need for an overall program of orientation, development, and assessment of members will need to be addressed by the Board. (EE10, EE11)

The President of Penn View Bible Institute is hired by the Board of Directors to be the chief executive officer of the school and is an ex officio member of the Board with full membership rights. On April 25, 2012, the Board authorized an annual evaluation of the President and assigned the Board Handbook committee to generate an assessment tool. (EE12)

The Board Handbook does not address policies and practices that restrain the Board from individual and/or collective involvement in institutional administration. Major Duties and Responsibilities, item 15, in the Board Handbook, comes the closest in saying, “Serve as a member of the Board as a whole and not acting independently unless so requested by the Board.” On April 25, 2012, the Board did grant the President full authority in hiring, retaining, or dismissing employees. Restraint from institutional administration will need to be further addressed by the Board. (EE13)

The current system of rotation in Board member terms does not specifically encourage new members. This will need to be addressed by the Board and the system of rotation be placed in the Board Handbook. The election and the terms of Board members are described in the Constitution and Bylaws, but not the system of rotation. (EE14)

**Issues/Recommendations**

The Pennsylvania requirements for degree-granting status need to be kept in view throughout the entire accreditation process. As mentioned elsewhere, the endowment

fund issue needs to be addressed so that the institution can begin the process of working toward degree-granting approval. (EE1)

The Board needs to prepare a program of orientation for new Board members and development of current Board members as well as a process for self-assessment of the Board. Evaluation of the President has been addressed, but the committee still needs to develop the assessment instrument. The resulting policies will need to go into the Board Handbook. (EE10, EE12)

The Board will need to address EE13 regarding restraint of the Board from involvement in institutional administration and put the policy into the Board Handbook. They will also need to consider a means of encouraging new members on the Board of Directors. (EE13, EE14)

### *Documentation*

Penn View Bible Institute. (2012). Board of Directors Handbook. Penns Creek, PA: Penn View Bible Institute.

## **STANDARD 5 – ADMINISTRATION**

### *ABHE Standard 5*

The institution has a core of administrators that brings together its various resources and allocates them to accomplish institutional goals by implementing policies and structures in collaboration with appropriate constituencies.

- EE1. A chief executive officer who is responsible to the board in leading the institution toward the accomplishment of its mission.
- EE2. A chief executive officer with the combination of academic background and professional training appropriate to the institution's mission.
- EE3. An organizational structure appropriate to the size and scope of the institution.
- EE4. Administrative leaders with appropriate education, skills, and resources necessary to discharge their duties.
- EE5. Clear documentation in regard to organizational structure, encompassing all units and roles.
- EE6. Complete, accurate, and securely maintained administrative records.
- EE7. A process for review and enhancement of the performance of administrators.

### **Description**

As described in the PVBI Constitution and Bylaws, the Board of Directors hires the President and entrusts him with the operation of the school. The President submits regular reports to the Board (EE1). PVBI policy requires that the President be a member of God's Missionary Church, the sponsoring denomination. The current President has been a member since 1969, is an ordained minister with 20 years of pastoral experience, has served on various conference boards throughout the years, and has been the General Secretary (an executive officer) of the conference since 1981. He has successfully led the institution since 1990. He also has served from 1998 to the present as Secretary (an executive officer) to the InterChurch Holiness Convention Committee, which is the major magnetic center to the conservative holiness movement. These factors not only contribute experience but also strengthen the ties between the conference and the school, and they yield influence across the movement that PVBI serves. (EE2)

Under the President, the administration of the school consists of the Academic Dean, the Director of Operations, the Director of Finance, the Dean of Students, and the Public

Relations Director. The various levels of the organization and the relationships are graphically illustrated in the Organizational Chart in Appendix B (EE5). This chart is a part of the Faculty and Staff Handbook distributed each year during faculty and staff orientation. The Executive Committee, consisting of two Board members, the President, and the Administrative Committee, provides a decision-making body between the Board and the Administrative Committee. The Administrative Committee, consisting of the five administrators specified above, meets regularly to conduct the ongoing operation of the school. Until 2003, the Administrative Committee consisted of the President, the Academic Dean and the Director of Finance. At that time, the Director of Operations was added. In 2007, the PR Director and Dean of Students were added. (EE3)

The Academic Dean holds a Master of Arts in Religion (that included research projects on Bible College philosophy and Bible College curriculum) as well as a Doctor of Education (with concentration in Higher Education Leadership). In addition, he has attended all of the ABHE (formerly AABC) conventions since 1983. The Director of Operations holds a Master of Arts in Ministry, has 12 years of pastoral experience, and has served the organization since 2008. The Dean of Students holds a Bachelor of Religious Education and has 13 years of pastoral experience, has been active in advisement at various youth events, has coordinated activities in youth camps, and has taught classes in a Christian high school. The PR Director is a music graduate of PVBI, who served as a protégé under the former PR Director and worked in student recruitment and public relations before being promoted to the current position. The Director of Finance position is currently vacant. Administrators are authorized to operate their part of the organization structurally with adequate facilities and human resources; however, limited financial resources continue to present a problem in discharging administrative duties as desired. Budgetary process improvement and increase in revenue are planned to address this deficiency. Professional development has been encouraged, and funded in selected instances; however, plans have been made to increase assistance in funding. Staff members have been allowed to attend development seminars on company time. (EE4)

Administrative documents relative to each part of the organization are stored in the appropriate administrative offices. Executive Committee minutes and Administrative Committee minutes are recorded by the Secretary of the respective committee, filed digitally, and distributed in hard copy to each member. (EE6)

Evaluation of the administrators has been very informal through personal conversations and through contract review, but that is being revised during the 2013-2014 academic year. Beginning with the Employee Evaluation Form (Assessment Plan, Appendix E), the President will evaluate administrators by April 30, 2013. (EE7)

In his 2011 and 2012 reports, the ABHE Staff Consultant expressed no concerns and no suggestions regarding Standard 5.

### **Issues/Recommendations**

The Director of Finance position is vacant. Other Business Office personnel have rearranged their responsibilities to cover the needs, but the need remains. Evaluation and professional development of administrators are in the planning (EE4). The

administration needs to develop the structure and initiate the process of formal evaluation of administrators (EE7).

### Documentation

Penn View Bible Institute. (2012). Constitution and Bylaws. Penns Creek, PA: Penn View Bible Institute.

## STANDARD 6 – INSTITUTIONAL RESOURCES

### ABHE Standard 6

The institution has the human, financial, physical, and technological resources needed to achieve its mission and has implemented policies and procedures to manage these resources effectively.

[Policies to Reference: Policy on Institutions Sponsored by Other Organization]

### Standard 6A – Human Resources

- EE. 1. An adequate number of qualified institutional personnel to provide basic services to students, faculty, and administration.
- EE2. Written policies and procedures for hiring, promoting, and dismissal of institutional personnel based on principles of fairness and regard for individual rights.
- EE3. Demonstrated commitment to provide adequate resources for employee welfare including professional growth and development.
- EE4. Policies and practices that support employee diversity appropriate to the cultural context.
- EE5. An organizational climate that encourages job satisfaction, collegiality, and respect among personnel.
- EE6. An administrative handbook that describes organizational structures and job responsibilities.

The Institute employs a President, an Academic Dean, a Director of Finance (position currently vacant, but being supplied by the Financial Secretary), a Director of Operations, a Dean of Students, and a Public Relations Director. These form the Administrative Committee and meet regularly to communicate, to implement policies established by the Board of Directors, and to make the operational decisions necessary for the organization. Each of the administrators has a number of subordinates who report directly to him. The longevity of the administrators (shown in the table below) has provided stability to the organization. There is also an Executive Committee that consists of the President, the Academic Dean, the Director of Operations, the Chairman of the Board, and one other member of the Board of Directors; this committee addresses issues on which the Administrative Committee desires further counsel. (EE1)

<i>Position</i>	<i>Date Assumed Office</i>	<i>Term of Service</i>
<i>Administrators</i>		
Zechman, John, President	06/01/1990	22 years
Brenizer, Philip, Director of Operations	06/23/2008	4 years
Cooley, Sr., Timothy, Academic Dean	07/18/1983	29 years
Davis, Stephen, Dean of Students	08/14/2006	6 years
Engle, Kent, Director of Public Relations	01/01/2011	2 years
(currently vacant), Director of Finance		
<i>Key Staff Persons</i>		
Hill, Lois, Registrar/Enrollment Manager		6 years

Rine, Mary, Financial Secretary	22 years
Shuey, Larry, Financial Development	3 years
<i>Faculty Members</i>	
Black, Brian, Director of Biblical Studies and Faculty	14 years
Brenizer, Philip, Faculty (part-time)	9 years
Clough, Linda, Faculty	9 years
DeStefano, Michael, Faculty	3 years
Faul, Ruth, Associate Librarian (8 years teaching, 8 years in library)	16 years
Fellencer, David, Director of Christian Education and Faculty	19 years
Martin, Jacob, Director of Ministerial Studies and Faculty	17 years
Mason, Barry, Director of Child Evangelism and Faculty	38 years
McDowell, Rex, Faculty	13 years
Mowery, Steven, Director of Missions and Faculty	22 years
Shrout, Lucas, Director of Music and Faculty	4 years
Shelenberger, D Angela, Librarian (part-time)	5 months
Stetler, Frances, Faculty	6 years

The Institute employs a faculty as described under Standard 9, which includes a Librarian and an Associate Librarian. These are listed in the *Catalog* (2012, pp. 47-48). The faculty roster includes two administrators who also teach a partial load of classes. The average tenure of full-time faculty is 14.6 years. These provide the educational foundation for the organization. There is further a support staff of Director of Financial Development, Registrar, Financial Secretary, Business Secretary, Receptionist and Bookstore Manager, PR Secretary, Social Deans, Work Program Director, Food Services Manager, Maintenance Director and maintenance staff. (EE1)

Historically, the Board of Directors actually made all the decisions regarding hiring after recommendation by the President and the relevant administrator, but as of April 25, 2012, the Board unanimously granted the President the authority to hire, retain, or dismiss employees. The President will report these activities to the Board. The path toward employment runs as follows. Prospective employees submit an Application for Employment. References are checked, the President reviews the application with the administrator under whom the prospect would work, and division directors or selected faculty members are consulted as appropriate. The decision to hire is made jointly between the President and the relevant administrator. Initial contracts are for one year, but after that contracts may be extended for one, two, or three years. Each year in January, contract inquiry letters are sent out in preparation for contract renewal considerations, even to those under multi-year contract whose renewal is not under consideration that year, in order to harvest their feedback. The President and the relevant administrator make the decision whether to extend another contract and what its term length will be. The contracts are prepared, issued, and signed by both the President and the employee. A blank Faculty/Staff Contract is included in Appendix I. (EE2, EE5)

Concern for employee welfare is demonstrated by providing a weekly salary (that gives consideration for experience, level of education, and level of responsibility), along with

benefits that include utilities (or a utility allowance), housing (or a housing allowance), a food allowance (or the option of taking meals in the Miller Dining Center), health reimbursement, and other benefits such as tool allowance for maintenance personnel. A specified number of sick days, personal days, and vacation days are part of each contract. Lunch is provided in the Miller Dining Center for employees on their given days of work responsibility. The institution also provides tuition and fees benefit for employee children who are enrolled in the Institute and/or the Academy. Historically, adjustments were made in the faculty members' schedule and at times the days they were in class were counted toward payroll in order to facilitate their education; however, tuition funding was not provided from General Fund. As of December 2011, an educational improvement fund has been opened for specified donations to assist faculty in furthering their education. Attendance at seminars and conferences for professional development is permitted, but no funds have been designated by policy. (EE3)

Both the conservative Wesleyan-Arminian constituency served by the institution and the local area are largely Caucasian, and the faculty and staff are similarly Caucasian, but this is not by design. Both sexes are represented throughout the organization. Out of 29 employees who serve the Institute, including support staff, 69% are male and 31% female (20 males, 9 females). Among the Institute core faculty persons 69% are male and 31% female (9 males, 4 females). (EE4)

Collegiality and respect are preserved among employees through maintaining respectful interpersonal relationships, soliciting feedback, and demonstrating the willingness to listen and respond to concerns. An open-door policy is the general practice among administrators. Occasional all-staff meetings and monthly Institute faculty meetings facilitate communication. In the annual contract inquiry letter, the employees are asked to describe what they consider both strengths and weaknesses of the school, and they are invited to write out any other comments they wish to make. These comments are then reviewed by the President and the relevant administrator. The President regularly recognizes an employee of the month. (EE5)

This collegiality and family atmosphere among the employees further extends to the students. The Student Survey administered in December 2010 (response rate = 74%; n = 58) indicated students are satisfied with the faculty, staff, and general campus atmosphere as follows:

Student Survey item #10 asked about General Campus Atmosphere. Selected line items are reported in the following Table:

	Very false	Mostly false	More false than true	More true than false	Mostly true	Very true	Missing Data
The faculty and staff make students feel loved and accepted	0 0%	1 2%	2 3%	8 14%	21 36%	25 43%	1 2%
The faculty are devoted to serving the students	0 0%	0 0%	6 10%	16 28%	23 40%	11 19%	2 3%

Student Survey item #18 asked about satisfaction / dissatisfaction with different areas of service, selected line items are reported in the following table:

	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied	Don't Know / Not Applicable	Missing Data
Campus atmosphere	1 2%	3 5%	31 53%	21 36%	0 0%	2 3%

	Very Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied	Don't Know / Not Applicable	Missing Data
Rapport between faculty and students	1 2%	5 9%	19 33%	28 48%	0 0%	5 9%
Availability of faculty outside of class	2 3%	4 7%	18 31%	31 53%	0 0%	3 5%

The Administrative Handbook mentioned under Standard 3 provides job descriptions, organizational chart, and all of the other official documents except *Catalog* and *Application Packet*, which are provided along with it. (EE6)

### Documentation

Penn View Bible Institute. (2012). Administrative Handbook. Penns Creek, PA: Penn View Bible Institute.

Penn View Bible Institute. (2012). Faculty/Staff Contract. Penns Creek, PA: Penn View Bible Institute.

## Standard 6B – Financial Resources

- EE1. A consistent record of financial stability as documented by external, opinioned audits available to the public.
- EE2. A budgeting process that serves as an effective instrument of financial control.
- EE3. The cultivation of multiple revenue streams sufficient to enable the realization of institutional goals.
- EE4. Adequate resources to ensure achievement of educational goals.
- EE5. Risk management policies and procedures sufficient to safeguard assets.
- EE6. Appropriate board oversight of financial management to meet public accountability obligations.
- EE7. Sufficient financial reserves to enable an effective response to unforeseen crises.
- EE8. Adequate internal controls to safeguard assets and protect personnel from accusations of wrongdoing.
- EE9. Evidence that institutional planning informs the budgeting process.

On October 28, 2010, Penn View Bible Institute received its first audited financial statements with an unqualified opinion with no audit differences discovered in the audit process. Lewis Barlett Klees, PC of Milton, PA performed the audit and issued the external audit opinion that was submitted to [reports@abhe.org](mailto:reports@abhe.org). As stated in the Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements to the Board of Directors of PVBI, there were no deficiencies identified in internal control over financial reporting that were considered to be material weaknesses. As required by the American Institute of Certified Public Accountants, the audit firm communicated to the management of PVBI and those charged with governance internal control related matters that management has taken the necessary steps to implement the recommendations to improve the internal control structure as indicated in the following actions related to Concern 2. (EE1)

On September 28, 2011, Penn View Bible Institute received its audited financial statements for the year ended May 31, 2011 with an unqualified opinion and no audit differences discovered in the audit process. The statements were submitted to [reports@abhe.org](mailto:reports@abhe.org). (EE1)

On October 8, 2012, Penn View Bible Institute received its audited financial statements for the year ended May 31, 2012 with an unqualified opinion and no audit differences discovered in the audit process. The statements have been submitted as Appendix K of this Compliance Document. (EE1)

In the last 22 years, PVBI has operated in the black 18 years. Due to the economic conditions in the U. S. and also having had some decrease in enrollment the last few years, cash flow has been more of a challenge. The following table displays the net income from the Profit and Loss Report for the past 10 years. This year, there has been an increase in enrollment. The large amounts reflect the revenue and expenditures for capital improvement on the Mason/McIntire Student Life Center. (EE1)

<b>Penn View Bible Institute Profit &amp; Loss 2002 - 2012</b>	
	<b>Net Income</b>
6/1/2002 - 5/31/2003	29,274.96
6/1/2003 - 5/31/2004	<b>(82,909.20)</b>
6/1/2004 - 5/31/2005	171,605.44
6/1/2005 - 5/31/2006	35,010.49
6/1/2006 - 5/31/2007	1,876.36
6/1/2007 - 5/31/2008	47,305.95
6/1/2008 - 5/31/2009	219,895.87
6/1/2009 - 5/31/2010	323,629.33
6/1/2010 - 5/31/2011	<b>(91,210.55)</b>
6/1/2011 - 5/31/2012	<b>(43,126.09)</b>
<b>Net</b>	<b>611,352.56</b>

For many years, the institution operated on a cash flow basis, without a formal budget. In the spring of 2004, the President presented the first budget to the Board of Directors for approval. The budget was created by the President and the Director of Finance from financial reports of previous years and of the current year-to-date. The budget was then presented to the Finance Committee for initial approval before going to the Board of Directors. The same process continues to be followed. The administration recognizes that more people need to be involved in the creation and the implementation of the budget; plans are progressing to make the necessary change. Plans are also progressing in providing periodic budget/operational updates to the administrators and the Finance Committee. The Finance Committee is implementing more detailed procedures so that the operation will be more forward in nature. (EE2)

In the effort to cultivate multiple revenue streams, the Finance Committee continues to review tuition and fees to determine appropriate increases, prior to the approval of the budget. Two benefit auctions are conducted each year, and a benefit banquet/auction is hosted by a local church; these provided \$57,000 during the fiscal year ending May 31, 2012. In 2010, a friend of the school opened a store in Mifflinburg, with the intent that the profits go to the school. The income generated was \$52,000 during the calendar year 2011. The Public Relations department continues to travel throughout the nation, conducting over 300 services per year to raise funds and recruit students, generating an income of \$118,000 last fiscal year. Other fundraising efforts include an annual Walkathon, a Phon-a-thon, sandwich sales, a Christmas Musical (attended in 2011 by over 2,000 people), a Spring Concert, and an annual special service and offering at the Penns Creek Camp Meeting (the general camp of the God's Missionary Church). The President sends out a minimum of two appeal letters each year, which generated over \$40,000 of donations in the 2011-2012 fiscal year. Financial development efforts include charitable gift annuities and estate planning. The Finance Committee has considered the

Benevon™ model and is planning to present it to the Board. The administration and the Finance Committee continue to work with the alumni organization for increased involvement in fundraising and to seek new ideas for revenue streams. (EE3)

Over the last several years, the financial development personnel have written some charitable gift annuities that provide stable resources to achieve educational goals. As the ABHE Annual Report indicates and reported under Standard 4, Penn View has an endowment fund balance of \$141,421 as of May 31, 2012. Pursuit of degree-granting status with the commonwealth of Pennsylvania will require the accumulation of an endowment fund of \$500,000. The Finance Committee is committed to achieving this requirement. (EE4)

The institution carries property, liability, and vehicle insurance with Brotherhood Mutual Insurance Company, Fort Wayne, Indiana, as recommended by their agent. Brotherhood Mutual evaluates the insurance policy annually, and periodically sends an inspector to campus for onsite evaluation and update. Additional coverages include counseling acts, school counseling, directors and officers, non-owned property damage, sexual acts, Religious Athletic Medical, computer-related liability, educational preparation, religious communication, discriminatory acts liability, wage reimbursement, non-owned/rented vehicle, and non-owned vehicle medical. The institution has data coverage with Cincinnati Insurance, Fairfield, Ohio. (EE5)

An emergency management plan had been prepared and implemented during the year 2001 shortly after September 11, but in spite of ongoing discussion, not much additional planning has been accomplished since that time. The institution is using One Call Now for general information and emergency notifications. In addition, ABHE-Solutions has capability for short messaging, but since the move to this software began August 6, 2012, the staff is just learning to implement its services. A Continuing Operations plan will need to be formalized in regard to the Student and Exchange Visitor Program and F-1 students. The administration recognizes the need for further planning. (EE5)

In 2003, the Board established a Finance Committee to formalize financial policies, to work closely with the President and the Director of Finance, to broaden participation in financial affairs, and to develop new means of fundraising. This committee meets once a quarter. They present to the Board of Directors any recommendations for changes of the Financial Policy, proposed increases in tuition and salary, and a proposed annual budget. (EE6)

As mentioned above, Lewis Barlett Klees, PC of Milton, PA conducts the annual external audit. In addition, the institution presents a financial report to the God's Missionary Church, the sponsoring denomination, which is printed in the annual Conference Minutes and Journal. A financial report is also submitted the local banking institution. (EE6)

The institution possesses financial reserves as of May 31, 2012 in the amount of \$141,421. The administration is aware of the need to grow the financial reserves, not only to respond to unforeseen crises but also for the pursuit of degree-granting status within the Commonwealth of Penn View Bible Institute. (EE7)

Internal controls are written in the Financial Policy, which has been reviewed and approved by the auditing firm, Lewis Barlett Klees, PC. (EE8)

As acknowledged above under EE2, planning has not affected the budget in a forward direction, but that is changing. For example, when a librarian with the required credentials was hired in the spring of 2012, the budget for 2013 included an increase in expenses projected for the library and its further development. As the music division has continued to develop, the budget has reflected that priority. The Planning Document states that the administration recognize the need for improvement and is taking steps to remedy the problem. (EE9)

### Documentation

Lewis Barlett Klees, PC. (2012). Penn View Bible Institute: Independent Auditor's Report. Milton, PA.

Penn View Bible Institute. (2012). Financial Policy. Penns Creek, PA: Penn View Bible Institute.

## Standard 6C – Physical Resources

- EE1. Evidence that identified physical resource needs are addressed in the planning process.
- EE2. Sufficient personnel and procedures in place to provide a well maintained and clean physical plant.
- EE3. Facilities that are operated in compliance with applicable health, safety and disability access codes.
- EE4. Appropriate provisions for the protection of facilities and personnel from threat of harm or loss.
- EE5. Owned or leased facilities that assure continuity of educational offerings.
- EE6. Evidence that facilities, equipment, and supplies are adequate to support the institutional mission and to achieve the educational goals.

Penn View operates on a 50-acre campus. On this plot of ground is the main administrative building, which includes the administrative offices, as well as seven classrooms in which students receive instruction as well as a library. There is also a small wing on the G. I. Straub Memorial Tabernacle that houses a small music classroom and three practice studios where students receive private music lessons and can practice at specified times of the day and week. Two dormitory buildings provide housing for resident students. The Miller Dining Center provides food services for on-campus and for commuting students. These are described in the *Catalog* (2012, pp. 10-11) and on the web site. There are also other buildings and rooms that are used for the Academy, the Penns Creek Camp Meeting, and the God's Missionary Church, Inc. headquarters. These have provided ample facilities to operate the school for many years. (EE6)

The institution employs a full-time Director of Maintenance and two other full-time maintenance persons. Historically, maintenance has been dominated by crises, but preventive maintenance has been developing. The institution needs a thorough program of preventive maintenance. In addition to the maintenance personnel, the Student Work program provides janitorial service and grounds maintenance such as mowing, trimming, leaf raking, and cleaning. Selected work students are also assigned responsibilities under the Director of Maintenance. (EE2)

The administration and classroom building is accessible from the ground level on both lower and upper floors. The library is accessible from the ground level. Both dormitories are accessible from the ground level, but both also have a second story which

is not; however, everything a handicapped person might need is available on the ground level. The women’s dormitory has one fully equipped handicap room. The men’s dormitory has rooms that are handicap accessible. The Miller Dining Center is handicap accessible. The G. I. Straub Tabernacle, the large auditorium used for school events such as chapel and commencement, is handicap accessible. Plans are now underway to update the restroom facilities to meet handicap standards. The Miller Dining Center kitchen receives periodic inspections by the Pennsylvania Department of Agriculture and has been determined to be in compliance with health standards. During the summer of 2012, an electrical upgrade was performed to replace substandard panel boxes in the administration and classroom with approved replacements. (EE3)

The main administration and classroom building has a manually operated switch to use the bell system as a fire alarm. Periodic fire drills are conducted. Zechman Hall, the women’s dormitory, is fully equipped with a fire alarm system. The men’s dormitory has individual smoke detectors throughout the facility. Plans are underway to upgrade the range hood in the kitchen of the Miller Dining Center to a fully approved fire suppression system. Local fire officials have conducted on-site observation of building layouts for information to be used in the event of a fire emergency. Fire extinguishers are located strategically throughout all of the buildings and are inspected annually. (EE4)

PVBI has contracted with OneCallNow to provide a means of communicating with both staff and students for many general purposes but also in the event of emergency. A simple emergency management was established in 2001, but needs significant upgrading to address more recent types of threats. The institution owns generators for the purpose of producing electricity in the event of a power failure. Plans are in place for a much larger generator to be installed for the Miller Dining Center and the Mason/McIntire Student Life Center, which would be capable of maintaining sufficient power to operate the dining facility and maintain proper refrigeration. (EE4)

PVBI is owned by God’s Missionary Church, Inc. The General Board of God’s Missionary Church has agreed to a Memorandum of Understanding (2012) that all of the buildings built and renovated by Penn View Bible Institute will be considered their buildings to control and also claim as assets. (EE5)

PVBI has been operating for 46 years, sometimes with a much higher enrollment than currently (EE6). Student Survey results may offer insight to support the adequacy of the facilities, equipment, and supplies to meet the needs of the mission and to achieve its goals.

The Student Survey has been administered December 2006, 2008, and 2010. In the December 2010 Student Survey, students were asked, “Indicate your level of satisfaction/dissatisfaction with Penn View facilities. If an area is not in your experience, just mark ‘Don’t Know / Not Applicable.’” They responded as follows

<b>Frequency and Distribution (percent)</b>	<sup>1</sup> Very Dissatisfied	<sup>2</sup> Somewhat Dissatisfied	<sup>3</sup> Somewhat Satisfied	<sup>4</sup> Very Satisfied	Don't Know / Not Applicable	No response
a. Dormitory	1.7%	5.2%	41.4%	34.5%	13.8%	3.4%
b. Dining Center	0.0%	8.6%	51.7%	34.5%	1.7%	3.4%
c. Book Store	0.0%	13.8%	29.3%	46.6%	8.6%	1.7%

<b>Frequency and Distribution (percent)</b>	1 Very Dissatisfied	2 Somewhat Dissatisfied	3 Somewhat Satisfied	4 Very Satisfied	Don't Know / Not Applicable	No response
d. Library	3.4%	20.7%	39.7%	34.5%	0.0%	1.7%
e. Classrooms	0.0%	10.3%	43.1%	44.8%	0.0%	1.7%
f. Music Practice Rooms	6.9%	25.9%	29.3%	10.3%	25.9%	1.7%
g. Student Parking	5.2%	10.3%	34.5%	25.9%	22.4%	1.7%
h. General Facilities	0.0%	5.2%	48.3%	41.4%	1.7%	3.4%

Students are reasonably satisfied with the facilities. As noted under Student Services, the Dining Center Survey (2008) had been the occasion to improve the facilities, the menus, and overall food services. During the summer of 2012, the Library was completely renovated, and student response has been very favorable. The lower percentages on the music practice rooms are mollified by the fact that 24% of the students did not rate them at all. The Mason/McIntire Student Life Center, currently under construction, will provide more practice rooms and 7,100 square feet of music facilities.

### *Documentation*

Lewis Barlett Klees, PC. (2012). Penn View Bible Institute: Independent Auditor's Report. Milton, PA.

God's Missionary Church, Inc. (2012). Memorandum of Understanding. Penns Creek, PA.

## **Standard 6D – Technological Resources**

EE1. Sufficient technology and use of that technology to enhance the institution's educational and operational effectiveness.

EE2. Systematic allocation of resources to maintain and expand technology.

EE3. Ongoing training for technical personnel and users of information systems.

EE4. Clearly stated policies and procedures regarding technological resources, services, and security.

PVBI owns about 50 computers. Placed in various offices and the library, these are networked on a campus-wide system, and connected to the Internet through a cable modem with a speed of 8 Mb/second downloading and 2 Mb/second upload. Individual faculty and staff members also connect their personal computers to the network to enhance the overall usage of technology. Bandwidth usage reports indicate that typical downstream runs approximately 2.5 Mb/second. The school has a campus phone system capable of handling 128 extensions and eight outside lines, one of which is dedicated to fax transmission. During the summer of 2012, following a severe lightning strike, the campus network system and phone system received a major upgrade. Earlier surveys had indicated a need for improvement in technology services, but this has been remedied in part by the recent upgrades. There are plans to install as many as 10 new computers in the library, replacing the 10 currently in place. (EE1)

Institutional data had been stored in six Microsoft® Access databases, with the critical files being backed up regularly. During the summer of 2012, data was migrated to ABHE-Solutions, providing a new level of integration, security, accessibility, and power. Staff are still working on data cleanup and learning the capabilities of the new system, but the progress is steady. (EE1)

All of the Institute classrooms have network and phone jacks as well as speakerphones installed, which offer the possibility of phone interviews in the classroom. One

classroom has a digital projector mounted in the ceiling, and there is another projector available for use in different locations. The administration recognizes the need to acquire additional projectors so that each classroom would be equipped. (EE1)

All of the offices are equipped with computers with network and Internet connections. This includes the main office, the business offices, the academic offices, the dormitory offices, the maintenance office, the Public Relations office, and the Dining Center office. Office copiers with fax and scanning capabilities are located in the faculty lounge, the bookstore, the dormitory office and the library. The Straub Tabernacle is fully connected with the network and the Internet. (EE1)

The Technology Coordinator and the Technology Specialist allocate the resources according to the Technology Plan, which is included in Appendix O. The Technology Plan, which was developed with primary focus on the Academy but includes the Institute, will need to be revised to address the Institute more fully. It is scheduled for renewal in 2013. The school web site at <http://www.pvbi.edu> is managed by the Technology Coordinator. (EE2)

Training for use of technology occurs somewhat as needed, but is ongoing. Whenever the office copiers are updated, the lessor provides training sessions for the faculty and staff, as well as extra orientation for key operators. The Institute faculty orientation has included training sessions on ABHE-Solutions and other technology issues for the last two academic years. ABHE staff person, Matt Dinger provided online training, and he came to campus to train the staff on ABHE-Solutions. The Technology Specialist is supported by a phone and network consultant who was instrumental in installing the systems. One faculty member heads up the free-hosted Moodle project, supporting a number of individual on-site courses. (EE3)

The Technology Plan specifies job details for both the Technology Coordinator and the Technology Specialist. Students are required to sign a formal Acceptable Use Policy in order to get their account usernames. Network security and filter are controlled by the Technology Coordinator and the Technology Specialist. SonicWall® has been installed to provide a safe environment for students, faculty, and staff. Software to protect from malware is installed on school-owned computers and is required on all personal computers that access the local network. Backup of mission critical files occurs daily in house with copies on three different computers and five different hard drives. Data in ABHE-Solutions is backed up by ABHE. (EE4)

### **Issues/Recommendations**

Budget process needs to involve input from and communication with key decision makers in order to support each unit of the institution. Planning needs to mobilize the budget in a forward direction. The maintenance department needs to continue advancing preventive maintenance. The Mason/McIntire Student Life Center needs to be completed. The Emergency Management plan needs to be updated and supplemented with a Continuing Operations plan.

In technology, budget allocations need to continue addressing maintenance and upgrades to both hardware and software. Staff and faculty need to continue acclimating to ABHE-

Solutions. School web site needs to be updated and expanded. The Technology Specialist should do some continuing education. Data backup should be improved.

### *Documentation*

Penn View Bible Institute. (2009-2013). Technology Plan. Penns Creek, PA: Penn View Bible Institute.

## **STANDARD 7 – ENROLLMENT MANAGEMENT**

### *ABHE Standard 7*

The institution has developed and implemented an enrollment management plan that is consistent with its mission and addresses issues of recruitment, admissions, financial aid and retention.

### **CoE #15 Institutional Stability**

An institution must have a pattern of stability in enrollment, administration, faculty, and finances.

The following have collaborated on the preparation for Standard 7 and on the Enrollment Management Plan: PR Director and former Student Recruiter Kent Engle, Registrar/Enrollment Manager Lois Hill, Academic Dean Timothy Cooley, and Director of Operations Phil Brenizer. While this is not a formal committee, these are the people that work closely with enrollment.

Recruitment, enrollment, and student financial aid are an integral part of PVBI. A plan has been implemented to continue to grow the institution's enrollment. There is also a financial aid process available to students whose needs substantiate its use. All of these processes continue to support the institution's mission.

### **Standard 7A – Recruitment**

- EE1. Recruitment strategies that are directed toward students whose spiritual commitment, goals and interests are consistent with the institutional mission.
- EE2. Accurate and comprehensive recruitment literature that enables prospective students to make informed decisions.
- EE3. The allocation of resources and authority to adequately support recruitment efforts.
- EE4. Recruitment that reflects ethnic, cultural, and gender patterns and commitments relevant to the institution's constituency.

The PR Director, the PR Secretary, the PR contract students, the Enrollment Manager/Registrar, the Academic Dean, the Division Directors, the President and others all engage in recruitment. In order to ensure that prospective students align to the mission of the school and its doctrinal passion, recruitment efforts are targeted toward a specific audience—prospects who are connected to the conservative Wesleyan-Arminian movement specified in PVBI's Mission Statement. Recruitment strategies include public relations services at churches, presentations at church camps including youth camps, conventions, as well as visitations to Christian schools. Applicants go through an admission process in which their completed application is reviewed to ensure they align with the Mission Statement and that they have ability to benefit from the education offered. (See *Application Packet* included in *Penn\_View\_Catalog\_with\_other\_files*, a separate file.) (EE1)

A variety of media is utilized to inform prospective students about the school and to engage their interest. Printed media are distributed to churches and Christian schools, and inquiry cards are given to prospects (see Viewbook and Information Card included in *Penn\_View\_Catalog\_with\_other\_files*, a separate file). These cards are then collected to acquire addresses and information needed to maintain contact with the prospect. This information has been entered in an in-house developed Microsoft® Access database. In the summer of 2012, the data was migrated from the database to ABHE-Solutions. The recruitment staff is organizing and updating the contact information in the new software and preparing to maximize the new capabilities it offers. (EE2)

Every first-time prospect who completes an Inquiry Card receives a first-class letter from the Enrollment Manager. The Enrollment Manger sends mailings to prospects in January, February, March, and September. Prospects are invited to events, such as Senior Days in December and Campus Days in May, to visit the campus and to get acquainted with faculty, staff, and students. Other contacts by phone and by email are supplemented by mailings. The following table outlines the various mailings: (EE2)

Date	Occasion	Recipients	Media
September (middle)	Summer Inquiries	All prospects who have completed an Inquiry Card during the summer	Bulk mailing, letter from PR Director
November	Senior Days	High School Seniors	Postcard from PR Director
January	General acknowledgement of their interest in the school	Grade 8 and younger	Bulk mailing, letter from PR Director
February	Promotion of Campus Days event	Grade 9 and older	Bulk mailing, Campus Days brochure
March (early)	Promotion of Campus Days event	Grade 11 and older, up to those who have graduated from high school within the last year	First class postcard
March (middle)	Promotion of Campus Days event	Grade 9 and older	Bulk mailing, Campus Days brochure, letter from President

The prospect database contains names, addresses, phone numbers, email addresses, and other information for 3,393 prospects who have requested information. Twelve hundred of these have requested information since September 30, 2011. Some of them were already in the database, but they submitted another card during that time. Prospects who are graduating in 2013 number 542. In addition, 123 have indicated an interest level of 4 or 5 on a scale of 1 to 5. This database is used and updated regularly. The migration of the data to ABHE-Solutions still has to be supplemented by inserting custom attributes so that prospects can be managed to best advantage, but the project is underway. (EE3)

While printed media is a vital part of its recruitment method, PVBI also has a web site for sharing information with prospects. The web site includes information concerning doctrinal position, academic curriculum, and institutional activities. The school *Catalog*, application, and other forms are available for download. (EE2)

Penn View Bible Institute operates by a yearly budget; however, this budget has not been historically department specific. The leadership acknowledges that their current method is not adequate for growing the school. Currently, there is review by the administration to change this process and to establish departmental budgets. This approach is vital for further growing the school around its mission, and will ensure that adequate recruitment

tools and resources are in place for the staff in each department. In assessing the departmental needs, it will require that a larger fiscal plan for financial resources be implemented by the entire institution in a much larger level. (EE3)

The goals and procedures described in the Assessment Plan are carried out in order to recruit high quality applicants, process applications in appropriate manner, and integrate those applicants as satisfied students. The following data illustrates that the recruitment efforts are successfully reaching the target audience. In the December 2010 Student Survey, students were asked to “indicate how important each of the following desires were in your deciding to come to Bible College.” Their answers indicate the buyer’s motives that bring students to Penn View.

Frequency and Distribution (percent)	1 Very false of me	2 Mostly false of me	3 More false than true of me	4 More true than false of me	5 Mostly true of me	6 Very true of me	No response
a. I wanted to know more about what I believe	1.7%	1.7%	3.4%	12.1%	20.7%	58.6%	1.7%
b. I wanted a more fervent spiritual life	0.0%	1.7%	0.0%	10.3%	15.5%	70.7%	1.7%
c. I wanted to make friends (perhaps meet a life partner)	8.6%	6.9%	6.9%	36.2%	20.7%	19.0%	1.7%
d. I wanted to become effective in ministry	1.7%	1.7%	5.2%	10.3%	20.7%	56.9%	3.4%
e. I wanted to go to college / pursue a major	6.9%	6.9%	13.8%	22.4%	25.9%	22.4%	1.7%

The conservative holiness (Wesleyan-Arminian) constituency that PVBI serves and the local area around the campus are both largely Caucasian. Nevertheless the school endeavors to recruit without discrimination. Across the years, the student body has included African-Americans, Native Americans, Latin-Americans, and international students from Papua New Guinea, Canada, Northern Ireland, Eritrea, South Africa, Japan, Haiti, and the Turks and Caicos Islands. Students and families of Anabaptist heritage have been welcomed. The male/female ratio in the student body is usually around 50/50. Currently the ratio between the sexes is 47% female, 53% male (43/48). Dorm population is 47% female, 53% male (23/26) (EE4)

### Documentation

Penn View Bible Institute. (2012). *Application packet*. Penns Creek, PA: Penn View Bible Institute.

Penn View Bible Institute. (2012). *Catalog*. Penns Creek, PA: Penn View Bible Institute.

Penn View Bible Institute. (2012). *Enrollment Management Plan*. Penns Creek, PA: Penn View Bible Institute.

Penn View Bible Institute. (2012). *Information Card*. Penns Creek, PA: Penn View Bible Institute.

Penn View Bible Institute. (2012). *Viewbook*. Penns Creek, PA: Penn View Bible Institute.

## Standard 7B – Admissions

EE1. Admissions requirements and procedures that are clearly communicated to prospective students and applied consistently in the admissions process.

EE2. Evaluation procedures that reasonably ensure admitted students have attained the requisite educational level and possess the ability to successfully achieve their educational goals.

EE3. Published policies and procedures related to transfer credit and prior learning.

EE4. Systematic procedures for identifying students who are underprepared for their desired level of study.

[Policies to Reference: Policy on Transfer and the Award of Academic Credit; Policy on Validating Credits Earned at Unaccredited Institutions]

Admissions requirements and procedures are communicated in the *Catalog* (p.20) and the *Application Packet* (p. 1). Each applicant's materials are examined for their Christian character, their testimony, their completion of high school, and their ability to succeed as a student. The Registrar, the Academic Dean, and the President are all involved in the acceptance process, ensuring that the requirements are met and the procedures are applied consistently. (EE1, EE2)

Policies on accepting transfer credit are articulated in the *Catalog* (2012, p. 21), "Only courses in which a grade of C (2.0) was earned and which will apply toward program requirements are transferable." Based on an official transcript from the other institution, the Registrar reviews the possibilities and the Academic Dean makes the decision whether to accept the transfers. The practice in evaluating transfer credits from a non-accredited school has been to consider whether the course content of the course the prospect desires to transfer and the content of the requirement to which the transfer might apply are comparable. The Academic Dean has also considered any previous experience with that institution. Previously, not much attention had been devoted to the credentials of the faculty who taught the courses, but that will become part of the procedure. The specific reference to transfer from unaccredited colleges will go into the next *Catalog*. (EE3)

High school transcripts, achievement test scores, and other records are used to evaluate whether applicants are prepared for college-level study (EE2). Once applicants are enrolled, the Noel-Levitz College Student Inventory (CSI), faculty and staff observations, and grade reports assist in identifying at-risk students. As described in the Assessment Plan, students who receive more than one D or F on their mid-term or semester grade report and those whose GPA is under 2.00 are considered to be at-risk. They are assigned to attend a weekly staff-directed program providing diagnosis of learning styles and assistance toward better study skills. (EE4).

### *Documentation*

Penn View Bible Institute. (2012). *Application packet*. Penns Creek, PA: Penn View Bible Institute.

Penn View Bible Institute. (2012). *Catalog*. Penns Creek, PA: Penn View Bible Institute.

Penn View Bible Institute. (2012). *Enrollment Management Plan*. Penns Creek, PA: Penn View Bible Institute.

## **Standard 7C – Financial Aid**

EE1. Accurate financial aid information and counseling in regard to scholarships, grants, loans and refunds.

EE2. Evidence that financial aid practices meet regulatory requirements.

EE3. Financial aid decision-making procedures that are timely and equitable.

The *Application Packet* (p. 14-18) describes various opportunities for financial aid, which are also advertised on the school's web site. These opportunities include a number of scholarships, discounts for students whose parents are in full-time ministry, the work scholarship program, and public relations contracts. Some of the scholarships are criteria based, meaning that all who qualify are granted that scholarship. The Registrar reviews the students' applications for these scholarships and manages the receipt of the required

references. If the student meets all requirements, the Registrar prepares a certificate and forwards it to the Academic Dean and the President for final signatures. Some of the scholarships are limited, so the recipients are selected by the Administrative Committee, based on nominations from the division directors. The Board of Directors has authorized other scholarships that the President and the PR Director may offer directly to promising students they meet. Financial aid decisions are made in a timely manner and communicated to the recipients as early as possible to facilitate their planning and enrollment. Currently, the institution does not participate in Title IV funding from the federal government, although it probably will when that becomes a possibility. (EE1, EE2, EE3)

The Work Scholarship program is need-based so the Application for Work Scholarship inquires about the student's financial status. (See *Application Packet*, included in *Penn\_View\_Catalog\_with\_other\_files*, a separate file.) Most applicants who apply are approved, unless there are more applicants than there are positions available. In that case, students who appear not to have pressing needs may be asked to accept a reduced level (for example, 25% instead of 50% work scholarship). The Work Program Director approves applications with some consulting from the Academic Dean, and the Registrar communicates the approval to the student. The Work Director also communicates with the student to facilitate beginning of work assignments. (EE2)

Most PVBI students require financial aid. Fifty percent work at some kind of employment more than 15 hours per week. The December 2010 Student Survey asked students, "About how many hours per week did you spend working for pay this semester, either on-campus (Work Scholarship, Public Relations contract) or off campus? Give an estimated total." The following table displays their responses:

<b>Frequency and Distribution</b>	Number	Percent
a. More than 30	4	6.9%
b. 26-30	3	5.2%
c. 21-25	7	12.1%
d. 16-20	15	25.9%
e. 11-15	13	22.4%
f. 6-10	6	10.3%
g. 1-5	5	8.6%
h. 0	4	6.9%
No response	1	1.7%

The Refund Policy is published in the *Catalog* (p. 18) and on the web site. Refunds are calculated by the decreasing percentages specified there, according to the number of weeks the student has been enrolled. (EE1)

The *Catalog* (2012, p. 16-17) specifies payment terms, offering a 2% discount for full payment at the beginning of the semester or a five-payment monthly plan across the semester. This information is on the web site as well. (EE2)

ABHE Staff Consultant Buchanan (2012) suggested, "The institution should also begin the process of applying for the ability to provide Title IV benefits to the students." The administration recognizes the need to plan for this.

*Documentation*

Penn View Bible Institute. (2012). *Application packet*. Penns Creek, PA: Penn View Bible Institute.

Penn View Bible Institute. (2012). *Catalog*. Penns Creek, PA: Penn View Bible Institute.

Penn View Bible Institute. (2012). *Enrollment Management Plan*. Penns Creek, PA: Penn View Bible Institute.

Buchanan, J. R. (March 06, 2012). "Staff Consultation Visit Report."

**Standard 7D – Retention**

- EE1. Resources and services sufficient to address the needs of at-risk students.
- EE2. The development of services to improve student retention.
- EE3. An assessment program that measures student retention, attrition, and completion rates.

During the application process, high school transcripts, achievement test scores, and other records are used to evaluate whether applicants are prepared for college-level study. Once applicants are enrolled, the Noel-Levitz College Student Inventory (CSI), faculty and staff observations, and grade reports assist in identifying at-risk students. As described in the Assessment Plan, students who receive more than one D or F on their mid-term or semester grade report and those whose GPA is under 2.00 are considered to be at-risk. They are assigned to attend a weekly staff-directed program providing diagnosis of learning styles and assistance toward better study skills. (EE1).

The Student Survey has been administered December 2006, 2008, and 2010. In the December 2010 Student Survey, students were asked, "Indicate your level of satisfaction/dissatisfaction with Penn View facilities. If an area is not in your experience, just mark 'Don't Know / Not Applicable.'" They responded as follows

<b>Frequency and Distribution (percent)</b>	1 Very Dissatisfied	2 Somewhat Dissatisfied	3 Somewhat Satisfied	4 Very Satisfied	Don't Know / Not Applicable	No response
a. Dormitory	1.7%	5.2%	41.4%	34.5%	13.8%	3.4%
b. Dining Center	0.0%	8.6%	51.7%	34.5%	1.7%	3.4%
c. Book Store	0.0%	13.8%	29.3%	46.6%	8.6%	1.7%
d. Library	3.4%	20.7%	39.7%	34.5%	0.0%	1.7%
e. Classrooms	0.0%	10.3%	43.1%	44.8%	0.0%	1.7%
f. Music Practice Rooms	6.9%	25.9%	29.3%	10.3%	25.9%	1.7%
g. Student Parking	5.2%	10.3%	34.5%	25.9%	22.4%	1.7%
h. General Facilities	0.0%	5.2%	48.3%	41.4%	1.7%	3.4%

Students are reasonably satisfied with the facilities. The lower percentages on the music practice rooms is mollified by the fact that 24% of the students did not rate them at all.

In the same survey, students were asked, "If you could start over again, would you enroll at Penn View Bible Institute? Sixty-three percent responded "definitely yes," indicating their high satisfaction with the institution. The following table displays the full range of their responses:

<b>Frequency and Distribution</b>	Number	Percent
a. Definitely yes	37	63.8%
b. Probably yes	17	29.3%
c. Probably no	1	1.7%
d. Definitely no	0	0.0%

<b>Frequency and Distribution</b>	Number	Percent
e. I don't know	2	3.4%
No response	1	1.7%

To the question, “Would you or do you recommend Penn View to friends/family?” 75% responded affirmatively with no reservation. The following table displays their responses:

<b>Frequency and Distribution</b>	Number	Percent
a. Yes	44	75.9%
b. Yes, with some reservation	10	17.2%
c. No	3	5.2%
d. I don't know	0	0.0%
No response	1	1.7%

To the question, “Are you accomplishing your educational goals here at Penn View?” 88% responded “yes, significantly” or “very much. The following table displays the full range of the data:

<b>Frequency and Distribution</b>	Number	Percent
a. Very Much	15	25.9%
b. Yes, Significantly	36	62.1%
c. Not Very Much	6	10.3%
d. No	0	0.0%
No response	1	1.7%

Students indicate that they are satisfied with the facilities and with the education they are receiving.

Since Fall 2008, the enrollment had been declining as follows:

Term	Headcount	FTE
Fall 2008	87	69
Fall 2009	87	75
Fall 2010	84	72
Fall 2011	77	70
Fall 2012	91	74

(Headcount here includes all who enrolled in a class, both credit and audit.)

On May 10, 2010 the President convened a meeting to review recruitment/retention efforts and plan to increase enrollment. The meeting included Student Recruiter, Registrar, Academic Dean, Social Deans, Director of Operations, division directors, selected students, and one alumnus. The group reviewed current efforts, analyzed what is working and what is not working, and made suggestions. Since then, recruitment and retention efforts have continued. A new view book was designed and printed. (See included in *Penn\_View\_Catalog\_with\_other\_files* a separate file)) (EE2, EE3).

Retention rates are calculated as follows:

		Retention Percentage
<i>Fall 2011 to Spring 2012</i>		
Fall 2011 Headcount	77	
Did Not Return	7	
“Should Have Returned”	77	
Actually Returned	70	90.9%

		Retention Percentage
<i>Spring 2012 to Fall 2012</i>		
Spring 2012 Headcount		
Graduated	8	
Satisfied personal goals, did not plan to continue	4	
Did Not Return	8	
“Should Have Returned”	60	
Actually Returned	52	86.7%

The Noel-Levitz SSI was administered, September 27, 2012 and the summary report was received October 18, 2012. There were 71 responses out of the 71 students (freshmen through senior) who were requested to take the survey. (Request did not go to 9 special students, 8 high school students who were taking Institute classes, 1 audit student, 1 off-campus intern, and 1 withdrawal.) Noel-Levitz (2012a, p.4) states, “Averages for importance are typically in the range of 5 to 6 and average satisfaction scores are typically in a range of 4 to 5.” Of the domains evaluated in the SSI, none of the PVBI satisfaction ratings averaged less than 5.25 on the seven-point scale and all of the performance gaps except one were better than the gaps at other four-year private institutions (Noel-Levitz, 2012b). The full data are displayed in the table below, listed in descending order according to importance.

Noel-Levitz SSI Domains on Scale of 1 to 7	Penn View Bible Institute			National Four-Year Privates			Mean Difference In Satisfaction Ratings
	Importance	Satisfaction	Performance Gap	Importance	Satisfaction	Performance Gap	
Student Centeredness	6.62	6.02	0.60	6.24	5.43	0.81	0.59
Concern for the Individual	6.58	5.90	0.68	6.20	5.34	0.86	0.56
Instructional Effectiveness	6.52	5.91	0.61	6.38	5.49	0.89	0.42
Campus Climate	6.50	5.89	0.61	6.21	5.35	0.86	0.54
Academic Advising	6.30	5.93	0.37	6.34	5.52	0.82	0.41
Service Excellence	6.28	5.66	0.62	6.06	5.22	0.84	0.44
Recruitment and Financial Aid	6.24	5.68	0.56	6.22	5.12	1.10	0.56
Registration Effectiveness	6.18	5.90	0.28	6.20	5.18	1.02	0.72
Campus Life	6.02	5.25	0.77	5.80	4.99	0.81	0.26
Campus Support Services	5.95	5.38	0.57	6.06	5.46	0.60	-0.08
Safety and Security	5.81	5.64	0.17	6.20	5.00	1.20	0.64
Responsiveness to Diverse Population	NA	5.97	NA	NA	5.26	NA	0.71

Three summary line items on the SSI and their results are as follows:

Summary Items on Scale of 1 to 7	1 much worse than expected	2 quite a bit worse than expected	3 worse than I expected	4 about what I expected	5 better than I expected	6 quite a bit better than I expected	7 much better than expected
So far, how has your college experience met your expectations?	0%	0%	8%	29%	26%	20%	15%
	1 not satisfied at all	2 not very satisfied	3 somewhat dissatisfied	4 neutral	5 somewhat satisfied	6 satisfied	7 very satisfied
Rate your overall satisfaction with your experience here thus far.	1%	1%	6%	5%	15%	40%	29%
	1 definitely not	2 probably not	3 maybe not	4 I don't know	5 maybe yes	6 probably yes	7 definitely yes
All in all, if you had to do it over, would you enroll here again?	1%	4%	0%	1%	11%	16%	65%

According to the SSI results, for 80% of the students, PVBI was their first choice, and as related in the above table, 65% said if they had it to do over again, they would definitely enroll at PVBI again.

The SSI report listed the following Strengths (their item numbers are included for easy reference):

- 59. This institution shows concern for students as individuals.
- 2. The campus staff are caring and helpful.
- 58. The quality of instruction I receive in most of my classes is excellent.
- 16. The instruction in my major field is excellent.
- 39. I am able to experience intellectual growth here.
- 68. Nearly all of the faculty are knowledgeable in their field.
- 41. There is a commitment to academic excellence on this campus.
- 66. Tuition paid is a worthwhile investment.
- 51. This institution has a good reputation within the community.
- 34. I am able to register for classes I need with few conflicts.
- 62. There is a strong commitment to racial harmony on this campus.
- 14. My academic advisor is concerned about my success as an individual.
- 7. The campus is safe and secure for all students.
- 4. Admissions staff are knowledgeable.
- 33. My academic advisor is knowledgeable about requirements in my major.

The SSI report further listed the following Challenges (their item numbers are included for easy reference):

- 25. Faculty are fair and unbiased in their treatment of individual students.
- 29. It is an enjoyable experience to be a student on this campus.
- 63. Student disciplinary procedures are fair.
- 57. I seldom get the "run-around" when seeking information on this campus.
- 40. Residence hall regulations are reasonable.
- 37. I feel a sense of pride about my campus.
- 17. Adequate financial aid is available for most students.
- 48. Admissions counselors accurately portray the campus in their recruiting practices.
- 47. Faculty provide timely feedback about student progress in a course.
- 23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)
- 38. There is an adequate selection of food available in the cafeteria.

The actual level of satisfaction is still strong, but because the importance was even higher they are listed as challenges.

The summary documents received from Noel-Levitz were distributed to all the administrators and the members of the Steering Committee the same day as they were received, but formal analysis of the results and the appropriate responses to be undertaken in the planning initiatives have not yet been undertaken. Key areas will need to be identified for further emphasis.

### **Issues/Recommendations**

As indicated above, the Fall 2012 enrollment increased. This is encouraging, but the institution will not slack off in recruitment/retention efforts. The Enrollment Management Plan still needs some revising. Numerous adjustments have been made in

operation and even in policies across the years as the administration recognized the needs. For example, in response to the Student Survey and to a Dining Center survey (2008), food services adjusted the menus. New music facilities are part of the Mason/McIntire Student Life Center, which has been and still is under construction. Lack of finance has impeded progress on the building, but recent specified donations have begun to address this shortage. The administration projects that finishing the Student Life Center will significantly affect enrollment.

Departmental budgetary procedures need to be established in order to direct funds to recruitment. Earlier the institution had hired a Student Recruiter, but in 2011 that person became the PR Director and the vacancy was not filled. In spite of the fact that the Fall 2012 enrollment has risen, the vacancy does need to be filled in order to continue and increase the recruitment efforts. ABHE-Solutions brings new possibilities for contact management that need to be utilized. In addition, preparation needs to be made to pursue approval for Title IV funding.

### *Documentation*

Penn View Bible Institute. (2012). Enrollment Management Plan. Penns Creek, PA: Penn View Bible Institute.

Penn View Bible Institute. (2012). *Catalog*. Penns Creek, PA: Penn View Bible Institute.

Noel Levitz. (2012a). *Noel-Levitz Satisfaction-Priorities Surveys Interpretive Guide*. Coralville, Iowa: Noel-Levitz, Inc.

Noel Levitz. (2012b). Penn View Bible Institute SSI. Coralville, Iowa: Noel-Levitz, Inc.

## **STANDARD 8 – STUDENT SERVICES**

### *ABHE Standard 8*

The institution provides services that contribute to the holistic development and care of students and that are appropriate to the level of education and delivery system.

EE1. A commitment to the spiritual, physical, intellectual, emotional, and social development of students that is consistent with biblical higher education.

EE2. Services that meet the needs of students, regardless of location or instructional delivery system.

EE3. Services that respond to diverse student needs, abilities, and cultures.

EE4. The organization and delivery of student services that are appropriately aligned with the institution's mission and culture.

EE5. Qualified professionals empowered to supervise and provide student services and programs.

EE6. Leadership development facilitated by curricular and/or co-curricular programs that are integrated with the educational objectives.

EE7. A regular system of assessing needs, experiences, and levels of student satisfaction in order to improve services.

EE8. Opportunities for students to provide input in institutional decision-making.

EE9. Published procedures for and records of addressing student complaints and grievances.

### **Description**

The student services program has a variety of services that aid in strengthening the spiritual, physical, intellectual, emotional, and social development of students. These services are provided on campus since Penn View students travel to the campus for their academic training (EE2). This program mission statement states: “Our goal is to provide practical student services for the purpose of enhancing student life academically, spiritually, and socially.” (EE1)

These services include advisement through the Dean of Students as well as Dean of Men and Dean of Women. During the opening week of the academic year, numerous

orientation sessions are conducted to make students aware of what is available in student services, intramural activities, local shopping venues, area churches, and local ministry opportunities. Local pastors are invited to present their own churches to the students. In additions, meetings are scheduled with each student to provide encouragement and to review their current spiritual, physical, intellectual, emotional and social development. Deans are aware of each student's needs and respond to them according to their cultures. Basic Student Services are described in the *Catalog* (2012, pp. 13-14), which is available both in hard copy and as a download from the web site. All of this is consciously aligned with the mission of the institution. (EE1, EE3, EE4)

Planned devotional times in the dorms create a communal environment for spiritual development. These occur on consistent bases throughout a given week. There are at least two revivals scheduled each school year for spiritual enrichment of the students. Other opportunities are granted to the student through conventions, ministry opportunities, and social activities at area churches. The deans and the staff strongly encourage student involvement in these occasions. (EE1)

Staff members keep abreast of each student's needs through observation, interaction, and those one-on-one times that occur throughout the school year. The deans are aware of the students' needs and abilities through their interactions with the students in their respective dorm. This gives them awareness of any cross-cultural needs, and if those needs are there, they seek out the essential help to satisfy these needs. There is frequent communication made with parents through phone calls, texts, emails concerning student needs and how the deans can assist in fulfilling a particular need. (EE1)

The Dean of Students is a Bible college graduate, an experienced pastor who has served in advisement at youth events, has coordinated activities in youth camps, and has taught classes in a Christian high school. The Dean of Women is a pastor's wife, who grew up in a pastor's home and attended Bible college. The Dean of Men grew up on the mission field, graduated from Bible college, is currently enrolled in seminary, and has served as youth director at a local church. (EE5)

Not only does the staff stay abreast of needs, but a system of assessment is established to identify needs on the campus and to improve Student Services. Assessments are administered on a specified timeline. In December 2006, 2008, and 2010, the in-house Student Survey was administered and the data recorded; this is reference under Standard 7. The Noel-Levitz Student Satisfaction Inventory was administered on September 27, 2012 and is scheduled to be administered in even-numbered fall terms. Information from these surveys gives the faculty and staff input for improving the campus and making decisions to benefit the overall institution. (EE7)

In addition to the assessment tools providing input for decision making, there is an organized student government program on campus called Student Council. This organized student entity has systematic elections for President, Vice President, Secretary, Treasurer, and a representative from each class (for example, freshman). Once this election occurs in the beginning of the school year, the students organize and schedule activities throughout the school year; the officers are to serve until the next election the following fall. The Student Handbook (p. 27) delineates the responsibilities and the

opportunity for recommending actions to the administration. Provision is also in place for students to serve on the accreditation sub-committees. (EE6, EE8)

Along with giving students venue for expressing themselves, the student services encourages students to develop their leadership skills in areas other than academic leadership. A recreational area is provided for students to relax and interact socially and spiritually at their leisure. Students are encouraged to involve themselves in playing table games along with table tennis. (EE6)

Christian Service Learning (CSL) is required each semester for all students who are enrolled in more than six course hours. CSL experiences allow students to minister and to exercise leadership skills in a variety of settings such as nursing home ministry, Sunday School teaching, tract distribution, pulpit supply, local church ministries, and public relations services. More advanced students are given leadership responsibilities and opportunities to mentor less experienced students. InterServe is organized by PVBI to provide specific settings for CSL and opportunities for student leadership. The InterServe officers are students who are elected by students to plan and implement various ministries. (EE6)

The administrators, the Social Deans, the Registrar, and the faculty practice an open-door policy to attend to student concerns. Student Survey 2010 indicated a need for a Student Grievance process; this was established spring 2012, but it will need to be assessed again. Written grievances are placed on file in the office of the Dean of Students. Grievances are reviewed and addressed according to the PVBI grievance policy. (EE9)

PVBI is authorized under Federal law to enroll non-immigrant students (F-1). The Academic Dean and the Registrar manage inquiries and applications from international prospects according to policies established by the U.S. Student and Exchange Visitor Program (see *Catalog*, 2012, p. 22). The Academic Dean and the Registrar serve as International Student Advisors assisting these students as needed. The Academic Dean attends particularly to asking international students as well as other students of diverse heritage whether they are feeling accepted and whether there is a need to address any perceived discrimination. (EE3)

In his 2011 and 2012 reports, the ABHE Staff Consultant expressed no concerns regarding Standard 8.

### **Issues/Recommendations**

Student Services Handbook needs to be written to codify and organize the student services program. The program is operating informally and is accomplishing many of the objectives, but better stated organization is needed. The Dean of Students is working on the handbook. Interpretation of the data from Student Surveys and from the Noel-Levitz Student Satisfaction Inventory needs to be worked into actual decision making and planning for improvement. This has been carried out informally, but it needs to be formalized. Any budgetary issues will need to be addressed and implemented.

### **Documentation**

Penn View Bible Institute. (2012). *Catalog*. Penns Creek, PA: Penn View Bible Institute.

## STANDARD 9 – FACULTY

### *ABHE Standard 9*

The institution maintains a faculty committed to its mission and qualified academically and spiritually to facilitate student learning within their disciplines and to contribute to the development of a biblical worldview. The institution fosters an academic climate that stimulates the exchange of ideas, encourages professional development, and promotes the well-being of faculty.

### CoE #8 Faculty Qualifications

An institution must have at least one qualified faculty member for each major offered.

PVBI offers majors in Biblical studies, child evangelism, Christian education, Christian music education, ministerial studies, and missionary studies (including Hispanic studies and missionary nursing). The director of the Biblical studies division has graduate degrees in history and in college teaching, has experience in preaching, demonstrates unusual command of Biblical content, and is currently enrolled in further Biblical studies. Another instructor who teaches a broad range of Bible courses holds a Master of Arts in Religion, with 34 graduate credits in Bible. The director of child evangelism does not have a graduate degree, but has 25 years experience in child evangelism that includes writing, publishing, and offering seminars interdenominationally and internationally. He is the proprietor of Penn View Visuals, which publishes and sells child evangelism materials internationally. The director of the Christian Education division has a master's degree in Christian School Administration; another instructor in the division has two graduate degrees in education and is pursuing a doctorate in education. The director of the music division is nearly finished with a Master of Arts in Church Music, has 15 years of teaching private music lessons, and has released five recordings (one produced by Don Marsh and accompanied by the Don Marsh Orchestra). Another music instructor has a Master of Music, and a third instructor is enrolled the final capstone project to complete a Master of Science in Christian School Education (Music Education). The director of the ministerial division has completed some graduate work but does not have a graduate degree. He is a successful pastor with 26 years of experience in four churches and the Director of Home Missions for the God's Missionary Church. He has mentored numerous beginning ministers and is an interdenominational speaker at ministerial seminars. The director of the missions division has a Master of Arts in Ministry, has experience in cross-cultural missions, is currently serving on an interdenominational missions board, is co-founder and director of Summer Institute for Missionary Orientation, offering instruction to new and experienced missionaries from a variety of missions organizations. The instructor responsible for Hispanic studies has a Master of Arts in Religion, served nine years in Latin America, and has taught Biblical and theological courses internationally in Spanish. Additional details are listed in the *Catalog* (2012, pp. 47-49) and in the Expanded Faculty Roster.

### Standard 9A – Faculty Qualifications, Development, and Welfare

- EE1. A spiritually mature faculty who engage in modeling and mentoring relationships with students.
- EE2. Faculty members who possess earned degrees from institutions accredited by agencies recognized by either the Council for Higher Education Accreditation (CHEA) or the U. S. Department of Education or by the appropriate provincial government. (Exceptions to faculty credential requirements should be limited and validated by personal vitae.)

- EE3. Undergraduate faculty who have earned a minimum of a master's degree and who are teaching in their area of expertise.
- EE4. Graduate faculty who have earned terminal degrees in their primary teaching fields. (NA)
- EE5. Appropriate documentation of its faculty's academic preparation including official transcripts, official documentation of professional experience, performance and technical competencies, published documents, and other certifications and qualifications.
- EE6. A faculty handbook that delineates appropriate policies and procedures, including published criteria for the recruitment, appointment, teaching load, promotion, grievance processes, and termination of faculty based on principles of fairness and regard for the rights of individuals.
- EE7. Systems for evaluating the teaching effectiveness of all faculty.
- EE8. Evidence of faculty contribution in the areas of student learning, scholarship, institutional development, ministry, and community service.
- EE9. Adequate support for the professional advancement and development of its faculty including the pursuit of terminal degrees.
- EE10. A published statement of academic freedom and adherence to its principles within the context of the institutional mission.
- EE11. A faculty that is representative of the diversity of the constituency.

### **Faculty Qualifications**

In light of the institution's mission to prepare Christ-like servant-leaders, its faculty's spiritual and academic qualifications are absolutely vital. The inclusiveness of the gospel emphasizes the value of diversity. Penn View Bible Institute, therefore, seeks faculty members that are well-qualified spiritually and academically as a means to fulfill its mission. Though it welcomes diversity among both its faculty and its student body, it has not actively pursued a diverse representation in its faculty membership.

#### *Spiritual Qualifications (EE1)*

Penn View Bible Institute only hires faculty who profess to be born-again Christians and who subscribe to the theological position of the institution. The Application for Employment requires applicants to write out an account of their Christian experience, to state their position on key doctrines or issues, and to indicate agreement by their signature with the "philosophy, general objectives, and doctrinal position" of PVBI. The personal interview also involves direct testimony to their spiritual status and their alignment with the institution's Doctrinal Statement and lifestyle practices. The Faculty/Staff Contract also stipulates that "no employee shall teach or promote any doctrine which is contrary to the doctrinal position of PVBI," and that "the employee . . . agrees to perform the duties of [his/her] position (or positions) in full accordance with the rules and regulations of Penn View Bible Institute as established by the Board of Directors." Faculty members renew their commitment to these parameters by signing a faculty contract every one to three years.

On August 23, 2011, the faculty approved the following description of spiritual maturity in faculty members. The Board of Directors approved the statement on October 13, 2011, and it was added to the Faculty and Staff Handbook (2012, p. 7).

A spiritually mature faculty member is characterized by living out the great commandments: "Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind, and with all thy strength:" and, "Thou shalt love thy neighbour as thyself." This love for God and others is embodied by faculty members who

- can testify to both salvation and sanctification as defined by Wesleyan-Arminian theology.

- are maintaining this relationship with God through consistent devotional life and local church attendance.
- are growing in Christ-likeness in all of life.
- are biblically literate, knowing the principles, doctrines, stories, and key passages of the Bible.
- believe in the doctrines of the Bible as outlined in the Doctrinal Statement of Penn View Bible Institute.
- conduct themselves according to the principles of God's Word as understood in the Faculty and Staff Handbook of Penn View Bible Institute.
- pursue greater knowledge in order to further develop their Christian worldview and communicate it effectively in a pluralistic society.
- serve students through listening, counseling, encouraging, and mentoring.
- are personally involved in fulfilling the Great Commission.

Students acknowledge the spiritual maturity of the faculty. In the Student Survey (2010), students responded as follows to statements reflecting compliance with the above definition:

Scale of 1 very false to 6 very true	Mean
10b. The faculty are devoted to serving the Lord	5.81
10e. The faculty and staff make students feel loved and accepted	5.18
10h. The faculty are devoted to serving the students	5.45

According to students, the overall campus atmosphere encourages everyone to spiritual growth (Student Survey, 2010, Item 10i, mean of 5.00). The faculty is a major, though by no means exclusive, contributor to that atmosphere.

When asked how various components of the Bible college experience had contributed to their spiritual growth (Student Survey, 2010), students gave the following feedback:

Scale of 1 no impact to 6 very strong impact	Mean
9a. Academic courses	4.69
9b. Faculty/student interaction outside of class	4.39
9d. School revivals and special meetings	4.89
9e. Chapel services	4.26
9i. Campus atmosphere (stressing spirituality and the Great Commission)	4.60
9j. School-related ministry practice	4.39

The spiritual example of the faculty is directly impacting Penn View students both in and out of the classroom. Faculty are involved in the school revivals, chapel services, and special meetings; they contribute to the campus atmosphere; and they oversee school-related ministries. They are, therefore, indirectly impacting the spiritual life of the students as well. Of the other factors contributing to the students' spiritual growth which do not directly involve faculty, only fellowship with other students was ranked as high as those involving faculty (Student Survey, Item 9c, mean of 4.58).

For further indications of the faculty's spiritual maturity as revealed through service to students and personal involvement in the Great Commission, see Faculty Contributions later in this standard.

*Academic Qualifications (EE2, EE3, EE5)*

Academic credentials are detailed in the Expanded Faculty Roster with each person's degrees and credits mapped according to the application to the area(s) in which that person teaches and backed by official transcripts, with minor exceptions. The Expanded Faculty Roster is located in the Academic Dean's office. Out of 13 core faculty members, seven have master's degrees (54%) with two more in progress (in fact nearly finished) and two have doctorates (15%) with two more in progress. This means a total of 69% of the faculty currently have advanced degrees, all from accredited institutions. The following table displays a detailed listing:

Faculty Member	Master's Degree	Doctor's Degree
Black, Brian		X
Clough, Linda	In progress	
Cooley, Timothy, Sr., Academic Dean		X
DeStefano, Michael	X	
Faul, Ruth, Associate Librarian	X	
Fellencer, David	X	
Martin, Jacob	Some	
Mason, Barry		
McDowell, Rex	X	In progress
Mowery, Steven	X	
Shelenberger, Angela, Librarian	X	
Shrout, Lucas	In progress	
Stetler, Frances	XX	In progress
13	7 and 2 in progress	2 and 2 in progress

Based on the probable reorganized academic structure given under Standard 11A, Academic Divisions, 54% of the teaching core faculty (six of eleven) have advanced degrees in their primary teaching areas; one of those degrees is a Ph.D., the rest are master's degrees. Another person is to graduate in Spring 2013 with a master's, and yet another is nearing completion of a master's, both in their primary teaching areas. The remaining three teaching core faculty members have strong professional and experiential qualifications in their respective areas of expertise (see statement above responding to CoE #8 Faculty Qualifications, about the director of the child evangelism division and the director of the ministerial division). The other two core faculty members are the librarian, who has a Master of Library Information Science, and the associate librarian, who is a cognate specialist with a Master of Education degree.

Seven teaching core faculty teach in secondary areas. Of them, one has a master's in that area; one is currently taking graduate-level courses in the area, one is a skilled musician teaching music courses and lessons, one is primarily teaching foreign languages in which the person is proficient, one holds a Master of Arts in Ministry and is teaching two Bible courses, one is tentatively planning to retire after Spring 2013, and one is a successful pastor who is teaching Bible courses.

Four teaching core faculty also teach in tertiary areas; three of them teach just one course in their tertiary area. The fourth teaches Hispanic studies in the missions division; that person has a Master of Arts in Religion degree, has eight hours of graduate study in

missions, served nine years in Latin America, and has taught Biblical and theological courses internationally in Spanish.

PVBI currently uses two adjunct professors, each to teach one course. One has a master's in the area of the course taught; the other has unaccredited master's work in the course area and teaches similar courses at an accredited institution.

All of the faculty have professional and experiential qualifications as well to support their teaching in their respective areas (see the Expanded Faculty Roster).

Within the last year, the Academic Dean met personally with all of the teaching core faculty members, except two, to review academic credentials, to identify weaknesses, and to discuss plans for professional development. The results of the meetings are recorded in the Expanded Faculty Roster.

The Registrar maintains a faculty file, located in the Registrar's office fireproof safe. Except for faculty who have programs currently in progress, the file contains official transcripts of all academic work completed by faculty members, with additional exceptions on two adjunct instructors that are to be corrected. It also contains a copy of each person's pages from the Expanded Faculty Roster. The Business Office keeps an employee file in which faculty's applications, contracts, and other employment records are kept, also in a fireproof safe.

#### *Faculty Diversity (EE11)*

Penn View Bible Institute, in accordance with its mission, intentionally serves a well-defined constituency, commonly known as the conservative holiness movement (referenced as conservative Wesleyan-Arminian the PVBI Mission Statement). The movement includes the churches and organizations that have networked around the InterChurch Holiness Convention (Schmul et al., 1992). PVBI primarily serves the United States population of the movement, which consists predominantly of Caucasians, along with a steady minority of international students (never more than 8%). The institution, furthermore, draws its faculty from this same constituency. The pool of potential qualified faculty members is, therefore, limited; this is particularly true of potential faculty from non-Caucasian ethnicities. For these reasons, although Penn View would welcome qualified faculty from other geographical locations and other ethnicities, it can affirm that statistically the diversity of its current faculty does compare favorably in these areas to the diversity of the constituency it serves and the students it recruits.

In the matter of gender, the male/female ratio in the student body is usually around 50/50. Currently the ratio between the sexes is 47% female, 53% male (n = 43/48). Among the Institute core faculty persons, 69% are male and 31% female (9 males, 4 females).

#### *Faculty Commitment (Standard 9)*

The language of Standard 9 specifies a "faculty committed to its mission." The longevity of the faculty as referenced under Standard 6A, their faithful service both in and out of the classroom, and the quality of their participation in the development of the Mission Statement, all give evidence of their commitment to PVBI's mission.

## Faculty Contributions

### *Relationships: Modeling, Mentoring (EE1)*

The faculty's service to students through listening, counseling, encouraging, and mentoring was indicated on the Student Survey (2010) where the scale for Item 18 was *1 very dissatisfied* through *4 very satisfied*. Students expressed a high degree of satisfaction relative to rapport between faculty and students (Item 18d) with a mean of 3.40 and relative to the availability of faculty outside of class (Item 18e) with a mean of 3.42. Even more telling is that 81% and 84% of students considered themselves either somewhat satisfied or very satisfied in these two areas, respectively. When asked about Penn View's spiritual emphasis, to which the faculty contributes, 88% of students indicated a positive satisfaction (Student Survey, 2010, Item 18b, mean of 3.57). The following table displays the full range of the data:

Frequency and Distribution (percent)	1 Very Dissatisfied	2 Somewhat Dissatisfied	3 Somewhat Satisfied	4 Very Satisfied	No response
18b. Spiritual emphasis	0.0%	8.6%	24.1%	63.8%	3.4%
18d. Rapport between faculty and students	1.7%	8.6%	32.8%	48.3%	8.6%
18e. Availability of faculty outside of class	3.4%	6.9%	31.0%	53.4%	5.2%

Faculty members are available for student/faculty interaction outside the classroom. Instructors list contact information in their syllabi, and they receive outside-of-class contacts initiated by students. Faculty members have an open-door policy that encourages personal faculty/student interaction. Instructors further provide an example to students for growth by pursuing both personal and professional development.

### *Teaching Effectiveness, Student Learning (EE7, EE8)*

Historically, the effectiveness of the faculty's instruction has been evaluated primarily through Student Course Evaluations (SCE). Though the registrar has recorded the results of the Student Course Evaluations, faculty has not always received a report of those results, due to the lack of an easy way to export them from the software program in which they were recorded. This lack has been corrected, and faculty received reports for Fall 2011 and Spring 2012. In addition, the biennial Student Survey (SS) and the biennial Wesleyan Wellness Profile (WWP) harvest data about students' perspective on the faculty's teaching effectiveness. The Noel-Levitz Student Satisfaction Inventory (SSI) was added to PVBI's assessment instruments in Fall 2012; it will also yield information relative to teaching effectiveness.

The Assessment Plan augments the above instruments through a triangulation of assessment for teaching effectiveness. The plan, formulated by faculty members, formalizes and completes the feedback cycle from the SCE, requiring faculty response to the SCE data; its adds a triennial peer evaluation of each faculty member; and it stipulates a triennial evaluation of each faculty member by the Academic Dean (not in the same year as the peer evaluation). A full statement of the system is in the Assessment Plan.

Appendix C presents a summary of accredited colleges and universities that have granted transfer credit and/or have accepted PVBI graduates to pursue graduate studies, indicating those institutions' positive evaluation of the teaching effectiveness of PVBI's faculty and the faculty's contribution to student learning. Students' improvement on the

Bible Exams, cited under Standard 11A, Academic Policies, is further evidence of the effectiveness of faculty teaching in the Bible and Theology Division.

#### *Scholarship (EE8)*

The director of the Biblical Studies program, Brian Black, published his doctoral dissertation, *Holiness heritage: The rise of the conservative holiness movement*, in 2003, with Allegheny Publications; it has become a standard reference in the conservative Wesleyan-Arminian movement. The Academic Dean, Timothy Cooley, completed and defended his dissertation, *Spiritual Assessment of Students at Conservative Wesleyan-Arminian Bible Colleges* in 2011, then published a related article in the *Biblical Higher Education Journal* in 2012, and presented a workshop, “A Multi-dimensional Spiritual Assessment Program” at the Annual Meeting of the ABHE that same year. Cooley co-authored an article, “Spiritual Transformation at Baptist Bible College,” with H. Hall that has been accepted for publication in the 2013 *Biblical Higher Education Journal*.

#### *Institutional Development (EE8)*

Faculty members support PVBI fundraising events, such as the annual Spring Auction, the Christmas Auction, and the Walkathon. The division directors have prepared divisional displays and printed literature to promote their divisions. Across the years, faculty have participated in the less formal development of curriculum and programs, and they are now contributing to the accreditation process.

#### *Ministry (EE8)*

All faculty members faithfully attend church services. All teaching members of the core faculty maintain personal involvement in fulfilling the Great Commission through regular activity in some area of Christian ministry, such as pastoring, preaching, Sunday School teaching, child evangelism, short-term cross-cultural ministry, and music ministry. This ongoing faculty involvement in active ministry keeps the vision alive and keeps the instructors current in ministry issues. The Director of Missions produces an annual Missionary Convention that impacts area churches, missions organizations, and missionaries. He also speaks at other missions events in various states and serves on the Board of Hope International Missions. The Director of the Ministerial program presents at ministerial seminars in other denominations, and he is Director of Home Missions for the God’s Missionary Church. The Director of Child Evangelism has presented child evangelism workshops in numerous states and in other countries.

#### *Community Service (EE8)*

Faculty members participate in PVBI public events that contribute to the broader community such as the Christmas Musical, Spring Concert, and other events open to the public. PVBI faculty members have worked in local political party activities and have engaged students in being poll watchers during elections.

### **Institutional Responsibility to Faculty**

#### *Faculty Handbook; Fair Policies, Procedures (EE6)*

PVBI maintains a Faculty and Staff Handbook, which is updated annually as necessary to reflect any changes in policies or procedures. All faculty receive a new copy of the handbook at the Faculty and Staff Orientation held the first day of each school year. The

2012 Faculty and Staff Handbook includes faculty-related institutional statements (organizational structure, doctrinal statement, academic freedom statement, spiritual maturity statement), a description of general faculty responsibilities, contract and payroll information (including a definition of a full-time teaching load), a brief description of the disciplinary and appeals processes, and policies and procedures pertinent to a wide range of faculty relationships and activities. The Faculty/Staff Contract, signed by each faculty member every one to three years, stipulates conditions for the termination of the contract. Criteria for the recruitment, appointment, and promotion of faculty do not appear in the Faculty and Staff Handbook. Also lacking is a description of grievance processes, except as related to appeals arising from disciplinary action.

#### *Academic Freedom (EE10)*

On August 23, 2011, the faculty approved the following statement of academic freedom, reaffirming it on September 12, 2011. The statement was approved by the PVBI Board of Directors on October 13, 2011. This statement was added to the Faculty and Staff Handbook (2012, p. 7).

True freedom can exist only within the framework of an authority structure derived from God and based upon the Word of God. Within that context the freedom to pursue and disseminate truth is necessary to the proper functioning of a Bible college. This freedom will involve exploring new frontiers of learning, meeting great minds of the past and present, encountering and evaluating divergent ideas—all engaged from the framework of historic Christian orthodoxy. Penn View is committed to the historic beliefs and practices of the conservative Wesleyan-Arminian theological framework as expressed in the Doctrinal Statement found in the Catalog. Accordingly, members of the administration and faculty are expected to be in agreement with those theological beliefs. Faculty members are encouraged to expose students to a variety of divergent views, but in a way that will not violate but rather enhance the integrity of the mission and the core values of the college.

The parameters included in this statement are consistent with PVBI's Mission Statement and necessary to its fulfillment. The basic boundaries expressed in the statement have long been communicated to faculty as a condition of employment, even in the application and hiring process. As noted above, the Faculty/Staff Contract with Penn View Bible Institute stipulates that "no employee shall teach or promote any doctrine which is contrary to the doctrinal position of PVBI," and that "the employee . . . agrees to perform the duties of [his/her] position (or positions) in full accordance with the rules and regulations of Penn View Bible Institute as established by the Board of Directors." Faculty members acknowledge their awareness of and their commitment to these parameters by signing a faculty contract every one to three years. The PVBI Doctrinal Statement is found not only in the *Catalog*, but also in the Faculty and Staff Handbook (p. 5), which every faculty member receives each year.

#### *Professional Development (EE9)*

Pennsylvania Code (Title 22, Chapter 31, §24) requires institutional support for faculty development:

(d) Faculty development must be in accordance with the institution's faculty development plan. The institution's faculty development plan must include policies for providing levels of support for all faculty ranks and status levels. The institution should encourage publication, travel, attendance at professional seminars and conferences, research and similar developmental activities when feasible by the granting of reduced teaching loads, the purchase of needed equipment, and the granting of or assistance in obtaining needed funds.

PVBI does not have a written professional development policy or plan for its faculty, nor does its budget include allocations for faculty advancement. The institution does, however, provide support for faculty development in a variety of ways on an individual basis, as requested and as practicable. The Academic Dean personally encourages faculty to advance academically, having given them a model through his own recent successful pursuit of a doctorate. He further cooperates to the greatest extent possible in adjusting teaching loads and course schedules to accommodate a faculty member's ongoing education. At times, PVBI has granted faculty limited time off with pay for study purposes. A divisional chair has used divisional funds to assist a faculty member from the division with tuition costs. As of December 2011, an educational improvement fund has been opened for specified donations to assist faculty in furthering their education. Attendance at seminars and conferences for professional development is permitted, but no funds have been designated by policy. The Faculty and Staff Handbook does state a policy that grants a \$10 per week pay increase for each bachelor's or graduate degree earned.

#### *Faculty Well-being (Standard 9)*

PVBI demonstrates concern for faculty welfare by providing a weekly salary (that gives consideration for experience, level of education, and level of responsibility), along with benefits that include utilities (or a utility allowance), housing (or a housing allowance), a food allowance (or the option of taking meals in the Miller Dining Center), health reimbursement, and other benefits. A specified number of sick days, personal days, and vacation days are part of each contract. Lunch is provided in the Miller Dining Center for faculty on the days they teach. The institution also provides tuition and fees benefits for faculty children who are enrolled in the Institute and/or the Academy.

PVBI's interest extends to the emotional and relational well-being of its faculty. A family feel is intentionally fostered across the campus. As one example, administrators routinely join faculty, staff, and students for lunch in the Miller Dining Center. Collegiality and respect are preserved among faculty, staff and administrators through maintaining respectful interpersonal relationships, soliciting feedback, and demonstrating the willingness to listen and respond to concerns. An open-door policy is the general practice among administrators. Occasional all-staff meetings and monthly Institute faculty meetings facilitate communication. In the annual contract inquiry letter, the employees are asked to describe what they consider both strengths and weaknesses of the school, and they are invited to write out any other comments they wish to make. These comments are then reviewed by the President and the relevant administrator. The President honors an employee of the month. The institution hosts all faculty and staff at annual Thanksgiving Dinners, Christmas Banquets, and Faculty/Staff Appreciation

Banquets. Penn View faculty know that they are surrounded by people who love them, pray for them, and support them in time of need.

### *Documentation*

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## **Standard 9B – Faculty Decision Making**

- EE1. A core faculty of sufficient size and expertise, committed to the fulfillment of its mission and responsible for the quality of its academic functions.
- EE2. An academic structure organized in departments, divisions, or alternate approaches appropriate to the size and complexity of the institution.
- EE3. A process of faculty appointment that includes appropriate involvement of related academic and administrative personnel.
- EE4. A clear and publicized statement of faculty-adopted requirements for graduation.
- EE5. A process that involves faculty approval of candidates for graduation.
- EE6. A faculty that is appropriately involved in academic-related decision-making processes especially related to admissions criteria, curriculum, student life, and graduation requirements.

### *Academic Structure (EE2)*

Previously the PVBI academic structure had been organized in the following six divisions that related to the different programs offered:

Biblical Studies

Advanced Diploma in Biblical Studies

	Certificate in Biblical Studies
Child Evangelism	Advanced Diploma in Child Evangelism
Christian Education	Advanced Diploma in Christian Education (Elementary)
	Advanced Diploma in Christian Education (Secondary English)
	Advanced Diploma in Christian Education (Secondary Social Science)
Ministerial	Advanced Diploma in Ministerial Studies
	Advanced Diploma in Hispanic Ministerial Studies
Missions	Advanced Diploma in Missionary Studies
	Advanced Diploma in Missionary Aviation
	Advanced Diploma in Missionary Nursing
	Advanced Diploma in Hispanic Studies
Music	Advanced Diploma in Christian Music
	Advanced Diploma in Christian Music Education

On November 14, 2011, the faculty voted to eliminate the following three programs that were under-enrolled or that they did not believe could be properly sustained:

- Advanced Diploma in Christian Music
- Advanced Diploma in Missionary Aviation
- Advanced Diploma in Hispanic Ministerial Studies

After conferring with Dr. Ray Naugle, former Academic Dean at Lancaster Bible College, the faculty began work on reorganizing the academic structure, which would also entail course reclassification into the new structure. The faculty has further discussed a revised course numbering system. The project is not yet completed; it will continue in the future. See Standard 11A for the current status of the course reclassification. On December 12, 2011, with a decision regarding the status of Child Evangelism being made on September 10, 2012, the faculty arrived at a tentative working consensus to reorganize the academic structure into the following seven divisions, with their related programs:

Arts and Sciences	
Bible and Theology	Advanced Diploma in Biblical Studies
	Certificate in Biblical Studies
Child Evangelism	Advanced Diploma in Child Evangelism
Christian Education	Advanced Diploma in Christian Education (Elementary)
	Advanced Diploma in Christian Education (Secondary English)
	Advanced Diploma in Christian Education (Secondary Social Science)
Ministerial	Advanced Diploma in Ministerial Studies
Missions	Advanced Diploma in Missionary Studies
	Advanced Diploma in Missionary Nursing
	Advanced Diploma in Hispanic Studies
Music	Advanced Diploma in Christian Music Education

This proposed structure makes General Studies a separate division but renames it Arts and Sciences. The Arts and Sciences Division supports the other six divisions; it has no related program of its own.

The final decision on this reorganization awaits the program and curriculum revisions outlined in the Assessment Plan as well as in Appendix D. At this time, the Arts and Sciences Division does not have a designated director; all of the other divisions are led by divisional directors who are full-time core faculty members. The directors' qualifications for leading and teaching in their respective divisions are outlined under CoE #8 Faculty Qualifications at the beginning of Standard 9 above.

*Core Faculty Composition (EEI)*

The core faculty consists of the Academic Dean, the division directors, the full-time faculty members (those teaching 12 semester hours or more), and such other individuals as the core faculty shall approve (see Standard 9B, Faculty Decision-making below). On November 12, 2012, the core faculty voted to approve as core faculty the Librarian, the Associate Librarian, and two faculty members who carry less than a 12-hour Institute teaching load but are full-time employees and heavily involved in the Institute music division. The core faculty is currently composed of the following 13 members:

Core Faculty Member	Basis for Membership
Cooley, Timothy, Sr.	Academic Dean
Black, Brian	Division Director: Bible and Theology
Fellencer, David	Division Director: Christian Education
Martin, Jacob	Division Director: Ministerial
Mason, Barry	Division Director: Child Evangelism
Mowery, Steven	Division Director: Missions
Shrout, Lucas	Division Director: Music
McDowell, Rex	Full-time faculty
Stetler, Frances	Full-time faculty
Clough, Linda	Part-time music faculty, by core faculty vote
DeStefano, Michael	Part-time music faculty, by core faculty vote
Faul, Ruth	Associate librarian, by core faculty vote
Shelenberger, Angela	Librarian, by core faculty vote

In addition to the core faculty, PVBI employs two adjunct instructors, each of whom teaches one course every other fall, and some music lessons teachers. The director of operations has also taught courses at times.

*Core Faculty Size (EEI)*

The PVBI core faculty is of sufficient size to sustain its academic functions with quality. The institution's history testifies to this fact; PVBI has indeed sustained its academic functions for 45 years. Each of the academic divisions, with the exception of the newly-formed Arts and Sciences Division, has at least one faculty member dedicated to it—the division director. All of the divisions but Child Evangelism also have additional faculty teaching in that area, as shown in the following chart:

Academic Division	Primary Teaching Area	Secondary Teaching Area	Tertiary Teaching Area
Arts and Sciences	Stetler, Frances	Black, Brian	Mowery, Steven

	*Kincaid, Timothy	Fellencer, David	
		McDowell, Rex	
Bible and Theology	<b>Black, Brian</b>	Martin, Jacob	Stetler, Frances
	McDowell, Rex	Mowery, Steven	
	Cooley, Timothy, Sr.		
	*Morford, Jeremy		
Child Evangelism	<b>Mason, Barry</b>		
Christian Education	<b>Fellencer, David</b>	Stetler, Frances	Mason, Barry
Ministerial	<b>Martin, Jacob</b>	**Other faculty	
Missions	<b>Mowery, Steven</b>		McDowell, Rex
Music	<b>Shrout, Lucas</b>	Mason, Barry	
	Clough, Linda		
	DeStefano, Michael		
<b>Bold type</b> indicates division directors. *Adjunct faculty **Three courses are taught by other faculty as available			

The student-to-faculty ratio at PVBI is about 8:1. Faculty teaching load for division directors and full-time faculty averages just under 12 semester hours. Division directors' teaching loads average a little over 10 semester hours, plus their divisional leadership responsibilities. It is not unusual for full-time faculty to carry an extended full load, which normally ranges between 13 and 16 semester hours. Total faculty workload, including other paid responsibilities, averages about 116% of a full load, with about 75% of the faculty carrying a total work overload. It is acknowledged, therefore, that the faculty's capacity is stretched almost to the limit. As student enrollment increases, and as committee participation grows with institutional maturing, additional faculty will soon be needed.

### **Faculty Decision-Making**

Faculty decision-making at PVBI has been primarily a matter of practice rather than policy. The faculty members have been involved in every aspect of the academic process (for example, curriculum revision, program requirements, and policy development) as much as possible. The process has been informal, centered mostly around the Academic Dean in consultation with the division directors. When consensus was achieved, the Academic Dean reviewed proposals with the President and as appropriate took them to the Board of Directors for approval. Initial steps have been taken to codify the role of faculty in decision-making into policy. On October 10, 2011, the faculty developed the following preliminary statement:

Curriculum revisions (initiating, revising, and/or deleting programs and courses) are conducted by the Academic Dean in consultation with the division director, then discussed by the core faculty, and taken to the Board of Directors for approval as appropriate. Academic policy revisions (initiating, revising, and/or deleting) are conducted by the Academic Dean and the core faculty.

Graduating students must be approved by the core faculty, as indicated in the *Catalog*.

The minutes from the October 10, 2011 faculty meeting indicate that the faculty did not consider this preliminary statement to be complete or finally approved. The Board provisionally approved the statement at this point in its development on October 13, 2011.

*Related to Faculty (EE1, EE3)*

Faculty decision-making related to the faculty itself extends to the faculty's role in determining the membership of the core faculty, in appointing new faculty, and in formulating policies and procedures that affect the faculty.

On October 10, 2011, the faculty approved the following definition of core faculty (EE1):

Core faculty consists of the academic dean, the divisional chairpersons, the full-time faculty members (those teaching 12 semester hours or more), and such other individuals as the core faculty shall approve.

The Board approved this definition on October 13, 2011; it will go into the next revision of the Faculty and Staff Handbook. The definition itself is an example of faculty decision-making; it further establishes the core faculty's decision-making role in reference to membership of the core faculty. The core faculty members as defined by this statement (the academic dean, the divisional chairpersons, and the faculty members teaching 12 semester hours or more) may approve other individuals as also in the core faculty.

The rationale for approving other individuals as core faculty rests particularly on two considerations. First, at the time the definition was drafted, PVBI did not know how the position of librarian would be filled nor who would fill it. Though the librarian would have faculty status, there was uncertainty as to whether that (at the time) unknown entity should be core faculty. This definition granted the faculty the authority to make that decision. Second, it is not unusual for a PVBI faculty member to carry just under a full-time teaching load and yet be a full-time employee of the institution and a vital part of the faculty. The definition of core faculty empowered the faculty to make the judgment call that would elevate such an individual to core faculty status.

The faculty's decision-making capacity in regards to the appointment of new faculty (EE3) has been exercised primarily through the Academic Dean and division directors. Historically, the Board of Directors made faculty appointment decisions, based on recommendations by the President and the Academic Dean. As of April 25, 2012, the Board unanimously granted the President the authority to hire, retain, or dismiss employees, including faculty. The President will report these decisions to the Board.

The process of faculty appointment begins when a prospective faculty member submits an Application for Employment. Qualifications and references are checked. The Academic Dean reviews the application with the appropriate division director and, if considered necessary, other selected faculty members, thereby arriving at a recommendation to take to the President. The President reviews the application with the Academic Dean; those two persons jointly make the decision to hire. Initial faculty contracts are for one year; thereafter contracts may be extended for one, two, or three years. Each year in January, contract inquiry letters are sent out in preparation for contract renewal considerations, even to those under multi-year contract whose renewal is not under consideration that year, in order to harvest their feedback. The President and the Academic Dean make the decision whether to extend another contract and what its

term length will be. The contracts are prepared, issued, and signed by both the President and the faculty member.

Throughout this document, there are repeated references to decisions the faculty has made relative to policies and procedures that affect the faculty. Minutes from faculty meetings verify these claims. During the past two years, for example, the faculty has been involved in drafting, reviewing, revising, and approving statements on core faculty (as noted above), spiritual maturity, academic freedom, academic integrity, and academic rigor. The faculty earlier participated extensively in the review and revision of PVBI's Mission Statement (cf. Standard 1). The faculty formulated and approved the plan for the evaluation of teaching effectiveness described in the Assessment Plan and summarized under Standard 9A, Faculty Contributions. The faculty has reviewed and approved much of the content of the Assessment Plan and the academic parts of this Compliance Document.

*Related to Student Academics (EE1, EE4, EE5, EE6)*

As noted above, the faculty has been involved in every aspect of the academic process (for example, curriculum revision, program requirements, and policy development) as much as possible. The process has been informal, centered mostly around the Academic Dean in consultation with the division directors. The Academic Dean's open-door policy has given all faculty members access to his attention. Monthly faculty meetings provide the faculty with opportunity to discuss and decide matters related to student academics.

Admissions criteria (EE6), communicated through the *Catalog* and the Application Packet, have been in place for many years; it is difficult to determine exactly how much the faculty was directly involved in establishing them. The current faculty does have opportunity to know the criteria and to express opinions about them, though there is no formal process for regular faculty review of admissions standards. The absence of faculty complaints about the admissions criteria implies tacit approval.

The faculty is active in curriculum development, review, and revision (EE1, EE6). For example, the most recent academic program, the Hispanic Studies concentration in the missions division, came into existence through the vision of the missions division director and another missions faculty member. They developed a proposal for the program, including the creation of new courses and an analysis of budgetary implications, which they submitted to the Academic Dean. The Academic Dean then took the proposal to the Board of Directors for final approval. On November 14, 2011, the faculty voted to eliminate the three programs that were under-enrolled or that they did not believe could be properly sustained, as well as a number of courses that were in the *Catalog* but not being offered. As noted above (Standard 9B, Academic Structure), the faculty has begun work on reorganizing the academic structure, reclassifying courses, and revising the course numbering system. The faculty will undertake the review and revision of all academic programs over the next three years, in accordance with the Assessment Plan.

Faculty members further decide on their own course designs, teaching methodologies, and delivery systems. An individual faculty member is responsible for specific course content (within the parameters of the program objectives and the *Catalog* course description), as well as course assignments and grading, and the conduct of classroom

sessions. As part of the process of evaluating teaching effectiveness, the Academic Dean and the peer evaluation committee will inquire about course content, teaching methods, and syllabus contents, and suggest appropriate modifications to the faculty member. That individual, however, retains significant decision-making authority within the context of the courses he or she teaches.

PVBI has clearly stated graduation requirements that are widely publicized in the *Catalog* (2012, EE4). These requirements include academic, program, and financial stipulations. The recommendation of the Institute faculty is also a stated requirement for graduation. Historically, such approval has been implicit: If the faculty recorded passing grades for the required courses and raised no objection to a student's graduation, it was understood that they recommended the student for graduation. PVBI will now make the recommendation explicit by including it on the agenda of the May faculty meeting. The faculty will review a list of graduating students and vote on recommending them for graduation (EE5, EE6).

### **Issues/Recommendations**

There are a few gaps in official transcripts of faculty, but these are mostly individuals whose education is still in progress. There are also some lacks in academic credentials that need to be addressed. Policies need to be developed for the contents of faculty files, the process of maintaining the files, the evaluation of faculty credentials, and process of keeping the Faculty Roster current. A professional development plan for faculty is needed.

The Faculty and Staff Handbook lacks criteria for the recruitment, appointment, promotion, and termination of faculty, as well as a description of faculty grievance processes.

The policy on faculty decision-making needs further development, especially in identifying the role of core faculty and in the process of faculty appointment.

### **Documentation**

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Penn View Bible Institute. (2012). Assessment Plan. Penns Creek, PA: Penn View Bible Institute.

Penn View Bible Institute. (2012). *Catalog*. Penns Creek, PA: Penn View Bible Institute.

Penn View Bible Institute. (2012). Faculty and Staff Handbook. Penns Creek, PA: Penn View Bible Institute.

Penn View Bible Institute. (2012). Faculty/Staff Contract. Penns Creek, PA: Penn View Bible Institute.

## **STANDARD 10 – LIBRARY AND OTHER LEARNING RESOURCES**

### *ABHE Standard 10*

The institution ensures the availability of learning resources and services of appropriate form, range, depth, and currency to support the curricular offerings and meet student needs.

[EE1. A written learning resource purpose statement, consistent with the institutional mission.](#)

- EE2. Appropriate written policies and procedures relating to the management of library and other learning resources.
- EE3. Sufficient funding, staff, and practices to procure and maintain needed learning resources and services.
- EE4. The availability of reference services and other means of support to help users find needed information.
- EE5. Promotion to enhance awareness of resources and services available.
- EE6. Documentation for any cooperative arrangements involving the use of other institutions' resources.
- EE7. Faculty involvement with the librarians in the analysis of resource adequacy, the selection of resource materials, and the development of library policy.
- EE8. Policies, procedures, and facilities that ensure access to and security of learning resources.
- EE9. Effective leadership by a credentialed director who has faculty status and who normally reports to the chief academic officer.
- EE10. Librarians' participation in curricular planning.
- EE11. Effective collaboration between the librarians and information technology personnel.
- EE12. Evaluation of learning resource utilization by the learning community.
- EE13. Curricular requirements, instruction, and reference services designed to teach information literacy skills to the learning community.
- EE14. Participation in library networks and other cooperative arrangements.

### **Description/Explanation/Analysis**

The library establishes in its purpose statement that it is committed to supporting the academic, biblical and holiness philosophy of PVBI. It seeks to provide services and resources as it endeavors to instill life-long learning skills in the institute's community of men and women preparing for various ministries. The library's mission, goals, and policies are incorporated in a library handbook. The handbook is divided in sections which include: library administration, collection development, collection maintenance, circulation, technical services, reference services, preservation, archival and a statement on security. This handbook was approved by the Library Committee and submitted to the faculty for final approval in May of 2012. (EE1, EE2, EE7)

The library employs a professional librarian who has an A.L.A. accredited M.L.S and reports to the academic dean. The librarian is contracted for up to twenty hours per week. While she does not live near the campus she schedules visits monthly or at least every six weeks. She provides oversight for the library and can be contacted through a Penn View email account and/or a Skype account. During the school year the staff on site will be able to contact her through Skype, phone, or instant message. Staff meetings are possible through Skype and she is able to use this to attend Library Committee meetings, faculty meetings and any other group meetings that might happen when she cannot physically be on campus. The professional librarian has faculty status. The associate librarian is full-time and on-campus for forty hours a week. The library is approved for up to forty hours a week for student workers. Their hours are determined by the librarian as well as supervision and training. Library hours work in harmony with the institute's schedule as well as providing access to the facility at nights and on weekends. It also accommodates the needs of the high school that share the facility. (EE3, EE9, EE10)

The librarian's attendance at faculty meetings ensures that the library is part of the curriculum discussions that take place. It also allows for an open discussion about resources needed, resources that have been acquired, and services that are being provided particularly in the area of information literacy. In recent organizational development the library used the Self-Study Library and Faculty Subcommittee which is made up primarily of faculty for policy approval. Then the policies were distributed to all institute faculty for review and were subsequently ratified in a faculty meeting. The library has policies in place to allow for faculty input in library policy making and acquisitions. (EE5, EE7, EE10, EE13)

The College Study Skills class has a resource presentation and a section on the library policies/procedures is included in the *Student Handbook*. Policies and procedures are reviewed by the academic dean during the registration process. At the suggestion of the librarian, the academic dean is encouraging the faculty to submit bibliographies with their syllabi to serve as another resource for collection development. (EE5, EE7, EE10, EE13)

The 2012-2013 budget of \$5,000.00 was established before the librarian was hired. With a professional librarian in place, the following process has been established for the next budget year. The library staff will be given a breakdown of expenses from the current year; this will be used to determine a projected budget. A proposed budget will be submitted to the business office during the yearly budget process. As with any department, funding is dependent on the availability of monies. The librarian may submit requests for funds to be spent and will be notified if those funds are available. Ultimately, the librarian holds the responsibility for the administration of the library budget. (EE3)

The library facility was re-structured in the summer of 2012. A plan was put into place to re-configure the shelving, computer area, study tables and a lounge or comfortable reading area. The new placement of the library shelves provides a nice open area and clear view of the entrance and exit from the library desk. File cabinets and shelving were moved to the library work area and railings were added at the step behind the library desk. A ramp has also been added to one side of the circulation desk to allow access for book carts. The student computers were moved to be more visible and accessible. Efforts have been made to remove any unused furniture, retired computer equipment, improve the lighting and appearance of the library. With these changes, security issues have also been addressed and new policies put into place concerning access. Positive feedback has been received from the campus community in regards to this significant physical change. Students have indicated more of a desire to use the library due to these changes. (EE8)

This year the library took steps to provide more reference services and broaden access to resources. The addition of a professional librarian that is available by email, Skype, phone, or instant messaging was a first step. More emphasis on training the associate librarian and student workers to handle easier reference questions was a second. Third, a county library that is accessible to the students provides access to research databases and 24/7 reference services. Students were required during registration to obtain a library card for the Snyder County Library. This provides Access Pennsylvania, Power Library and reference services from any computer with internet access. A section in the library survey will help determine if and how often the students make use of these resources. This survey is also used to evaluate the usage of the library, its services, staff and facility. Fourth, a library newsletter has been developed that is distributed to the campus community. (EE4, EE5, EE6, EE12, EE14)

The library uses ABHE-Solutions for its software program and to provide an online public access catalog. This program was implemented in August of 2012. As more time passes, new ways to participate in other cooperative arrangements and/or library networks may be explored to broaden access to additional resources for the PVBI community. This new program and other policy changes that have taken place

concerning the library computers encourage an ongoing collaboration with the information technology personnel. (EE12)

### **Evaluative Conclusion**

The library at PVBI supports the curriculum and maintains a purpose statement that is consistent with the institutional mission. It has written policies and is developing written procedures for the management of the library. Staffing and practices are sufficient to maintain the services and facilities. Funding will continue to be a challenge but as the institute grows, more funds may come available.

The availability of reference services, access to resources and processes to teach information literacy skills are in place. A credentialed librarian with faculty status oversees the library's management and is appropriately involved in curricular discussions and working with the library committee which includes faculty.

In Spring 2012, institute faculty and students participated in a Library Satisfaction Survey. By way of summary, there was a 69% student response and a 75 % faculty response. When asked the frequency of visiting the Penn View library, 44% of students responded to using the library only a few times in the semester. However, 68% of student respondents do not use any library other than Penn View's library. When asked what changes could be made to increase their use of the Penn View Library, there were three categories of responses: addition of resources, library atmosphere changes and technology changes. Technology changes received the most votes and primarily included requests for an online catalog, more up-to-date computers and faster Internet. Addition of specific resources came in second place. Atmosphere changes fell into two categories: physical change and noise level. The atmosphere changes were addressed in this summer's remodeling of the library. Most students indicated that library hours were adequate to meet their needs and most students indicated that they were comfortable asking for assistance. Fifty-two percent of students indicated that the library computers were not adequate to meet their academic needs. The primary reasons given were due to out-of-date computers or Internet issues. Appropriate personnel will be reviewing the data received through this survey and making decisions accordingly.

### **Issues/Recommendations**

The library staff needs to continue development of written procedures for the Library Organizational Handbook (EE2). The staff needs to complete the transition from the card catalog to ABHE Solutions (EE4, EE8). The library in collaboration with the faculty needs to develop an Information Literacy Plan (EE13). Faculty members need to analyze resources in their teaching areas and make recommendations based on their analysis (EE7), and the library needs to increase the quantity and quality of learning resources. (EE3)

### *Documentation*

Penn View Bible Institute. (2012). Library Handbook. Penns Creek, PA: Penn View Bible Institute.

## **STANDARD 11 – ACADEMIC PROGRAMS**

#### ABHE Standard 11

The institution's academic programs are appropriate to the achievement of its mission and to the level of educational programs offered, with some programs oriented specifically to full-time vocational ministry but all programs enabling students to achieve a biblical worldview.

### Standard 11A – Curriculum

- EE1. Evidence that academic programs exhibit the content and rigor characteristic of higher education, and a level of analytical research and communication skills needed for life-long learning commensurate with the level of education.
- EE2. A written statement of expected student outcomes for each academic program and a coherent program of study to achieve these objectives.
- EE3. Evidence that the integration of curricular components enable students to achieve a biblical worldview.
- EE4. A curriculum taught with sensitivity to the cultural context in which the students minister.
- EE5. A process of regular review by faculty to ensure that curricular objectives for each academic program are being realized.
- EE6. Evidence that course sequence progresses from foundational to advanced studies appropriate to the degree.
- EE7. A curriculum content and level of education appropriate to the degree and nomenclature being offered.
- EE8. Appropriate distinctions between levels of study within the context of student classifications, faculty qualifications, and learning methodologies.
- EE9. A Bible/theology component equivalent to 30 semester hours, 9 of which may be in interdisciplinary Bible related courses for a non-church related baccalaureate, 18 semester hours of Bible/theology for a non-traditional degree completion program and 12 semester hours of Bible/theology for a one- or two-year program.
- EE10. A core of general education studies representative of the breadth of general studies and equivalent to 36 semester hours for a baccalaureate degree or 18 semester hours for an associate degree.
- EE11. A core of professional studies equivalent to a minimum of 18 semester hours (baccalaureate degrees only) and selected to equip students for professional positions
- EE12. Professional programs requiring significant practicum experiences in the area of specialization.

[Additional Policies to Reference: Policy Concerning Adult Degree Completion Programs; Policy on Biblical and Theological Studies; Policy on General Studies; Policy on International Education Programs; Policy on Two-Year Programs]

All of the programs flow out of the Mission Statement, because each program is designed to prepare Christ-like servant leaders who will endeavor to advance the Great Commission from the context of the conservative Wesleyan-Arminian movement, whether in the pastoral ministry, the mission field, Christian music, Christian school or other ministry. The courses are taught by faculty members who are committed to the conservative Wesleyan-Arminian movement and to the Great Commission. All of the four-year programs require courses like TH221 Christian Beliefs and TH222 Theology of Holiness that specifically communicate the Wesleyan-Arminian tradition. Numerous activities are required by the programs such as the annual on-campus Missions Convention, the off-campus Bus and Outreach Convention, the InterChurch Holiness Convention at Dayton, Ohio. These events specifically integrate commitment to the Great Commission with the conservative Wesleyan-Arminian tradition.

The four-year programs culminate in an Advanced Diploma and the one-year program culminates in a Certificate. All of the four-year programs require at least 30 semester hours in Bible/Theology studies. Details of the program requirements are exhibited in Appendix D (EE9, EE10, EE11, EE12) and in the *Catalog*. Along with the process of accreditation, the institution plans to pursue degree-granting status with the Department of Education of the Commonwealth of Pennsylvania; consequently all revisions are prepared with both ABHE and Pennsylvania requirements in mind.

The process of curriculum development and revision has advanced through the Academic Dean conferring with the relevant division director(s) and the whole faculty to formulate

a proposal, which was then taken to the Board of Directors for approval and insertion into the *Catalog* (EE5). This process is described in fuller detail under Standard 9B Faculty Decision Making. The Assessment Plan lays out a four-year calendar of assessing and reviewing each program. The calendar for review of the programs is also spread out in Appendix D of the Compliance Document as part of the table on Academic Program Requirements.

### **Academic Programs**

On November 14, 2011, the faculty voted to eliminate several programs that were under-enrolled or that they did not believe can be properly sustained. The following were deleted:

- Advanced Diploma in Christian Music
- Advanced Diploma in Missionary Aviation
- Advanced Diploma in Hispanic Ministerial Studies

The programs Penn View is continuing to offer are:

- Advanced Diploma in Biblical Studies
- Advanced Diploma in Child Evangelism
- Advanced Diploma in Christian Education  
(Elementary, Secondary English, Secondary Social Science)
- Advanced Diploma in Christian Music Education
- Advanced Diploma in Hispanic Studies
- Advanced Diploma in Ministerial Studies
- Advanced Diploma in Missionary Studies
- Advanced Diploma in Missionary Nursing (combination 2 + 2)
- Certificate in Biblical Studies

The 2012 *Catalog* reflects these changes.

### **Academic Divisions**

Previously the faculty had been divided into divisions according to the different programs (Ministerial, Missions, Music, Christian Education, Child Evangelism, and Biblical Studies). After conferring with Dr. Ray Naugle, former Academic Dean at Lancaster Bible College, the faculty has chosen to add an Arts and Sciences division. The faculty began to reorganize course classifications to simplify course numbering. Following is the tentative reorganization of courses from the previous 15 categories to 7 categories:

- Arts and Sciences — consisting of current *Catalog*'s CH, LL, NS, PA, PR, PS, PT100, SS, World Religions, (possible new course History of the Holiness Movement); double number Ethics [also BI], Ed Psych [also ED], Ch Hist [also BI], Chr Counsel [Bib Counsel renamed; also MIN], Develop Psych (combine current Child and Adol; also ED)

- Bible/Theology — consisting of current *Catalog*'s BI, TH, PT342; double number Ch History [also AS], Ethics [also AS], MU272 [also MU], Teach Bible [also ED]; Teach Bible Pract (double? also MIN?)

Christian Education (including Child Evang?) — consisting of current *Catalog*'s ED; double number Ed Psych [also AS], Teach Bible [also BI], Develop Psych (combine current Child and Adol; [also AS])

Child Evangelism — consisting of some of current *Catalog*'s ED, Arts and Visuals, Teach Bible, Story Writing, Child Evang Practicum

Ministerial — consisting of current *Catalog*'s PT (except PT100, 311, 312, 422, 441); double number Teach Bible Pract [also BI], Chr Counsel [also AS]

Missions, including Hispanic Studies — consisting of current *Catalog*'s MI, PT422, 441; add Miss Nurs Internship

Music — consisting of all current *Catalog*'s MU (including Applied Music, Music Organizations; double number MU272 [also BI] (double number some music courses for Arts and Sciences? or just move them into AS? e.g. Elements of Music, Music History)

The new classification system was not ready for the 2012 *Catalog*, but will continue to receive attention throughout the Self-Study process.

Except as noted below, the four-year Advanced Diploma programs require the appropriate number of hours (as stipulated by ABHE) of General Studies (from 39 to 51 hours), Bible/Theology (from 30 to 56 hours), and Professional Studies (from 36 to 75 hours). The Biblical Studies program falls short in General Education, requiring only 34 hours, and the Christian Music Education program requires only 31 hours. The 2 + 2 Missionary Nursing program only requires 19 hours of General Education for the PVBI portion; however, the third and fourth years usually involve additional General Education through the school of nursing. These shortages will be updated as these programs are revised. See Appendix D, where the shortages are coded in red text (EE9, EE10, EE11).

The Pennsylvania Code (Title 22 Chapter 31, §21. Curricula [b][3]) stipulates, “Of the total baccalaureate degree program course requirements, at least 40 semester credit hours or 60 quarter credit hours must be in general education and represent a broad spectrum of disciplines in general education.” This will require revision as PVBI moves toward degree granting and will receive consideration as the programs are reviewed.

### **Academic Policies**

*Academic Rigor (EE1, EE6, EE7, EE8)*

On May 14, 2012, the faculty approved the following statement on Academic Rigor:

Courses are structured in a numbering system to indicate the level of each course. The 90s are used to indicate developmental classes; 100s are appropriate for freshmen, 200s for sophomores, 300s for juniors, and 400s for seniors. Students must have prerequisite classes, junior-level status, or special permission to enroll in upper-level classes or to enroll in internship courses. (Note: When the course numbers are revised for the next *Catalog*, the 90s will be used for developmental classes.)

The academic calendar contains 16 weeks in a regular semester, with classes meeting for a certain number of hours per week; for example a three-hour course would meet for three hours each week for the entire semester. Distance education courses are

designed with comparable learning methods and objectives. (Note: Later, distance education discussion was tabled.)

Course requirements take into account the amount of time that would typically be required to complete them. Reading assignments are calculated at the following guidelines for time:

- Difficult: 10 pages/hour
- Moderate: 15 pages/hour
- Easy: 20 pages/hour

Other considerations include stages of research, required video/audio resources, collaborative assignments, and threaded-discussion postings.

Remembering Bloom's taxonomy of learning, the cognitive objectives should range from remembering, understanding, applying, analyzing, evaluating, and upward to creating. Keeping in mind the affective domain, course objectives should extend from receiving, responding, through valuing, organizing values, and internalizing those values so that the values become characteristic of the student. While all of these may not be achieved in each course, the objectives should aim toward these goals. Lower-level courses will typically focus on content in the subject area, while the more advanced courses will shift to an emphasis on research, writing, and presenting. Upper-level courses will require major research papers as an integral part of the course.

Attendance is required in the face-to-face courses because part of the learning dynamic takes place in community; students are part of the body of Christ. Distance education courses seek to engender a similar exchange among students and faculty. (Note: Later, distance education discussion was tabled.)

Faculty members are available for student/faculty interaction outside the classroom. Instructors list contact information in their syllabi, and they receive outside-of-class contacts initiated by students. Faculty members have an open-door policy that encourages personal faculty/student interaction. Upper-level courses tend to have lower faculty-to-student ratios.

Instructors provide an example to students for growth by pursuing both personal and professional development. Ongoing faculty involvement in active ministry keeps the vision alive and keeps the instructors current in ministry issues.

The Academic Dean and individual faculty members have conducted comparisons of syllabi for particular courses at other institutions, but only occasionally and informally. In the future, he plans to ask individual faculty members to conduct comparisons on their own syllabi and to report their conclusions.

From the students' perspective, the December 2010 Student Survey indicated that students are experiencing challenge in their coursework, learning new knowledge, delving into deeper levels of thinking, working with new ideas, and developing better

writing skills. Their responses to the prompt, “Are you experiencing mental growth?” follow in the table below.

	1 Very false	2 Mostly false	3 More false than true	4 More true than false	5 Mostly true	6 Very true	No response
a. The courses are demanding	1.7%	1.7%	6.9%	43.1%	24.1%	19.0%	3.4%
b. The courses require learning new knowledge	0.0%	0.0%	5.2%	25.9%	36.2%	31.0%	1.7%
c. The courses require deeper or critical thinking	0.0%	1.7%	5.2%	39.7%	24.1%	27.6%	1.7%
d. The courses require organizing new ideas	0.0%	0.0%	10.3%	36.2%	24.1%	27.6%	1.7%
e. The courses require increased writing skills	1.7%	5.2%	17.2%	36.2%	10.3%	25.9%	3.4%

With 98% of the respondents being full-time students, 47% of them estimated they spent more than 15 hours each week preparing for class. When asked, “Estimate how many hours you have spent each week this semester preparing for class (studying, reading, writing, rehearsing, and other activities related to the academic program),” they responded:

	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30	No response
	0.0%	5.2%	20.7%	25.9%	22.4%	12.1%	6.9%	5.2%	1.7%

The Student Survey also requested, “Describe your experience with the overall schedule at Penn View (both academic and extra-curricular).” They responded as follows:

	Number	Percent
a. It is too light for a college schedule; there are not enough activities.	13	22.4%
b. It is appropriate for a college schedule; the number of activities is about right.	43	74.1%
c. It is completely too heavy for a college schedule; there are too many activities.	0	0.0%
No response	2	3.4%

Nearly three-quarters of the respondents indicated that the schedule was appropriate for a college schedule.

When asked to “describe how you are relating to the overall schedule at Penn View (both academic and extra-curricular),” they responded:

	Number	Percent
a. I have too much time on my hands.	0	0.0%
b. I am handling it well.	27	46.6%
c. I am struggling to make it.	26	44.8%
d. I am struggling, but I am not making it.	2	3.4%
e. I am not giving it my best.	2	3.4%
No response	1	100.0%

These results indicate that students find the work reasonably challenging and that they have to apply themselves to the coursework in order to succeed. The results also indicate that students believe the schedule is what should be expected in a college schedule.

For the fall terms of 2010, 2011, and 2012, incoming freshmen have averaged 50% correct answers on Form G of the Bible Exams. Seniors during the 2011 and 2012 spring terms have averaged 70% correct answers on Form H of the Bible Exams. This is an average net gain of 19% correct answers from freshman to senior level. Freshmen scored two percentage points above the ABHE national norms, but seniors scored six percentage points above the national norms. PVBI students gained in 15 of the 16 subsections of the test; similarly ABHE national norms increased in 15 of the 16 subsections. PVBI students decreased three percentage points on Old Testament Timeline, while the national norm group decreased four percentage points on New Testament Timeline. PVBI students are keeping pace with their peers in the other ABHE institutions that use the Bible Exams. The table below displays the summarized data:

	Number of Test Takers	Percentage of Correct Answers	Institutional Norms	ABHE National Norms
Incoming Freshmen (Form G) Fall 2010, 2011, 2012	75	50.34%	51.14%	49.08%
Graduating Seniors (Form H) Spring 2011, 2012	15	69.65%	69.64%	63.61%
Net Gain or Loss in Percentage of Correct Answers		19.31%		18.50%

Another demonstration of the level of education achieved is that PVBI graduates have been accepted at 10 graduate schools or seminaries and have successfully completed master’s level education (EE1, EE7). Appendix C presents a letter summarizing these as well as copies of letters from Baptist Bible College and Seminary, Cincinnati Christian Seminary, and Evangelical Seminary.

*Student Outcomes (EE2)*

Institutional Goals and Program Objectives are published in the *Catalog* (pp. 8, 9, 26-37), as well as a coherent program for achieving them through course requirements. These outcomes and the course of study are also scheduled for periodic review as in Appendix D (EE5).

*Biblical Worldview (EE3)*

Every course is intended to express the Biblical worldview. TH221 Christian Beliefs and PR211 Introduction to Philosophy are required of all majors; these courses specifically teach worldview and the philosophy course requires students to write a paper, “My Worldview.” WWP #2a-6e assesses components of theology (God), anthropology (man), ontology (ultimate reality), axiology (ethics), and epistemology (knowledge of truth) and student responses indicate their strong agreement on these matters (average of 5.41 on six-point Likert-type scale). WWP #8a-k assesses student perceptions of the contribution of Bible college to their spiritual growth, and student responses (average of 4.63 on six-point Likert-type scale) indicate that they believe the Bible college experience is contributing.

*Cultural Awareness (EE4, EE12)*

Christian Service Learning places students in active ministry settings every semester. The Ministerial program requires courses like PT321 Pastoral Ministry and PT431

Biblical Counseling that address the culture in which the students will be ministering. The Missions program introduces students to intercultural awareness in many courses and requires SS342 Cultural Anthropology and MI432 Ministry Team Building; in addition, MI331 Contemporary Missions involves a field trip to intercultural contexts. The Music Education program requires MU411 Church Music Administration and music teaching methods courses. The Christian Education program requires SS331 Sociology and numerous teaching methods courses, as well as structured observations at other schools, both Christian and public. Each of the programs requires internships, student teaching, or a practicum that engages upper-level students in actual ministry settings (EE12).

#### *Process of Regular Review (EE5)*

Curriculum revisions (initiating, revising, and/or deleting programs and courses) have been conducted by the Academic Dean in consultation with the division director, then discussed by the core faculty, and taken to the Board of Directors for approval as appropriate. Historically, this has not been on a regular schedule, but now it is planned as related in Appendix D, to be included in the Faculty Assessment and Planning Week. (The definition of core faculty and the role of faculty in decision making are described in detail under Standard 9B.)

#### *Course Sequence (EE6, EE8)*

The specific number 100 has been used for developmental courses, but when the course numbers are revised for the next *Catalog*, these will be changed numbers in the 90s. Courses numbering 100s are considered freshman, 200s appropriate for sophomores, 300s appropriate for juniors, 400s appropriate for seniors. The progression through the different levels fosters progressively more advanced learning and critical thinking skills as the student moves through the program.

#### *Degree and Nomenclature (EE7)*

As referenced under Standard 4, Penn View Bible Institute is operating legally within the Commonwealth of Pennsylvania. The letter copied in Appendix A confirms that the Pennsylvania Department of Education is aware of Penn View Bible Institute and that the institute is in compliance with the laws of Pennsylvania. Currently the institute does not offer degrees, but as of March 17, 2009, the Board of Directors and the administration of the school have agreed to pursue degree-granting status with the commonwealth. The nomenclature of Advanced Diploma is utilized for the four-year programs, which are intended to meet ABHE's requirements for bachelor's degree programs.

#### *Curricular Components (EE9, EE10, EE11, EE12)*

The Bible and theology requirements begin at the freshman level with survey courses and proceed through introductory doctrine courses and expositional studies of specific books of the Bible, such as Genesis (BI 222 Pentateuch I), Acts, and Romans (EE9). All of the four-year programs require at least 30 course hours in Bible and Theology; programs that involve preaching or teaching the Bible require more than 40.

The general studies requirements encompass language arts, social sciences, behavioral sciences, natural sciences (biology), philosophy, and music. These courses expand students' basic knowledge of a broad spectrum in human learning, and they provide a foundation for higher level courses. For example, SS111 History of Civilization I and

SS112 History of Civilization II provide a historic framework for students to organize their knowledge of many upper level subjects. PR211 Introduction to Philosophy provides a background for understanding worldviews in general and the Biblical worldview in particular. LL111 English Composition I, LL112 English Composition II, and LL211 Speech Communication provide a foundation for disciplined thinking, research skills, written expression, and spoken articulation. Additional general education courses are available beyond the requirements in each major (EE10). As referenced above, the Pennsylvania Code requirements for general education will be considered as programs are revised.

Professional requirements focus on competencies that will enable the graduate to exercise the particular ministry for which the student is preparing (EE11). Each of the programs requires internships, student teaching, or a practicum that engages upper-level students in actual ministry settings (EE12). Details of the program requirements are exhibited in Appendix D as well as the *Catalog*.

### *Documentation*

- Anderson, L., Krathwohl, D., Airasian, P., Cruikshank, K., Mayer, R., Pintrich, P., et al. (Ed.). (2001). *Taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Longman.
- Atherton, J. S. (2010, February 10). *Bloom's taxonomy*. Retrieved January 28, 2012, from Learning and Teaching Web site:  
<http://www.learningandteaching.info/learning/bloomtax.htm>
- Penn View Bible Institute. (2012). *Faculty and Staff Handbook*. Penns Creek, PA: Penn View Bible Institute.
- Pennsylvania Code, Title 22. Chapter 31, §21. Retrieved from  
<http://www.pacode.com/secure/data/022/chapter31/chap31toc.html>

## **Standard 11B – Ministry Formation Program**

- EE1. A culture and programs that promote development of effective witnesses and servants in the church and the world at large.
- EE2. An educational philosophy in which ministry formation is viewed as an integral part of the student's education.
- EE3. A program of supervision that provides an adequate basis for evaluating and guiding students in the pursuit of their professional goals.
- EE4. A ministry formation program coordinated by a director normally with faculty status and implemented under the supervision of faculty.
- EE5. Evidence that the program is adequately staffed and financially supported.
- EE6. A system of regular program review and assessment of outcomes that results in program improvement.
- EE7. Evidence that academic credit given for ministry, if awarded, is warranted.

PVBI's mission is "to prepare Christ-like Servant Leaders . . . to fulfill our Lord's Great Commission." The philosophy of education published in the *Catalog* (2012, p. 8) delineates Biblical studies, general education, and professional courses "designed to give the Christian worker the expertise he will need to minister in the position God has called him to fill" (EE1, EE2). The CoA Action letter (2011) expressed concern that PVBI's 2010 Annual Report "failed to document successful student participation in an appropriate Christian service program." While there had been no program requiring Christian service, the Student Survey administered in December 2010 revealed that 86% of the full-time students who completed surveys (42 out of 49) stated they were active in some type of ministry. This is also similar to the earlier December 2008 survey in which

88% of the full-time students who completed surveys (44 out of 50) stated they were active in some type of ministry. The newly designed PVBI Christian Service Learning program was piloted with selected students in the Spring 2011 term, then implemented at the beginning of the Fall 2011 term, requiring all students who are taking more than six semester hours to engage in Christian service and report their engagement to the director of the program. The first semester of reports (Fall 2011) indicated that 94% of the students required to complete CSL (65 out of 69) achieved satisfactory progress in their Christian service requirements, and 100% of the full-time students completed CSL requirements. The second semester (Spring 2012), 95% (59 out of 62) of the students completed CSL assignments satisfactorily. This demonstrates historic and current commitment to ministry formation (EE1, EE2). The director of the CSL program is a member of the core faculty, who engages in extensive and vigorous outreach ministry (EE1, EE3, EE4, EE5). Students receive a copy of the CSL Handbook containing report forms, which they are required submit to the director each month. A monthly chapel session devoted to CSL brings students together to reflect and to share their experiences in CSL (EE6). No course hours (credits) are given for CSL, (EE7), but CSL performance is recorded on the student's transcript. The program, just designed in 2011, is scheduled for review in 2014 (EE7).

### Documentation

Penn View Bible Institute. (2011). Christian Service Learning Handbook. Penns Creek, PA: Penn View Bible Institute.

## Standard 11C Academic Patterns and Procedures

- EE1. An academic advising system that guides the student from matriculation to selection of a program and graduation from that program.
- EE2. An academic calendar that considers regional higher educational patterns, and meets state, provincial, or federal regulations.
- EE3. A system of accurate and secure record keeping consistent with state, provincial and/or federal regulations.
- EE4. A system of grading and associated policies and procedures that reflects integrity, ensures fairness and consistency, conforms to higher education norms, and facilitates transportability of students' academic credits.

Students meet with the Academic Dean and discuss the program in which they are interested. One faculty member is assigned to confer with students who are undecided. Students sign an Application for Major form, which is then submitted to the appropriate division director, and upon approval by the Academic Dean is filed in the student's permanent record. Division directors are responsible for completing Progress Charts and guiding the students in completing the requirements for their program. If a student wishes to change major, the same Application for Major form can be used to apply for a new major (EE1).

The academic calendar is semester is 16 weeks (*Catalog*, p. 24; EE2), and the January session is scheduled for the same number of class hours. The Middle States Commission on Higher Education (2009) cites USNEI (2008) saying, "Most U.S. higher education institutions operate on an academic year divided into two equal semesters of 15-16 weeks' duration." The Pennsylvania Code (Title 22, Chapter 31, §21) explains "A semester credit hour represents a unit of curricular material that normally can be taught in a minimum of 14 hours of classroom instruction, plus appropriate outside preparation."

The next section of the Code (§31.22) stipulates, “An academic year shall consist of instructional sessions for a minimum of 28 weeks exclusive of registration, examinations and holidays.”

Student permanent records are kept on hard copy in a locked, fire-resistant filing cabinet in the Registrar’s Office (EE3). Until recently, the academic records were maintained and updated in a home-grown MicroSoft® Access database, which was backed up regularly, copied to a removable medium and stored in a fire-resistant safe in the Business Office. In the spring of 2012, the Finance Committee approved migrating to ABHE-Solutions and on June 13, 2012 the President communicated that decision to ABHE-Solutions. Data migration and training took place, August 6-10, 2012. The academic offices and the Business Office are adjusting to the new procedures and requirements.

A semester credit hour (course hour) represents 50 minutes of instruction per week over a 16-week period, supplemented by two hours of preparation for each hour of instruction for the average student, or the equivalent amount of time in instructor-designated learning activities (EE3).

Official transcripts are released only with a request signed by the student. Official transcripts are not released to the individual. They are either sent directly to the receiving institution or placed in a sealed envelope for transporting to the respective institution.

Academic policies, such as grading scale, requirements for graduation, and attendance requirements are published in the *Catalog* (pp. 21-22; EE4). Grade Point Averages (GPA) are calculated according to the four-point Quality Point scale published in the *Catalog* (p. 21). Historically, Mid-term Grade reports and semester reports have been sent to the students.

A Dean’s List is published of those who achieved a GPA of at least 3.5. Standard memos are distributed to individual students who are on Academic Probation or on the Dean’s List. One faculty member is assigned to confer with at-risk students who are on Academic Probation or who have received more than one grade of D or F.

Students have received transfer credit at a few colleges and universities for work completed at Penn View. Graduates have also been accepted at 10 graduate schools or seminaries. Both of these are further explained in Appendix C. (EE4)

### *Documentation*

Middle States Commission on Higher Education. (2009). Degrees and Credits. Retrieved August 16, 2012 from [http://www.msche.org/documents/Degree-and-Credit-Guidelines-062209-FINAL\[1\].pdf](http://www.msche.org/documents/Degree-and-Credit-Guidelines-062209-FINAL[1].pdf)

Penn View Bible Institute. (2012). *Catalog*. Penns Creek, PA: Penn View Bible Institute. Pennsylvania Code, Title 22. Chapter 31, §21. Retrieved from <http://www.pacode.com/secure/data/022/chapter31/chap31toc.html>

U.S. Network for Education Information (USNEI). (2008). Structure of the U.S. Education System: Credit Systems. Retrieved August 16, 2012 from <http://www.ed.gov/international/usnei/edlite-index.html>

## Standard 11D Alternative Academic Patterns

- EE1. Objectives consistent with the institution's mission.
- EE2. An intention to extend the accessibility of the institution's learning opportunities.
- EE3. Clearly defined learning outcomes that are designed, approved, administered and evaluated under established institutional procedures.
- EE4. Standards for quality of instruction and academic rigor appropriate to higher education.
- EE5. Accessible and adequate learning resources.
- EE6. Adequate staffing, facilities, and technology to support the programs.

[Policies to Reference: Alternative Academic Programs and Online Distance Education Best Practices (WCET); Guidelines for Sharing Online Courses]

At this time, PVBI does not offer classes using alternative academic patterns. The reference to distance education in Standard 11A, Academic Rigor, reflects the faculty's earlier desire to plan toward developing distance education, but the issue has been tabled.

### **Issues/Recommendations**

The reclassification of courses into academic divisions still needs to be completed, including the renumbering of courses. Distance education has been discussed, but nothing has been drafted at this point. The scheduled review of programs needs to be conducted and the programs aligned with Pennsylvania requirements.

## CONCLUSION

This document is the first Self-Study submitted by Penn View Bible Institute to the Commission on Accreditation of the Association for Biblical Higher Education. It gives structure to the strengths and the issues in the institution.

### Summary of Issues

#### Strengths

PVBI has offered postsecondary education with solid spiritual emphasis for 46 years. The organization has a spiritual and committed faculty and staff with concern for students. The educational level of graduates has been demonstrated through successful ministries and through students performing well when they have been accepted for graduate work at 10 different graduate schools and seminaries. A high percentage of graduates are in ministry. The students, the faculty, and the staff exhibit trust in the leadership of the school. The financial audits from 2010, 2011, and 2012 demonstrate integrity and adequate internal controls in financial management. The spacious campus and the physical plant provide adequate facilities in which to operate.

#### Concerns

The wording of the Institutional Goals is scheduled for a broad-based process of revisiting and revising as necessary the Institutional Goals over the next year. Core values need to be codified and expressed in a formal document.

The Assessment Committee needs to be expanded both in membership and in responsibilities to serve the entire organization. The strategic planning process needs mature and be better informed by assessment data.

The Director of Finance position needs to be filled.

A number of handbooks need to be completed; these are scheduled to be finished by January 31, 2013.

The budget process needs to be improved.

The Enrollment Management plan needs to be further revised and implemented.

Student services need to be better organized and improved.

The Mason/McIntire Student Life Center needs to be completed.

A faculty development plan needs to be formulated.

The library catalog needs to be completed so that the Online Public Access Catalog (OPAC) can be released to students and faculty.

The reorganization of academic structure needs to be finalized.

The plan for offering Distance Education needs to be developed.

### **Priorities Among Issues**

Financial stability points toward the need to hire a Director of Finance, improve the budget process, and develop multiple streams of revenue.

Academic excellence can be advanced through improved articulation of Institutional Goals, reorganization of academic structure, updated programs and program objectives, faculty development, and the offering of online education.

Administrative excellence can be furthered through completing handbooks and through improving assessment and planning.

The library support of the curriculum can be enhanced through the release of the OPAC to students and through increasing the library holdings.

Student services can strengthen student morale and student development. Completion of the Mason/McIntire Student Life Center will provide numerous opportunities for advancement.

Enrollment management can increase the student body, which further expands the influence of the institution and the fulfillment of its mission.

Strategic planning will bond all of these into a unified program, informed by assessment data and coordinated by trusted leaders.

# APPENDIX A – PENNSYLVANIA DEPARTMENT OF EDUCATION



COMMONWEALTH OF PENNSYLVANIA  
**DEPARTMENT OF EDUCATION**  
333 MARKET STREET  
HARRISBURG, PA 17126-0333

January 22, 2003

To Whom It May Concern:

I am writing this at the request of Penn View Bible Institute to verify that institution's standing with the Pennsylvania Department of Education or PDE. Operating under the name Penn View Bible Institute for several decades now, the institution offers postsecondary education to Pennsylvania citizens and others who wish to attend the school.

While PDE has no knowledge of the institution's financial status or solvency, I can verify that the institution is operating within the parameters of Pennsylvania law. It is not degree granting and does not award college credit, and therefore does not fall under the State Board of Education regulations for colleges, universities and seminaries. It also does not provide professional training, so that it does not fall under the State Board of Private Licensed Schools. Nonetheless, Penn View is reviewed by the Division of Veterans Education at PDE for approval for the education of Pennsylvania veterans. The Institute has obtained that approval. Thus, while the Institute does not generally appear on lists of institutions at PDE, Penn View is operating openly and properly within this Commonwealth.

If you have questions or concerns, please feel free to contact me by one of the means below.

Sincerely,

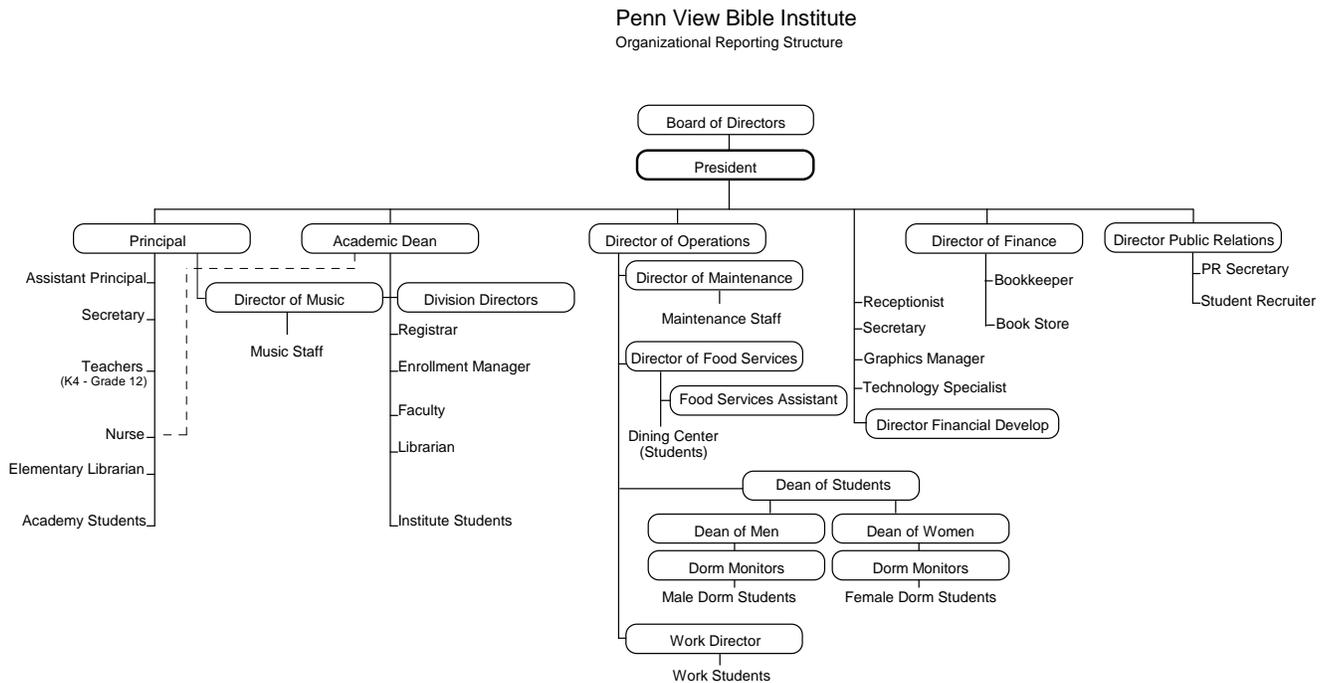
A handwritten signature in cursive script that reads "Carol M. D. Gisselquist".

Carol M. D. Gisselquist  
Higher Education Specialist  
Division of Program Services  
Phone: 717-787-4448  
TTY: 717-783-8445  
FAX: 717-783-0583  
E-mail: [cgisselqui@state.pa.us](mailto:cgisselqui@state.pa.us)

## APPENDIX B – ORGANIZATION CHART

On May 10, 2011, the General Board of God’s Missionary Church and the PVBI Board of Directors approved to revise the Organization Chart, to comply with Standard 4, resolving the earlier concern about the autonomy of the Board. It was then necessary to present the revision to the General Conference of God’s Missionary Church. This was presented and passed July 28, 2011.

The following figure presents the Organizational Reporting Structure:



## APPENDIX C – ACADEMIC ACCEPTANCE BY OTHER INSTITUTIONS

### Summary Letter

Following is text from a letter sent by the Academic Dean to facilitate acceptance of PVBI graduates at other colleges and universities.

Penn View is a quality school that trains pastors, missionaries, musicians, school teachers, and many Christian workers. Penn View offers four-year, postsecondary programs that culminate in an Advanced Diploma. Graduates are serving in many states of the U.S. and in 15 other countries. The school has not offered degrees because the leaders have feared the nature of regulations in the state of Pennsylvania might interfere with religious commitments. On March 17, 2009, the Board and the administration reviewed that decision and, believing that it will not require compromise in our religious commitments, have committed to pursue degree granting approval in Pennsylvania and accreditation with the Association for Biblical Higher Education (ABHE, <http://www.abhe.org>). We submitted our application to ABHE, and on February 20, 2010 were granted applicant status. Penn View Bible Institute continues to hold applicant status with the Commission on Accreditation of the Association for Biblical Higher Education, 5850 T.G. Lee Blvd, Suite #130, Orlando, FL 32822; phone 407-207-0808. Applicant status is a pre-membership status granted to those institutions that meet the ABHE Conditions of Eligibility and that possess such qualities as may provide a basis for achieving candidate status within four years. The ABHE Staff Consultant was just on campus, March 5-6, 2012, and rendered a favorable report. ABHE is recognized as a national, faith-based accrediting agency by the Council for Higher Education Accreditation (CHEA) ([www.chea.org](http://www.chea.org)), the successor of the Council on Postsecondary Education (COPA), and subsequently the Commission on Recognition of Postsecondary accreditation (CORPA). ABHE is also listed by the United States Department of Education ([www.ed.gov](http://www.ed.gov)) as a recognized national, institutional accrediting agency.

Students at Penn View Bible Institute pursue a course of study just like at other colleges. The “course hours” are equivalent to “semester hours” at other colleges. Twelve (12) course hours constitutes a full-time load. Most students carry between 12 and 18 course hours per semester. In December 2006 and December 2010, our student survey revealed that students spend about the same number of hours per week studying and preparing for classes as the national average reported on the National Survey for Student Engagement. (See <http://nsse.iub.edu>.) Students attend class sessions over a sixteen-week semester, write college-level papers, take examinations, and complete reading assignments—all the normal requirements for college. Our four-year programs require 126 to 135 course hours and require four to four and a half years to complete.

The following is a list of colleges that have given transfer credit for courses taken at Penn View Bible Institute.

**Allegheny Wesleyan College**, Salem, OH 44460. Accredited by the Commission on Accreditation of the Association for Biblical Higher Education.

Web site: <http://www.awc.edu>

**God's Bible School**, Cincinnati, OH 45210. Accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

Accredited by the Commission on Accreditation of the Association for Biblical Higher Education. Web site: <http://www.gbs.edu>

**Hobe Sound Bible College**, Hobe Sound, FL 33455. Accredited by the Commission on Accreditation of the Association for Biblical Higher Education.

Web site: <http://www.hsbc.edu>

**Harrisburg Area Community College**, Harrisburg, PA 17110-2999. Accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. A number of their programs have earned special accreditation.

Web site: <http://www.hacc.edu>

**Jackson Community College**, Jackson, MI. Accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools.

Web site: <http://www.jackson.cc.mi.us>

**Lancaster Bible College**, Lancaster, PA 17608. Accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools.

Accredited by the Association for Biblical Higher Education.

Web site: <http://www.lbc.edu>

**California University of Pennsylvania**, California, PA 15419. Accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. The university is a member of the Pennsylvania State System of Higher Education; more than 80% of the academic programs are also accredited by national agencies.

Web site: <http://www.calu.edu>

**Marymount Manhattan College**, New York, NY 10021. Accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools.

Web site: <http://marymount.mmm.edu>

**Penn College of Technology**, Williamsport. Accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. The college is a special mission affiliate of Penn State, committed to applied technology education.

Web site: <http://www.pct.edu>

Sometimes the first transfer a college accepts is made on a probationary understanding. After a student completes a certain number of hours (perhaps 15), maintaining a sufficient grade point average, the credits are then considered accepted.

A number of graduate schools have accepted our graduates for further study:

**Azusa Pacific University**, Azusa, California 91702. Accredited by the Accrediting Commission for Schools of the Western Association of Schools and Colleges.

Paul Confer (1979 graduate) graduated from Azusa Pacific University with a

Master of Arts in Sociology (Human Resource Development) in 1990.

Web site: <http://www.apu.edu>

Later Paul graduated from Asbury Theological Seminary, Wilmore, Kentucky, with a Master of Arts in Missiology. Web site: <http://www.ats.wilmore.ky.us>

**Baptist Bible College & Seminary**, Clarks Summit, PA 18411. Accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. The college is accredited by the Commission on Accreditation of the Association for Biblical Higher Education. The Teacher Education programs are approved by the Association of Christian Schools International and are approved for Pennsylvania state certification. In November 2008, Linda Clough (1984 graduate) was accepted and is currently enrolled, with only four credits to complete the Master of Education degree. Jaron Byler (2004 graduate) was accepted in the summer of 2009. I can send you a copy of their September, 26, 2011 letter stating that they accept PVBI graduates.

Web site: <http://www.bbc.edu>

**Biblical Seminary**, Hatfield, PA 19440. Accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools and by the Association of Theological Schools. On June 29, 2009, the Vice President for Student Advancement agreed to consider Penn View Bible Institute graduates on a case-by-case basis. Web site: <http://www.biblical.edu>

**Bob Jones University**, Greenville, SC 29614. Accredited by the Accrediting Commission of the Transnational Association of Christian Colleges and Schools (<http://tracs.org>), which is recognized by both the United States Department of Education and the Council for Higher Education Accreditation. Julia Sickler (2011 graduate) is applying to their Master of Music program. On May 23, 2012, she received notification that the university accepted her Advanced Diploma in Christian Music Education as equivalent to a bachelor's degree.

Web site: <http://www.bju.edu>

**Cincinnati Christian University**, Cincinnati, OH 45204 (formerly Cincinnati Bible Seminary). Accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools and by the Association of Theological Schools. In the spring of 2002, Roseanne Gordon Evans (1997 graduate) received her Master of Arts in Counseling. Another graduate, William O'Connor (1996 graduate) was accepted there but has since taken a teaching position in a Christian school, then transferred and graduated from Trinity Theological Seminary. I can send you a copy of their May 3, 2005 letter stating that they accept PVBI graduates. Web site: <http://ccuniversity.edu>

**Columbia International University**, Columbia, SC 29203. Accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award degrees at the associate, baccalaureate, master's, first professional, and doctoral levels. Accredited by the Commission on Accreditation of the Association for Biblical Higher Education. Seminary is accredited by the Commission on Accrediting of the Association of Theological Schools. The university is further an affiliate campus of the Council for Christian Colleges and Universities. Timothy Cooley, Sr. (1973 graduate) graduated from Evangelical Theological Seminary and has graduated from the Doctor of Education program,

May 14, 2011. In the summer of 2010, both the graduate school and the seminary had expressed their willingness to accept Penn View Bible Institute graduates for graduate studies. On August 31, 2012, Philip Geise was accepted to the Master of Education program (Education Administration). Web site: <http://www.ciu.edu>

**Duquesne University**, Pittsburgh, PA 15282. Accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. Lucas Shrouf (2002 graduate) was accepted at Duquesne's Mary Pappert School of Music and began working toward a Masters in Sacred Music (2003-2004). The faculty there evaluated him through an audition, and they welcomed him warmly. Later he took a music position with a church and transferred to Southeastern Theological Seminary. Web site: <http://www.duq.edu> and <http://www.music.duq.edu>

**Evangelical Theological Seminary**, Myerstown PA 17067 (formerly Evangelical School of Theology). Accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools and by the Association of Theological Schools. Two of our graduates, Rodney Watkins and Timothy Cooley, Sr. have graduated from ETS with their Masters degrees, one in 1987 and one in 1988. Several others have attended. The administration has expressed definite satisfaction with our graduates and a desire to have future graduates consider attending the seminary. Greg Hobelman (2001 graduate) took courses at ETS in the fall of 2003. (He later joined the military; see below.) In May 2007, Jeremy Morford (2003 graduate) was accepted to begin the Master of Arts in Marriage and Family Therapy; he graduated May 14, 2011. In August 2009, Stefan Paulus (2001 graduate) was accepted and is currently enrolled. I can send you copies of their letters of April 11, 2012, June 4, 2002, and March 11, 1986 stating that they accept PVBI graduates. This has been a long-term relationship. Web site: <http://www.evangelical.edu>

**Indiana Wesleyan University**, Marion, IN 46953. Accredited by Higher Learning Commission of the North Central Association. Philip Brenizer (1997 graduate) was accepted in 2005 and received the Master of Arts in Ministerial Leadership in April of 2008. Web site: <http://graduate.indwes.edu>

**Liberty University**, Lynchburg, VA 24502. Accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. Since 2007, the following graduates have been accepted: Pamela (Patterson) Stence (2005 graduate), Christine (Cecil) Randolph (1985 graduate), Kathy (Dell) Cackowski (1998 graduate), Jonathan Miller (2005 graduate), Benjamin Sickler (2002 and 2003 graduate with two majors), Stephen Miller (1994 graduate), Anita (Baum) Ritchey (1995 graduate), Tabitha Cooley (1994 graduate) and Philip Geise (2000 graduate) roughly in this order. Kathy Cackowski graduated with the Master of Education in May 2009, Christine Randolph in June 2010, and Tabitha Cooley in August 2011. On May 2, 2012, Jonathan Miller received his Master of Arts in Professional Counseling (60-hour program). The same month, Anita Richey also graduated with a Master of Arts in counseling, and then in July passed the Ohio state licensing exam. I have full grade reports for Jonathan Miller, Christine Randolph and Tabitha Cooley, so I know that they all have grade point averages of 4.0 for their entire program at Liberty. In the summer of 2012, Philip Geise transferred to Columbia International University. The Liberty University

Education department is no longer accepting PVBI students to their graduate level licensure programs because Virginia state regulations for teacher licensure specifically require a regionally accredited bachelor's degree.

Web site: <http://www.liberty.edu>

**Maranatha Baptist Seminary**, Watertown, WI 53094. Accredited by the Higher Learning Commission of the North Central Association. On May 31, 2012, Michael Mason (1999 graduate) was accepted to their Master of Arts in Church Music program. Web site: <http://www.mbbc.edu/seminary>

**Moody Graduate School**, Chicago, IL 60610. Graduate division of Moody Bible Institute. The undergraduate department is accredited by the Commission on Accreditation of the Association for Biblical Higher Education. Both the undergraduate and the graduate department are accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. Steven Mowery (1982 graduate) graduated from Moody in 1994 and is currently teaching here at Penn View. Paul Sickler (1973 graduate) graduated from Moody in 1996. Web site: <http://www.moody.edu> and <http://mmm.moody.edu/GenMoody>

**Southeastern Baptist Theological Seminary**, Wake Forest, NC 27588. Accredited by the Commission on Colleges of the Southern Association of Colleges and Schools and by The Association of Theological Schools in the United States and Canada. Lucas Shroul (2002 graduate) transferred from Duquesne and began studies in the 2004-2005 academic year. On August 17, 2012, Lucas received a special Presidential Scholarship directly from President Daniel L. Akin. Web site: <http://www.sebts.edu>

**Trinity Theological Seminary**, Newburgh, IN 47630. Trinity has held various types of academic approval across the years and annually obtains comprehensive academic evaluations made by faculty from other accredited institutions. William O'Connor (1996 graduate) graduated in 2006 with a Master of Arts in Religious Education. Web site: <http://www.trinitysem.edu>

**Wesley Biblical Seminary**, Jackson, MS 39206. Accredited by the Association of Theological Schools in the United States and Canada and by the Commission on College Accreditation of the State of Mississippi. Two graduates, Edwin Hostetter and Shelley (Chapman) Hostetter, furthered their studies at Hobe Sound Bible College, then went on to receive their Masters degrees from WBS in 1984, both with high honors. Edwin subsequently completed a Ph. D. at Johns Hopkins. Shelley finished her Ph. D. in Leadership and Change at Antioch University (2007). More recently WBS had accepted a few of our graduates but they did not actually enroll there. Web site: <http://wbs.edu>

Penn View Bible Institute is approved by the Department of Veterans Affairs for the education of veterans and by US Citizenship and Immigration Services (since 1976), for the education of F-1 non-immigrant alien students. Greg Hobelman (mentioned above) joined the military and was granted an advanced promotion in the grade of E4/SPC (May 2005) based on his advanced diploma from Penn View.

As you may have noticed above, I graduated in 1988 from Evangelical Theological Seminary with a Master of Arts in Religion. I also graduated May 14, 2011 from the 66-semester-hour Doctor of Education program at Columbia International University, Columbia, South Carolina.

I have personally attended the Annual Conventions of the Association for Biblical Higher Education (formerly the Accrediting Association of Bible Colleges), every year since 1983, and across the years, we have endeavored to maintain similarly high levels of education. Penn View Bible Institute continues to make progress toward accreditation with the Commission on Accreditation of the Association for Biblical Higher Education.

If I can be of further service to you, please call, email me at [TimCooleySr@pvbi.edu](mailto:TimCooleySr@pvbi.edu), or write.

Sincerely,  
Timothy L. Cooley, Sr., Ed. D.  
Academic Dean

## Letter from Baptist Bible College & Seminary



September 26, 2011

Dr. Timothy L. Cooley, Sr.  
Academic Dean  
Penn View Bible Institute  
125 Penn View Drive  
Penns Creek, PA 17862

Dr. Cooley,

I enjoyed our conversation a few weeks ago getting an update of what is happening with Penn View. It sounds like you are moving things in a good direction related to state recognition and accreditation.

I have reviewed your degree requirements, courses, faculty, and institutional standards and am very comfortable accepting Penn View credits for transfer as well as accepting your four year programs as meeting our bachelor's degree requirements for our graduate programs.

Thank you for the documentation you provided as well as the information you shared with me over the phone.

If I can help with any of your accreditation or state approval pursuits please do not hesitate to contact me.

Sincerely,

Allen Dreyer  
Assistant Provost and Registrar

## Letter from Cincinnati Christian University

Office of the Registrar  
Ph: 513-244-8170  
Fx: 513-244-8453  
Don.thomason@CCUniversity.edu  
Joni.walker@CCUniversity.edu  
Christine.catalano@CCUniversity.edu



May 3, 2005

To Whom It May Concern:

Cincinnati Christian University has accepted credits from Penn View Bible Institute in the past and will continue to consider transfer credits on a case by case basis. One of their graduates was admitted to our Seminary based on a degree completed through Penn View. She was a quality student and graduated in 2002 with a Master of Arts in Counseling.

Please contact me if you need any additional information.

In His Service,

A handwritten signature in black ink, appearing to read "Don Thomason", written over a horizontal line.

Don Thomason  
Registrar

2700 Glenway Avenue Cincinnati OH 45204  
Ph: 513-244-8100 Fx: 513-244-8140 www.CCUniversity.edu



## Letter from Evangelical Seminary



121 South College Street  
Myerstown, PA 17067-1299  
p: 717.866.5775 • 800.532.5775  
f: 717.866.4667  
[www.evangelical.edu](http://www.evangelical.edu)

11 April 2012

Rev. Dr. Timothy Cooley, Sr.  
Academic Dean  
Penn View Bible Institute  
PO Box 970  
Penns Creek, PA 17862

Dear Dr. Cooley,

I am writing in support of Penn View's commitment to seek accreditation with the Association for Biblical Higher Education. We know that the self-study process can be lengthy and involved, but it is also a good exercise for all of us to continue to seek continuous improvement in what we do and how we serve our students.

Over the years, Evangelical Seminary has enjoyed a good relationship with Penn View Bible Institute. Your graduates have been successful students at Evangelical and are typically well suited to the rigors of graduate study. It is clear that the education they have received at Penn View has prepared them well for advanced study.

We are pleased to hear of the progress at Penn View and applaud your good efforts to make a good education even better. We look forward to many years of good relations with Penn View and are hopeful that you will continue to send qualified students to Evangelical.

With appreciation,

A handwritten signature in black ink, appearing to read "A. Blair", is written over a faint, large watermark of the Evangelical Seminary logo.

Anthony L. Blair, Ph.D., D.Min.  
President

## APPENDIX D – ACADEMIC PROGRAM REQUIREMENTS

Program	Bible / Theology credits required by ABHE/PVBI	General Education credits required by ABHE/PVBI	Professional Education credits required by ABHE/PVBI	Total credits required by PVBI	Scheduled for Review
Advanced Diploma in Biblical Studies	30/56	36/ <b>34</b>	18/36	126	2013
Advanced Diploma in Child Evangelism	30/47	36/40	18/39	126	2013
Advanced Diploma in Christian Education (Elementary)	30/30	36/51	18/57	135	2014
Advanced Diploma in Christian Education (Secondary English)	30/30	36/51	18/57	135	2014
Advanced Diploma in Christian Education (Secondary Social Science)	30/38	36/49	18/51	135	2014
Advanced Diploma in Christian Music Education	30/30	36/ <b>31</b>	18/75	136	2014
Advanced Diploma in Hispanic Studies	30/45	36/45	18/45	135	2015
Advanced Diploma in Ministerial Studies	30/51	36/39	18/42	132	2013
Advanced Diploma in Missionary Nursing (Shared Program)	30/30	36/ <b>19</b>	18/18+66	133	2015
Advanced Diploma in Missionary Studies	30/48	36/39	18/48	135	2015
Certificate in Biblical Studies	12/15	NA/10	NA/5	30	2013

General Education requirements will need to be expanded to comply with Pennsylvania Department of Education standards.

# APPENDIX E – BOARD HANDBOOK

(Unexpected formatting resulted from pasting various documents together)

## Table of Contents

- I. Constitution and Bylaws
- II. Historical Summary
- III. Organizational Chart
- IV. Campus Map
- V. Board Member Orientation and Continuing Education
- VI. Board Member Responsibilities
- VII. Board Member Assessment
- VIII. Presidential Job Description
- IX. Presidential Assessment
- X. Conflict of Interest Policy
- XI. Conflict of Interest Annual Report

## I. Constitution and Bylaws

### Constitution

Of

Penn View Bible Institute, Inc.

#### PREAMBLE

With the firm conviction that orderly process is essential to the government of a Christian college we, the Board of Directors of Penn View Bible Institute, Inc., do enact this constitution,

#### Article I

##### NAME

The corporation shall be named Penn View Bible Institute, Inc., a Pennsylvania non-profit corporation, a division of God's Missionary Church, Inc. It shall be located in Penns Creek, Snyder County, Pennsylvania, and shall be operated as an interdenominational, Christian institution of higher learning.

##### MISSION STATEMENT

To prepare Christ-like Servant Leaders, through higher education that engages spiritual transformation, academic excellence, social integrity, and practical experience, in the conservative Wesleyan-Arminian tradition to fulfill our Lord's Great Commission.

### Bylaws

#### Article II – Board Duties

##### PURPOSE

This institution shall provide post-secondary education and training for people in an atmosphere which will be conducive to the development of Christian character and ideals. To this end, it shall be maintained through academic excellence, total devotion and dedicated service, based on principles of the scriptural doctrine and an experience of the Wesleyan interpretation of entire sanctification. The school will prepare men and women by conducting such educational programs as shall be deemed essential to the providing of such education, with the provision that the primary interest shall be devoted to that of the Bible college program for the training of Christian workers.

We propose to offer training to meet the student's threefold need:

##### ***SPIRITUALLY***

- To know Christ as personal Savior and Sanctifier.
- To develop a love for the Word of God,
- To develop Christian character consistent with New Testament teaching,
- To learn how to discover the will of God for his or her life
- To discover an area of service in the church that gives purpose and direction to his or her life.

##### ***SOCIALLY***

- To develop Christian dedication, discipline, and unselfish service resulting in good interpersonal relationships.
- To develop awareness as a responsible member of several social structures: family, church, nation, and world.

##### ***INTELLECTUALLY***

- To develop an understanding of basic Bible content and to develop an appreciation of the completeness and the adequacy of the written revelation,
- To develop a knowledge in the area of general education as will prepare the student for ministry in contemporary society,
- To develop a level of proficiency in professional studies consonant with the beginning Christian worker.

## Article III – Doctrinal Statement

Penn View Bible Institute adheres to the historic Christian faith as expressed in the Wesleyan-Arminian position.

The Bible, consisting of the sixty-six canonical books of the Old and New Testaments, is the plenarily inspired Word of God and is inerrant and infallible in the autographs.

There is one God, eternally coexistent in three Persons: Father, Son, and Holy Spirit.

Jesus Christ is the only begotten Son of God. He was conceived of the Holy Spirit, born of the Virgin Mary, died on the cross for the sins of mankind, was buried, and rose from the dead on the third day following. He ascended to heaven where He is presently seated at the right hand of God to make intercession for the believer. At a time known only to the Father, He will return in power and glory to receive His disciples and to judge the world.

The Holy Spirit, third Person of the Trinity, is the operative Agent in the redemption of mankind.

Likewise, He enables men to understand truth, imparts life to those who repent and believe, and abides as the Comforter of the children of God.

Man was created by God in His own image. Through willful disobedience the first man fell from his original righteousness, incurring both physical and spiritual death. Thus sin came upon the whole human race.

Salvation is by grace through faith in Christ, whose death alone was meritorious in securing salvation for men. Full salvation is received in two crisis experiences. Initially the one who truly repents of his sins and exercises faith in Christ is justified, thus being restored to a right relationship with God through Christ; regenerated, thus receiving new life and the ability to live above willful sin; and adopted, thus becoming a true child of God. Subsequently, the believer may by faith receive the fullness of the Spirit through which the heart is cleansed from all sin and the believer is empowered for effective service. This is termed entire sanctification. These experiences with God can only be maintained by a consistent walk of obedience and faith.

At the second coming of Christ to the earth, there will be a resurrection of all men; of the saved to everlasting bliss in the presence of God, and of the unsaved to everlasting punishment.

## Article IV

### Board Organization

#### Government

##### Section 1

Penn View Bible Institute, Inc. (hereafter called the "school") is a private Christian educational institution which is under the supervision and control of a Board of Directors (hereafter called the "Board"). The Board shall consist of seven members in addition to the school's President and the Conference President of God's Missionary Church, Inc.; four of which shall be ordained ministers, and three shall be laymen who are current members in good standing of God's Missionary Church. This seven-member elected board shall be maintained and continued as follows:

A. The General Board shall meet with the school's President. This combined group shall select a minimum of five persons who are members of God's Missionary church, and they shall present the names of these nominees to the General Conference. Three nominees shall be presented for each ordained minister to be elected and two nominees for each layperson to be elected, each to serve a threeyear term.

B. The Conference President shall serve as chairman. In the absence of the Conference President, the conference Vice President shall serve as vicechairman.

C. The General Board shall appoint or select the President of Penn View Bible Institute at least one month before the annual Conference time. The appointment or selection is to be reviewed annually. They must be an ordained minister of the God's Missionary Church.

##### Section 2

The Board shall carry out the following duties in accordance with these Bylaws and with such subsidiary rules as it may from time to time adopt:

- Establish the basic policies, programs and objectives of the School.
- Elect it's own secretary and committees.
- Review and give approval each year of the basic financial program of the school, including its budget and schedule of salaries and benefits; provide for an annual

audit of the School's financial records: and institute such procedures and policies as it finds appropriate to ensure efficiency and accountability in the management of the School's financial affairs.

d. Review and give prior approval over all capital expenditures, purchases and disposition of property above specified monetary values which it shall set.

e. Establish and/or give approval of the basic organizational structure and lines of control within the School.

f. Modify this Constitution and Bylaws as appropriate (Article XI)

g. Maintain good lines of communication and cooperation between the School and God's Missionary Church regarding appointments and policies.

h. Approve the appointment, promotions, and/or dismissal of faculty, staff and other employees. (Needs clarification Article IX, Section 2b)

#### Section 3

The Board may delegate specific responsibilities to its committees and to the officials of the School as it sees fit, but all such committees and officials shall be amenable to the Board's supervision and authority. The President of the School is its chief administrative officer and is responsible for managing the operation of the School in accordance with the overall policies, directives and guidance established by the Board. The President shall be the sole official point of contact for communicating and implementing the actions of the Board as they involve the normal operation of the School.

#### Section 4

Board members should promote the interests of the School among their respective in cooperation with the administration. Board members should also take an active interest in the affairs of the School, but shall always work through the duly constituted lines of organization and control and avoid any interference with the day-to-day operation of the School.

## ARTICLE V

### Board Meetings

#### Section 1

The Board shall meet at least two times each school year. The time and place may be set by the Board or may be left to the determination of the Chairman in consultation with the President of the School.

#### Section 2

Special meetings of the Board may be called by action of the Board or by the Chairman. The Chairman must call for a special meeting to be held within sixty days when asked in writing to do so by a majority of the members of the Board.

#### Section 3

The Chairman shall ensure that a notice of each Board meeting is given to each Board member at least ten days prior to the designated date of the meeting. In so far as is practical, it is desirable that this notice indicate the items of business to be considered.

#### Section 4

A majority of the total membership of the Board, which constitutes a quorum, must be in attendance at duly called meeting to conduct official business. Proxy votes may not be used.

#### Section 5

When a specific issue or question needs to be voted upon between meetings of the Board, such a vote may be taken by email or by conference telephone call of the members when all of the following conditions have been met:

A. The Chairman or the President has determined that the issue to be voted upon needs to be dealt with before the next meeting but does not necessitate the call of a special Board meeting as provided under Section 2.

B. Notice has been mailed or emailed to each Board member at least fourteen days in advance of the date of the actual vote informing them of the specific proposition and wording to be voted upon, the date upon which the vote is to be taken, and the means by which the vote will be taken.

C. No such vote shall be taken or made official if prior to the date of the vote onethird or more the Board members notify the Chairman of their objection to this procedure being used on this particular question.

## Article VI

### Election, Qualification and Terms of Directors

#### Section 1

Directors shall normally be elected to a three-year terms which expires as defined in Section 2. However, when a vacancy occurs as a result of removal or vacancy prior to the

completion of a term the General Board shall present the appropriate number of nominees as stated in Article IV, Section 1, paragraph A. The elected director will then serve the remaining years of the unexpired term.

#### Section 2

A Director's term shall extend until midnight the last night of Penns Creek Camp at which time the terms of the newly elected directors shall begin. A Director may be removed from office by a two-thirds majority vote by secret ballot of the other directors present or a majority of the total number of Directors, whichever is greater. Such removal may be for any cause deemed sufficient by the Board, including, but not limited to, lack of attendance at meetings, failure to perform duties, inappropriate conduct, failure to meet the qualifications of Section 4, or any other change in situation which would render continued involvement as a Director impractical or undesirable. Such action becomes effective immediately upon announcement of the vote.

#### Section 3

The General Board in conjunction with the school president shall have the sole power to fill vacancies occurring on the board or in any of its offices whether caused by death, resignation, removal or other wise by appointing a replacement until such time as the procedure stated in article IV, section 1, paragraph A can be followed.

#### Section 4

Should any director elected to the board no longer be a member in good standing with God's Missionary Church, he should immediately resign.

#### Section 5

No member of the Board, except for the ex-officio members, may be persons employed by the school.

## Article VII

### Officers

#### Section 1

Each year the Board shall elect from its own membership a Secretary. A simple majority vote by secret ballot is required for election. This officer shall serve until a successor has been elected, unless they resign or are removed under the provisions of Article VI, Section 4. Vacancies may be filled only by action of the board.

#### Section 2

The Chairman shall preside at all Board meetings and shall discharge all duties which normally pertain to that office consistent with these Bylaws and the directions of the Board. He or she is to call special meetings of the Board, notify members of all meetings, and conduct any special ballots between meetings in accordance with Article V, Sections 2, 3, 4, and 5, respectively.

#### Section 3

The Vice-Chairman of the Board shall, in the absence of the Chairman, perform all the duties of the Chairman and shall otherwise assist the Chairman in whatever duties are given him/her.

#### Section 4

The Secretary of the Board shall keep complete and accurate minutes of the Board and provide copies of the same to the Board members as requested. In addition, they shall ensure that the original, signed copies of all minutes are kept on file in the administrative offices of the School once they have been approved by the Board. He shall officially certify the acts of the Board as required for legal purposes along with either the Chairman or the President.

#### Section 5

The President of the School is also an ex-officio of the Board. His office and method of election are defined in Article IX.

## ARTICLE VIII

### Committees

#### Section 1

The Board shall have at least three standing committees, namely, the Executive, Administrative, Finance and Investment Committee.

### Administrative Committee

#### Section 1

The Administrative Committee shall consist of the President, Academic Dean, High School principal, P/R Director, Director of Finance, Director of Operations, & Dean of Students. Meetings shall be chaired by the President.

### Executive Committee

## Section 1

The Executive Committee shall consist of the Administrative Committee, President of the Board, and two members of the Board of Directors. The Two Board of directors would be selected by a simple majority vote of the Board of Directors. These two members shall be selected annually.

## Finance Committee

### Section 1

The Financial Policy of PVBI was created with three guiding principles in mind:

#### **PRINCIPLE #1**

To ensure that proper accounting practices will always be followed. PVBI will prepare its financial statements on a cash basis in accordance with standard accounting practices.

#### **PRINCIPLE #2**

To provide accountability to our constituents, donors, business partners and governing board.

#### **PRINCIPLE #3**

To protect the interest of the Donor, PVBI, Administration, and Staff.

### Section 2

The Finance Committee is composed of three (3) members appointed by the Board of Directors and has general oversight of all accounting practices, income, disbursements and audits. The Finance Committee will advise the Board in all financial matters at PVBI.

The committee advises in establishing policy and assists raising monies for the daily operation, ensures that IRS regulations are followed, and reviews the budget and financial reports. The Finance committee is accountable to the Board of Directors. This committee shall meet not less than once a quarter within the fiscal year.

## ARTICLE IX

### Section 1

The President of Penn view Bible Institute will be selected in a combined board meeting with the general board of the God's Missionary Church, Inc. and the Board of Directors for Penn View Bible Institute. The President shall be an ordained minister of the God's Missionary Church. The tenure of the President's office shall be at the discretion of these combined boards.

### Section 2

As the chief administrative officer of the School, the President is responsible to the Board for the operation and direction of the School in accordance with the purposes of Article II and the direction provided by the Board. His duties shall also include:

- a. Acting as the sole official channel by which the Board communicates and implements its directives regarding the operation of the School and as the Board's primary source of information regarding the status and operation of the School.
- b. Recommending the candidates for those positions within the school which require Board approval (Needs clarification Article IV, Section 2h).
- c. Informing the board on the school's status throughout the year by ensuring that the Directors receive on a timely basis reports from the Executive Committee's interim reports; copies of school handbooks, faculty manuals and catalogs whenever they are updated; school periodicals, promotional materials, yearbooks and other publications; reports of auditors, accrediting organizations, government examiners, or other similar reports; and items for their consideration in preparation for Board meetings.

## ARTICLE X

## Faculty

### Section 1

The Faculty shall consist of the President, Deans, Administrative Officers, Librarian and Instructors. Instructors shall be classified professors, associate professors, assistant professors and instructors.

### Section 2

The Faculty shall draw up a system of organization designating the officers, committees, and their duties. This shall include the rules of procedure by which meetings and activities are to be directed. This faculty handbook shall be approved by the President, by the Administration and the board.

### Section 3

It shall be the duty of Faculty, under the direction of the President, to approve such

matters as admission requirements, courses of study, and degrees offered. A conferment of any degree on any student should be approved by the Faculty and the Academic Dean of the School. Rules, procedures, and regulations of student publications, recreational activities, musicals, dramatic and literary presentations, and all other student affairs shall be set by the Faculty.

#### Section 4

No person shall be hired or retained on the faculty of Penn View Bible Institute who is not in harmony with the doctrines and ethical principles as set forth in the Constitution of the School. Failure to completely fulfill one's teaching or administrative duties or to fully cooperate with the policies and procedures of the school may be dealt with by disciplinary action and, if of serious enough nature, may lead to dismissal of a faculty member.

## ARTICLE XI

### Amendments

#### Section 1

Any Director may propose an amendment by submitting it in writing to the Executive Committee prior to one of the meetings of that committee. The Executive Committee may then submit it to each of the Directors, in either its original form or with such improvements as they feel appropriate or the committee may return it to its originator with their comments. Amendments presented by the committee for consideration must be mailed to each of the Directors as least thirty days in advance of a Board meeting in order for that amendment to be adopted at that meeting.

#### Section 2

If the requirements of Section 1 have been met, then an amendment may be adopted by three-fourths majority vote if the meeting was properly called and a quorum is present. Modifications may be made at the adopting meeting if they do not materially change the meaning of the proposed amendment presented in the prior notice. Otherwise, it must be treated under Section 3.

#### Section 3

Amendments which are not presented in accordance with Section 1, or which are changed substantially at the time of the meeting, may still be considered by the Board but cannot be adopted at the meeting in which they are first considered.

## II. Historical Summary

Presidents of Penn View Bible Institute

1967-1969: George Stepp

1969-1972: Howard Frey

1972-1978: Arthur Thomas (Executive Vice-President Earl Deetz, Jr.)

1978-1984: Kenneth Walter

1984-1986: Garry Spriggs

1986-1990: Paul Martin

1990- ? : John W. Zechman

During God's Missionary Church conference of 1965, after nearly fifteen years of praying and planning, the possibility of beginning a Bible School was brought to the conference floor. The ministers and delegates were told that an adjoining sixteen-acre plot of ground owned by Clair Knapp, was available. That year the idea of Penn View Bible Institute began its progress with conference action August 5, 1965 to authorize the General Board to purchase land which would be used for a school. A groundbreaking service was held on July 31, 1966, the closing day of that year's camp meeting. The Lebanon Valley Gospel Band played a few appropriate numbers. General Superintendent George I. Straub called on Rev. Truman Wise to read the scripture. While he read from 2 Chronicles 6, God placed His visible seal on the school. Rev. Arthur Thomas took a Polaroid picture for the *God's Missionary Standard* of Rev. Wise reading the Scripture. Opening the camera he seemed to hear a voice saying, "This is the seal of my approval on the school." When the picture developed, a phenomenal seven-branched flame like forked lightning hovered over the Bible. That afternoon, Rev. Steven D. Herron, the camp evangelist raised the first \$25,000 for

the school.

(To Be Completed)

### **III. Organizational Chart**

### **IV. Campus Map**

Under Construction

### **V. Board Member Orientation and Continuing Education**

A position on the board of directors is a place that must be properly understood. Those who are newly elected to this board must be introduced to our policies, practices and plans. To prepare new board members for service on the board the board of directors has established an orientation program that will bring awareness to the physical plant, the employee base and goals and objectives of the institution. During each member's term of service it is important to grow in understanding the role of the board in the ongoing work of the institution. We will stimulate this growth through regular 30 minute sessions at the outset of each meeting of the board of directors. This orientation and education will be carried out by the committee described below.

The board shall appoint a Board Member Education committee that shall be composed of the board chair, the president of the institution and one member of the board of directors. The board shall budget funds for Board Education as requested by the committee and approved by the board. The committee will be responsible to:

A. Implement and maintain an orientation plan for new board members that includes:

1. A time to interview those selected to be candidates for the board by the President and the General Board of God's Missionary Church Inc.

regarding the expectations and responsibilities of serving as a member of the Board of Directors.

2. A review of the handbook and current strategic plan with the Chairman of the board or a designated member of the Board Member Education Committee.

3. A day spent on the physical campus of Penn View Bible Institute hosted by the chairman of the of the board. This time would be spent meeting with the president, representatives of the student body , faculty and other departments that carry out the mission and strategic plan of the school and touring the campus with the operations director.

B. Organizing implementing and maintaining a systematic plan for education of the board.

1. Utilizing the 30 minute sessions at each board meeting to educate the board on issues regarding board function, current research or areas of interest.

2. Planning bi-annual one day seminars educating the board on more efficient board function or issues relating to continual development of the strategic plan.

C. Creating a resource library of information regarding board function or current issues that is available to board members for their own individual education.

### **VI. PENN VIEW BIBLE INSTITUTE BOARD MEMBER RESPONSIBILITIES**

#### **General Function of Board Member:**

Apply one's background, education, experience and knowledge in an active way upon the overall strategic direction, vision and management oversight of PVBI within a group of like individuals.

#### **Responsible To:**

The mission statement of PVBI and the authority of the PVBI Board of Directors.

#### **Qualifications:**

1. A minister and/or lay person of responsible age who is a member in good standing of God's Missionary Church and has a living witness of having trusted in Christ as their Savior and subsequent Sanctifier as a second definite work of grace.

2. A history of integrity and sound character that exemplifies a holiness lifestyle.
3. Willingness to support the work and ministry of PVBI through prayer, volunteerism, self education and financial contributions.
4. Displays an interest and commitment to the needs of administration, staff, and students.
5. Highly regards the mission and strategic plan of the school and shows interest to further that mission and carry out that strategic plan.
6. Displays a commitment to honor and support God's Holy Word, the discipline of God's Missionary Church and the Management Principles and other policies of PVBI.
7. Brings to the PVBI Board knowledge, education and/or experience in identified needs within the current Board membership.
8. Possesses the ability and commitment to fulfill the responsibilities listed herein.

**Major Duties and Responsibilities:**

1. Prepare for each Board and/or Committee meeting with prayer and a thorough review of all meeting materials provided.
2. Actively participate in Board meetings, Committees and/or Task Forces.
3. Present a unified public front to students, staff, administration, church, and the general community regarding strategic plan and its resulting initiative and presidential leadership.
4. Maintain the confidentiality of all Board materials and discussions.
5. Acknowledge and hold a commitment to the fiduciary responsibility of the Board in oversight of financial and legal activities.
6. Participate in educational opportunities offered to Board members and proactively educate ones-self on topics requiring board action.
7. Represent the Board at PVBI community functions and events.
8. Complete the duties related to any officer of the Board and adhere to all policies of the Board, PVBI, and God's Missionary Church.
9. Participate in the development and monitoring of a strategic plan for the school and overseeing adherence to the mission of the school in decision making and planning while considering the needs and expectations of current and future students, staff, administration and other stakeholders.
10. Serve as a member of the Board as a whole and following lines of communication designated by this handbook, the constitution and bylaws and the organizational chart.

**Expected Contributions:**

1. Potential time requirements Hours Annually
    - A. Board meetings 24 – 32
    - B. Committee meetings 8 – 16
    - C. Preparation time for meetings 8 – 12
    - D. Campus events & speaking 4 – 6
    - E. Orientation, retreats & education 8 – 12
    - F. Miscellaneous 4 – 6
- Total 56 – 78

(This represents an approximate. Depending upon your committee and campus involvement your annual hourly input may expand above or below the chart above. Hourly involvement is key to board member effectiveness and will be evaluated in assessment.)

2. Financial Contributions:

- A. Participation (to the extent personal and/or business finances permit) in board approved projects, Capital Campaigns, and other Fund raisers.
- B. Consideration and support of one or more means of planned giving to the support of the ministry of PVBI.
- C. Promoting giving in the board members personal, business or ministry networks.

## **VII. Board Member Assessment**

### **Points of Assessment Tools for Assessment Responsibility**

Preparation for Board and  
Committee meetings and  
seminars

Participation in Board and  
Committee meetings and  
seminars

Minutes of Board and Committee  
meetings

Membership in committees

Knowledge and support of the  
mission and strategic plan of the  
school

School Community Involvement  
Personal financial involvement in  
the school and promotion of  
school needs in networks.

Maintaining proper lines of  
communication and  
confidentiality.

Annual Conflict of interest  
report.

## **VIII. Presidential Job Description**

The president is the chief executive and administrative officer. He performs all duties which the Board of Trustees prescribes. He is a full member of the Board of Trustees and the Executive Committee of the Board. The President fulfills his responsibilities in accordance with the requirement of the constitution and bylaws of the Board of Directors and under direct supervision of the Board of Directors.

### **Selection**

The President of Penn view Bible Institute will be selected in a combined board meeting with the general board of the God's Missionary Church, Inc. and the Board of Directors for Penn View Bible Institute. The President shall be an ordained minister of the God's Missionary Church. The tenure of the President's office shall be at the discretion of these combined boards.

### **Responsibilities**

As the chief administrative officer of the School, the President is responsible to the Board for the operation and direction of the School. His duties include:

1. Acting as the sole official channel by which the Board communicates and implements its directives regarding the operation of the School and as the Board's primary source of information regarding the status and operation of the School.
2. Overseeing the recruitment and maintenance of qualified staff for the office, administration, faculty and staff who support the belief statements and mission of Penn View Bible Institute.
3. Reporting to the Board of Directors, its Executive committee and other committees or commissions on the progress of the institution through ensuring that the information requested is made available in a timely fashion and working with the Chairman of the Board of Directors to prepare an agenda and reports for meetings of the Board of Directors.
4. Developing and maintaining procedures in plant maintenance, purchasing, budgeting, accounting, auditing, and financial reporting that will meet the strategic planning initiatives.
5. Developing a sound administration structure for the school to the end that all employees will be properly assigned and supervised.
6. Serving as the chairman of the Administrative Committee.
7. Making recommendation to the Board of Directors.

8. Representing the school at the General Conference of God's Missionary Church Inc. and serving as the face of the institution to the alumni, constituency churches and all other stakeholders.
9. General responsibility for the spiritual life of the institution and all matters pertaining to the life and well-being of the students.
10. To oversee recruitment, admittance and supervision of the student body in accordance with strategic planning initiatives.

## **IX. Presidential Assessment**

There are seven points on which the president will be assessed. The chart below details the points of assessment, the tool of assessment and the persons responsible for those assessments.

### **Points of Assessment Tools for Assessing Responsibility**

Communication of goals, concerns and progress to the Board of Directors.  
 Budgeting  
 Strategic Plan Adherence  
 Student Recruitment and Retention  
 Office, Administration, Staff and Faculty Recruitment and Retention.  
 Representation of school to conference, alumni and other stakeholders.  
 Accreditation Oversight

## **X. CONFLICT OF INTEREST POLICY**

The legal definition of conflict of interest, usually set out in state laws governing nonprofit corporations, is very specific and covers relatively few situations. Most conflicts fall into a gray area where ethics and public perception are more relevant than statutes or precedents. Conflict of interest arises whenever the personal or professional interests of a board member are potentially at odds with the best interests of the nonprofit. Such conflicts are common: A board member performs professional services for an organization, or proposes that a relative or friend be considered for a staff position. Such transactions are perfectly acceptable if they benefit the organization and if the board made the decisions in an objective and informed manner. Even if they do not meet these standards, such transactions are usually not illegal. They are, however, vulnerable to legal challenges and public misunderstanding. Loss of public confidence and a damaged reputation are the most likely results of a poorly managed conflict of interest.

In order to avoid the dangers mentioned above the Board of Directors has adopted the following conflict of interest policy:

Whenever a director or officer has a financial or personal interest in any matter coming before the board of directors, the board shall ensure that:

1. The interest of such officer or director is fully disclosed to the board of directors.
2. No interested officer or director may vote or lobby on the matter or be counted in determining the existence of a quorum at the meeting of the board of directors at which such matter is voted upon.
3. Any transaction in which a director or officer has a financial or personal interest shall be duly approved by members of the board of directors not so interested or connected as being in the best interests of the organization.
4. Payments to the interested officer or director shall be reasonable and shall not exceed fair market value.
5. The minutes of meetings at which such votes are taken shall record such disclosure, abstention, and rationale for approval

The board shall ensure that annual conflict of interest reports are submitted, reviewed and kept on file for at least five years. To ensure that conflicts of interest arising from the ongoing

activities of members may be addressed. When recruiting members the board will ensure that no member of the board, except for the ex-officio members, will be persons employed by the School. (Constitution and Bylaws: Article VI, Section 5)

**XI. Conflict of Interest Annual Report**

Date: \_\_\_\_\_

Name: \_\_\_\_\_

A conflict of interest, or an appearance of a conflict, can arise whenever a transaction, or an action, of [Name of Nonprofit] conflicts with the personal interests, financial or otherwise, of that of a board member, or an immediate family member of a board member, or that the board member’s employer (collectively “your personal interests”). Please describe below any relationships, transactions, or positions you hold (volunteer or otherwise), or circumstances that you believe could create a conflict of interest, now or in the future, between [Name of Nonprofit] and your personal interests, financial or otherwise:

\_\_\_\_\_ I have no conflict of interests to report.

I have the following conflict of interests, or potential conflicts of interests, to report:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

I have reviewed [Name of Nonprofit’s] conflict of interests of policy and I understand that it is my obligation to disclose a conflict of interests, or appearance of a conflict, to the chair of the board when a conflict, or appearance of a conflict, arises, and that for transactions in which I have a conflict, I will abstain from any vote on the matter involving the conflict.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX F – CHRISTIAN SERVICE HANDBOOK

(Unexpected formatting resulted from pasting various documents together)

### Welcome to Christian Service Learning

Dear Student,

As a new student we welcome you to a vital part of your educational experience at Penn View Bible Institute.... It is called “Christian Service learning” (CSL).

Our Office exist to help you fulfill your graduation requirements in Christian service Learning.

We are here to serve you and help you in any way we can to learn and discover, Ministry that transforms. As you minister in the local church and in the community God will transform them and you.

In His Service,

Rev. Jacob Martin  
Director of Christian Service Learning

### Christian Service Learning Contact Information

Jacob Martin  
Director of Christian Service Learning

[jacobwmartin@juno.com](mailto:jacobwmartin@juno.com)  
(570) 765-0190

### Christian Service Learning: Its Purpose

The purpose of Christian service learning is found within its name:

**Christian:** each student should know Christ personally and then live out his or her biblical worldview within the local church and community.

**Service:** each student should follow Jesus’ example of servanthood personally in Christian service.

**Learning:** each student will then be able to reflect and report on their own personal ministry opportunities.

We are confident that as you regularly attend services and participate in the Christian Service Learning program you will mature in the areas of competence, and confidence. You will also continue to build the character that is necessary to be part of a ministry that transforms.

## **Christian Service Learning: Its Goal and Objectives**

### **Our Goal and Objectives:**

- To develop a lifestyle of Christian service in the student.
- To help us fulfill the mission statement of Penn View Bible Institute.
- To fulfill the requirements of the Association for Biblical Higher Education.

## **Christian Service: Its Committee**

Our CSL Student Committee is comprised of students elected by other students. This happens at a Christian service meeting at the beginning of the academic year. The Director of CSL supervises that committee.

Students are voted into these positions.

President  
Vice President  
Treasurer  
Secretary  
Advisory Members (3)

The primary purpose of this committee is to implement the details of the Christian Service Learning program. The committee provides structure, stability, and accountability between the students and faculty in the Christian Service Learning department. The mission, goals and objectives of the Christian service program are monitored by the committee to ensure the overall effectiveness of the program.

We will always be open to new ideas or comments from our students and faculty members on how to improve our Christian Service Program.

The CSL department will continue to offer InterServe as an opportunity for ministry. The InterServe meetings will follow the required CSL meeting for those who are interested. InterServe has been coordinating nursing home ministry, children's ministries, and prayer station evangelism.

## **Christian Service Requirements**

20 hours per semester

If you are involved in an internship program during the semester you will be exempt that semester from the required hours in Christian Service.

## Christian Service: Its Grading System

CSL does not receive academic credit, but it is required for graduation, and its completion or failure will be recorded on your permanent transcript (P = Pass; F = Fail).

F = Does not meet minimal requirements

In order for the student to receive feedback, a passing grade will also receive a sub-rating:

N = Meets minimal expectations, but Needs improvement

A = Meets average expectations

E = Exhibits excellence

## CSL Assignment Report

(20 hours per semester)

Report forms are to be turned in the first Wednesday of each month (10:15 – 11:00 a.m.) at the Christian Service Learning meeting. Attendance is required.

If you miss the meeting, please put the forms in the director's mail box in the book room by the next day.

Name \_\_\_\_\_ Church Attended \_\_\_\_\_

Hours invested in ministry \_\_\_\_\_ (No more than 1 hour of travel time to be counted per ministry event)

### Preaching/Teaching Information

Church	_____	Prayer Meeting	_____
Mission	_____	Jail	_____
Radio	_____	Classes Taught	_____
Street	_____	Other	_____

### Visitation Information

Home	_____	Hospital	_____
Nursing Home	_____	Jail	_____
Bus Ministry	_____	Other	_____

**Evangelism information**

Witnessing  
Opportunities \_\_\_\_\_  
Prayer Station \_\_\_\_\_

Literature  
Distributed \_\_\_\_\_

**Music Information**

Played Piano \_\_\_\_\_  
Special Music \_\_\_\_\_  
Other \_\_\_\_\_

Sang in Choir \_\_\_\_\_  
Lead Singing \_\_\_\_\_

**Effects of Ministry**

Professions of  
Faith \_\_\_\_\_  
Rededications \_\_\_\_\_  
Other \_\_\_\_\_

## **APPENDIX G – CONSTITUTION AND BYLAWS**

(Unexpected formatting resulted from pasting various documents together)

# Constitution

Of

Penn View Bible Institute, Inc.

### PREAMBLE

With the firm conviction that orderly process is essential to the government of a Christian college we, the Board of Directors of Penn View Bible Institute, Inc., do enact this constitution,

### Article I

#### NAME:

The corporation shall be named Penn View Bible Institute, Inc., a Pennsylvania non-profit corporation, a division of God's Missionary Church, Inc. It shall be located in Penns Creek, Snyder County, Pennsylvania, and shall be operated as an interdenominational, Christian institution of higher learning.

#### MISSION STATEMENT

To prepare Christ-like Servant Leaders, through higher education that engages spiritual transformation, academic excellence, social integrity, and practical experience, in the conservative Wesleyan-Arminian tradition to fulfill our Lord's Great Commission.

## Bylaws

### Article II – Board Duties

#### PURPOSE

This institution shall provide post-secondary education and training for people in an atmosphere which will be conducive to the development of Christian character and ideals. To this end, it shall be maintained through academic excellence, total devotion and dedicated service, based on principles of the scriptural doctrine and an experience of the Wesleyan interpretation of entire sanctification. The school will prepare men and women by conducting such educational programs as shall be deemed essential to the providing of such education, with the provision that the primary interest shall be devoted to that of the Bible college program for the training of Christian workers.

We propose to offer training to meet the student's threefold need:

***SPIRITUALLY***

- To know Christ as personal Savior and Sanctifier.
- To develop a love for the Word of God,
- To develop Christian character consistent with New Testament teaching,
- To learn how to discover the will of God for his or her life
- To discover an area of service in the church that gives purpose and direction to his or her life.

***SOCIALLY***

- To develop Christian dedication, discipline, and unselfish service resulting in good interpersonal relationships.
- To develop awareness as a responsible member of several social structures: family, church, nation, and world.

***INTELLECTUALLY***

- To develop an understanding of basic Bible content and to develop an appreciation of the completeness and the adequacy of the written revelation,
- To develop a knowledge in the area of general education as will prepare the student for ministry in contemporary society,
- To develop a level of proficiency in professional studies consonant with the beginning Christian worker.

## Article III – Doctrinal Statement

Penn View Bible Institute adheres to the historic Christian faith as expressed in the Wesleyan-Arminian position.

The Bible, consisting of the sixty-six canonical books of the Old and New Testaments, is the plenary inspired Word of God and is inerrant and infallible in the autographs.

There is one God, eternally coexistent in three Persons: Father, Son, and Holy Spirit.

Jesus Christ is the only begotten Son of God. He was conceived of the Holy Spirit, born of the Virgin Mary, died on the cross for the sins of mankind, was buried, and rose from

the dead on the third day following. He ascended to heaven where He is presently seated at the right hand of God to make intercession for the believer. At a time known only to the Father, He will return in power and glory to receive His disciples and to judge the world.

The Holy Spirit, third Person of the Trinity, is the operative Agent in the redemption of mankind. Likewise, He enables men to understand truth, imparts life to those who repent and believe, and abides as the Comforter of the children of God.

Man was created by God in His own image. Through willful disobedience the first man fell from his original righteousness, incurring both physical and spiritual death. Thus sin came upon the whole human race.

Salvation is by grace through faith in Christ, whose death alone was meritorious in securing salvation for men. Full salvation is received in two crisis experiences. Initially the one who truly repents of his sins and exercises faith in Christ is justified, thus being restored to a right relationship with God through Christ; regenerated, thus receiving new life and the ability to live above willful sin; and adopted, thus becoming a true child of God. Subsequently, the believer may by faith receive the fullness of the Spirit through which the heart is cleansed from all sin and the believer is empowered for effective service. This is termed entire sanctification. These experiences with God can only be maintained by a consistent walk of obedience and faith.

At the second coming of Christ to the earth, there will be a resurrection of all men; of the saved to everlasting bliss in the presence of God, and of the unsaved to everlasting punishment.

## Article IV – Board Organization

### Government

#### Section 1

Penn View Bible Institute, Inc. (hereafter called the “school”) is a private Christian educational institution which is under the supervision and control of a Board of Directors (hereafter called the “Board”). The Board shall consist of seven members in addition to the school’s President and the Conference President of God’s Missionary Church, Inc.; four of which shall be ordained ministers, and three shall be laymen who are current members in good standing of God’s Missionary Church. This seven-member elected board shall be maintained and continued as follows:

- A. The General Board shall meet with the school’s President. This combined group shall select a minimum of five persons who are members of God’s Missionary church, and they shall present the names of these nominees to the

General Conference. Three nominees shall be presented for each ordained minister to be elected and two nominees for each layperson to be elected, each to serve a three-year term.

- B. The Conference President shall serve as chairman. In the absence of the Conference President, the conference Vice President shall serve as vice-chairman.
- C. The General Board shall appoint or select the President of Penn View Bible Institute at least one month before the annual Conference time. The appointment or selection is to be reviewed annually. They must be an ordained minister of the God's Missionary Church.

## Section 2.

The Board shall carry out the following duties in accordance with these Bylaws and with such subsidiary rules as it may from time to time adopt:

- a. Establish the basic policies, programs and objectives of the School.
- b. Elect it's own secretary and committees.
- c. Review and give approval each year of the basic financial program of the school, including its budget and schedule of salaries and benefits; provide for an annual audit of the School's financial records: and institute such procedures and policies as it finds appropriate to ensure efficiency and accountability in the management of the School's financial affairs.
- d. Review and give prior approval over all capital expenditures, purchases and disposition of property above specified monetary values which it shall set.
- e. Establish and/or give approval of the basic organizational structure and lines of control within the School.
- f. Modify this Constitution and Bylaws as appropriate (Article XI)
- g. Maintain good lines of communication and cooperation between the School and God's Missionary Church regarding appointments and policies.
- h. Approve the appointment, promotions, and/or dismissal of faculty, staff and other employees. (Needs clarification Article IX, Section 2b)

## Section 3

The Board may delegate specific responsibilities to its committees and to the officials of the School as it sees fit, but all such committees and officials shall be amenable to the Board's supervision and authority. The President of the School is

its chief administrative officer and is responsible for managing the operation of the School in accordance with the overall policies, directives and guidance established by the Board. The President shall be the sole official point of contact for communicating and implementing the actions of the Board as they involve the normal operation of the School.

#### Section 4

Board members should promote the interests of the School among their respective in cooperation with the administration. Board members should also take an active interest in the affairs of the School, but shall always work through the duly constituted lines of organization and control and avoid any interference with the day-to-day operation of the School.

## ARTICLE V

### Board Meetings

#### Section 1

The Board shall meet at least two times each school year. The time and place may be set by the Board or may be left to the determination of the Chairman in consultation with the President of the School.

#### Section 2

Special meetings of the Board may be called by action of the Board or by the Chairman. The Chairman must call for a special meeting to be held within sixty days when asked in writing to do so by a majority of the members of the Board.

#### Section 3

The Chairman shall ensure that a notice of each Board meeting is given to each Board member at least ten days prior to the designated date of the meeting. In so far as is practical, it is desirable that this notice indicate the items of business to be considered.

#### Section 4

A majority of the total membership of the Board, which constitutes a quorum, must be in attendance at duly called meeting to conduct official business. Proxy votes may not be used.

#### Section 5

When a specific issue or question needs to be voted upon between meetings of the Board, such a vote may be taken by email or by conference telephone call of the members when all of the following conditions have been met:

- A. The Chairman or the President has determined that the issue to be voted upon needs to be dealt with before the next meeting but does not necessitate the call of a special Board meeting as provided under Section 2.
- B. Notice has been mailed or emailed to each Board member at least fourteen days in advance of the date of the actual vote informing them of the specific proposition and wording to be voted upon, the date upon which the vote is to be taken, and the means by which the vote will be taken.
- C. No such vote shall be taken or made official if prior to the date of the vote one-third or more the Board members notify the Chairman of their objection to this procedure being used on this particular question.

## Article VI

### Election, Qualification and Terms of Directors

#### Section 1

Directors shall normally be elected to a three-year terms which expires as defined in Section 2. However, when a vacancy occurs as a result of removal or vacancy prior to the completion of a term the General Board shall present the appropriate number of nominees as stated in Article IV, Section 1, paragraph A. The elected director will than serve the remaining years of the unexpired term.

#### Section 2

A Director's term shall extend until midnight the last night of Penns Creek Camp at which time the terms of the newly elected directors shall begin. A Director may be removed from office by a two-thirds majority vote by secret ballot of the other Directors present or a majority of the total number of Directors, whichever is greater. Such removal may be for any cause deemed sufficient by the Board, Including, but not limited to, lack of attendance at meetings, failure to perform duties, inappropriate conduct, failure to meet the qualifications of Section 4, or any other change in situation which would render continued involvement as a Director impractical or undesirable. Such action becomes effective immediately upon announcement of the vote.

#### Section 3

The General Board in conjunction with the school president shall have the sole power to fill vacancies occurring on the board or in any of its offices whether caused

by death, resignation, removal or other wise by appointing a replacement until such time as the procedure stated in article IV, section 1, paragraph A can be followed.

#### Section 4

Should any director elected to the board no longer be a member in good standing with God's Missionary Church, he should immediately resign.

#### Section 5

No member of the Board, except for the ex-officio members, may be persons employed by the school.

## Article VII

### Officers

#### Section 1

Each year the Board shall elect from its own membership a Secretary. A simple majority vote by secret ballot is required for election. This officer shall serve until a successor has been elected, unless they resign or are removed under the provisions of Article VI, Section 4. Vacancies may be filled only by action of the board.

#### Section 2

The Chairman shall preside at all Board meetings and shall discharge all duties which normally pertain to that office consistent with these Bylaws and the directions of the Board. He or she is to call special meetings of the Board, notify members of all meetings, and conduct any special ballots between meetings in accordance with Article V, Sections 2, 3, 4, and 5, respectively.

#### Section 3

The Vice-Chairman of the Board shall, in the absence of the Chairman, perform all the duties of the Chairman and shall otherwise assist the Chairman in whatever duties are given him/her.

#### Section 4

The Secretary of the Board shall keep complete and accurate minutes of the Board and provide copies of the same to the Board members as requested. In addition, they shall ensure that the original, signed copies of all minutes are kept on file in the administrative offices of the School once they have been approved by the Board. He

shall officially certify the acts of the Board as required for legal purposes along with either the Chairman or the President.

#### Section 5

The President of the School is also an ex-officio of the Board. His office and method of election are defined in Article IX.

## ARTICLE VIII

### COMMITTEES

#### Section 1

The Board shall have at least three standing committees, namely, the Executive, Administrative, Finance and Investment Committee.

#### Administrative Committee

#### Section 1

The Administrative Committee shall consist of the President, Academic Dean, High School principal, P/R Director, Director of Finance, Director of Operations, & Dean of Students. Meetings shall be chaired by the President.

#### Executive Committee

#### Section 1

The Executive Committee shall consist of the Administrative Committee, President of the Board, and two members of the Board of Directors. The Two Board of directors would be selected by a simple majority vote of the Board of Directors. These two members shall be selected annually.

#### Finance Committee

#### Section 1

The Financial Policy of PVBI was created with three guiding principles in mind:

#### **PRINCIPLE #1**

To ensure that proper accounting practices will always be followed. PVBI will prepare its financial statements on a cash basis in accordance with standard accounting practices.

## **PRINCIPLE #2**

To provide accountability to our constituents, donors, business partners and governing board.

## **PRINCIPLE #3**

To protect the interest of the Donor, PVBI, Administration, and Staff.

### Section 2

The Finance Committee is composed of three (3) members appointed by the Board of Directors and has general oversight of all accounting practices, income, disbursements and audits. The Finance Committee will advise the Board in all financial matters at PVBI.

The committee advises in establishing policy and assists raising monies for the daily operation, ensures that IRS regulations are followed, and reviews the budget and financial reports. The Finance committee is accountable to the Board of Directors. This committee shall meet not less than once a quarter within the fiscal year.

## **ARTICLE IX**

### Section 1

The President of Penn view Bible Institute will be selected in a combined board meeting with the general board of the God's Missionary Church, Inc. and the Board of Directors for Penn View Bible Institute. The President shall be an ordained minister of the God's Missionary Church. The tenure of the President's office shall be at the discretion of these combined boards.

### Section 2

As the chief administrative officer of the School, the President is responsible to the Board for the operation and direction of the School in accordance with the purposes of Article II and the direction provided by the Board. His duties shall also include:

- a. Acting as the sole official channel by which the Board communicates and implements its directives regarding the operation of the School and as the Board's primary source of information regarding the status and operation of the School.
- b. Recommending the candidates for those positions within the school which require Board approval (Needs clarification Article IV, Section 2h).

- c. Informing the board on the school's status throughout the year by ensuring that the Directors receive on a timely basis reports from the Executive Committee's interim reports; copies of school handbooks, faculty manuals and catalogs whenever they are updated; school periodicals, promotional materials, yearbooks and other publications; reports of auditors, accrediting organizations, government examiners, or other similar reports; and items for their consideration in preparation for Board meetings.

## ARTICLE X

### Faculty

Section 1 The Faculty shall consist of the President, Deans, Administrative Officers, Librarian and Instructors. Instructors shall be classified professors, associate professors, assistant professors and instructors.

Section 2 The Faculty shall draw up a system of organization designating the officers, committees, and their duties. This shall include the rules of procedure by which meetings and activities are to be directed. This faculty handbook shall be approved by the President, by the Administration and the board.

Section 3 It shall be the duty of Faculty, under the direction of the President, to approve such matters as admission requirements, courses of study, and degrees offered. A conferment of any degree on any student should be approved by the Faculty and the Academic Dean of the School. Rules, procedures, and regulations of student publications, recreational activities, musicals, dramatic and literary presentations, and all other student affairs shall be set by the Faculty.

Section 4 No person shall be hired or retained on the faculty of Penn View Bible Institute who is not in harmony with the doctrines and ethical principles as set forth in the Constitution of the School. Failure to completely fulfill one's teaching or administrative duties or to fully cooperate with the policies and procedures of the school may be dealt with by disciplinary action and, if of serious enough nature, may lead to dismissal of a faculty member.

## ARTICLE XI

### Amendments

#### Section 1

Any Director may propose an amendment by submitting it in writing to the Executive Committee prior to one of the meetings of that committee. The Executive Committee may then submit it to each of the Directors, in either its original form or with such improvements as they feel appropriate or the committee may return it to its originator with their comments.

Amendments presented by the committee for consideration must be mailed to each of the Directors as least thirty days in advance of a Board meeting in order for that amendment to be adopted at that meeting.

## Section 2

If the requirements of Section 1 have been met, then an amendment may be adopted by three-fourths majority vote if the meeting was properly called and a quorum is present. Modifications may be made at the adopting meeting if they do not materially change the meaning of the proposed amendment presented in the prior notice. Otherwise, it must be treated under Section 3.

## Section 3

Amendments which are not presented in accordance with Section 1, or which are changed substantially at the time of the meeting, may still be considered by the Board but cannot be adopted at the meeting in which they are first considered.

## APPENDIX H – ENROLLMENT PLAN

(Unexpected formatting resulted from pasting various documents together)

Enrollment management is a process of moving interested prospects into enrollment, then graduation and alumni status, replete with memories of a beneficial ministry so that alumni can recommend the college to others. The process endeavors to move prospects relationally by incremental nudges.

Historically, PVBI has targeted mostly traditional, full-time, resident students. In addition, the school has recruited non-traditional part-time students with evening classes. The priority continues to be the traditional student, but plans are projected to develop online studies later, which would target non-traditional students.

### Process

Categorize the target population into specific groups

- **Suspects** – 9<sup>th</sup> grade and older people who show signs of developing college eligibility and have an interest in serving God
- **Prospects** – people who have submitted an information request form or given some indication of interest in Penn View
- **High Interest Prospects** – high school seniors and those who have indicated a level 3 or higher interest on an information request form (Scale is 1 to 5)
- **Applicants** – people who have submitted an application
- **Students** – people who have enrolled for classes
- **Graduates** and **Alumni** – students who have graduated from a program of study and former students

The goal is to recruit not just freshman-to-be, but graduates-to-be — lifelong learners

Establish an enrollment goal.

In the current setting, the enrollment goal is 100 students for Fall 2013 and up to 150 (including online students) by Fall 2017. Historically, each year about 66% of the students return in the fall. Out of the current student body of 90 students, a projection of 60 returning is reasonable. In order to reach 100, the freshman class needs to come to 40. Because a few may drop off in the late summer, the projections should be elevated 20% to 50.

Divide the goal into cumulative monthly applicant goals

Cumulative monthly goals have been set as follows:

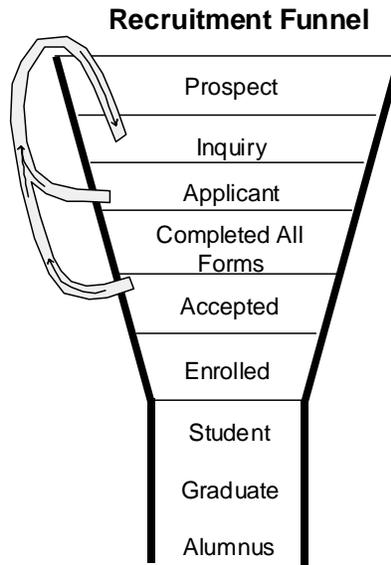
	<u>5 / month</u>
By Christmas	5
January	10
February	15
March	20

	10 / month
April	30
May	40
June	50

This creates a margin in case some applicants do not actually enroll.

### Advance the population through the categories from Suspects to Graduates

The target population has been categorized into the various categories so that specific recruitment activities can systematically advance the individuals from group to group. The following graphic is intended to illustrate the process, including the reentry for those who do not actually enroll.



### Recruitment

The following actions are taken in the effort to move individuals from one category to the next.

### Suspects (9<sup>th</sup> grade and older people who show signs of developing college eligibility and have an interest in serving God.)

	Recruitment Activity	Completed By	Time Frame
Step 1	Create and maintain attractive recruitment literature and tools	PR Director/ Recruiter	Yearly
Step 2	Hold special PR services at approximately 200 locations per year including churches, camps, and youth camps.	PR Director/PR Teams/Recruiter	Yearly
Step 3	Visit Christian schools and large conventions such as Youth Challenge, IHC, and Bus and Outreach Convention	PR Director/PR Teams/Recruiter	Yearly
Step 4	Target the young people at these events with recruitment literature and obtain their contact information.	PR Director/PR Teams/Recruiter	Yearly
Step 5	Submit information request cards to Enrollment Mgr. for insertion into prospective student database.	PR Director/PR Teams/Recruiter	Ongoing
Step 6	Insert contact information into database for future management/update existing records	Enrollment Manager	Ongoing

## Prospects (Suspects who have submitted an information request form.)

	Recruitment Activity	Completed By	Time Frame
Step 1	Send a welcome letter in response to all first time information request cards received.	Enrollment Manager	Upon initial entry into database
Step 2	Send personal letter in response to all information request cards received in summer and early fall.	Enrollment Manager	Yearly in Sept.
Step 3	Send personal letter in response to all information request cards received from prospects who are under 9 <sup>th</sup> grade	Recruiter/ Enrollment Manager.	Yearly in Jan.
Step 4	Mail announcements for Campus Days and Senior Day	Enrollment Manager	*See mailing schedule
Step 5	Continue to target the young people at these events with recruitment literature and conversations	PR Director/PR Teams/Recruiter	Ongoing

\*The Campus Days mailing schedule is as follows:

Prospect Mailing 1	early February	prospects 9 <sup>th</sup> grade and older	brochure
Pastor Mailing	early March	pastors	brochure and letter
Prospect Mailing 2	early March	prospects Jr. Sr., just graduated	first-class handwritten postcards
Prospect Mailing 3	mid March	prospects 9 <sup>th</sup> grade and older	brochure and letter from President

The Senior Day mailing consists of one postcard, sent in mid November.

## High Interest Prospects (Prospects who are high school seniors and have indicated a level 3 or higher interest on an information request form.)

	Recruitment Activity	Completed By	Time Frame
Step 1	Mail applications for enrollment	Recruiter/ PR Secretary	Yearly in October
Step 2	Follow-up phone call to explain application packet	Recruiter/ PR Secretary	1 week after mailing
Step 3	Text message encouraging prospect to fill out application	Recruiter/ PR Secretary	2 weeks after mailing
Step 4	Continued weekly contact until application is received	Recruiter/ PR Secretary	Ongoing
Step 5	Recruitment contacts via FaceBook, txt, phone, etc.	PR Director	Ongoing

## Applicants (High interest prospects who have submitted an application.)

	Recruitment Activity	Completed By	Time Frame
Step 1	Personal letter indicating application status.	Enrollment Manager	Day after application is received.
Step 2	Continued contact until entire application including fee is received	Enrollment Manager	Semimonthly
Step 3	Application is processed and submitted for acceptance	Enrollment Manager	Ongoing
Step 4	Acceptance is recommended	Academic Dean	Ongoing
Step 5	Acceptance letter is mailed to prospect	Registrar	Ongoing
Step 6	Information is passed on to appropriate Divisional Directors	Enrollment Manager	Ongoing
Step 7	Dorm student information is passed on to appropriate Social Dean	Enrollment Manager	Mid August

Applicants who do not enroll continue to be listed as prospects, unless Enrollment Manager knows they have enrolled at another college or they are no longer interested. Enrollment Manager continues contact with those who are still interested.

## Retention

### Students (Applicants who have enrolled for classes on registration day.)

	Retention Activity	Completed By	Time Frame
Step 1	Friendly Registration process	Registrar	Registration Day
Step 2	Progress Chart produced with their projected course of study outlined	Division Directors	
Step 3	Noel-Levitz CSI administered registration week	Registrar	
Step 4	Noel-Levitz SSI administered by end of September	Registrar	
Step 5	Results of Noel-Levitz CSI and SSI communicated to appropriate administrators and Faculty	Academic Dean	
Step 6	Student Course Evaluation	Registrar	End of semester
Step 7	Progress chart updated every semester	Registrar	
Step 8	Academic Assistance Meetings  Personal meetings with At-Risk students	At-Risk Advisor  Administrators and Faculty	Every Monday and as appropriate Ongoing
Step 9	Student life program	Dean of Students	Ongoing
Step 10	When a withdrawal form is requested, a series of meetings is initiated	President Academic Dean Social Dean Relevant Faculty Business Office	As needed

Students who come, then discontinue attendance, are re-listed for contact if they are still interested and if they complete another information request.

At-Risk-Students are defined as students who are experiencing difficulty in any one of these three areas: academics, spiritually, and socially.

Students with academic problems are identified through grade reports. These students are assigned to attend a weekly staff-directed program providing diagnosis of learning styles and assistance toward better study skills.

Students with spiritual problems are identified through one-to-one conversations, assessment tools outlined in assessment plan, and interviews with social deans as well as other faculty and staff. These students are monitored and disciplined through scheduled meetings with deans, other staff, faculty, and administrators. In addition, there are chapel services and revivals on campus, as well as special services in area churches which students are encouraged to attend.

Students with social problems are identified through interaction with Social Deans as well as input from fellow students. Student problems are resolved through the guidance of the Social Deans along with other Staff involvement. This resolution process includes scheduled meetings as well as on-going interactions to resolve the difficulties.

## **Alumni Relations**

To be developed

**Graduates** (Students who have completed their course of study and graduated)

Collect and update names, addresses, contact information

Send Focal Point

Distribute email news

**Alumni** (Students who enrolled at least one semester)

Collect and update names, addresses, contact information

Send Focal Point

Distribute email news

## APPENDIX I – FACULTY AND STAFF CONTRACT

(Unexpected formatting resulted from pasting various documents together)

### AGREEMENT

*The Board of Directors of Penn View Bible Institute (PVBI) does hereby enter into an agreement with (employee) to accept and fill the position(s) of \_\_\_\_\_ at Penn View Bible Institute for the academic or contract year beginning \_\_\_\_\_ and ending \_\_\_\_\_ unless extended time of service is agreed upon by the Administration. The employee further agrees to perform the duties of this position (or positions) in full accordance with the rules and regulations of Penn View Bible Institute as established by the Board of Directors.*

### COMPENSATION

*PVBI agrees to provide the employee the following compensation and benefits:*

<i>Base Salary:</i>	<i>\$ _____ per week</i>
<i>Food Allowance:</i>	<i>\$ _____ per week or Dining Hall privilege</i>
<i>Housing:</i>	<i>Provided per month</i>
<i>Utilities:</i>	<i>Provided per month</i>
<i>Medical Benefit:</i>	<i>Health Reimbursement Plan</i>
<i>Vacation Pay:</i>	<i>_____ weeks at base rate only</i>
<i>Sick Days:</i>	<i>_____ days per contract year</i>
<i>Personal Days:</i>	<i>_____ days per contract year</i>
<i>Holidays:</i>	<i>Included in regular pay</i>
<i>Children's Tuition:</i>	<i>None</i>
<i>Other:</i>	<i>None</i>

### CONDITIONS

- 1. PVBI reserves the right to approve in advance any off-campus housing desired or agreed upon by the employee.*
- 2. No employee shall teach or promote any doctrine, which is contrary to the doctrinal position of PVBI.*
- 3. No employee shall discuss school problems with other employees or students in such a manner that would undermine the school or destroy school spirit.*
- 4. PVBI will provide the employee an extension of housing and utility benefits for a maximum of thirty (30) days after termination of the contract regardless of cause of termination.*

### TERMINATION OF CONTRACT

- 1. This contract, when properly executed, shall be binding upon both parties but may be terminated by mutual consent of both parties due to mitigating circumstances.*

2. *In the event of dissatisfaction of either party, the cause of such dissatisfaction shall be referred to the Board of Directors for arbitration. If the matter can not be resolved, the dissatisfied party shall give notice of intent to terminate the contract.*
3. *This contract shall be terminated two weeks from date of notice unless other arrangements are mutually agreed upon. Premature termination of this contract by the employee shall result in the immediate forfeiture of all benefits of said contract.*
4. *Any actions of the employee that are in violation of the terms and conditions of this contract shall be considered a breach of contract by PVBI and may result in immediate termination.*

## **SIGNATURES**

**NOTE:** *Failure to return a signed copy of this contract to the Administrative Office of PVBI within fifteen (15) days of issuance shall be considered a rejection of said contract.*

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**PVBI**

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**DATE**

---

**EMPLOYEE**

---

**DATE**

# APPENDIX J – FACULTY AND STAFF HANDBOOK

(Unexpected formatting resulted from pasting various documents together)

Penn View Bible Institute does not discriminate on the basis of gender, race, age, ethnic origin, or disability in its admission of students or its employment of faculty and staff.

This Faculty and Staff Handbook contain current information, but its policies and programs are subject to change after the date of publication. This Faculty and Staff Handbook represent the relationship between Penn View and the constituents, but it is not the actual contract.

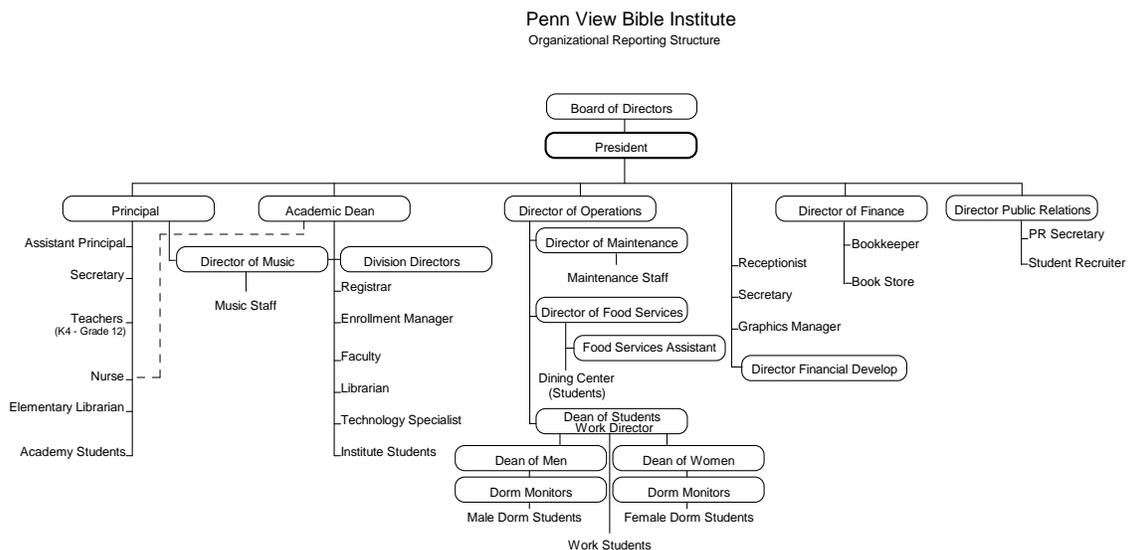
## Penn View Bible Institute Mission

To prepare Christ-like Servant Leaders

through higher education  
that engages spiritual transformation,  
academic excellence,  
social integrity,  
and practical experience,

in the conservative Wesleyan-Arminian tradition  
to fulfill our Lord's Great Commission.

## Organizational Reporting Structure



## **Doctrinal Statement**

Penn View Bible Institute adheres to the historic Christian faith as expressed in the Wesleyan-Arminian position.

The Bible, consisting of the sixty-six canonical books of the Old and New Testaments, is the plerarily inspired Word of God and is inerrant and infallible in the autographs.

There is one God, eternally coexistent in three Persons: Father, Son, and Holy Spirit.

Jesus Christ is the only begotten Son of God. He was conceived of the Holy Spirit, born of the Virgin Mary, died on the cross for the sins of mankind, was buried, and rose from the dead on the third day following. He ascended to heaven where He is presently seated at the right hand of God to make intercession for the believer. At a time known only to the Father, He will return in power and glory to receive His disciples and to judge the world.

The Holy Spirit, third Person of the Trinity, is the operative Agent in the redemption of mankind. Likewise, He enables men to understand truth, imparts life to those who repent and believe, and abides as the Comforter of the children of God.

Man was created by God in His own image. Through willful disobedience the first man fell from his original righteousness, incurring both physical and spiritual death. Thus sin came upon the whole human race.

Salvation is by grace through faith in Christ, whose death alone was meritorious in securing salvation for men. Full salvation is received in two crisis experiences. Initially the one who truly repents of his sins and exercises faith in Christ is justified, thus being restored to a right relationship with God through Christ; regenerated, thus receiving new life and the ability to live above willful sin; and adopted, thus becoming a true child of God. Subsequently, the believer may by faith receive the fullness of the Spirit through which the heart is cleansed from all sin and the believer is empowered for effective service. This is sometimes termed entire sanctification. These relationships with God can only be maintained by a consistent walk of obedience and faith.

At the second coming of Christ to the earth, there will be a resurrection of all men; of the saved to everlasting bliss in the presence of God, and of the unsaved to everlasting punishment.

## **Faculty & Staff General Responsibilities**

- A. You must possess good character and maintain a good personal testimony by practicing good  
Biblical lifestyle standards.

**B.** Your chief duties or responsibilities are the following:

1. To study to rightly divide the “Word of Truth.”
2. To master your course material and teaching methods from a Judeo-Christian worldview.
3. To integrate biblical principles in your course discussions, assignments, and other class activities.
4. To convey the Scriptures so that students have the best possible interpretation of the Truth.

**C.** You are to strive for your students to have the best spiritual instruction.

**Remember:** Education divorced from the Scriptures is dangerous.

1. The Bible should be the first standard of Christian life and conduct.
2. Holiness is to be taught as well as modeled, as the answer to sinfulness. The *Fruit of the Spirit* --especially love, joy, peace, longsuffering, gentleness, goodness, faith, meekness & temperance-- shall be exercised to all.
3. Good Biblical standards are to be wisely taught, humbly practiced, and effectively encouraged.
4. Classrooms are to be orderly and well in hand. Without classroom control, little is accomplished.
5. You should seek to train students with a good knowledge of God and His Word.
6. You need to take a personal interest in seeing that students’ spiritual needs and questions are being addressed and met. This may require some one-on-one private time.
7. Students should have a good foundation for further study and a practical ministry.

**D.** You are to strive for your students to have the best educational instruction.

**Remember:** Spiritual development divorced from academic advancement limits the effectiveness of Christian workers.

1. Help them master their subjects. Academic excellence combined with spiritual excellence impacts our post-modern culture.
2. Strive to give them quality academic training which is. As much as possible, master your subject material. Academic “slip-shoddiness” in the name of religion is nothing less than mere slip-shoddiness. It does not impress our students, parents...and definitely not God. To our Lord, only our best!
3. Encourage and counsel students to excel academically; not for a mere grade, but to honor the Lord.
4. Provide suggestions to your supervisor which will upgrade the quality of our

academic programs.

**E.** You are directly responsible to your department administrator.

**1.** When you have a problem or dilemma with course materials, students, parents, etc., clearly communicate your problem to your supervisor. He is there to provide assistance, guidance, and support.

**2.** Do not circumvent the assigned chain-of-command. After you have discussed a problem or situation with your supervisor and resolution did not result, go to the next person in the chain. However, only do this after you have addressed the problem with your immediate supervisor.

**3.** Do not spread your issue or problem to another faculty or staff member who does not have the authority to resolve the problem.

**4.** Under no circumstance should you tell your problems or grievances to a student(s).

**5.** Under no circumstance should you tell office information, faculty meeting information, or students' personal information to a student(s). Such actions might make you "popular" among a certain element of students, but in reality this undermines student confidence in you and respect for you. Such actions are irresponsible and unprofessional.

**6.** Be extremely careful how you handle students' private information (grades, medical records, information shared in counseling situations, etc.). **HIPAA** (Health Insurance Portability and Accountability Act of 1996) laws require utmost confidentiality regarding such private matters. Violation of these laws is federal in nature.

**7.** Under no circumstances should you share school problems with off-campus church or community people.

**F.** When disciplining a student, make certain you submit the appropriate paperwork to your department office.

This paperwork is a communication tool to be used by department administrators as well as the Disciplinary Committee. Without the appropriate paperwork it is extremely difficult to handle disciplinary situations in a solid manner. If you fail to complete the paperwork, you fail to communicate the difficulties you face.

**G.** You need to maintain a positive school spirit which you share with others.

**H.** You must strive to promote unity and to be a peacemaker.

**I.** You must be a good example by attending spiritual functions of the school and regular church services.

**J.** You must agree and support the doctrine and standards of *God's Missionary Church*.

## **Academic Freedom**

True freedom can exist only within the framework of an authority structure derived from God and based upon the Word of God. Within that context the freedom to pursue and disseminate truth is necessary to the proper functioning of a Bible college. This freedom will involve exploring new frontiers of learning, meeting great minds of the past and present, encountering and evaluating divergent ideas—all engaged from the framework of historic Christian orthodoxy. Penn View is committed to the historic beliefs and practices of the conservative Wesleyan-Arminian theological framework as expressed in the Doctrinal Statement found in the Catalog. Accordingly, members of the administration and faculty are expected to be in agreement with those theological beliefs. Faculty members are encouraged to expose students to a variety of divergent views, but in a way that will not violate but rather enhance the integrity of the mission and the core values of the college.

## **Spiritual Maturity as it relates to Faculty**

A spiritually mature faculty member is characterized by living out the great commandments: “Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind, and with all thy strength:” and, “Thou shalt love thy neighbour as thyself.” This love for God and others is embodied by faculty members who

- can testify to both salvation and sanctification as defined by Wesleyan-Arminian theology.
- are maintaining this relationship with God through consistent devotional life and local church attendance.
- are growing in Christ-likeness in all of life.
- are biblically literate, knowing the principles, doctrines, stories, and key passages of the Bible.
- believe in the doctrines of the Bible as outlined in the Doctrinal Statement of Penn View Bible Institute.
- conduct themselves according to the principles of God’s Word as understood in the *Faculty & Staff Handbook* of Penn View Bible Institute.
- pursue greater knowledge in order to further develop their Christian worldview and communicate it effectively in a pluralistic society.
- serve students through listening, counseling, encouraging, and mentoring.
- are personally involved in fulfilling the Great Commission.

## Network, Internet, & Email Acceptable Use Policy

Internet access and electronic mail are educational tools provided by Penn View Bible Institute & Christian Academy (Penn View) to facilitate research, communication, and awareness of computer use. To help insure that these tools are used appropriately and that employees have a safe, healthy experience learning and using them, Penn View has developed the following acceptable use policy with guidelines and safety measures.

- ❖ Personal computers on the network are required to have an active and up-to-date antivirus program. See the Technology Specialist if you need assistance with installing or keeping your antivirus up to date.
- ❖ Penn View is providing a strictly filtered and monitored Internet access in an open-room setting through a highly controlled service designed specifically for educational purposes.
- ❖ Each employee will receive a specific user name and password through which to access the Internet and/or email account. Passwords are confidential and shall be used exclusively by the student to which they were assigned. Users are accountable for all usage under their password. At no time shall any person make use of a username that was not directly assigned to him or her.
- ❖ Penn View's Internet system must not be used to visit sexually explicit or otherwise offensive or inappropriate web sites or to send, display, download, or print offensive materials, pornographic or sexually explicit pictures or any other materials which would be found offensive.
- ❖ Email is not to be used to create any offensive or disruptive messages. Among those which are considered offensive are messages or material:
  - 1) That contain sexual implications, racial or ethnic slurs, or other comments that offensively address someone's age, sex, religion, national origin, ancestry, or disability;
  - 2) That are defamatory, derogatory, obscene, or otherwise inappropriate;
  - 3) That contain swearing or inappropriate humor and
  - 4) That are used to commit any crime, including but not limited to sending obscene emails, annoying, abusing, bullying, threatening, or harassing another person.
- ❖ Email is not to be used to develop or send viruses and destructive computer programming, spamming, or forwarding unsolicited bulk email.
- ❖ Email is not to be used to send (upload) or receive (download) copyrighted materials without proper permission.
- ❖ Internet and email must be used in a manner that is consistent with other Penn View policies.

- ❖ The provided Internet access, electronic mail system and all associated hardware, software, and services are property of Penn View. Additionally, all messages and attachments composed, sent, or received are and remain the property of Penn View. They are not the private property of any student should not be considered as private or as their personal possessions.
- ❖ Penn View reserves the right to purge user files off the computers in the Library and Computer Lab. This will be done during the summer or at any other time deemed necessary.
- ❖ Penn View reserves and intends to exercise the right to review, audit, intercept, access and/or disclose messages and/or material including attachments created, received, or sent over the school's electronic mail system.
- ❖ Authorized representatives of the school may monitor the use of its systems in its sole discretion at any time with or without notice and may bypass any pass code. Such monitoring is capable of tracking and recording email messages sent and received as well as web sites visited.
- ❖ The confidentiality of any message or material should not be assumed. Even when a message or material is erased it may still be possible to retrieve and read that message or material. Further the use of passwords for security does not guarantee confidentiality. Messages read in html may identify the reader to the sender. Notwithstanding Penn View's right to retrieve and read any electronic mail or Internet messages or material, such messages or materials should be treated as confidential by other students should be accessed only by the intended recipient.
- ❖ Penn View disclaims responsibility, accountability and liability for anything that is posted through its email and not authenticated by official personnel.
- ❖ Penn View reserves the right to change this policy at any time, as may be required under current circumstances.
- ❖ Employees, who accidentally access inappropriate material, are required to report it to their department head or the technology specialist.
- ❖ Employees who need help understanding this policy or who discover a violation of this policy should notify the Technology Specialist or the Technology Coordinator.

## Dumpster & Incinerator

In order to manage campus garbage concerns, a dumpster and an incinerator or burning barrels are made available to you. Please use the burning barrels or the incinerator to dispose of cardboard, paper, and wood. You should not burn general garbage, plastics, or anything else that creates black or foul-smelling smoke.

*A.* Under normal conditions we ask that you burn everything that is burnable in the burning barrels that are provided. For those of you living on lower campus we have provided an incinerator for your convenience and for the purpose of burning the school buildings' trash. When items are placed in the incinerator please burn them immediately. Please do not put items in your burning barrels or the incinerator that will not burn. Also, please do not put items alongside the incinerator for someone else to haul away.

*B.* Do not put tires, used motor oil, paint, electronics, construction materials, or bulky items (furniture, etc.) in the dumpster or the incinerator. House hold trash needs to be placed in a garbage bag.

*C.* Please be alert to special conditions such as dry weather wherein burning bans or water restrictions may be imposed. Please adhere to these restrictions.

*D.* Never place garbage bags and other trash in the front of the dumpster. When trash is placed there, the disposal service will not empty the dumpster, thus, creating a greater problem. If your trash cannot fit into the dumpster, please bring it back at a later time when it will fit in the container.

*E.* If you need a burning barrel near your residence, please contact the Work Director to have one delivered.

## Campus Housing

On-campus housing is a contract provision for many staff. Those living in campus housing need to keep in mind these residences are considered "rentals" in that you do not own them. Thus, 1) you are accountable to the school for how you care for them 2) you are responsible to the school for any deliberate damage done to the property.

### **A. Housing "Self-Help Projects" & Improvements.**

All housing upgrades undertaken by the tenants in campus housing --repair, remodeling, or improvements-- are to be verbally approved in advance by the Director of Operations. Before you

start a project, seek the needed approval. The administration wants to keep abreast of what is happening in the school rentals.

*1.* All additions and improvements become the possession of Penn View Bible Institute.

*2.* If repairs are needed which are to be done by the landlord (the school), complete a maintenance form and submit it to the Director of Maintenance (for

more information regarding this subject, see *Maintenance Request Forms*).

3. If you have water which continuously runs in your commode or if you have a leaking faucet, please contact maintenance department as soon as possible.

4. If you are building a personal storage shed, it must be moved if you relocate on or off campus. The school will not purchase any shed built for a residence. If the shed is not moved, it becomes the property of the school.

5. If you build a shed and desire to give it to the school, most donations are gladly accepted...provided the shed is in appropriate condition.

## **B. Exterior Property Care.**

1. Keep your house and yards neat and attractive.

a) Under most circumstances, every Penn View employee is responsible to provide his/her own lawn care.

b) Regular mowing and trimming speaks well of you. It is expected that you provide the needed and appropriate lawn care for your residence.

c) If your lawn mower is not working, please do *not* ask or simply borrow any of the school's mowers. *Riding and push mowers are for the school grounds use and are not available for campus rentals.*

2. Let's be good examples to our community and to our students in keeping a clean and tidy residence.

3. Junk and an overabundance of "projects" you plan to get to someday should not accumulate around your residence. Work to keep the exterior of your residence neat and clean.

## **B. Interior Property Care.**

Pets are not permitted in lower campus faculty housing due to scratching, chewing, messing, wetting and otherwise smelling-up the residence. Birds and aquariums are permitted provided they are properly cared for (see "*Pets*" for more information). Dogs and cats kept outside must be restrained on your property and properly licensed in accordance to the regulations of Snyder County and the Commonwealth of Pennsylvania.

## **C. Moving Out of Campus Housing.**

1. When you have not renewed your contract, you have until June 30 to vacate your residence.

2. If you are relocating to another campus residence, please schedule it prior to Penns Creek camp since vacated / empty trailers, cabins, and houses are vitally needed for camp lodging.

3. If you have questions or dilemmas, please contact the Director of Operations for further information.

4. Junk and other household items left behind in your residence will be disposed of. A disposal fee will be assessed and submitted to you.

5. In the event you purchase your own home or decide to live in an off-campus rental, please inform the Director of Operations of your intent as early as possible.

#### **E. Relocating in On-Campus Housing.**

- o To relocate to another campus housing unit, submit your request *in writing* to the Director of Operations . On your request include:

a) the date of your request submission

b) which unit(s) you wish to be considered for your residence options.

2. All requests are evaluated and awarded according to:

a) seniority.

b) family size.

c) housing availability.

d) incoming staff and their family needs.

3. Once you submit a request, your patience is requested since awarding housing changes will generally not happen until about June 1 of the new contract year.

4. After a moving request has been granted, a date for your move to be completed needs to be established.

5. If you do vacate your residence for the summer and do not mind responsible people utilizing your living quarters during Penn Creek Camp, please indicate that to the Director of Operations so he can work with the camp lodging coordinator accordingly.

#### **F. Rental Insurance.**

It is advisable for all employees living in campus housing to have renters insurance to adequately cover your personal and family contents. The school insures the real property, but assumes no responsibility to cover contents. If you have personal property in any of the other school buildings (dorm, tabernacle, dining hall, classroom, etc.), and you do not have renters' insurance, there is no coverage in the event of a loss. If you have renters' insurance, personal property is covered within your residence

and also --up to a certain amount-- items that are in other buildings.  
Check with your insurance agent for details regarding renters' insurance.

### **G. Smoke Alarms.**

Every campus residence has a smoke alarm. Periodically check it to be certain it is in proper working order. If the battery is weak, for your family's safety, replace it immediately. If the alarm appears not to be working correctly, please complete and submit a *Maintenance Request Form* for a replacement.

### **H. Wood Burning.**

Some campus residences are equipped with wood burning stoves. Please use them during the winter to supplement your primary source of heat. This helps keep fuel costs down. When you need a load(s) of wood, please complete a *Work Program Communiqué* (found in the Book Store and the Academy Office) and submit it in the Work Director's mail box. Plan ahead at least a week in advance regarding your wood needs. ***Last minute requests for immediate needs will probably not be met*** when you need the wood. Over the winter holiday break, plan about two weeks in advance. No wood will be delivered to you until after the holiday break.

If you live in your own residence off-campus, contact the Director of Operations regarding the possibility of receiving wood for your wood burner.

### **I. House Inspections.**

In the interest of maintenance and landlord concerns, house inspections of campus residential property may be necessary upon the request of the Administration.

### **J. Laundry Facilities.**

On campus faculty and staff who have laundry hook-ups in their residences are not to use the laundry facilities in the Miller Dining Center basement or in either dorm without prior permission and payment arrangements.

## **Guidelines for Class or Organization Sponsors**

### **Banking of Monies**

**A.** The class may open a class checking account. The account name shall be Penn View Christian Academy or Penn View Bible Institute, Class of \_\_\_\_\_ (graduation year). At least two names must be on the account, one of which shall be the class sponsor.

**B.** No personal accounts will be permitted.

**C.** No Automatic Teller cards will be permitted.

**D.** Optionally, the class may deposit monies with the Business Office. Money will be kept in the safe, and the Director of Finance will write any checks that are needed. Cash from class projects should be counted and verified by signature by two persons. The Treasurer should record all income and expense in a Cashbook or a simple ledger.

**E.** All class accounts will be subject to an audit at the discretion of the Business Office. Annual reports of cash balance, income, and expense, must be submitted to the Business Office prior to June 1.

**F.** All senior class accounts must be closed shortly after graduation. Account balances of these closed accounts need to be submitted to the Business Office since the funds were raised under the auspices of the school.

### **Additional Guidelines for Class or Organization Sponsors**

In addition to the regulations included in the Student Handbook, (pp.47-48), the Administration has stipulated the following:

**A.** Class & organizational sponsors must be faculty and/or staff members only.

**B.** If the Dining Center's cooler or freezer is needed for a couple of days for a class project, the class sponsor is responsible to contact the Food Service Manager to inquire of the possibilities, to secure permission, **and** to agree upon a time limit.

**1.** If class project food is stored in the cooler or freezer, there is a possible --albeit slight-- risk that the food would be used accidentally by a Dining Center employee or work student. The school assumes no responsibility for such mistakes.

**2.** If the class project products are left in the cooler or freezer beyond the agreed-upon time and no extensions have been requested from the Food Service Manager, that food will eventually become the property of the school and be used accordingly.

**C.** All class project requests must be submitted via the class project form to the person managing those schedules for approval and scheduling. When the class secretary completes the form, it should be given to the Class Project Manager to begin the process for approval.

**D.** Supervision. The class sponsor is responsible to supervise and control the activities of the class.

Please keep in mind the following...

- Regarding the quantity of class projects.

- ♦ Consider the pressing financial obligations of your class and guide them to plan according to their financial obligations (banquet, senior class

trip)

permitted

Thus,

- ♦ The Main Office reserves a right to limit the number of projects for each class.
- ♦ No more than five (5) forms will be approved during any given month. every class has a chance to get some type of projects approved.

2. Be certain class dues are fair and reasonable to fit the needs of the class.
3. Be certain the products and/or services being marketed reflect quality
4. Be certain the price of the products and/or services being marketed are fair and reasonable, not merely over-priced fund-raisers.
5. Adult supervision [parent(s) and/or class sponsor] must participate on at all off-campus project and activity sites from start to finish.
6. Graduating senior classes need to be aware of proper protocol to present the school a class gift during the Commencement weekend activities.
7. Project forms may not be submitted for approval at the beginning of each new school year until new class officers and a sponsor are elected.

**E.** For graduates' banquets, the following should be invited:

**Kindergarten & 6th Grade Reception    High School JR/SR Banquet    Institute JR/SR Banquet**

President	President	President
Director of Finance	Director of Finance	Director of Finance
Principal	Principal	Director of Operations
Elementary Faculty	High School Faculty	Public Relations Director
Elementary Librarian	Dean of Men	Academic Dean
Assistant Principal	Music Staff	Dean of Students
Art	HS Ensemble Director	Institute Faculty
Music Staff	Band Director	Music Staff
		Chapel Choir Director

\* Music staff are divided according to the department where they teach the primary load, but only to one Banquet/Reception. Some staff are divided arbitrarily in order to even out the invitations.

The following non-teaching positions are not included, but may be invited if the Junior class desires: President's Secretary, Principal's Secretary, Registrar, Business Secretary, Librarian, Food Services Manager, Assistant Cook, Director of Financial Development, Student Recruiter, School Nurse, IT specialist, Maintenance Staff.

## **Community Connections**

As much as is possible, we want to develop positive relationships with community people. Here are a few things to keep in mind:

**A.** When dealing with people at community businesses, yard sales, etc., be friendly and kind.

**B.** When community people enter our campus, please be courteous and show Christian kindness at all times.

C. In the event community people come on campus and cause trouble, first contact the Dean of Students. If he is not available, then contact either the Director of Operations or one of the Social Deans. If the matter is immediate and criminal activity is in the process of taking place, call the state police. If the criminal activity has already taken place, then call the Director of Operations or one of the Social Deans.

## Copier Services

A. The copier in the faculty lounge should be used *only* by faculty and authorized students whose names are posted. Others may use the copier in the Book Store.

B. Another copier has been set in the Room 205, the Academy secretary's office. We are asking the Academy staff to use this copier for single sided and one-page copies. All multi-page and double sided copies are to be made on the large copier in the Faculty Lounge. We only have a limited service agreement on this machine, therefore, we are trying to stay under 16,000 copies per year.

C. For personal use there will be a charge of 5¢ for each copy of one side and a charge of 10¢ for both sides. A box is placed in the faculty lounge for your money for copies and faxes.

## Attire / Dress

A. "Your clothes speaking for you" is a prevalent adage. We here at Penn View are concerned that we portray a good image before our students, parents, and the general public in our appearance. Dress according to your profession. You are professionals! Please dress accordingly. Let's be a good example to our students.

B. Suit or sport coats, dress shirt (no black shirts, please --upon request by the President) with tie for men. Ladies are to be attired in dress clothes. Skirts and blouses are accepted provided they are dressy in appearance.

C. Keep your clothes properly maintained regarding cleanliness and neatness. The wrinkled look is not acceptable for professionals.

D. Please be consistent in dressing according to our dress code. This includes adhering to the God's Missionary Church manual as well as our student handbook policies. Do not cause disappointment in our students.

## Contract Information

For most faculty and staff, the contract year begins the day of *General Faculty & Staff Orientation* in August (two weeks before Labor Day) and continues until and including Memorial Day (Penn View *Commencement*) in May. Payroll continues through all holidays and vacations throughout the school year. During the summer, housing, utilities and health Reimbursement Plan reimbursement continue to be covered for

those who have renewed their contracts. Bi-weekly salary and food allowance are not carried through the summer. In addition to the above, the twelve-month contract staff receive their

bi-weekly salaries and food allowance.

**A. Employee Benefits Summary.**

**1. First-year benefits for a full-time instructor:**

**a.** Weekly Salary (\$136.00 base, plus for teaching positions, \$10.00 for each degree, not

including Associate degrees)

**b.** Food Allowance or Dining Center privileges for your family (\$10.00 for a single, \$20.00 for couple, \$25.00 for family of three, \$30.00 for four or more) including child(ren) under age 24. Appropriate taxes are withheld from these payments.

**c.** On-campus housing and utilities (heat, garbage, sewage, water, except phone)

**d.** Those living in approved, off-campus housing receive housing allowance of \$125/month and utilities allowance of \$175/month.) Included in bi-weekly payroll check.

Appropriate taxes are withheld from these payments.

**e.** Health care benefits provided as specified in Section G.2.

**f.** Six sick days and three personal days.

**g.** One week of vacation pay the following summer.

**h.** Children's tuition and fees in either Academy or Institute (except Music Lessons) until your child(ren) reaches age 24.

**i.** Lunch is provided for employees on the days they work.

**j.** If you are taking the Dining Center privileges, your occasional guests may join you in the Miller Dining Center.

**2. First-year benefits for the second person, teaching one-half load or more:**

**a.** Salary per week proportionate to load (plus \$10.00 for each degree in teaching positions)

**b.** If you are taking the Dining Center privileges, your occasional guests may join you in the Miller Dining Center.

**c.** Entire family may eat lunch in the Dining Center Monday - Friday.

**d.** The Spouse Housing Allowance is prorated according to load. Confer with the Director of Finance for more details.

**B. Personal Days.**

Each contract year you are issued personal days (3 for 10 month employees; 4 for 12 month employees). You may not roll over unused personal days into the next contract year. When needing a personal day, fill out a form located in the forms box in the Book Store and submit it to your department administrator.

**C. Sick Days.**

Each contract year, six sick days are given. These are to be used for personal sickness, medical testing, or the sickness of an immediate family member who needs your care. When at all possible, please schedule doctor's visit and medical testing around your work schedule. You are needed at your post of duty. However, when this is not possible your sick days are available.

1. "Sick days" are to be illness related.
2. "Sick days" can be used when medical attention is needed whenever it is illness related, e.g. doctor visits, blood test, x-rays, etc. Exclusions include routine dental work and eye examinations.
3. Employees may also use "sick days" for time off for physicals as part of preventative health maintenance.
4. Employees may use up to 50% of sick days allowable on your contract for special care to be given to immediate family (spouse and/or children) for illness. This does not include routine physicals for them.
5. Personal days are built into the contract for any other days wherein medical services are rendered.

#### **D. Extended Sick Leave.**

In the event of extended illness, surgery recovery, or ongoing medical treatments which deplete your six contractual sick days, extended sick leave is possible while you recover. Following the depletion of your sick days, you will need to use your available personal days followed by your vacation days. When these are used, then fellow faculty members may *voluntarily* give you one or two of their sick days. These donated sick days are placed in a pool and then given to you as needed.

#### **E. Days Off with No Pay.**

When needing days off during the contract period, you are to first use up your personal days (or vacation days if appropriate). If you need an additional day(s) off beyond the contract perimeters, please see your administrative supervisor. You are needed in your role of ministry. That is why you were hired. When you are gone from your place of responsibility, it affects the efficiency of your department and possibly other departments as well.

#### **E. Pay Raises.**

In the fifth, tenth, fifteenth, twentieth, and thirtieth years, faculty members receive a \$10.00/week raise. (In the twenty-fifth year, employees receive a cash bonus.) In addition, the Board has usually given a three to five percent raise each year. Vacation pay is increased one week each contract year up to four weeks.

#### **F. Health Care Benefits.**

1. No group health insurance is provided to Penn View employees. Each employee is responsible for obtaining an individual insurance policy unless coverage is available through another employer or a spouse's employer. However, a

monthly allowance is provided for full-time employees for reimbursement of qualified health care related expenditures.

2. For full-time employees who have not completed one year of continuous employment with Penn View, the following monthly allowance is provided for reimbursement of “uninsured medical expenses” as defined in Appendix A: Penn View Bible Institute Health Reimbursement Account Plan Summary on an after-tax basis. Reimbursements will be included in regular payroll checks and reported as taxable income to the employee.
  - a. \$265.00 if you have a spouse and at least one dependent child.
  - b. \$230.00 if you have a spouse but no dependent children.
  - c. \$200.00 if you have at least one dependent child but no spouse.
  - d. \$145.00 if you have no spouse or dependent children.
  - e. \$50 if you are the spouse of a full-time employee.
3. For full-time employees who have completed one-year of continuous employment, the monthly allowance is provided as specified in Appendix A: Penn View Bible Institute Health Reimbursement Account Plan Summary.

#### **H. Overload Pay Rates.**

1. Institute semester hour / \$15.00 (accelerated full load)
2. Academy class / \$5.40
3. Academy Study Hall / \$4.40
4. Institute full load is 12 semester hours
5. Academy Load is 25 periods of class + 5 study halls (40-minute periods)

#### **I. Jury Duty.**

1. General Policy: Employees should receive an amount at least equal to their regular weekly pay while serving on jury duty. Thus, if the per diem allowance granted by the court is less than normal weekly pay, PVBI will pay supplemental salary until total compensation is equal to normal weekly pay. If the court per diem allowance is equal to or more than normal weekly pay, no supplemental salary will be paid.

2. Time worked while on jury duty: If an employee is able to work part-time while serving on jury duty, pay for this time will be calculated by pro-rating the normal weekly base rate.

3. Make up work: If an employee is able to make up work missed while serving on jury duty (such as music lessons, choir practice, etc.), pay will be calculated for this time using a pro-rated or per-lesson amount unless PVBI has already provided supplemental pay. In this case, make-up pay will not be provided.

**J. InterSession Teaching.** (effective January 2006)

Regular pay has continued for the Institute staff during intercession and a bonus has been given to those who have taught an InterSession class. Full pay will be given to Institute faculty, even if they do not teach a class during InterSession. They will be, however, required to work a minimum of 40 hours in some capacity at the school, during the period known as InterSession. Those teaching a class will continue to receive the \$200 bonus.

**K. Contract Renewal.**

When your contract is signed and issued by the President, you have fifteen (15) days to sign and

return it to the President. Failure to do so means the issued contract is expired. If a contract has expired, you have thirty (30) days to relocate if living in campus housing. The President for unusual situations may grant extensions to the issued contract date.

If you pass the thirty (30) day extension provided on your current contract, then you assume full financial responsibility (30 days following the end of your present contract) for the following:

- ♦ utilities (water, sewer, electricity, propane)
- ♦ housing rent for the extra time before vacating

After the expired time, you will not be eligible for:

- ♦ rental allowance (where applicable)
- ♦ utility allowance (where applicable)
- ♦ *Health Care Reimbursement Plan* benefits

**L. Extended Breaks.** (12 month employees)

Extended breaks during the school year (e.g. Christmas, Spring Break) requires special attention for

all twelve (12) month employees. You will be required to be at your post according to the directive

of your department administrator. Check with your department administrator *prior* to making your vacation plans.

**M. Vacation Schedule & Pay.**

Vacation time is for the express purpose of personal refreshment for our staff. You are encouraged to plan meaningful breaks from the pressures of school life.

**12 month employees**

All twelve (12) month employees must clear their vacation schedules with their administrative leader. At least half of your vacation must be taken within the first year following your contract year. You may be paid for up to 1/2 of your vacation with advance approval of the President. As a general rule, you either use it or lose it.

### **10 month employees**

All ten (10) month employees receive summer vacation pay according to the following schedule:

First Year -- 1 week    Two Years -- 2 weeks    Third Year -- 3 weeks  
Fourth Year -- 4 weeks.

Voluntary payroll deductions (i.e. Christmas Club, cancer insurance, etc.) will be withdrawn from your vacation pay unless other arrangements are made.

### **N. Funeral Days.**

Three (3) days are permitted in the event of the death of a spouse, father, mother, sister, brother, son, daughter, parent-in-law, son-in-law, daughter-in-law, or near relative who has the same residence as the employee or anyone with whom the employee has made his/her home.

One (1) day is permitted in the event of the death of a grandmother, grandfather, uncle, aunt, niece, nephew, sister-in-law, and brother-in-law.

## **Dealing with the Opposite Sex**

- A.** Establish boundaries in your relationships with the opposite sex.
  - 1.** Use extreme caution when being alone in a room with the opposite sex.
  - 2.** At all times, hands off.
  - 3.** Avoid situations which would make people question your intent or character.
  - 4.** Never counsel the opposite sex with regular frequency, extended periods of time, or regarding intimate issues without a third party present.
- B.** Do remember, you may be saved and sanctified, but you are still very human with human needs and drives.
- C.** All Penn View staff members are prohibited from dating any high school students.

## **Dining Center Policies**

### **A. Eating in Designated Areas**

Staff children are not to take their meal trays to the Dining Center basement during evening and weekend meals. Food trays have been found down there abandoned by them. The state inspector from the PA Department of Agriculture would not like to find them there, plus, it creates more unnecessary work for others. Children are to eat their meals in the assigned dining area and then go play ping pong, etc.

### **B. Soda Fountain**

If you normally eat your meals in the Dining Center or you only take your lunch

on days you work, remember the soda fountain is not included in the services provided for faculty and staff and members of their families. Sodas are 50¢ per meal and refills are 25¢ each payable to the cashier.

### **C. Ice Machine**

The ice machine is designated for Dining Center use. The ice from the Dining Center is not to be used to fill your drink coolers or ice chests or for any other personal use. Ice from the ice machine may be used for field trips, class trips, or other departmental excursions. Longevity of service by the ice machine is important to servicing the needs of those eating in the *Miller Dining Center*.

### **D. Cooler & Freezer**

The cooler and the freezer are for Dining Center use only. These units are not open for faculty or staff use unless you are renting the Dining Center for a special event. Among the factors which attribute to this policy are:

1. *Pennsylvania Department of Agriculture* does not permit just any type of food products to be stored in refrigeration and freezer units in just any manner.
2. The space is needed for school food inventory.

In the event of an emergency (freezer or refrigerator breakdown), please contact the Food Services Manager or the Director of Operations to discuss your problem. They will accommodate your emergency needs as much as possible.

### **J. Food Donations & Distributions**

Donations are brought into the Dining Center from various sources. During the school year, these donations are primarily for the Dining Center use. Overflow supplies are given to the staff on a first-come, first-served basis. During vacation times when the Dining Center is closed down, the faculty and staff are permitted to receive these donations as directed by the Food Services Manager.

### **K. Communicate Eating Changes**

We are endeavoring to properly service the needs of those who eat in the Dining Center. We are trying to have enough food prepared without having large quantities of leftovers. To better service your needs and reach the goals of the kitchen staff, please try to observe the following:

1. If you normally eat your meals in the Dining Center and will not be eating certain meals for whatever reason (e.g. going to town, church meal, vacation, etc.), please inform the kitchen staff approximately 4 hours prior to that meal(s). You may forget a time or two, but your assistance in this area would be appreciated. We are endeavoring to cut down on leftovers and waste.

2. If you normally eat your meals in the Dining Center and you have some occasional guests to bring along to the meal, please inform the kitchen staff approximately 4 hours prior to that meal so there is adequate food for you and your guests.

### **G. Take-Out Meals**

Meals are not to be taken out of the Dining Center except in the event of illness or physical disability.

### **H. Serving Times**

Lunch: (Elementary) Monday through Thursday K-2 @ 10:55 am. - 11:20 pm. (continuously)

3-6 @ 11:20 am - 11:45 pm (continuously)

Friday following Chapel @ 11:10 - 11:40 am. (continuously)

(High School) Monday through Friday @ 11:48 - 12:15 pm. (seconds @ 12:15)

(Institute) Monday through Sunday @ 12:30 - 1:00 pm. (seconds @ 12:50)

Dinner: Monday through Sunday @ 5:00 - 5:30 pm. (seconds @ 5:20)

### **I. Changes in Serving Times -- Evening Meals**

Throughout the school year, there are needs to periodically change a meal time or two. The Food Services Manager of the *Miller Dining Center* will endeavor to do its best to communicate such changes to you in a timely manner. Thank you for your cooperation and understanding during

these few changes. We do not do it often, but the times it is done are of necessity.

## **Disciplinary Process**

Records are kept regarding disciplinary action taken upon Penn View faculty & staff for unprofessionalism

and misconduct. These records are kept for administrative use. The disciplinary process may contain the following steps:

- A.** Documented verbal warning.
- B.** Written warnings.
- C.** Appearance before the President.
- D.** Appearance before the Administrative Committee.
- E.** Appearance before the School Board of Directors.

## **Appeals Process**

In the event a Penn View employee desires reconsideration of a specific disciplinary action taken against him/her or regarding an administration decision with which they disagree, do not circumvent the assigned chain-of-command. After you have discussed a problem or situation with your supervisor and resolution did not result, go to the next person in the chain. However, do this only after you have addressed the problem with your immediate supervisor.

To implement the appeals process beyond your immediate supervisor, the steps are as follows:

**Step 1.** Submit a written request to appeal to your Department Administrator. If no resolution is achieved, then go to *Step 2*.

**Step 2.** Submit a written request to appeal to the President. If no resolution is achieved, then go to *Step 3*.

**Step 3.** Submit a written request to appeal to the Administrative Committee. If no resolution is achieved, then go to *Step 4*.

**Step 4.** Submit a written request to appeal to the School Board of Directors. This will be the final appeal.

## **Faculty Lounge**

**A.** The Faculty Lounge is a comfortable room for your convenience and use between class periods, to use for class preparation or simply for a time of relaxation. Therefore, use this room for that purpose. It is not as a counseling room for students or a meeting room for family. Please do your best to keep students out so it remains a faculty lounge. Also, do not use this room as a place to run a side business. That is to be done at your house or at another location.

**B.** Phones are in the Faculty Lounge for your convenience. These phones are unrestricted and may be used to place long distance calls. You will use your personal code to complete all long-distance calls. New staff need to check with the business office to be issued a personal three-digit code.

**C.** A personal copy of the key to the Faculty Lounge is available through the Business Office Secretary.

**D.** The Faculty Lounge is for faculty and staff. Children are not to pick up mail at the main staff mailbox. If you desire for them or other family members to pick up your mail, the Business Office will issue you a regular external mail box with a combination.

**E.** At no time are students permitted to slip into the mail area of the Faculty Lounge to retrieve their mail. If a student needs assistance with his combination lock, you might offer to get their mail for them. Students are not to be in the mail area for *any* reason.

**F.** Regular, non-secretarial students are not permitted to distribute student papers on your behalf.

**G.** The only students permitted entrance into the Faculty Lounge are student teachers. The Registrar will post a list of these student teachers, student aids, and divisional secretaries by the copier so faculty know they have special permission.

## **Fax Machine Policy**

**A.** A ten-cent per sheet charge will be placed on all fax copies received. A box has been placed in the faculty lounge for your money for copies and faxes. Except the long distance phone call which will be charged to your code number, there is no

charge to send a fax --only to receive one.

**B.** A fax machine is in the Faculty Lounge for your convenience. Please send all faxes from this machine. Incoming faxes will be received in the Main Office and then placed in your mailbox.

## Film/Video Usage

All new film titles must be previewed by your department administrator.

## FoodLiner

**A.** The *FoodLiner* in the basement of the Dining Center is open to faculty and staff.

**B.** Please give a “Thank You” to Mrs. Stephanie Paulus for stocking the merchandise and for running the *FoodLiner* for us.

**C.** A scale is provided for you to estimate the weight of the items. Donate as much as you desire for the merchandise you are receiving. A money box is located in the Faculty Lounge for any donations.

It is an honor system. As everyone cooperates, the program will continue.

**D.** Because the *FoodLiner* is a first-come, first-served opportunity, quantities may be limited, giving everyone a chance.

**E.** The *FoodLiner* will be open Monday – Wednesday from 8:00 am to 8:00 pm during the school year. During the summer, it will be opened Monday from 8:00 am to 8:00 pm.

**F.** The *FoodLiner* is designed for you to take what your family can use. Bring bags or boxes for your merchandise. For any item that is in bulk, please supply your own container.

**G.** Enjoy yourself as you shop the *FoodLiner*. Take advantage of the opportunity.

## Maintenance Request Forms

The purpose of *Maintenance Request Forms* is for communication of maintenance needs you have. Please do not assume others have seen the need and have reported it. Also, please do not permit maintenance

needs in your campus residence to go unrepaired. Weak floors, leaking pipes & faucets, leaking roofs, broken stairs, broken windows, etc. need to be reported promptly so they can be repaired. Do not take the attitude that “the Maintenance Department is too busy to do the work.” Permit the Maintenance Director to prioritize those needs. Also, do not develop the attitude that “the school has it tight financially, thus, I will just live with the problem.” That may sound dedicated and sacrificial, but it might be dangerous to you and your family; it might result in further damage to the property; or it might result in higher utility bills.

These forms are a request. They may be approved, disapproved, or may be delayed until funding or times permits them to be addressed. When maintenance needs are noticed around campus, direct your concern to the specific building manager (building managers will be appointed this year and you will be informed). These managers will then submit a maintenance form for the repair. Any emergencies related to electrical, water, or refrigeration, please contact the Maintenance Director immediately via cell phone at 570-837-9731.

If you see maintenance needs in any of the campus buildings, practice initiative and take a moment to inform the respective building manager.

**A.** All maintenance requests are to be submitted by using a *Maintenance Request Form*. Forms are available in the bookstore.

**B.** Submit all maintenance request forms to the Maintenance Director, by placing them in his mailbox or submitting them to him directly.

**C.** In emergency situations (e.g. broken water pipes, broken furnace in frigid weather, etc.), contact the Maintenance Director immediately (570)837-1855 Ext. 1115. If he is unavailable, contact another member of the maintenance department.

**D.** Submitted forms are then prioritized by the Maintenance Director; those which are most urgent will be done first.

**E.** Remember, not everything is done immediately; they try to prioritize. Thank you for your patience.

**F.** If water is running in any of the campus commodes and it is not shutting off, please do not ignore it. Report it to the Maintenance Department immediately. Metered water gets very expensive.

## **Material Purchases**

**A.** Materials that are desired for the classroom or staff housing must be requested by using a *Material Requisition* form that can be obtained from your respective supervisor or in the book store at the *Forms & Late Papers Box*.

**B.** Requisitions for the classrooms are to be submitted to your respective administrator.

**C.** Requisitions for your campus housing are to be submitted to the Director of Operations for approval.

**D.** Material Requisition forms must be submitted and the approval for purchasing granted before materials are purchased. If you purchase materials before receiving the proper approvals, you will not be reimbursed for that purchase.

## **Miscellaneous**

### **A. Firearms & Explosives.**

All firearms and other lethal weaponry must be properly stored in your residence or in another appropriate and secure location. Remember, safety first. Staff or their family members are not to carry a firearm, lethal weaponry, or any type of an explosive into any of our campus buildings without permission from an administrator. Do not loan a shot gun or rifle to dorm students except when working within the dorm rules regarding firearms. There is to be no discharging of a firearm on campus.

Be certain you clearly understand the *Pennsylvania Uniform Firearms Act of 1995* before carrying a concealed weapon outside of your residence.

### **B. Financial Counsel.**

If you need financial advice so you are able to not only financially survive, but also practice sound investing, please contact the Director of Finance for guidance.

### **C. Hostage or Life-Threatening Situation.**

If you encounter a hostage or life-threatening situation, if at all possible, get word to a colleague or your supervisor so authorities can be notified. Under such serious situations, your first responsibility is the safety and welfare of your students. If at all possible, get your students to a point of safety.

An *Emergency Management Policy* is to be released in the future.

### **D. Register to Vote...then VOTE!**

Although this is not a requirement for employment nor is it a contractual stipulation, it does provide a good example for your students to follow. Be community conscious and patriotically proud. Voter registration forms can be obtained at the book store where the various forms are located or at the courthouse in Middleburg.

### **L. All-Terrain Vehicles, Snowmobiles, Go-Carts, Dirt Bikes, Motorcycles, etc.**

Users of the above mentioned vehicles (henceforth "ATV's") must exercise caution and act responsibly at all times. When driving on campus, speed limits must be obeyed and caution exercised on behalf of pedestrians.

Users and owners of ATV's are solely responsible for damage to parked vehicles, buildings, lawns, or any other property. In the event of injury, Penn View Bible Institute assumes no responsibility/liability for ATV repairs, hospital and doctor bill, or any expenses related to emergency transportation.

During the winter, ATV's must stay clear of the sledding area on the school hill; whether people are sledding or not. We want to preserve good and safe sledding as much as possible.

If dangerous driving on campus persists, we will not permit its use on campus.

We do not want our lawns or fields torn up by ATV's --or any other vehicle for that matter.

All ATV's must comply with the Pennsylvania Laws. Specifically, within the new regulations, Pennsylvania law requires:

1. ATV owners to carry liability insurance, except for ATVs used solely on the owner's property (previously only snowmobilers had to carry liability insurance).

2. Owners to display a registration plate and expiration sticker on ATVs and a registration decal and expiration sticker on snowmobiles; the proof of registration card must be carried on the ATV or snowmobile, except for those riding on their own land.

Owners who have not yet registered their ATV should do so immediately. Applications are available by contacting DCNR's Snowmobile/ATV Section newly located at the *Riverfront Office Center*, 1101 S. Front St., Harrisburg, PA 17104 (717) 783-9227.

### **M. Bicycling, Roller Blading, Skateboarding, etc.**

Bicycling, roller blading, and skateboarding may be enjoyed on the paved areas of our campus. While enjoying these sports, children and youth need to exercise caution. Speed limits are posted throughout the campus; however, not everyone is conscious of them all of the time.

Bicycles, roller blades, & skateboards should never be used in any of the campus buildings. Roller blades must be taken off prior to entering any building. Also, none of these sporting "vehicles" are welcome on any of the sidewalks.

### **N. Campus Speed Limits.**

Speed limits are posted at various points on campus. Please observe these limits as much as possible. We need your good example to help us in keeping campus speeding to a minimum.

### **O. Broken Down or "Junked" Vehicles.**

Unregistered/unlicensed and uninsured motor vehicles should not be on or near your campus residence for more than three months. No personal vehicle of yours or a family member should be "junked" or stored at any other place on school property.

### **P. Campus Children Entering School Building After Hours**

Each day when school is over, the cleaning crew cleans the school. After school campus children sometimes play on the playground and ball field. This is great. However, if you have children who play on the ball field after

hours please tell your children *not* to enter the building to use the restroom or get drinks.

### **Q. Disciplinary Committee.**

To expedite difficult discipline problems, the Disciplinary Committee will assist the department leaders and the President in assessing the situation(s) and determining the appropriate action to be taken.

## **Moving Expenses**

The school for your move to campus reimburses basic moving expenses. This is according to our established policy (see Appendix B: *Comprehensive Moving Expense Policy*). If term of employment is less than three years, employee is required to refund a pro-rated portion of the moving expense paid by PVBI. The Director of Finance can provide you with details.

## **Office Procedures**

**A.** When coming into the main office, please use the window at the Receptionist's desk rather than walking directly into the office. When entering the book store, please enter via the book store door.

**B.** Where will you go for the following:

- 1.** To get office supplies -- Business Secretary
- 2.** To get copy paper -- Receptionist or Business Secretary.
- 3.** To make payments -- Business Secretary (with the exception of book store payments.)
- 4.** To obtain stamps for school business -- Receptionist.
  - a.** However, if you are mailing packages, please take them to the local Post Office.
  - b.** If you need stamps for personal letters, as much as possible, make your purchase at the Post Office.
- 5.** To request vehicle usage – Director of Operations (see *Vehicle Usage* for details).
- 6.** To request a job to be done by work students (including the delivery of firewood) -- Receptionist or Academy Secretary to obtain a *Work Program Communiqué* form.
  - a.** Complete the *Work Program Communiqué Form*.
  - b.** Remember -- when needing firewood, submit your request a week ahead of time.
  - c.** Submit your completed form to the Work Director.

## **Payroll Checks**

**A.** Bi-weekly payroll cycle.

**B.** Payroll checks may not be cashed by the Business Secretary due to the large amount of cash that would be required. Only in an event of an emergency will we be able to provide this service.

**C.** Normally, payroll checks will be placed in your mail box by 2:00 P.M. Housing and utilities allowances will be included in your pay check.

**D.** Faculty: In order to better service our students, if your grades have not been submitted to the academic office according to the announced deadline, your pay check(s) will be held until those grades have been submitted.

### **Pets**

**A.** No pets (dogs or cats) are permitted on lower campus in faculty housing due to scratching, chewing, messing, wetting, and otherwise smelling-up of the residence.

**B.** Pets kept outside must be contained on a leash.

**C.** Pets kept outside must be properly cared for and properly fed.

**D.** Pets should not be a nuisance to campus or community neighbors.

**E.** Larger pets (e.g. horses, sheep, and other livestock) may need to be kept off campus.

**F.** Damage done by pets to campus or personal property will be paid for by the pet owner.

**G.** Campus pet owners are liable for the health, safety, and welfare of pets for property damage done by pets. Penn View assumes no responsibility for any of these things.

**H.** All dogs must be licensed in accordance with the regulations of Snyder County.

### **Phone Calls & Billing**

**A.** Each person receives a personal two-digit number (designated xx in items below) which is then prefixed by a category number as follows.

- 0 -- Academy (General Fund pays)
- 1 -- Institute (General Fund pays)
- 2 -- Dining Center / Dormitory (General Fund pays)
- 3 -- Public Relations (General Fund pays)
- 4 -- book store (General Fund pays)
- 5 -- Business Office (General Fund pays)
- 6 -- Maintenance (General Fund pays)
- 7 -- Penn View Visuals (Billed)
- 8 -- Class or Organizational (Billed) e.g. Freshman Class, Missionary

Convention

9 -- Personal (Billed)

**B.** Phone calls concerning Institute divisional business (e.g. Child Evangelism, Education, Ministerial, etc.) should be coded 1xx. General Fund will pay.

**C.** Phone calls concerning *InterServe* should be coded 1xx and will not be billed.

**D.** Phone calls concerning Academy class functions (e.g. Freshman class on non-academic trips, fund-raisers, etc.) should be coded 8xx and billed.

**E.** Phone calls concerning Academy “academic field trips” should be coded 8xx and then indicated as part of the field trip expenses. In this way the Activity Fund expenses can be tracked. If the sixth grade does not otherwise spend their allotted Activity Fund money, they will be allowed to use it for their annual trip (usually to Washington, DC). In that case they may submit the phone calls for that trip.

**F.** New faculty and staff will be issued a personal phone code upon request from the Business office.

## **Punctuality**

Within our culture we must be keenly aware of the importance of time. As the old adage proclaims “*Time waits for no man*”; thus it is important to start on time. As faculty, you have various responsibilities that only you can fulfill. One aspect of fulfilling classroom responsibilities is to be to your class on time. Yes, every so often we are all running late due to unexpected delays or extended dialogue or meetings. However, if this is habitual it causes your students to think less of you as a professional. They are required to be to class on time; so are you. When you exhibit the character flaw of habitual tardiness, you minimize the positive impact you can make upon them. Punctuality is key for a good beginning in the classroom.

As much as possible, be punctual when dismissing your class. Classes which are dismissed later than the scheduled time add tension within students and complicate things for the teacher of the next class or at the Dining Center. This promptness also needs to be recognized during normal chapel services. If you are in charge of a chapel, under most (normal) circumstances try to dismiss the chapel as close to the dismissal time as possible.

## **Rental of Campus Facilities**

See Appendix C

## **Shuttle Service**

In the event a dorm student asks you to drop-off or pick-up him/her at an airport, bus terminal, or train station, the following fee schedule is designed which will assist you in covering your costs. Yes, you may take him/her as a favor, but in reality, it costs you quite a bit of time, fuel, and wear upon you, your wallet, and your vehicle. All dorm students receive this fee schedule and are aware of the costs and gratuities.

If a school vehicle is used, the vehicle fee is paid to the school. If you use your vehicle, you receive the vehicle fee.

<u>Location</u>	<u>Mileage Round Trip</u>	<u>Vehicle</u>	<u>Gratuity</u>
1. Baltimore (BWI) or Dulles (DIA)	300	\$ 100.00	\$ 30.00
2. Philadelphia (PIA)	316	\$ 100.00 (plus turnpike tolls)	\$ 30.00
3. Middletown (Harrisburg)	130	\$ 50.00	\$ 10.00
4. State College	130	\$ 50.00	\$ 10.00
5. Harrisburg (Bus & Train)	120	\$ 50.00	\$ 10.00
6. Williamsport Airport (Montoursville)	100	\$ 40.00	\$ 10.00
7. Lewistown (Train)	80	\$ 30.00	\$ 10.00
8. Sunbury (Bus)	45	\$ 20.00	\$ 10.00

## Spiritual Leadership

### A. Know God.

This is a top priority...and “*life eternal, that they might know Thee the only true God...*” (John 17:3). Knowing Him in His grace, mercy, magnificence, and fullness will provide you with the spiritual stability, mental wisdom, and emotional maturity needed to effectively fulfill your ministry responsibilities here at Penn View. Knowing Him gets us beyond “cultural Christianity” --the mere promotion of external rules and regulations. Knowing God connects you with the Presence and Power you need to work with precious --and sometime ornery-- young people and colleagues.

### B. Attend Chapel.

You are part of the spiritual backbone of the school. As you show interest in chapel services, most of the students will respond in kind. It may not be possible for you to attend every service, but try to be as faithful as possible. Attendance, however, will be recorded.

### B. School Revival & Special Events.

Your attendance at revival and special school events is very important. Your enthusiasm and interest spreads a positive message and encouragement to others staff member, students, and the supporting church community who involve themselves in these special services. Your attendance often reflects your attitude. Be supportive and committed to attend these services and events.

### C. Pray with Seekers.

Again, you are part of the spiritual backbone of the school. It is very rewarding to help pray a seeker through to clear victory. Please join in and receive the blessing.

### R. Participate in Wednesday Prayer & Fasting.

We are facing spiritual warfare on our campus. The hearts, minds and futures of our students are at stake. The enemy wants to defeat them and mess up their usefulness for the Lord --or destroy them altogether. Some victories are brought

about by prayer and fasting. Join us!

### **S. Guard Your Attitude.**

Students will respect us not by our testimonies given in public, but by our attitudes in the classroom, the hallways, and throughout campus. The spiritual impact we make upon our students rises or falls according to our attitudes toward them and others. Keep a good rapport with our students by maintaining a positive, humble, friendly, consistent Christ-like attitude. Remember: Your attitude will either make you or break you as an effective Christian worker.

### **T. Regarding Forgiveness.**

Asking forgiveness after expressing a wrong attitude or actions is vitally important for maintaining your positive influence upon students and colleagues. Humility is a key feature in the Christian life. Do not think you will lose control of your class or lose respect among students if you apologize; it works just the opposite. You will gain greater respect when you apologize and make a greater positive impact among them. If you rationalize and refuse to give an appropriate apology, you will lose the respect and confidence of your students (or colleagues).

## **Taxes (Local)**

Please be advised that you will be assessed local taxes when living in the Penn View area. These taxes may vary between locales.

**A.** From your first pay check of the calendar year you will be deducted \$10.00 as an occupational tax.

This payroll deduction is done by the Business Office.

**B.** If you are a property owner or mobile home owner, you will receive a tax bill in the Spring of the year from the township and from your local school district in late Summer.

## **Vehicle Usage**

**A.** Schedule your use of a school vehicle with the Director of Operations.

**B.** Complete a *Vehicle Usage Form* obtained in the book store at the *Forms & Late Papers Box* and submit it at least few days prior to your travel needs for field trips, field-based studies, and other excursions.

- 1.** Submit your forms as early as possible. Plan ahead.
- 2.** A vehicle will be assigned to you according to its availability.
- 3.** Keys are to be signed out and then returned.
- 4.** Drivers of school vehicles must be cleared by the Director of Operations so they fit within the specified insurance guidelines.
- 5.** All drivers of Penn View motor vehicles must be at least 21 years old. Other

regulations are in effect depending upon the vehicle type, passenger load, etc.

6. When you return a vehicle, it is your obligation to see that the vehicle(s) interior is cleaned-up from your trip.

7. Due to insurance and safety concerns, only a total of twelve (12) passengers (including the driver) are permitted to travel in fifteen (15) passenger vans.

8. Abuse of vehicles by either drivers or passengers will not be tolerated.

9. When going on extended trips, be certain to check the oil and other fluids daily.

C. School vehicles are available to staff on a limited basis. Permission for use must be secured from the Director of Operations.. A cost-per-mile charge will be assessed for the usage.



# *Penn View Bible Institute*

## *Health Reimbursement Account Plan*

### **PLAN SUMMARY**

Penn View Bible Institute (the "Employer") maintains a Health Reimbursement Account Plan (the "Plan") for the exclusive benefit of its eligible employees. The Plan is intended to reduce the uninsured, out-of-pocket costs for health care of eligible employees. This document is the Plan Summary for the Health Reimbursement Account Plan, and it includes information about the plan required under the law to be furnished to you. The Employer hopes that this description will help you understand the Plan, which has been established for your benefit.

#### ***1. Name of Plan***

The official name of the Plan is the Penn View Bible Institute Health Reimbursement Account Plan.

#### ***2. Name and Address of the Employer***

The name and address of the Employer are:

God's Missionary Church, Inc.  
dba Penn View Bible Institute  
125 Penn View Drive  
Penns Creek, PA 17862

#### ***3. Employer Identification Number and Plan Number***

The Internal Revenue Service has assigned the Employer an employer identification number (EIN). This number is 23-1682978. In accordance with Internal Revenue Service rules, the Employer has assigned a number to the Plan. This number is 501.

#### ***4. Type of Plan***

The Plan is a welfare plan providing reimbursement of certain health care expenses.

#### ***5. Type of Administration***

The Plan is administered by the Employer, and benefits are paid directly by the Employer.

#### ***6. Plan Administrator***

Officially, the Plan Administrator as that term is defined in the law is:

God's Missionary Church, Inc.  
dba Penn View Bible Institute  
125 Penn View Drive

Penns Creek, PA 17862  
(570) 837-1855.

### **7. *Agent for Service of Legal Process***

The Employer is agent for service of any legal process. Legal process may be served at the Employer's office  
at 125 Penn View Drive, Penns Creek, PA 17862.

### **8. *Effective Date; Plan Year***

The Plan first went into effect on September 1, 2005.

The Plan Year is the accounting period used for purposes of maintaining the plan's records. The Plan Year usually is the twelve-month period beginning on June 1 and ending on May 31. However, the first Plan Year is the period beginning on September 1, 2005 and ending on May 31, 2006.

### **9. *Eligibility to Participate in the Plan***

To be eligible for this Plan, you must be regularly scheduled to work at least 40 hours a week for the Employer and you must be covered by the Employer's health insurance plan. If you are an eligible employee, you will qualify for benefits by becoming a Plan "Participant" on the first day of the month after you complete one year of continuous employment with the Employer.

### **10. *Benefits***

The purpose of the Plan is to help you pay for your medical expenses that are not covered by any other health plan. For this purpose, coverage under another health plan means not only any health insurance coverage that you may have but also eligibility for benefits under any health flexible spending account in your name.

To qualify for payment, an expense must be considered to be for "medical care" as that term is defined in the Internal Revenue Code. This includes hospital bills, doctor, dental or vision care bills and prescription medicines. The cost of uninsured medical expenses for your spouse and dependents, if any, also is covered.

At the time you first become a Participant, the Employer will establish an Account under the Plan in your name. On the date that you become a Participant and on the first day of every following month while you remain a Participant, the Employer will credit your Plan Account with a certain amount of Benefit Dollars. As you have eligible medical expenses, you can apply to the Plan for payment of those expenses from your Account. The amount of Benefit Dollars that will be credited to you will be:

- (a) \$265.00 if you have a spouse and at least one dependent child;
- (b) \$230.00 if you have a spouse but no dependent children;
- (c) \$200.00 if you have at least one dependent child but no spouse; or
- (d) \$145.00 if you have no spouse or dependent children.

The amount of expenses that you may be reimbursed for under this Plan at any point is limited to the amount of Benefit Dollars that are credited to your Account at that time. The amount of Benefit Dollars that you are credited with at any point will equal the

total Benefit Dollars that have credited to your Account for the current Plan Year, decreased by the amount of expenses during that Plan Year for which you already have been reimbursed.

If you have Benefit Dollars remaining after all of your eligible expenses for a particular Plan Year have been reimbursed, those unused Benefit Dollars will be forfeited.

Note that your "Account" exists for record-keeping purposes only and does not involve any actual segregation of funds for your benefit.

### ***11. How to File a Claim***

You obtain reimbursement for a medical expense that is covered under this Plan by submitting a claim form and documentation from the provider of the medical care you or a family member received (e.g., a receipted bill, an unpaid bill, or a signed affidavit) stating the nature, date and amount of the expense. This information should be sent to your Employer in its capacity as Plan Administrator, in accordance with procedures that it has established for running the Plan. *Any claims for expenses incurred within a Plan Year must be submitted within 90 days following the end of that Plan Year.* The Employer will determine the extent to which the expenses are covered and will pay any benefits due you under the Plan.

If your claim arises while you are receiving COBRA Continuation Coverage, your premium payments must be up-to-date (subject to a thirty-day grace period for late payment) to receive benefits.

*Important:* Expenses are "incurred" at the time the medical care (service or product) is provided.

### ***12. Termination of Benefits***

Your eligibility for this Plan will end if you stop being regularly scheduled to work at least 40 hours a week for the Employer or if your coverage under the Employer's health insurance plan ceases (continuation coverage does not count as coverage for this purpose). In this case, you may continue to submit claims for expenses that you had before the date you became ineligible to participate, until 90 days after the end of the current Plan Year.

Under certain circumstances, you may be entitled to continue participation in the Plan under the rules for Continuation Coverage as described at Section 15 and Section 16 below.

### ***13. Continuation of Coverage during Family or Medical Leave***

The Family Medical Leave Act ("FMLA") entitles certain employees to take unpaid leaves of absence totaling twelve weeks per year for specified personal or family health and child care needs. Your coverage under the Plan during any FMLA leave will continue at no cost to you. However, you will lose coverage (subject to your right to elect COBRA Continuation Coverage) if you fail to return to work at the end of the leave or give earlier notice of your intention not to return from the leave.

#### ***14. Military Leave***

If you take a leave of absence from the Employer in connection with duty in the uniformed services, the Plan will continue to cover you on the same basis as an active employee (except for expenses directly related to the military service, e.g., combat-related injuries) if the period of the leave is expected to be less than thirty-one days. For leaves of a longer duration, you may elect to continue coverage in the plan at your own expense for up to twenty-four months. The “uniformed services” are the Armed Forces, the Army National Guard and the Air National Guard when engaged in active duty for training, inactive duty training or full-time National Guard duty, the commissioned corps of the Public Health Service and any other category of persons designated by the President of the United States in time of war or emergency.

#### ***15. COBRA Continuation Coverage***

Note: Below is a general description of COBRA continuation rights. COBRA continuation coverage is offered only to individuals who had coverage under the Plan before the occurrence of a “qualifying event.”

COBRA Continuation Coverage. This section contains important information about your right to COBRA continuation coverage, which is a temporary extension of coverage under the plan. The right to COBRA continuation coverage was created by a federal law, the Consolidated Omnibus Budget Reconciliation Act of 1985 (“COBRA”). COBRA continuation coverage can become available to you and to other members of your family who are covered under the plan when you would otherwise lose your group health coverage. This section generally explains COBRA continuation coverage, when it may become available to you and your family, and what you need to do to protect the right to receive it.

#### ***COBRA Continuation Coverage***

COBRA continuation coverage is a continuation of plan coverage when coverage would otherwise end because of a life event known as a “qualifying event.” Specific qualifying events are listed later in this section. After a qualifying event, COBRA continuation coverage must be offered to each person who is a “qualified beneficiary.” Only qualified beneficiaries may elect to continue their group health plan coverage. You, your spouse and your dependent children could become qualified beneficiaries if coverage under the Plan is lost because of a qualifying event. Under the plan, qualified beneficiaries who elect COBRA continuation coverage must pay for COBRA continuation coverage.

Continuation coverage is the same coverage that the plan gives to other participants or beneficiaries under the plan who are not receiving continuation coverage. Each qualified beneficiary who elects continuation coverage will have the same rights under the plan as other participants or beneficiaries covered under the plan, including open enrollment and special enrollment rights. Specific information describing the coverage to be continued under the plan is contained elsewhere in this document.

As an employee, you will become a qualified beneficiary if you will lose your coverage under the plan because either one of the following qualifying events happens:

- a.*** Your hours of employment are reduced, or

- b.** Your employment ends for any reason other than your gross misconduct.

The spouse of an employee will become a qualified beneficiary if he or she loses coverage under the plan because any of the following qualifying events happens:

- a.** His or her spouse dies;
- b.** His or her spouse's hours of employment are reduced;
- c.** His or her spouse's employment ends for any reason other than his or her gross misconduct;
- d.** His or her spouse becomes enrolled in Medicare (Part A, Part B or both); or
- e.** He or she becomes divorced or legally separated from the employee. If an employee cancels coverage for his or her spouse in anticipation of a divorce or legal separation and a divorce or legal separation later occurs, then the divorce or legal separation will be considered a qualifying event even though the ex-spouse lost coverage earlier. If the ex-spouse notifies the administrator within 60 days after the divorce or legal separation and can establish that the employee cancelled the coverage earlier in anticipation of the divorce or legal separation, then COBRA coverage may be available for the period after the divorce or legal separation.

An employee's dependent child will become a qualified beneficiary if he or she will lose coverage under the plan because any of the following qualifying events happens:

- a.** The parent-employee dies;
- b.** The parent-employee's hours of employment are reduced;
- c.** The parent-employee's employment ends for any reason other than his or her gross misconduct;
- d.** The parent-employee becomes enrolled in Medicare (Part A, Part B or both);
- e.** The parents become divorced or legally separated; or
- f.** The child stops being eligible for coverage under the plan as a "dependent child."

### ***Notifying the Plan Administrator of Qualifying Events***

The plan will offer COBRA continuation coverage to qualified beneficiaries only after the plan administrator has been timely notified that a qualifying event has occurred. When the qualifying event is the end of employment or reduction of hours of employment, death of the employee or enrollment of the employee in Medicare (Part A, Part B or both), the employer must notify the plan administrator of the qualifying event within 30 days of any of the event.

**Important:** For the other qualifying events (divorce or legal separation of the employee or spouse or a dependent child's losing eligibility for coverage as a dependent child), you must notify the plan administrator in writing within 60 days after the qualifying event occurs. If these procedures are not followed or if the notice is not provided in writing to the plan administrator during the 60-day notice period, any spouse or dependent child who loses coverage will **NOT BE OFFERED THE OPTION TO ELECT CONTINUATION COVERAGE.**

### ***Notice Procedures***

Any notice that you provide must be in writing. You must mail your notice to the Plan Administrator unless you are otherwise instructed by the Plan Administrator. If

mailed, your notice must be postmarked no later than the last day of the required notice period. Any notice you provide must state the name of the plan, the name and address of the employee covered under the plan, and the name and address of any qualified beneficiary. Your notice must also name the qualifying event and the date it happened.

The plan's form of Notice of Qualifying Event should be used to notify the Plan of a qualifying event. A copy of this form can be obtained from your Employer. If the qualifying event is a divorce, your notice must include a copy of the divorce decree.

Your notice of a second qualifying event also must name the event and the date it happened. If the qualifying event is a divorce, your notice must include a copy of the divorce decree.

Your notice of disability must also include the name of the disabled qualified beneficiary, the date when the qualified beneficiary became disabled and the date the Social Security Administration made its determination. Your notice of disability must include a copy of the Social Security Administration's determination.

The plan's form of Notice by Qualified Beneficiary should be used to notify the Plan Administrator of a second qualifying event, a disability determination or a determination that a qualified beneficiary is no longer disabled. (A copy of this form can be obtained from the plan administrator.)

#### Electing COBRA Continuation Coverage

Once the plan administrator receives timely notice that a qualifying event has occurred, COBRA continuation coverage will be offered to each of the qualified beneficiaries. For each qualified beneficiary who timely elects COBRA continuation coverage, COBRA continuation coverage will begin on the date that Plan coverage would otherwise have been lost.

Each qualified beneficiary has an independent right to elect continuation coverage. For example, both the employee and the employee's spouse may elect continuation coverage, or only one of them. Parents may elect to continue coverage on behalf of the dependent children only. A qualified beneficiary must elect coverage in writing within 60 days of being provided a COBRA election notice, using the plan's election form and following the procedures specified on the election form. (A copy of the plan's election form may be obtained from the plan administrator). Your written notice must be provided to the plan administrator at the address provided on the plan's election form. If you mail your election, it must be postmarked no later than the last day of the 60-day election period. If you or your spouse or dependent children do not elect continuation coverage within the 60-day election period, **YOU WILL LOSE YOUR RIGHT TO ELECT CONTINUATION COVERAGE**. A qualified beneficiary may change a prior rejection of continuation coverage any time until the end of the 60-day election period, in writing, by using the election form and following the procedures specified on the election form.

In considering whether to elect continuation coverage, you should take into account that a failure to continue your group health coverage will affect your future rights under federal law. First, you can lose the right to avoid having pre-existing condition

exclusions applied to you by other group health plans if you have more than a 63-day gap in health coverage, and election of continuation coverage may help you not have such a gap. Second, you will lose the guaranteed right to purchase individual health insurance policies that do not impose such pre-existing condition exclusions if you do not get continuation coverage for the maximum time available to you. Finally, you should take into account that you have special enrollment rights under federal law. You have the right to request special enrollment in another group health plan for which you are otherwise eligible (such as a plan sponsored by your spouse's employer) within 30 days after your group health coverage ends because of the qualifying event listed above. You will also have the same special enrollment right at the end of continuation coverage if you get continuation coverage for the maximum time available to you.

### ***Length of COBRA Continuation Coverage***

COBRA continuation coverage is a temporary continuation of coverage. When the qualifying event is the death of the employee, enrollment of the employee in Medicare (Part A, Part B or both), your divorce or legal separation or a dependent child losing eligibility as a dependent child, COBRA continuation coverage lasts for up to 36 months. When the qualifying event is the end of employment or reduction of the employee's hours of employment, and the employee became entitled to Medicare benefits less than 18 months before the qualifying event, COBRA continuation coverage for qualified beneficiaries other than the employee lasts until 36 months after the date of Medicare entitlement. For example, if a covered employee becomes entitled to Medicare 8 months before the date the date on which his employment terminates, COBRA continuation coverage for his spouse and children can last up to 36 months after the date of Medicare entitlement, which is equal to 28 months after the date of the qualifying event (36 months minus 8 months). Otherwise, when the qualifying event is the end of employment or reduction of the employee's house of employment, COBRA continuation coverage generally lasts for up to 18 months. There are three ways in which this 18-month period of COBRA continuation coverage can be extended.

### ***Disability extension of 18-month period of continuation coverage***

An 11-month extension of coverage may be available if any of the qualified beneficiaries in your family is disabled. All of the qualified beneficiaries who have elected continuation coverage will be entitled to the 11-month disability extension if one of them qualifies. The Social Security Administration ("SSA") must determine that the qualified beneficiary was disabled at some time during the first 60 days of continuation coverage and you must notify the Plan Administrator of that fact in writing, using the procedures specified in the box above, entitled "Notice Procedures," within 60 days of the SSA's determination and before the end of the first 18 months of continuation coverage. If these procedures are not followed or if a written notice of a disability is not provided to the Plan Administrator within the required period, THEN THERE WILL BE NO DISABILITY EXTENSION OF COBRA CONTINUATION COVERAGE.

If the qualified beneficiary is determined by the SSA to no longer be disabled, you must notify the Plan Administrator of that fact within 30 days of the SSA's determination, using the procedures specified in the box above, entitled "Notice Procedures." COBRA coverage for all qualified beneficiaries will terminate as of the

first day of the month that is more than 30 days after the SSA's determination that the qualified beneficiary is no longer disabled. The plan reserves the right to retroactively cancel COBRA coverage and will require reimbursement of all benefits paid after the first day of the month that is more than 30 days after the SSA's determination that the qualified beneficiary is no longer disabled.

### ***Second qualifying event extension of 18-month period of continuation coverage***

An 18-month extension of coverage will be available to spouses and dependent children who elect continuation coverage if a second qualifying event occurs during the first 18 months of continuation coverage. The maximum amount of continuation coverage available when a second qualifying event occurs is 36 months. Such second qualifying events include the death of a covered employee, divorce or legal separation from the covered employee, the covered employee's enrolling in Medicare or a dependent child's ceasing to be eligible for coverage as a dependent under the Plan.

Upon the occurrence of a second qualifying event, you must the Plan Administrator in writing within 60 days after the second qualifying event occurs using the procedures specified in the box above, entitled "Notice Procedures." If these procedures are not followed or if a written notice of a second qualifying event is not provided to the Plan Administrator within the required period, THEN THERE WILL BE NO EXTENSION OF COBRA CONTINUATION COVERAGE DUE TO A SECOND QUALIFYING EVENT.

### ***Medicare extension for spouse and dependent children***

If a qualifying event that is a termination of employment or reduction of hours occurs within 18 months after the covered employee becomes entitled to Medicare, then the maximum coverage period for the spouse and dependent children will end three years from the date the employee became entitled to Medicare (but the covered employee's maximum coverage period will be 18 months).

### ***Termination of COBRA Continuation Coverage Before the End of the Maximum Coverage Period***

Continuation coverage will be terminated before the end of the maximum period if (1) any required premium is not paid on time; (2) after electing COBRA coverage, a qualified beneficiary becomes covered under another group health plan that does not impose any pre-existing condition exclusion for a pre-existing condition of the qualified beneficiary; (3) after electing COBRA coverage, a qualified beneficiary enrolls in Medicare; or (4) the employer ceases to provide any group health plan for its employees. Continuation coverage may also be terminated for any reason the Plan would terminate coverage of a participant or beneficiary not receiving continuation coverage (such as fraud).

You must notify the plan administrator in writing within 30 days, if, after electing COBRA coverage, a qualified beneficiary becomes covered under another group health plan or enrolls in Medicare Part A or B. You must use the notice procedures specified in the box above entitled "Notice Procedures." The Plan reserves the right to retroactively cancel COBRA coverage and in that case will require reimbursement of all benefits paid after the date of commencement of other group health plan coverage or Medicare entitlement.

### ***Cost of Continuation Coverage***

Generally, each qualified beneficiary may be required to pay the entire cost of continuation coverage. The amount a qualified beneficiary may be required to pay may not exceed 102% of the cost to the group health plan (including both employer and employee contributions) for coverage of a similarly-situated plan participant or beneficiary who is not receiving continuation coverage (or, in the case of an extension of continuation coverage due to a disability, 150%).

The Trade Act of 2002 created a new tax credit for certain individuals who become eligible for trade adjustment assistance (eligible individuals). Under the new tax provisions, eligible individuals can either take a tax credit or get advance payment of 65% of premiums paid for qualified health insurance, including continuation coverage. If you have questions about these new tax provisions, you may call the Health Care Tax Credit Customer Contact Center toll-free at 1-866-628-4282. TTD/TTY callers may call toll-free at 1-866-626-4282. More information about the Trade Act is also available at [www.doleta.gov/tradeact/2002act\\_index.asp](http://www.doleta.gov/tradeact/2002act_index.asp).

### ***Payment for Continuation Coverage-First payment for continuation coverage***

If you elect continuation coverage, you do not have to send any payment for continuation with the election form. However, you must make your first payment for continuation coverage within 45 days after the date of your election (This is the date the Qualifying Event Election Notice is post-marked, if mailed). If you do not make your first payment for continuation coverage within that 45 days, you will lose all continuation coverage rights under the Plan.

Your first payment must cover the cost of continuation coverage from the time your coverage under the plan would have otherwise terminated through the month before the month in which you make your first payment. You are responsible for making sure that the amount of your first payment is enough to cover this entire period. You may contact the Plan Administrator to confirm the correct amount of your first payment.

Your first payment for continuation coverage should be sent to the address indicated on the election notice provided at the time of your COBRA qualifying event.

### ***Payment for Continuation Coverage- Periodic payments for continuation coverage***

After you make your first payment for continuation coverage, you will be required to pay for continuation coverage for each subsequent month of coverage. Under the plan, these periodic payments for continuation coverage are due on the first day of each month of coverage. If you make a periodic payment on or before its due date, your coverage under the plan will continue for that coverage period without any break. The plan will send periodic notices of payments due for these coverage periods. A notice is only a reminder to you to pay. It is not a bill. You must make your payment by the due date or within the grace period (discussed below) whether or not you receive a notice.

Periodic payments for continuation coverage should be sent to the address indicated on the election notice provided at the time of your COBRA qualifying event.

### ***Grace periods for periodic payments***

Although periodic payments are due on the dates shown above, you will be given a grace period of 30 days to make each periodic payment. Your continuation coverage will be provided for each coverage period so long as payment for that coverage period is made before the end of the grace period for that payment. However, if you pay a periodic payment later than its due date but during its grace period, your coverage under the plan will be suspended as of the due date and then retroactively reinstated (going back to the due date) when the periodic payment is made. This means that any claim you submit for benefits while your coverage is suspended may be denied and may have to be resubmitted once your coverage is reinstated.

### ***Option to Elect Other Health Coverage besides COBRA Continuation Coverage***

Under the plan, you have the right, when your group health coverage ends, to enroll in an individual health insurance policy, without providing proof of insurability. The benefits provided under such an individual conversion policy may not be identical to those provided under the plan. You may exercise this right in lieu of electing continuation coverage, or you may exercise this right after you have received the maximum continuation coverage available to you. You should note that if you enroll in an individual conversion policy, you lose your right under federal law to purchase individual health insurance that does not impose any pre-existing condition limitations when your conversion policy coverage ends.

### ***More Information about Individuals Who May Be Qualified Beneficiaries***

Children born to or placed for adoption with the covered employee during COBRA period

A child born to, adopted by or placed for adoption with a covered employee during a period of continuation coverage is considered to be a qualified beneficiary provided that, if the covered employee is a qualified beneficiary, the covered employee has elected continuation coverage for himself or herself. The child's COBRA coverage begins when the child is enrolled in the plan, whether through special enrollment or open enrollment, and it lasts for as long as COBRA coverage lasts for other family members of the employee. To be enrolled in the Plan, the child must satisfy the otherwise applicable plan eligibility requirements (for example, regarding age).

### ***Alternate recipients under QMCSOs***

A child of the covered employee who is receiving benefits under the plan pursuant to a Qualified Medical Child Support Order (“QMCSO”) received by the plan administrator during the covered employee's period of employment with the employer is entitled to the same rights under COBRA as a dependent child of the covered employee, regardless of whether that child would otherwise be considered a dependent.

### ***If You Have Questions***

If you have questions about your COBRA continuation coverage, you should contact the Plan Administrator, or you may contact the nearest Regional or Employer Office of the U.S. Department of Labor's Employee Benefits Security Administration (EBSA). Addresses and phone numbers of Regional and Employer EBSA Offices are available through EBSA's website at [www.dol.gov/ebsa](http://www.dol.gov/ebsa).

### ***Keep You Plan Informed of Address Changes***

To protect your family's rights, you should keep the plan administrator informed of any changes in the addresses of family members. You should also keep a copy, for your records, of any notices you send to the plan administrator.

## ***16. Benefit Costs***

All benefits under the Plan are paid for by the Employer. However, if you elect COBRA Continuation Coverage, you will be required to pay premiums to receive the coverage.

## ***17. How to Appeal a Claim***

You will be notified in writing within 30 days of the date you submitted your claim if the claim is denied. This notification will set out the reasons that your claim was denied and will tell you what steps, if any, you may take to validate the claim. It will also inform you of your right to request an administrative review of the denial. You may request a review any time within the 180-day period after you have received notice that the claim was denied. Your request for review must be in writing. You or your authorized representative will have the opportunity to review any important documents held by the Plan Administrator and to submit comments and other supporting information. In most cases, a decision will be reached within 60 days of the date of your request for review.

## ***18. Maternity Benefits.***

Under federal law, group health plans (including this Plan) and health insurance issuers may not restrict benefits for any hospital length of stay in connection with childbirth for the mother and newborn child to less than 48 hours following a normal vaginal delivery, or less than 96 hours following a caesarean section, or require that authorization be obtained from the plan or the insurance issuer for prescribing a length of stay not in excess of these periods.



# Comprehensive Moving Expense Policy

Generally, Penn View Bible Institute provides reasonable and necessary expenses incurred to relocate a new employee to the PVBI campus or local area. A more specific description of expenses eligible for reimbursement, restrictions, and limitations, which may apply, include:

## I. Vehicle & Accommodation

**A.** PVBI will provide the basic rental, fuel, and usual associated costs (pads, hand truck, etc.) of a moving van or truck. Comparative quotes are to be obtained either by the prospective employee or by PVBI and are subject to approval by the school prior to making a firm arrangement. PVBI will provide insurance for the moving vehicle (written by the dealer or agency) but assumes that insurance on contents being moved will be provided by the employee, if desired.

**B.** PVBI will provide (at your option) either the fuel expense for one vehicle in addition to the moving van or truck or will provide a rental dolly to tow the vehicle behind the moving van/truck. The school does not provide expenses of moving additional vehicles.

**C.** PVBI will provide the cost of staying overnight in a motel for the employee and his/her immediate family when the distance of the move exceeds six hundred (600) miles. This benefit is subject to a limitation of \$50.00 per move.

## II. Financial Arrangements

**A.** The employee shall advise the Director of Operations and/or Director of Finance of the estimated expenses of the move. PVBI will then make necessary financial arrangements either in the form of an advance to the new employee or by making arrangements directly with the rental agency or dealer, or a combination of both.

**B.** Upon arrival on campus, the employee will submit receipts or other records of expenses incurred to the Business Office for their files. Any refunds or additional reimbursement of expenses will be made at that time.

**C.** PVBI's reimbursement of moving expenses as outlined above is made with the understanding that the employee's term of employment will continue for a minimum of three (3) academic or school years. If the employee chooses to terminate his/her employment within the first three years, a prorated portion of the moving expenses paid for them will be refunded back to the school.

Refunds will be calculated follows:

- ♦ Termination within or following one year: Refund two-thirds (2/3) of the

moving expense.

- ♦ Termination within or following two years: Refund one-third (1/3) of the moving expense.



# Rental of Penn View Facilities

Staff Edition [Fee Schedule not for General Public]

## Special Events Policies & Information

rev 08/18/05

The following are details related to your request to use facilities of Penn View Bible Institute for your special event. For more information, clarification, or to finalize reservations, contact the Director of Operations at 570-837-1855.

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### Miller Dining Center

1. Schedule & confirm date(s) of the event with the Director of Operations.
2. Wedding receptions for immediate family or staff member there is **no charge** for that day. If an additional day is needed for decorating, please confer with the Director of Operations regarding the Dining Center availability.
  - ♦ If additional days are needed (e.g. for meal preparation or decorating), there is a charge of \$100.00 per day (or whatever usage is needed based upon the fee schedule below).
  - ♦ Bridal showers, baby showers, sales events, etc. are not free.
  - ♦ Must clean-up and replace tables & chairs in original position.
3. Funeral meals for immediate family, no charge; must clean-up and replace tables & chairs in original positions.
4. PVBI/CA Class charge: \$25.00 plus, clean-up and replace tables & chairs in original positions.
5. Fee Schedule:

In addition to the fees below, a \$50 security deposit must be submitted. This refundable deposit is held to ensure the Miller Dining Center is cleaned-up following your event. In the event the Dining Center is not properly cleaned, you will forfeit this deposit.

  - ♦ Dining area only.  
\$75.00 per day
  - ♦ Dining area with basic kitchen & cooler & freezer usage\* (no kitchen equipment: e.g. stoves, etc.).  
\$100.00 per day

\* Provided the cooler & freezer are scheduled for operation at the time of the event.

♦ Dining area, full kitchen (equipment included except for dish washer & extra large mixer), & cooler & freezer.\*

\$150.50 per day

♦ Dining area only for bridal showers, etc. (evenings 7:00 'til 9:00 only during the regular school year)

\$35.00 per event

6. During the school year, wedding receptions can be scheduled for staff & immediate family members, however, it will need to work within the school activity schedule.

7. Those renting are responsible for the initial set up as well as final clean-up following the event.

8. Those renting must set up the tables and chairs in the formation desired and then return them to their original positions/locations.

9. Approximately 25 tables and 200 chairs are available at the Miller Dining Center.

10. If extra tables and chairs are needed, it is the responsibility of the renter to obtain them.

11. Upper floor of Dining Center -- Monday thru Saturday (after 6:30 PM only)  
\$15.00 per hour.

12. Any damage incurred to Dining Center equipment, tables, chairs, etc. due to neglect or abuse is the financial responsibility of the one renting the facility.

13. The Dining Center must be cleaned up following the event. This should also include the mopping of the floor when necessary. The dining area as well as the kitchen must be as clean as you found it.

14. All tables and chairs must be put back in their original place following your special event.

15. All trash must be placed inside of the dumpster.

### **Elementary School**

In addition to the fees below, a \$50 security deposit must be submitted. This refundable deposit is held to ensure the auditorium is cleaned-up following your event. In the event the auditorium is not properly cleaned, this deposit is forfeited.

#### 1. Fee Schedule:

• Auditorium area only.

\$75.00 per day plus, security deposit & liability insurance.

• Auditorium and Kitchen area only.

\$100.00 per day plus, security deposit & liability insurance.

2. During the school year, wedding receptions will not be scheduled. Funeral meals will be considered on a case-by-case basis due to the many campus activities.

3. Those renting are responsible for the initial set-up prior to the event as well as final clean-up following the event.
4. If tables and chairs are already in the auditorium, those renting must set-up the tables and chairs in the formation desired and then return them to their original positions/locations.
5. Renting the Elementary School auditorium does not include tables and chairs. If some are there, fine.  
However, PVBI is not committing to transfer tables and chairs for your event. You are not permitted to transfer tables and chairs from the Miller Dining Center. If you need tables and chairs, please secure them from a rental agency.
6. Under normal circumstances, no wedding receptions will be scheduled on campus during the school year. Wedding receptions are a possibility depending upon several factors. Contact the Director of Operations for details. No family reunions will be scheduled on campus during the school year.
7. The auditorium must be cleaned-up following the event. This should also include the mopping of the floor when necessary. The auditorium area as well as the kitchen must be as clean as you found it.
8. All trash must be placed inside of the dumpster near the Miller Dining Center.
9. Any damage incurred to PVCA elementary equipment, tables, chairs, etc. due to neglect or abuse is the financial responsibility of the one renting the facility.

### **Dorm Rooms\*\***

1. Schedule & confirm date(s) of the event with the Director of Operations.
2. Specify the number of rooms needed for your event.
3. Fee Schedule:
  - Men's Dorm:                 \$20.00 per night (no linens)  
                                      \$25.00 per night (linens)
  - Zechman Hall (Girls' Dorm):
    - Non-Guest Rooms:   \$25.00 per night (no linens)
    - Guest Rooms:       \$35.00 per night (linens provided)

### **Cabin Rentals\*\***

1. Schedule & confirm date(s) of the event with the Director of Operations.
2. Fee Schedule:
  - ♦ \$30.00 / night                     ♦ \$100.00 / week including utilities
  - ♦ \$250.00 / month including utilities   ♦ \$150.00 / month + utilities & water & sewer

--for terms of 6  
months or more

\*\* Any stay longer than 7 days must be approved by the Administration

### **G.I. Straub Tabernacle**

1. Schedule & confirm date(s) of the event with the Director of Operations.
2. Before the reservation is confirmed, the clearance must be given by the denominational leadership.
3. No fee is charged for the use of the building.
4. A donation is requested to cover utilities.

### **Ball Field**

1. Schedule & confirm date(s) of the event with the Director of Operations.  
Note: No Sunday activities in recreational area, please.
2. No specific fee is charged. A donation is requested for maintenance and upkeep.

### **Miscellaneous**

1. Candelabras are available for \$20.00 rental fee.

# APPENDIX K – FINANCIAL AUDIT

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We help. You succeed.



## INDEPENDENT AUDITOR'S REPORT

To the Board of Directors of  
Penn View Bible Institute  
Penns Creek, PA

We have audited the accompanying statement of financial position of Penn View Bible Institute (a nonprofit organization) as of May 31, 2012, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of the Institute's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Penn View Bible Institute as of May 31, 2012, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Milton, PA  
September 26, 2012

*Lewis Barlett Klees, PC*

1

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Penn View Bible Institute  
Statement of Financial Position  
May 31, 2012 and 2011

	<u>2012</u>	<u>2011</u>
<b>ASSETS</b>		
Cash and cash equivalents	\$ 140,089	\$ 139,523
Pledges receivable - net	195,269	211,956
Accounts receivable	2,897	14,202
Student accounts receivable	25,484	19,543
Inventory - bookstore & cd's	21,503	12,414
Inventory - auction	4,915	21,503
Long-term investments	98,580	115,778
Property and equipment - net	<u>2,161,100</u>	<u>2,187,751</u>
<b>TOTAL ASSETS</b>	<b>\$ <u>2,649,837</u></b>	<b>\$ <u>2,722,670</u></b>
<b>LIABILITIES</b>		
Accounts payable	\$ 170,444	\$ 163,543
Accrued expenses	7,152	16,441
Annuities payable	46,416	51,965
Payroll liabilities	49,921	50,347
Refundable security deposits	2,060	2,505
Notes payable	<u>340,581</u>	<u>366,680</u>
<b>TOTAL LIABILITIES</b>	<b>616,574</b>	<b>651,481</b>
<b>NET ASSETS</b>		
Unrestricted	1,616,860	1,696,158
Temporarily restricted	396,927	355,554
Permanently restricted	<u>19,476</u>	<u>19,477</u>
<b>TOTAL NET ASSETS</b>	<b><u>2,033,263</u></b>	<b><u>2,071,189</u></b>
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>\$ <u>2,649,837</u></b>	<b>\$ <u>2,722,670</u></b>

See accompanying notes to financial statements and accountant's report.

Penn View Bible Institute  
Statement of Activities  
May 31, 2012 and 2011

	2012	2011
<b>UNRESTRICTED NET ASSETS</b>		
Unrestricted revenues and gains		
Contributions	\$ 595,310	\$ 433,631
Academy tuition, room, board and fees	285,193	282,655
Institute tuition, room, board and fees	354,201	356,507
Fundraising	89,392	109,160
Investment return (loss)	(3,303)	17,330
Other	68,705	170,784
<b>TOTAL UNRESTRICTED REVENUES AND GAINS</b>	1,389,498	1,370,068
Net assets released from restrictions		
Restrictions satisfied by payments	98,634	267,308
Restrictions satisfied by annuitant donors	-	20,000
<b>TOTAL UNRESTRICTED REVENUES AND GAINS</b>	1,488,132	1,657,375
Expenses		
Program Services		
Academy	329,262	318,079
Institute	442,619	422,451
Management and general	443,344	484,398
Fundraising	352,206	434,271
<b>TOTAL EXPENSES</b>	1,567,431	1,659,199
<b>INCREASE IN UNRESTRICTED NET ASSETS</b>	(79,299)	(1,824)
<b>TEMPORARILY RESTRICTED NET ASSETS</b>		
Contributions	119,809	169,611
Fundraising	20,198	28,310
Investment return	-	-
Net assets released from restrictions		
Restrictions satisfied by payments	(98,634)	(267,308)
Restrictions satisfied by annuitant donors	-	(20,000)
<b>INCREASE (DECREASE) IN TEMPORARILY RESTRICTED NET ASSETS</b>	41,373	(89,387)
<b>PERMANENTLY RESTRICTED NET ASSETS</b>		
Endowment fund contributions	-	-
<b>INCREASE (DECREASE) IN PERMANENTLY RESTRICTED NET ASSETS</b>	-	-
<b>INCREASE IN NET ASSETS</b>	(37,926)	(91,211)
<b>NET ASSETS AT BEGINNING OF YEAR</b>	2,071,189	2,162,400
<b>NET ASSETS AT END OF YEAR</b>	\$ 2,033,263	\$ 2,071,189

See accompanying notes to financial statements and accountant's report.

Penn View Bible Institute  
Statement of Functional Expenses  
May 31, 2012

	Academy	Institute	Management & General	Fundraising	Total
Academy Expense	\$ 19,382	\$ -	\$ -	\$ -	\$ 19,382
Advertising	-	-	-	965	965
Alumni Expense	-	-	1,309	-	1,309
Annuity Expense	-	-	3,601	-	3,601
Auction Expense	-	-	-	70,676	70,676
Bad Debt Expense	1,894	9,449	9,396	370	21,109
Bank Service Charges	-	-	4,257	-	4,257
Building Improvements	-	-	6,154	-	6,154
CD Recording Expense	-	-	-	1,488	1,488
Clearing Expense	-	-	2,700	-	2,700
Computer Expense	965	1,022	992	217	3,196
Contract Labor	-	-	570	-	570
Contributions	-	-	-	-	-
Copy Machine Expense	1,660	1,757	1,706	374	5,497
Depreciation Expense	10,392	47,300	20,380	9,124	87,196
Deputation Expense	-	-	-	63,975	63,975
Dining Hall Expense	11,551	49,528	3,618	793	65,490
Dormitory Expense	-	-	69	-	69
Equipment Expense	-	-	4,632	-	4,632
Financial Development Expense	-	-	-	391	391
Fund Raising Expense	-	-	-	28,525	28,525
Guest Speakers	-	-	1,500	-	1,500
Health Reimbursement Plan	18,243	19,312	18,744	4,108	60,407
Institute Expenses	-	12,687	-	-	12,687
Insurance Expense	11,649	15,477	8,864	1,366	37,356
Interest Expense	-	-	18,698	-	18,698
Investment Expense	-	-	700	-	700
Janitorial Supplies	3,007	3,994	2,287	352	9,640
Licenses and Permits	-	-	1,833	-	1,833
Maintenance/General	-	-	7,799	-	7,799
Miscellaneous Expense	-	-	2,520	-	2,520
Mission Development Expense	-	7,855	-	-	7,855
Music Department Expense	-	6,929	-	-	6,929
Office Supplies	-	-	2,970	-	2,970
Payroll Expenses	167,723	177,554	172,948	37,766	555,991
Postage and Delivery	1,178	1,246	1,210	265	3,899
Printing and Reproduction	-	-	-	9,701	9,701
Professional Fees	-	-	6,908	-	6,908
Scholarship Expense	32,710	37,795	-	115,939	186,444
Snack Shop Supplies	-	-	664	-	664
Student Aid Expense	20,020	10,668	-	-	30,688
Taxes	-	-	370	-	370
Travel & Entertainment	-	-	1,540	-	1,540
Utilities	28,888	40,046	125,102	1,867	195,903
Vehicle Expense	-	-	9,303	-	9,303
Yearbook Printing Expense	-	-	-	3,944	3,944
	<u>\$ 329,262</u>	<u>\$ 442,619</u>	<u>\$ 443,344</u>	<u>\$ 352,206</u>	<u>\$ 1,567,431</u>

See accompanying notes to financial statements and accountant's report.

Penn View Bible Institute  
Statement of Functional Expenses  
May 31, 2011

	Academy	Institute	Management & General	Fundraising	Total
Academy Expense	\$ 27,002	\$ -	\$ -	\$ -	\$ 27,002
Advertising	-	-	-	645	645
Annuity Expense	-	-	7,146	-	7,146
Auction Expense	-	-	-	127,722	127,722
Bad Debt Expense	-	-	39,071	5,598	44,670
Bank Service Charges	-	-	5,745	-	5,745
Building Improvements	-	-	5,460	-	5,460
CD Recording Expense	-	-	-	1,877	1,877
Clearing Expense	-	-	2,230	-	2,230
Computer Expense	950	1,059	1,058	293	3,360
Contract Labor	-	-	230	-	230
Contributions	-	-	-	-	-
Copy Machine Expense	1,496	1,667	1,666	461	5,291
Depreciation Expense	10,391	46,542	20,089	7,937	84,959
Deputation Expense	-	-	-	66,208	66,208
Dining Hall Expense	11,147	48,571	3,513	973	64,204
Dormitory Expense	-	-	782	-	782
Equipment Expense	-	-	5,229	-	5,229
Financial Development Expense	-	-	-	897	897
Fund Raising Expense	-	-	-	39,720	39,720
Guest Speakers	-	-	2,381	-	2,381
Health Reimbursement Plan	15,468	17,234	17,223	4,769	54,695
Institute Expenses	-	10,784	-	-	10,784
Insurance Expense	11,771	16,168	9,526	1,547	39,011
Interest Expense	-	-	13,538	-	13,538
Investment Expense	-	-	519	-	519
Janitorial Supplies	2,256	3,099	1,826	296	7,478
Licenses and Permits	-	-	1,818	-	1,818
Maintenance/General	-	-	8,286	-	8,286
Miscellaneous Expense	-	-	858	-	858
Mission Development Expense	-	6,530	-	-	6,530
Music Department Expense	-	10,935	-	-	10,935
Office Supplies	-	-	5,063	-	5,063
Payroll Expenses	152,384	169,789	169,981	46,987	539,141
Postage and Delivery	1,369	1,525	1,524	422	4,840
Printing and Reproduction	-	-	-	12,007	12,007
Professional Fees	-	-	8,159	-	8,159
Scholarship Expense	28,375	33,213	-	106,226	167,814
Snack Shop Supplies	-	-	657	-	657
Student Aid Expense	20,020	10,953	-	-	30,974
Taxes	-	-	340	-	340
Travel & Entertainment	-	-	3,349	-	3,349
Utilities	35,449	44,382	138,558	2,592	220,981
Vehicle Expense	-	-	8,572	-	8,572
Yearbook Printing Expense	-	-	-	7,093	7,093
	<u>\$ 318,079</u>	<u>\$ 422,451</u>	<u>\$ 484,398</u>	<u>\$ 434,271</u>	<u>\$ 1,659,199</u>

See accompanying notes to financial statements and accountant's report.

Penn View Bible Insitute  
Cash Flow Statement  
May 31, 2012 and 2011

	<u>2012</u>	<u>2011</u>
CASH FLOW FROM OPERATING ACTIVITIES		
Increase in net assets	\$ (37,926)	\$ (91,211)
Adjustments to reconcile increase (decrease) in net assets to net cash provided by operating activities:		
Depreciation and amortization	87,196	84,959
Donated auction items - net	16,588	22,286
(Increase) decrease in operating assets:		
Pledges receivable	16,687	(26,906)
Accounts receivable	11,305	(1,035)
Student accounts receivable	(5,941)	1,183
Inventory - bookstore and cd's	(9,089)	(6,301)
Unrealized gains and reinvested earnings in investments	17,198	(40,921)
Increase (decrease) in operating liabilities:		
Accounts payable	6,901	33,442
Accrued expenses	(9,289)	5,481
Actuarial adjustment on annuities payable	(5,549)	(7,215)
Payroll liabilities	(426)	1,145
Refundable security deposits	(445)	890
NET CASH PROVIDED (USED) BY OPERATING ACTIVITIES	87,210	(24,203)
CASH FLOW FROM INVESTING ACTIVITIES		
Purchase of fixed assets - net	(60,545)	(126,515)
NET CASH PROVIDED (USED) BY INVESTING ACTIVITIES	(60,545)	(126,515)
CASH FLOW FROM FINANCING ACTIVITIES		
Long term debt - net	(26,099)	(19,257)
NET CASH PROVIDED (USED) BY FINANCING ACTIVITIES	(26,099)	(19,257)
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	566	(169,975)
BEGINNING CASH AND CASH EQUIVALENTS	139,523	309,498
ENDING CASH AND CASH EQUIVALENTS	\$ <u>140,089</u>	\$ <u>139,523</u>

See accompanying notes to financial statements and accountant's report.

**NOTE 1—NATURE OF ENTITY**

Nature of Activities

Penn View Bible Institute (the Institute) operates as a division of God's Missionary Church, Inc. which is a Pennsylvania non-profit organization and is exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. The Institute was founded in 1966 to provide elementary, secondary and post-secondary Christian education. The Institute provides pre-kindergarten through twelfth grade education through the Penn View Christian Academy (the Academy). The mission of the Institute is to prepare Christ-like servant leaders through academic excellence, social integrity, and practical experience in the conservative Wesleyan-Arminian tradition to fulfill our Lord's great commission. Enrollment in the Academy in the fall of 2011-2012 fiscal year was 135, and enrollment in the Institute for the fall of 2011-2012 fiscal year was 77. The Institute is funded primarily through private donations and fundraisers in addition to the tuition and room and board fees received by students.

Promises to Give

Contributions are recognized when the donor makes a promise to give to the Institute that is, in substance, unconditional. Contributions that are restricted by the donor are reported as increases in unrestricted net assets if the restrictions expire in the fiscal year in which the contributions are recognized. All other donor-restricted contributions are reported as increases in temporarily or permanently restricted net assets depending on the nature of the restrictions. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets.

The Institute uses the allowance method to determine uncollectible promises receivable. The allowance is based on prior years' experience and management's analysis of specific promises made.

Contributed Services

*FASB ASC 958-605-25-16* (formerly *SFAS 116, paragraph 9*) states that any expert services donated must be done so at fair market value. The Institute generally pays for services requiring specific expertise, however, when donated the Institute does value the service at fair market value. In 2012 this amount was \$8,616. In addition, many individuals volunteer their time and perform a variety of tasks that assist the Institute at the campus facilities, but these services do not meet the criteria for recognition as contributed services.

Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

**NOTE 1—NATURE OF ENTITY - continued**

Property and Equipment

The Institute capitalizes purchased property and equipment at cost. However, prior to June 1, 2004, the Institute maintained its book and records on a hybrid of cash and accrual accounting methods. As a result, historical cost records for property and equipment were not maintained. Most property and equipment from inception to 2004 have been recorded at estimated cost amounts based upon insurance net replacement values. Whether or not to capitalize an item is based on management's discretion and the intended use and life of the purchased asset. Donations of property and equipment are recorded as contributions at their estimated fair value. Such donations are reported as unrestricted contributions unless the donor has restricted the donated asset to a specific purpose. Assets donated with explicit restrictions regarding their use and contributions of cash that must be used to acquire property and equipment are reported as restricted contributions. Absent donor stipulations regarding how long those donated assets must be maintained, the Institution reports expirations of donor restrictions when the donated or acquired assets are placed in service. The Institution reclassifies temporarily restricted net assets to unrestricted net assets at that time. Property and equipment are depreciated using the straight-line method over estimated useful lives ranging from five to thirty-nine and one-half years.

Contributions

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted net assets depending on the existence or nature of any donor restrictions.

Income Taxes

The Institute is a not-for-profit organization that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code and classified by the Internal Revenue Service as other than a private foundation.

Investments

Investments in marketable securities with readily determinable fair values and all investments in debt securities are reported at their fair values in the statement of financial position. Unrealized gains and losses are included in the change in net assets. Investment income and gains restricted by a donor are reported as increases in unrestricted net assets if the restrictions are met (either by passage of time or by use) in the reporting period in which the income and gains are recognized.

Cash and Cash Equivalents

For purposes of the statements of cash flows, the Institute considers all highly liquid investments available for current use with an initial maturity of three months or less to be cash equivalents.

Penn View Bible Institute  
Notes to the Financial Statements  
May 31, 2012 and 2011

**NOTE 1—NATURE OF ENTITY - continued**

Advertising

Advertising costs are charged to operations in the period in which the advertisement is placed. Advertising for 2012 and 2011 were \$965 and \$645, respectively.

Functional Allocation of Expenses

The costs of providing the various programs and supporting services have been summarized on a functional basis in the statement of functional expenses. Costs that are not directly associated with providing specific services have been allocated based upon the relative time spent by employees of the Institute providing those services.

Accounts Receivable

Accounts receivable are recorded primarily for student charges of tuition, fees, room, board and books at estimated realizable value. An allowance for doubtful accounts is based on an analysis of expected collection rates determined from past history. The allowance for doubtful accounts was \$29,681 and \$24,960 as of May 31, 2012, and 2011, respectively.

Recent Accounting Pronouncements

In May 2011, the FASB issued *ASU 2011-04 Fair Value Measurement (Topic 820), Amendments to Achieve Common Fair Value Measurement and Disclosure Requirements in U.S. GAAP and IFRSs*. This ASU amended ASC 820, *Fair Value Measurement*, to change the wording used to describe many of the requirements in U.S. GAAP for measuring fair value and for disclosing information about fair value measurements. The adoption of ASU 2011-04 becomes effective starting in 2012 and is not expected to significantly affect the Institute's financial statements (see Note 16).

In January 2010, the FASB issued *ASU 2010-06 Improving Disclosures about Fair Value Measurements*. This ASU amended ASC 820, *Fair Value Measurement*, to require new disclosures related to transfers in and out of Level 1 and Level 2 fair value measurements, including reasons for the transfers, and to require new disclosures related to activity in Level 3 fair value measurements. The new disclosures and clarification of existing disclosures were effective for interim and annual reporting periods beginning after December 15, 2009, *except for the disclosures about purchases, sales, issuances, and settlements in the roll forward of activity in Level 3 fair value measurements. Those disclosures are effective for the Institute starting in 2012 (see Note 16).*

Penn View Bible Institute  
Notes to the Financial Statements  
May 31, 2012 and 2011

**NOTE 2—RESTRICTIONS ON NET ASSETS**

Endowment Fund

Permanently restricted net assets at May 31, 2012 consist of endowment funds established to permit the Institute to invest in marketable securities to generate income for the operations of the Institute. Contributions to the endowment funds are subject to donor restrictions that stipulate the original principal of the gift is to be held and invested by the Institute indefinitely and income from the fund is to be expended for general operations and scholarships of the Institute.

**NOTE 3—PLEDGES RECEIVABLE**

Pledges receivable consisted of the following at May 31st:

	<u>2012</u>	<u>2011</u>
Chapel Choir	\$ 1,100	\$ 5,500
Campus Development	100,000	150,000
Faith Partner	8,805	5,355
Friend of the President	3,000	1,650
General Donations	1,175	400
School Service	53,005	13,130
Specified Donations	39,500	39,500
Work Student Underwriter	<u>4,825</u>	<u>5,575</u>
<b>Gross pledges receivable</b>	<b>211,410</b>	<b>221,110</b>
Less: Unamortized discount	(5,132)	(2,028)
Allowance for doubtful accounts	<u>(11,009)</u>	<u>(7,126)</u>
<b>Net pledges receivable</b>	<b><u>\$ 195,269</u></b>	<b><u>\$ 211,956</u></b>
Amounts due in:		
Less than one year	\$ 110,649	\$ 163,820
One to five years	<u>84,620</u>	<u>48,136</u>
<b>Total pledges receivable</b>	<b><u>\$ 195,269</u></b>	<b><u>\$ 211,956</u></b>

Penn View Bible Institute  
Notes to the Financial Statements  
May 31, 2012 and 2011

**NOTE 4—INVESTMENTS**

The Institute held \$98,580 at May 31, 2012 in investments. All investments are valued at fair market value. Investments are comprised of the following:

	<u>2012</u>	<u>2011</u>
Common stock	\$ 15,200	\$ 16,000
Mutual funds	<u>83,380</u>	<u>99,778</u>
<b>Total investments</b>	<b><u>\$ 98,580</u></b>	<b><u>\$ 115,778</u></b>

**NOTE 5—CHARITABLE GIFT ANNUITIES**

A charitable gift annuity is a contract between Penn View Bible Institute and the donor, whereby the donor makes an initial payment of cash or marketable securities to the Institute and the Institute agrees to pay the donor an annuity for the rest of their life. Penn View Bible Institute follows the American Council of Gift Annuities guidelines for payments of the annuity. The Investment Committee invests these monies in accordance with the established investment policy. At May 31, 2012 the annual commitment to annuitants was \$9,145 based upon rates ranging from 6% to 8.8%, derived from the annuity rate established by federal actuarial tables. As of May 31, 2012, the present value of the remaining annuities payable totaled \$46,416. At 31, 2011 the annual commitment to annuitants was \$9,145 based upon rates ranging from 6% to 8.8%, derived from the annuity rate established by federal actuarial tables.

**NOTE 6—PROPERTY AND EQUIPMENT**

Property and equipment consist of the following:

	<u>2012</u>	<u>2011</u>
Buildings	\$ 7,059,639	\$ 7,043,547
Construction in progress	573,080	550,735
Vehicles and equipment	176,578	171,037
Furnishings and fixtures	<u>1,350,123</u>	<u>1,333,556</u>
	9,159,420	9,098,875
Accumulated depreciation and amortization	<u>(6,998,320)</u>	<u>(6,911,124)</u>
<b>Net Assets at May 31, 2012 and 2011</b>	<b><u>\$ 2,161,100</u></b>	<b><u>\$ 2,187,751</u></b>

Penn View Bible Institute  
Notes to the Financial Statements  
May 31, 2012 and 2011

**NOTE 7—NOTES PAYABLE**

The Institute's notes payable consist of the following:

	<u>2012</u>	<u>2011</u>
Swineford National Bank, promissory note, due in monthly installments of \$750 plus interest at a variable rate of prime plus 1%	\$ 2,250	\$ 5,250
Swineford National Bank, line of credit, \$45,000 limit, interest only payments of a variable rate of 1% above prime, principal due upon demand secured by Guaranty of God's Missionary Church	38,686	-
God's Missionary Church, Inc., pension fund loan, interest only payments at 3.25% per annum adjusted annually to current prime rate	14,696	15,701
Unrelated individual and wife, due in monthly installments of \$100, with 4% interest per annum	38,612	38,836
Unrelated individual and wife, promissory note, accrued interest At 5% payable monthly, secured by mobile home at 114 Penn View Drive, Penns Creek, Pennsylvania	41,736	41,642
Unrelated individual and wife, promissory note, due in monthly Installments of \$300 at an annual interest rate of 4%, secured by residence at 600 Loss Road, Penns Creek, Pennsylvania	44,101	45,751
Unrelated individual, promissory note, interest payments only at 7% per annum	121,000	163,000
Unrelated individual verbal agreement for 90 days at zero interest rate until August 8, 2011, converted to promissory note on August 8, 2011 with interest payments only at 7% per annum	-	17,000
Unrelated individual, with no stated interest due upon receipt of pledge payable for purchase of 1995 MCI motor coach, secured by 1995 MCI motor coach	<u>39,500</u>	<u>39,500</u>
<b>Total long term debt</b>	<b><u>\$340,581</u></b>	<b><u>\$366,680</u></b>

Penn View Bible Institute  
Notes to the Financial Statements  
May 31, 2012 and 2011

**NOTE 7—NOTES PAYABLE - continued**

Future scheduled maturities of notes payable are as follows:

Years ending May 31:	<u>2012</u>	<u>2011</u>
2012	\$ -	\$ 61,550
2013	82,749	4,387
2014	2,224	2,224
2015	2,315	2,315
2016 (& beyond for 2011)	2,405	296,204
2017 & beyond	<u>250,888</u>	<u>-</u>
Total long term debt	<u>\$ 340,581</u>	<u>\$ 366,380</u>

The Institute recorded interest expense of \$18,698 for May 31, 2012.

**NOTE 8—LAND LEASE**

Penn View Bible Institute received monthly installments of \$583 from Crown Castle MU, LLC for the use of the Institute's land to erect a cell phone tower for June through December, 2010 totaling \$4,081 rental income received from this land lease. On December 22, 2010 Penn View entered into a perpetual easement agreement for the land and received proceeds of \$83,449.

**NOTE 9 – OPERATING LEASE**

Penn View Bible Institute entered into an operating lease in August, 2011 with GE Capital Solutions for three Kyocera printers for a cost of \$205 per month for a term of 60 months.

**NOTE 10 – RENT REVENUE**

Penn View Bible Institute offers housing to its employees as part of their compensation package. If there is additional campus housing available, the Institute will rent these residences to individuals outside the faculty, administration and student body. Each tenant signs a lease and remits monthly payments to the Institute based on the lease terms. Total rental income was \$31,719 and \$131,927 for the fiscal years ended May 31, 2012 and May 31, 2011 respectively.

Penn View Bible Institute  
Notes to the Financial Statements  
May 31, 2012 and 2011

**NOTE 11 – NET ASSETS**

Permanently restricted net assets, investments in perpetuity with the investment income expendable as restricted by donor to support the following at May 31<sup>st</sup>:

	<u>2012</u>	<u>2011</u>
Operating endowments	\$ 1,477	\$ 1,477
Scholarship endowments	18,000	18,000
<b>Total permanently restricted net assets</b>	<b><u>\$ 19,477</u></b>	<b><u>\$ 19,477</u></b>

Temporarily restricted net assets were available for the following purposes at May 31<sup>st</sup>:

	<u>2012</u>	<u>2011</u>
Academy art supplies	\$ 10	\$ 178
Annuity reserves	63,000	63,000
Auction inventory	10,645	27,233
Campus development:		
Campus housing	3,949	1,449
Memorial funds	3,540	4,097
Music hall	6,500	6,500
Roof repairs	1,000	1,000
Student life center	147,988	86,454
Campus signage	1,306	854
Class and departmental funds	53,872	42,266
Faculty education	5,700	-
Interserve program	493	527
Public relations	40,238	40,575
Scholarships	27,765	29,015
Student aid	30,921	52,406
<b>Total restricted net assets</b>	<b><u>\$ 396,927</u></b>	<b><u>\$ 355,554</u></b>

**NOTE 12 – RELATED PARTIES**

Penn View Bible Institute has a large portion of its faculty, student body, governing boards and vendors that are related either by lineal decent or through marriage. Due to this, it is common business practice to enter into business transactions or have related administrative members handling money and having access to the assets of the Institute.

**NOTE 13 – CONCENTRATED RISK**

Penn View Bible Institute relies heavily on private donations and various fundraising activities throughout the year in order to fund their operations. Continued downward decline in fundraising or donations could have a profound effect on the ability of the Institute to be a going concern.

**NOTE 14 – INVENTORY**

Penn View Bible Institute holds inventory for the bookstore, compact discs, and inventory for auctions. The Institute values the inventory in the bookstore and the compact discs at cost and expenses it as such. Auction inventory is typically donated, and therefore valued at fair market value. This value is either provided by the donor or determined by management's discretion. At May 31, 2012, the bookstore, compact discs and auction remaining inventory was \$7,149, \$8,624 and \$10,645 respectively.

**NOTE 15—EVALUATION OF SUBSEQUENT EVENTS**

No subsequent events were noted at the audit report date.

**NOTE 16— SUMMARY OF FAIR VALUE EXPOSURE**

The FASB *Fair Value Measurement* standard clarifies the definition of fair value for financial reporting, establishes a framework for measuring fair value, and requires additional disclosure about the use of fair value measurements in an effort to make the measurement of fair value more consistent and comparable. The Institute has adopted this standard for its financial assets and liabilities measured on a recurring and nonrecurring basis (ASC 820-10).

*Fair Value Measurement* defines fair value as the amount that would be received from the sale of an asset or paid for the transfer of a liability in an orderly transaction between market participants, i.e., an exit price. To estimate an exit price, a three-tier hierarchy is used to prioritize the inputs:

Level 1: Quoted prices in active markets for identical securities.

*Corporate common and preferred stocks* -Valued at the closing market price on the stock exchange where they are traded (primarily the New York Stock Exchange).

*Money market and savings accounts* - Composed of funds invested in savings accounts at various financial institutions and a money market mutual fund. Funds invested in savings accounts are valued based on the value of deposited funds and net investment earnings less withdrawals and fees. The money market mutual fund consists primarily of domestic commercial paper and other cash management instruments, such as repurchase agreements and master notes, U.S. government and corporate obligations and other securities of foreign issuers. The fund seeks to maintain a stable net asset value ("NAV") of \$1.

**NOTE 16— SUMMARY OF FAIR VALUE EXPOSURE- continued**

Level 2: Other significant observable inputs (including quoted prices for similar securities, interest rates, prepayment spreads, credit risks, etc.).

The Institute does not have any Level 2 inputs.

Level 3: Significant unobservable inputs (including the Council's own assumptions in determining the fair value of investments).

The Institute does not have any Level 3 inputs.

The inputs and methodology used for valuing the Institute's financial assets and liabilities are not indicators of the risks associated with those assets and liabilities.

The following provides fair value measurement information for financial assets and liabilities measured at fair value on a recurring basis as of May 31, 2012:

	<u>Investments</u>
Level 1: Quoted Prices	<u>\$98,580</u>

The following provides fair value measurement information for financial assets and liabilities measured at fair value on a recurring basis as of May 31, 2011:

	<u>Investments</u>
Level 1: Quoted Prices	<u>\$115,778</u>

The fair value of the Institute's investments is based on quoted market prices.

We help. You succeed.



REPORT ON INTERNAL CONTROL OVER FINANCIAL  
REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON  
AN AUDIT OF FINANCIAL STATEMENTS

To the Board of Directors  
Penn View Bible Institute  
Penns Creek, PA

We have audited the financial statements of Penn View Bible Institute (a nonprofit organization) as of and for the year ended May 31, 2012, and have issued our report thereon dated September 26, 2012. We conducted our audit in accordance with auditing standards generally accepted in the United States of America.

Internal Control over Financial Reporting

In planning and performing our audit, we considered Penn View Bible Institute's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Penn View Bible Institute's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the Institute's internal control over financial reporting.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Penn View Bible Institute's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported.

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We noted certain matters that we reported to management of Penn View Bible Institute in a separate letter dated September 26, 2012.

This report is intended solely for the information and use of management, the Board of Director and others within the entity, and is not intended to be and should not be used by anyone other than these specified parties.

*Lewis Barlett Klees, P.C.*

Milton, PA  
September 26, 2012

## **APPENDIX L – FINANCIAL POLICY**

(Unexpected formatting resulted from pasting various documents together)

### **I. STATEMENT OF PURPOSE**

#### **A. Penn View Bible Institute Mission**

To prepare Christ-like Servant Leaders through higher education that engages spiritual transformation, academic excellence, social integrity, and practical experience, in the conservative Wesleyan-Arminian tradition to fulfill our Lord's Great Commission.

#### **B. RELATIONSHIP BETWEEN PENN VIEW BIBLE INSTITUTE (PVBI) GOD'S MISSIONARY CHURCH, INC (GMC)**

On July, 1965, the General Conference of the God's Missionary Church passed a resolution stating that land be purchased for the purpose of starting a Bible School. The name "Penn View Bible Institute" was approved shortly thereafter.

Penn View Bible Institute operates as a department of God's Missionary Church, and is governed by a board of directors who are elected at the Annual Conference held in Penns Creek, Pennsylvania. This Board is accountable to the General Board of the God's Missionary Church, Inc.

### **II. PURPOSE OF FINANCIAL POLICY**

The Financial Policy of PVBI was created with three guiding principles in mind:

#### **PRINCIPLE #1**

To ensure that proper accounting practices will always be followed. PVBI will prepare its financial statements on an accrual basis in accordance with standard accounting practices.

#### **PRINCIPLE #2**

To provide accountability to our constituents, donors, business partners and governing board.

#### **PRINCIPLE #3**

To protect the interest of the Donor, PVBI, Administration, and Staff.

### **III. FINANCE AND ACCOUNTING**

#### **A. DEPARTMENT OF FINANCE (DOF)**

The main responsibility of the DOF is to conduct the financial business of PVBI. The DOF is directly accountable to the President.

The DOF shall be responsible to insure that standard accounting practices are followed, to account for all assets, liabilities, income and disbursements, to issue receipts and communicate with the donor, and to pay invoices. It will also provide reports for the Administration, Finance Committee and Board of Directors, prepare for audits, and assist in the annual budgetary process.

#### **B. DEPARTMENT OF FINANCIAL DEVELOPMENT (DOFD)**

It is the responsibility of the DOFD to solicit major gifts and oversee fundraising activities for, but not limited to, development of new educational and research programs, major campus improvement, campus expansion, acquisition of major equipment and real estate.

It is the responsibility of DOFD to provide insight for planned giving programs, solicit for Wills, Charitable Gift Annuities, Trusts, Endowments, Grants and various gifting possibilities. The DOFD shall provide assistance in preparing the annual budget.

It is accountable to the President. All monies and gifts received shall be disbursed through the DOF or invested by the Investment Committee.

#### **C. FINANCE COMMITTEE**

The Finance Committee is composed of at least three (3) members appointed by the Board of Directors and has general oversight of all accounting practices, income, disbursements and audits. The Finance Committee will advise the Board in all financial matters at PVBI.

The committee advises in establishing policy and assists raising monies for the daily operation, ensures that IRS regulations are followed, and reviews the budget and financial reports. In addition, the committee is responsible for the investment of all funds including, annuities, endowments, grants, monies from estates, and various kinds of gifts. The Finance committee is accountable to the Board of Directors. This committee shall meet not less than once a quarter within the fiscal year.

### **IV. GIFTS AND DONATIONS**

All gift acceptance policies and procedures at PVBI shall be interpreted by four overriding principles:

#### **PRINCIPLE #1**

A gift shall only be accepted if it is in the best interest of the donor. The interest of the donor shall be determined by the donor's financial situation, interest in PVBI, and any tax or legal matters revealed while planning for a gift. PVBI shall not encourage any gift that is inappropriate in the light of the donor's financial situation. However, the donor retains ultimate responsibility for ensuring that the proposed gift furthers the donor's charitable gift and planned giving goals.

The Department of Finance and the Department of Financial Development do not provide legal, accounting or tax advice to prospective donors. PVBI encourages donors to seek legal counsel in conjunction with the Department of Financial Development.

## **PRINCIPLE #2**

A gift will only be accepted by PVBI if it is considered to be reasonable and appropriate to the support of PVBI's purpose and mission. A gift may be considered inappropriate when particular restrictions are imposed by the donor, would not be in keeping with the purpose of PVBI, or fails to meet the IRS guidelines/regulations for (501)(C-3) organizations. PVBI reserves the right to refuse any donation in an effort to protect spiritual, ethical and financial integrity.

\*\* The Board/Administration maintains, at their discretion, the control in using all donations in accordance with the regulations for (501) (C-3) organizations.

## **PRINCIPLE #3**

Careful attention will be made so as not to offend an individual, corporation or foundation when a solicitation is presented.

## **PRINCIPLE #4**

It is the policy of PVBI to remove a donor from its solicitation list, such as a mailing list, phone list, and e-mail address list, at the request of the donor. The donor's right to privacy will always be honored. PVBI will not sell mailing, phone, or e-mail lists to third parties.

### **A. GIFTS**

A gift is considered given for which the donor receives no direct benefit and requires nothing in exchange beyond an assurance that the intent of the contribution will be honored by PVBI. PVBI shall acknowledge all gifts from donors and receipt each gift through the Department of Finance.

### **B. UNRESTRICTED GIFTS**

An unrestricted gift is typically a gift of cash, stocks, bonds, real property, tangible personal property, or a gift in kind. A gift in kind must have a value placed upon it by the donor which would be subject to IRS approval.

### **C. RESTRICTED GIFTS**

A restricted gift is one in which some qualifier or restriction has been given, and will be considered as a non-routine gift. This type of gift may specify a time limit or use of gift for a specific purpose. If PVBI is unable to meet the restrictions placed upon a gift, PVBI may choose to refund the gift or request in writing approval to move the gift to another account. However, when making appeals for specific projects, PVBI shall clearly state that funds received in excess of the cost of the project may be assigned to other projects at the discretion of the administration.

#### ***1. Planned Gift***

A planned gift generally is a gift or commitment made in the present with the benefit to PVBI "deferred" until a future date..

## **2. Endowments.**

A gift of a certain amount to be invested for the purpose of producing present and future income that may be expended or that may be reinvested with the original gift. The principle of the endowment shall be maintained intact. The income is expended according to the donor's stipulation and may be unrestricted or restricted. The Investment Committee shall invest these monies in accordance to the Investment Policy set by the Board of Directors. Therefore, the following policy has been adopted.

A gift given to the endowment fund is given for perpetuity

- The principle shall always be maintained
- The investment policy of PVBI shall be followed. (see section *VI Investment Policy*)
- A portion of the earnings must be reinvested with the original gift. The remainder of the unrestricted earnings may be expended or reinvested at the discretion of the Investment Committee.
- Investment earning may be withdrawn semi-annually

## **3. Charitable Gift Annuity**

A charitable gift annuity is a contract between PVBI and the donor, it is not a trust agreement, whereby the donor makes an initial payment of cash or marketable securities to PVBI and PVBI agrees to pay the donor an annuity for the rest of his/her life. PVBI will follow the guidelines established by the American Council of Gift Annuities for payment of the annuity. PVBI shall also meet the regulations set by a state before a CGA is accepted. The Investment Committee shall invest these monies in accordance to the Investment Policy set by the Board of Directors.

## **4. Trusts**

Since there are different types of trusts, each type of trust having its special benefit, we ask the donor to contact the Director of Financial Development of PVBI. PVBI will accept the following trusts, but not limited to, Charitable Remainder Trust, Annuity Trust, Unitrust, Charitable Lead Trust, Living Trust, Irrevocable and Revocable Trust. The Investment Committee shall invest these monies in accordance to the Investment Policy set by the Board of Directors.

Many times the Trust will state whom the trustee/trustees are who have the authority to make the investments for the trust. If PVBI is made a trustee, the Investment Committee shall act on behalf of PVBI and shall follow the above guiding rules.

## **5. Scholarships**

PVBI receives funds for scholarships. Scholarships can be, but are not limited to, academic, interest, major, and/or general. Guidelines to be established by the donor and/or Administration.

#### **6. *Student Aid***

PVBI receives money in the form of student aid which benefits needy students, and is applied at the discretion of the Administration.

### **V. NON-GIFT INCOME**

PVBI charges tuition, fees, room and board, and for goods and services rendered. A non-deductible receipt will be issued for monies received for these items, including money received for a designated student. These monies shall be used for the daily operational expense of PVBI.

### **VI. INVESTMENT POLICY**

The Board of Directors has vested in the **Finance Committee** or its designee the right to make investments on behalf of PVBI. It will invest monies received from, but not limited to: wills/estates, annuities, trusts, endowments, grants, and sale of real estate. It is the desire of the Board of Directors to maximize income through prudent investments.

#### **PURPOSE**

The purpose of this policy is to provide a statement which outlines the investment objectives approved by the Board of Directors of PVBI as well as to assign managerial responsibilities for continued success of the investment program.

The Finance Committee appointed by the Board of Directors is given the authority, discretion and responsibility to direct the investment of funds available for investment in accordance with the objectives of this policy. To that end, the Finance Committee is authorized to review, engage and replace, if necessary, the investment manager(s) for the direct management of PVBI's investable assets. Progress towards the stated goals will be measured at least quarterly. However, the Finance Committee recognizes that performance of the investment manager has to be evaluated over a longer time horizon of a market cycle (3-5 years) to determine that stated objectives are being achieved, that the investment manager is performing to PVBI's administrative needs. Investment performance data will be provided to the Finance Committee through quarterly reports and meetings with the investment manager as deemed necessary. The Finance Committee shall review the investment policy at least annually and make the necessary modifications.

#### **OVERALL OBJECTIVE**

The financial goal of PVBI is to preserve and enhance its real (inflation-adjusted) purchasing power through reinvestment of realized capital gains and earned income to the extent that such assets are not required for ongoing needs. This is to be achieved over time through the combination of prudent investment management that generates optimal returns available with the imposed risk constraints and policy guidelines expressed herein in conjunction with an appropriate spending policy.

## **ASSET ALLOCATION**

The asset allocation philosophy is full investment to long-term assets as opposed to market timing; however, the investment manager may retain the option to maintain positions of up to 10% in cash in each asset class if the market outlook so dictates. The base asset allocation, as of the approval date of these guidelines, will be:

Equities	RANGE	0%-80%
Fixed Income	RANGE	0%-60%
Cash & Equivalents	RANGE	0%-100%

## **EQUITY GUIDELINES**

- The investment objective is to provide for capital growth while maintaining a moderate level of income through investment in companies with strong financial and operating histories
- To achieve a quality level deemed desirable, it is expected that the equity securities be listed on one of the public stock exchanges and/or be able to be converted to cash within 30 days.
- The equity portion will be diversified in terms of sector, industry, company and geography. No more than 10% of the market value of the investments should be in equities of any one company. Also, no more than 25% of the investments may be committed to those companies in the same industry as defined by Standard & Poors.
- Investments in diversified mutual funds that have achieved a satisfactory average rate of return on investment during the previous five consecutive years is preferred provided they meet the investment requirements outline in this policy.
- Specifically prohibited investments include:
  - Options, futures, over the counter derivatives
  - Private Placements
  - Warrants
  - Margin Trading
  - Short Selling
  - Commodities
  - Limited or Master Limited Partnerships
- Equity performance will be compared to the Standard & Poor's 500 Stock Index.

## **FIXED INCOME GUIDELINES**

- The fixed income portion should be properly diversified in terms of issuer, maturities/duration, and yield curved exposure. Issues may include U.S. and non-U.S. issues of Government and agency obligations, marketable corporate bonds, mortgages-backed, and asset backed obligations. No more than 10% of the market value of the investments may be invested in securities of any one issuer with the exception of U.S. Treasury and full-faith Agency obligations. Nor more than 20% may be invested in any one industry. Also, a diversified maturity schedule is preferred.
- Fixed income investments shall be only those issues which are rated investment grade of better by Moody's and Standard & Poors. The minimum quality of fixed income investments is S&P's BBB. In regard to mutual funds or common funds, overall quality rating shall be BBB or better. If a security falls below investment grade, and the investment manager recommends holding that security, approval must be sought from the Investment Committee in a timely manner.
- Certificates of deposit may be purchased in amounts not to exceed \$100,000 dollars and must be insured.
- Prohibited investments are those as otherwise noted and which also include:
  - Options, futures, over-the-counter derivatives
  - Private Placements
  - Warrants
  - Margin Trading
  - Short Selling
  - Commodities
  - Limited or Master Limited Partnerships

## **CASH EQUIVALENTS**

Cash investments (U.S. government securities, agencies and commercial paper) should be prudently diversified. If not guaranteed by the U. S. Government, they should be rated at least A-2 by Standard & Poors or P-2 by Moody's or the equivalent. Money market funds are acceptable based upon the criteria stated for cash investments.

## **EVALUATION AND REVIEW**

The Finance Committee will meet not less than once a quarter within the fiscal year to review investment management performance to assure that the general objectives are met. Appropriate benchmark returns shall be provided in order to evaluate asset class performance. The overall performance of the investments and the investment policy shall be reviewed with the Finance Committee at least annually. Any modifications of this policy shall require the Board of Director's approval.

In the event that more than needed funds exist in the General Fund the Director of Finance shall have the authority to place unneeded funds in a short-term investment, such as, but not limited to, certificate of deposit (CD), saving account, and money market. It is the intent of the Director of Finance to make sure the funds will not be needed before maturity so as not to incur a penalty when funds are withdrawn.

## **VII. BORROWING AND LOANS**

It would be the desire of the Board of Directors and Administration of PVBI never to have to borrow funds. It may, however, be in the best interest of PVBI to borrow funds in order to achieve the objectives of the School. Before borrowing any funds, the reason for doing so and the repayment plan should be researched. There are two types of borrowing that will be considered, Internal and External borrowing.

### **A. INTERNAL BORROWING (Restricted Funds)**

Good financial principals would dictate that there are times when internal borrowing may be necessary. *(The following is being considered, to be approved at a later date.)*

- 1. A real need exist.*
- 2. Funds must be available in some accounts that will not be use at the present time.*
- 3. A repayment plan is in place.*
- 4. Repayment must always be completed before borrowed funds are needed in the original account.*
- 5. If funds are restricted funds, those who have authority over the funds must grant approval for the loan and the repayment plan. Borrowing must not violate the donor's desire.*

### **B. EXTERNAL BORROWING**

External borrowing is when funds are borrowed from outside sources such as: banks, lending agencies, and individuals.

1. It is always to be remembered that a borrower becomes a servant to the lender.
2. The ability to repay what is borrowed must be the guiding factor when borrowing funds.
3. Before borrowing funds from any external source the loan must be approved by the Board of Directors.
4. Proper documents must be prepared and signed by the lender and PVBI or its designee.

## **VIII. POLICY AND PROCEDURE FOR INTERNAL CONTROL**

It is understood that PVBI takes its fiduciary responsibility very seriously and will do all within its power to make sure that all income and disbursements are handled in a methodical manner and in keeping with good accounting practice. A segregation of duty will be followed; that is, *more than one* person will be involved in any one financial transaction. The policy and procedures in this section are designed to provide a general guideline for receiving, recording and depositing of income. It also provides a general guideline for all disbursements and purchases.

### **A. INCOME**

1. Income received by the PVBI office shall be delivered to the Business Office in an expedient manner.

2. The bookkeeper shall verify the dollar amount with any correspondence that may have been received.
3. All income shall be posted to the proper account by the bookkeeper in a timely manner.
4. The bookkeeper shall be responsible for preparing the deposit slips. Monies shall be deposited within a week from the time they are received in the accounting office.
5. The Director of Finance or his designee shall review the income report and compare it to the bank's stamped duplicate deposit slip. (Designee must be someone other than the person making out the deposit slip.)
6. A receipt and communication (normally a letter) shall be given or sent to the donor within a reasonable time of the posting date. Communication with the donor shall include a self-addressed envelope. (Note: If a contribution is actually part donation and part payment for goods or services, then only the amount in excess of the fair market value of the goods and services will be considered deductible for tax purposes.)
7. An income report shall be given weekly to the President.

## **B. DISBURSEMENTS**

1. The Director of Finance or his designee must approve all disbursements, and some departments may be required to obtain approval from the Office of the President.
2. Disbursements are made with check; however some purchases are made with the PVBI credit card when proper approval is granted. No check should be written payable to Cash or signed in advance.
3. The petty cash account may be used by the Business Office to make incidental purchases under one thousand dollars. A proof of purchase and petty cash voucher shall be turned in to the business office.
4. Disbursements will be made from an invoice, a statement, or disbursement/reimbursement request. All invoices and statements will be date-stamped upon receipt.
5. When a check is used for disbursement the date and check number will be put on the document from which the disbursement is made.
6. The Director of Finance or the President may sign a check to make disbursements. Only in rare emergencies will one sign his/her own check.
7. A disbursement report will be provided to the Office of the President not less than once a month. The President may require this report more often if the need arises.
8. The Business Office shall reconcile the bank statement with their records within thirty (30) days of receiving the bank statement. If for some unusual circumstance the office is unable to reconcile the bank statement with their record because of an error, the time period for reconciliation may be extended with the approval of the President.

## **C. REIMBURSEMENTS**

Circumstances may require that a staff member will have to use his/her personal finances to cover some cost but will be reimbursed if proper procedure is followed.

1. The President or the Director of Finance must grant approval for expenditure if reimbursement is expected.

2. Approval may be granted to cover an item, items, travel, meals, lodging and repairs. When a group is traveling, representing PVBI, approval may be given to cover the complete trip.
3. A form, "Request for Reimbursement" with the proof of expenditures attached, must be turned into the accounting office within sixty (60) days from date of expenditure to be eligible for the reimbursement.

#### **D. PURCHASES**

It is the desire of the Administration that the funds given to PVBI be spent efficiently and effectively. A competitive market is a part of a free and open economy and shall be used as the heart of all our procurements.

To maintain a level of accountability these general guidelines shall serve for all purchases.

1. The Director of Finance or his designee shall serve as the purchasing agent and sign all purchase orders for all departments of the school including, but not limited to: the Academy, Institute, Dining Hall, Maintenance and Bookstore. He and the President have exclusive responsibility for authorizing purchases from vendors for all supplies, materials and services on behalf of PVBI.
2. PVBI will not be responsible for any purchase without proper authorization and such purchase becomes the financial responsibility of the individual making the unauthorized purchase.
3. The President and Finance Committee must approve all major purchases such as purchases of insurance, purchase or lease of real property, data processing equipment and vehicles.
4. A requisition must be submitted to the Director of Finance for his review and approval. A document of evidence of need may be submitted with the requisition. The requisition may include a suggestion of vendor/vendors and bids. The Director of Finance maintains the right to research and choose a vendor.
5. An open purchase order may be used to accommodate repeated purchases of such items as office supplies, paper products, dining hall foods, and small maintenance supplies. A new purchase order form must be submitted for each fiscal year.
6. Potential vendors are selected for their ability to serve the needs of PVBI in the most economical and efficient manner possible. Past performance, cooperation and the ability to negotiate price with PVBI will always be considered.
7. Utility vendors for gas, coal, wood, oil, telephone, electric and other services shall be chosen on the basis of service and competitive price when possible.
8. No contract is binding unless authorized and signed by the Director of Finance or the President.
9. Purchases may be made using the PVBI credit card. The President or the Director of Finance must authorize the use of the credit card and the card must be returned to the Business Office when the authorization has expired. The PVBI credit card is not to be used for personal items.
10. PVBI has the responsibility to ensure that any Faculty or Staff authorized to use a PVBI vehicle has the proper financial resources for gas and oil. A proof of purchase must be given to the business office.

## **IX. BUDGET**

To help PVBI to fulfill its fiduciary responsibility and effectively use and manage the funds received, the President will develop an annual budget. The Director of Finance and the Director of Financial Development shall assist in the budgetary process. Each department and its staff shall also assist by providing the information necessary in the budgetary process. When the budget is completed it shall be submitted to the Board of Directors for its approval three months prior to the next fiscal year.

The budgetary process shall include but is not limited to:

1. Doing a review of the complete ministry of PVBI, the goals and accomplishments
2. Doing a review of each department's achievements and fiscal performance
3. Doing a review and analysis of the last fiscal year's income and expense: comparing actual income and expense with budget numbers
4. Doing a cost analysis for each department, staff, program, and student
5. Developing an estimated income budget, including the tuition
6. Developing an estimated expense budget
7. Assisting in the development of any new income program
8. Searching for ways to reduce costs and implement them
9. Analyzing and recommending any changes in PVBI investments
10. Making recommendations to the Administration and Board of Directors

## **X. FINANCIAL REPORTING**

The Finance Committee shall have all financial records for PVBI audited/reviewed annually by an authorized accountant or a CPA. The audit/review shall be addressed to the Board of Directors of PVBI.

The Department of Finance shall provide the reports requested by the President, Financial Committee, PVBI Board of Directors and GMC. The request for any report/reports shall be made in a timely manner so as not to create undue burden on the DOF.

All directors and department heads may be required to submit a financial report to the Finance Committee.

## **XI. STUDENT ACCOUNT**

The Board of Directors and the Administration of PVBI firmly believe that an individual must fulfill their financial obligations to maintain a vital Christian testimony. To assist our students to that end, we have adopted the following policy.

1. Each student has a personal account in the business office.
2. Income for a student's account will be posted to their account within a timely manner.

3. A discount will be given to a student who pays their account in full upon registration for the semester. (Discount may vary from year to year; interested persons would need to contact the business office for the current discount)
4. A student who fails to make his/her monthly payment on time will be charged a late fee. The monthly payment is due on the fifteenth business day of the month.
5. A student returning to PVBI for the fall semester is to have a zero balance. A student who has a balance of five hundred dollars (\$500) or more will not be allowed to register for the second semester without special approval.
6. Any student account past due for more than one month will be charged a late fee per month. The student may be asked to sign a promissory note payable to PVBI.
7. A student with a balance past due will not receive their grade card, diploma, or transcript. And will not march until the balance is paid in full unless special arrangement is made with the President and Department of Finance.
8. Any student who refuses to fulfill their financial obligation to PVBI may have their past due account recorded against their personal credit record.

In the event of an **extreme** emergency, the Administration will endeavor to work with the student or the family of the student until the account is paid in full. Arrangements must be made through the Office of the President and Department of Finance.

A work scholarship, either part/full time, may be granted to a student who needs financial assistance. Application for the scholarship must be with the Admissions Department who will work in conjunction with the Department of Finance in ascertaining eligibility. The work scholarship will be for one school term and must be reapplied for if the need remains. The work scholarship will be granted only on the basis and proof of need and will only apply towards tuition, room and board.

## **APPENDIX M – LIBRARY HANDBOOK**

(Unexpected formatting resulted from pasting various documents together)

# **Library Handbook**



**Penn View Bible Institute**

**2012**

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## **Library Mission Statement**

The Library is committed to support the academic, biblical, and holiness philosophy of Penn View Bible Institute by providing services to access resources that support the academic and holistic needs of the library's patrons. The library will partner with the institution and its community to provide and preserve needed resources and to instill life-long learning skills.

## **Library Goals**

To encourage study and research and to maximize learning, the library embraces the following goals:

**LIBRARY GOAL 1:** The librarian in collaboration with the faculty will add quality and relevant resources to maintain adequate support of the academic and holistic needs of the institution's curriculum and community.

**LIBRARY GOAL 2:** The library provides trained personnel, finding tools, and a current awareness service that allows the library community ease of access to various formats of information.

**LIBRARY GOAL 3:** The librarian in collaboration with information technology personnel will ensure that library technology is maintained to ensure ease of access to information.

**LIBRARY GOAL 4:** The library will provide an adequate and spacious environment for its collection, study areas and staff work areas.

**LIBRARY GOAL 5:** Library workers will maintain and promote an environment that preserves library resources and is conducive to study.

**LIBRARY GOAL 6:** The library in collaboration with faculty and administration will promote the development of life-long learning skills.

## **Library Policies**

### **1.0 Library Administration**

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1.0 Policies: Library Committee approved May 10, 2012; Faculty approved May 14, 2012.

#### **Institutional Library Administration Policies**

The institution employs a Librarian with an A.L.A. accredited M.L.S.

The Librarian is hired by the President in collaboration with the Academic Dean and is directly responsible to the Academic Dean.

The Librarian has faculty status and attends faculty meetings.

The administration of the library is the direct responsibility of the Librarian.

#### **1.1.0 Library Personnel Policies**

1.1.1 Staff needs are determined by two processes: evaluation and budget.

1.1.2 The Librarian collaborates with the Academic Dean and the Work Program Director to meet library staff needs.

1.1.3 Library personnel will be expected to uphold library policies and procedures and to perform library duties as given to them by library supervision.

#### **1.2.0 Library Organizational Policies**

1.2.1 When necessary, the policies of the library are approved by the Library Committee and ratified by the faculty.

1.2.2 The Librarian in collaboration with the Academic Dean determines library hours based on class schedules and assessment data.

#### **1.3.0 Library Assessment Policies**

1.3.1 The library systematically assesses the extent to which it is meeting its goals through a formal report as well as by using measures to evaluate its collection, policies, and procedures.

#### **1.4.0 Library Administrative Policies**

1.4.1 Library personnel will create and maintain an atmosphere that is conducive to study and research.

1.4.2 Library personnel will endeavor to monitor compliance of applicable institutional Internet policies.

## **2.0 Collection Development**

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2.0 Policies: Library Committee approved May 10, 2012; Faculty approved May 14, 2012

### **2.1.0 Selection Policies**

- 2.1.1 The primary purpose of the library is to collect resources to meet the research and curriculum needs of the institution.
- 2.1.2 The library will also collect resources that meet needs and interests of individual faculty and students as they fall under the library selection criteria.
- 2.1.3 All resource selections must be approved by the Librarian.
- 2.1.4 The Librarian will primarily use course bibliographies, publisher catalogs and recommendations for resource selection.
- 2.1.5 Recommendations will be accepted by the Librarian for consideration using the selection criteria; however, acquisition priority will be given to the Academic Dean, Division Directors and faculty.
- 2.1.6 Resources will be selected according to the following criteria:
- contribution the subject matter makes to the curriculum
  - relevance to the library's mission
  - favorable recommendations based on preview and examination of materials by professional personnel
  - reputation and significance of the author, producer, and publisher
  - currency of material
  - high degree of potential user appeal
  - quality and variety of format
  - value commensurate with cost and/or need
  - availability of resource
  - duplicity of resource
- 2.1.7 Periodicals and databases will be selected according to the following criteria:
- contribution the subject matter makes to the curriculum
  - relevance to the library's mission
  - current information provision in the various fields of study
  - provision of information not available in any other format
  - currency of scholarship provision for the faculty in various fields of study
  - provision of current news items, religious current events and cultural exposure
  - favorable recommendations based on preview and examination by professional personnel
  - number of serials currently in that field

- accuracy and objectivity of the serial
- availability of the serial through a database
- value commensurate with cost and/or need
- duplicity of resources

2.1.8 If relevant periodicals or databases are available through cooperative library arrangements, the library will designate budget to other needed resources.

2.1.9 The following designations are used to describe the levels at which the library collects materials in subjects related to the programs that comprise the Penn View Bible Institute's curriculum:

Out of Scope (0): The library does not intentionally collect in this subject.

Minimal level (1): A subject area in which few selections are made beyond very basic works. A very limited collection of materials, including monographs and reference works. Periodicals directly dealing with this topic and in-depth electronic information resources are not collected. A collection at this level should be frequently and systematically reviewed for currency of information. Superseded editions and titles containing outdated information are withdrawn. Classic or standard retrospective materials may be retained.

Basic information level (2): A selective collection of materials that serves to introduce and define a subject and to indicate the varieties of information available elsewhere. It includes a limited collection of monographs and reference works. It may include dictionaries, encyclopedias, access to appropriate bibliographic databases, selected editions of important works, historical surveys, bibliographies, handbooks, and a few major or representative general periodicals. It includes defined access to a limited collection of owned or remotely-accessed electronic bibliographic tools, texts, data sets, journals, etc. The collection is frequently and systematically reviewed for currency of information. Superseded editions and titles containing outdated information should be withdrawn. Classic or standard retrospective materials may be retained. This level supports the needs of general library users through the first two years of college instruction.

Study or instructional support level (3): A collection that is adequate to impart and maintain knowledge about a subject in a systematic way but at a level of less than research intensity. The collection includes an extensive collection of general monographs and reference works and selected specialized general monographs and reference work; an extensive collection of general periodicals and a representative collection of specialized periodicals; limited collections of appropriate foreign language materials—e.g., foreign language learning materials for non-native speakers or foreign language materials about a topic such as German history in German; extensive collections of the works of better-known authors and selections from the works of lesser-known authors; and defined access to an extensive collection of owned or remotely-accessed electronic resources, including bibliographic tools, texts, data sets, journals, etc. The collection includes a wide range of basic works in appropriate formats, a significant number of classic retrospective materials, complete collections of the works of more important writers, selections from the works of secondary writers, a selection of representative journals, access to

appropriate machine-readable data files, and the reference tools and fundamental bibliographical apparatus pertaining to the subject. At the study or instructional support level, a collection is adequate to support independent study and most learning needs of the clientele of public and special libraries, as well as undergraduate and some graduate instruction. The collection is systematically reviewed for currency of information and to assure that essential and significant information is retained, including significant numbers of classic retrospective materials.

Research level (4): A collection that includes a very extensive collection of general and specialized monographs and reference works; a very extensive collection of general and specialized periodicals; extensive collections of appropriate foreign language materials; extensive collections of the works of well-known authors as well as other important but lesser-known authors; defined access to a very extensive collection of owned or remotely accessed electronic resources, including bibliographic tools, texts, data sets, journals, etc. A collection that includes the major published source materials required for dissertation and independent research, including materials containing research reporting, new findings, scientific experimental results, and other information useful to researchers. It is intended to include all important reference works and a wide selection of specialized monographs, as well as a very extensive collection of journals and major indexing and abstracting services in the field. Pertinent foreign language materials are included. Older material is usually retained for historical research and actively preserved. A collection at this level supports doctoral and other original research.

Comprehensive level (5): A collection in which a library endeavors, so far as is reasonably possible, to include all significant works of recorded knowledge (publications, manuscripts, other forms), in all applicable languages, for a necessarily defined and limited field. This level of collection intensity is one that maintains a "special collection"; the aim, if not the achievement, is exhaustiveness. A comprehensive level collection may serve as a national or international resource. Older material is retained for historical research with active preservation efforts.

## **2.2.0 Donation Policies**

- 2.2.1 Once a donation is accepted, it becomes the sole property of the Penn View Bible Institute library.
- 2.2.2 The library reserves the right to decide on the distribution of all gifts received.
- 2.2.3 Donations are screened for acceptance using the same selection criteria used to evaluate materials for purchase.
- 2.2.4 Donated items are withdrawn using the same criteria used to withdraw purchased materials.
- 2.2.5 The library cannot accept donations of materials with special restrictions.
- 2.2.6 Due to IRS regulations, it is the responsibility of the donor to ascertain the value of donated goods.

### 2.3.0 Collection Maintenance Policies

2.3.1 Library resources will be weeded based on the following criteria:

- library possesses a later edition or superior revision
- outdated material
- relevancy to present curriculum
- duplicity of resource
- beyond repair
- circulation history
- availability of superior format

2.3.2 Replacement of lost or damaged resources is not always automatic. Weeding criteria will be reviewed to determine replacement.

2.3.3 The library will make available resource reconsideration forms that must be filled out and signed by the submitter to receive consideration.

### **3.0 Circulation**

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3.0 Policies: Library Committee approved May 10, 2012; Faculty approved May 14, 2012

#### **3.1.0 General Collection Circulation Policies**

- 3.1.1 General collection resources may be checked out for a two-week time period.
- 3.1.2 General collection resources may be renewed as long as no hold has been placed on the resource.
- 3.1.3 An overdue fine of fifteen cents per day will be assessed to general collection resources.

#### **3.2.0 Reference Collection Circulation Policies**

- 3.2.1 Reference collection resources are only available for use inside the library commons and may not be checked out by any library patron.

#### **3.3.0 Reserve Collection Circulation Policies**

- 3.3.1 Reserve collection resources may be checked out for twenty-four hours, unless otherwise indicated by faculty.
- 3.3.2 Reserve collection resources may be renewed as long as no hold has been placed on the resource.
- 3.3.3 An overdue fine of \$1.00 per hour will be assessed to reserve collection resources.

#### **3.4.0 Archive Collection Circulation Policies**

- 3.4.1 Archive collection resources are only available for use inside the library commons and may not be checked out by any library patron.

#### **3.5.0 Periodical Collection Circulation Policies**

- 3.5.1 Current issues of periodical resources may not be checked out by any library patron.
- 3.5.2 Back issues of periodical resources may be checked out for a two-week period.
- 3.5.3 An overdue fine of fifteen cents per day will be assessed to periodical resources.

#### **3.6.0 Faculty Borrowing Privilege Policies**

- 3.6.1 Faculty may borrow circulating resources for the length of a semester. At the end of that period resources need to be returned or renewed.

### **3.7.0 Staff Borrowing Privilege Policies**

3.7.1 Staff may borrow resources according to published circulating policies.

### **3.8.0 Students Borrowing Privilege Policies**

3.8.1 Students may borrow resources according to published circulating policies.

### **3.9.0 Community Borrowing Privilege Policies**

3.9.1 Community patrons wishing to use the Penn View Bible Institute library may apply for an account and the Librarian or Associate Librarian will make the approval decision.

3.9.2 Community patrons may borrow resources from the general collection and must follow the circulating policies.

### **3.10.0 Fine Policies**

3.10.1 Library patrons cannot borrow any library resources until all library fines are paid.

3.10.2 Fines for a library resource will not exceed \$15.00. At the point of reaching the fine limit, the resource may be considered lost and the patron will pay a replacement copy fee.

### **3.11.0 Hold Policies**

3.11.1 Library patrons may put a hold on a library resource that is currently checked out.

3.11.2 A library resource cannot be renewed by the current borrower if a hold has been placed on the resource.

3.11.3 In the case of multiple holds on a resource, faculty has priority. Otherwise, priority is based on a first come basis.

### **3.12.0 Lost or Damaged Item Policies**

3.12.1 Any library patron who loses or damages a book must pay a replacement fee before borrowing any further library resources.

## **4.0 Technical Services**

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4.0 Policies: Library Committee approved May 10, 2012; Faculty approved May 14, 2012

### **4.1.0 Acquisition Policies**

- 4.1.1 All library acquisitions must be approved by the Librarian.
- 4.1.2 The Librarian will send acquisition requests to the Academic Dean for approval before submitting to the business office.
- 4.1.3 The library will keep adequate records of acquisitions and purchasing information.
- 4.1.4 The library will collaborate with the business office to maintain appropriate practices in library ordering and payment.

### **4.2.0 Cataloging Policies**

- 4.2.1 The library will use appropriate and available local and national cataloging standards.
- 4.2.2 Library personnel will endeavor to enter or delete metadata and keep it up-to-date in a manner that provides adequate access to library resources.
- 4.2.3 The library will keep a record of cataloging decisions that apply specifically to the Penn View Bible Institute library.

### **4.3.0 Access Policies**

- 4.3.1 Library personnel will be trained to process and maintain resources in such a way as to provide ease of access.
- 4.3.2 The library will process new resources in a timely manner.
- 4.3.3 The library will endeavor to provide adequate tools for patrons to access library resources.

### **4.4.0 Technology Policies**

- 4.4.1 The library will collaborate with Information Technology personnel to provide adequate tools for ease of access for library personnel and patrons.

## **5.0 Reference**

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5.0 Policies: Library Committee approved May 10, 2012; Faculty approved May 14, 2012.

### **5.1.0 General Reference Service Policies**

- 5.1.1 The library will provide general reference services.
- 5.1.2 Professional staff will be available on site, through technological means, or by phone to provide reference service.
- 5.1.3 Paraprofessional staff will be trained to deal with a variety of reference questions.

### **5.2.0 Information Literacy Policies**

- 5.2.1 The library in collaboration with faculty and administration will provide all students with opportunities to develop information skills that will prepare for life-long learning.

## **6.0 Preservation**

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6.0 Policies: Library Committee approved May 10, 2012; Faculty approved May 14, 2012

### **6.1.0 Resource Preservation Policies**

- 6.1.1 Library personnel will be trained in handling and maintenance methods that will preserve library resources.
- 6.1.2 Library personnel will endeavor to train library patrons in methods that will preserve library resources.
- 6.1.3 The library will endeavor to maintain an environment that allows preservation of its resources.

### **6.2.0 Archival Policies**

- 6.2.1 The library will collect and archive institutional resources.
- 6.2.2 The library will collect and archive denominational resources.
- 6.2.3 The library will collect and archive conservative holiness resources; including, but not limited to, independent churches, missions, bible colleges, and para-church organizations that are related to the conservative holiness movement.
- 6.2.4 As necessary, the Librarian will make decisions on archiving additional resources.
- 6.2.5 The library will maintain adequate practices for maintaining archived materials.
- 6.2.6 Library patrons will not have direct access to archival material.
- 6.2.7 Library patrons must follow stated archival handling practices to maintain their right to access.

### **6.3.0 Security Policies**

- 6.3.1 The library will endeavor to maintain a secure environment that will prevent endangering of personnel as well as resources.

## APPENDIX N – STUDENT HANDBOOK

(Unexpected formatting resulted from pasting various documents together)

### FOREWORD

At Penn View, we purpose to aid in the character development of each student so that he will grow in likeness to Christ (Rom.8:29). It is our desire “to present every man perfect in Christ Jesus” (Col.1:28). This includes both purity and maturity. Christ provides for the individual to be born again, sanctified wholly, and continually growing in grace. Peter describes the program of spiritual growth in II Pet.1:5-8:

“...giving all diligence, add to your faith virtue; and to virtue knowledge; and to knowledge temperance; and to temperance patience; and to patience godliness; and to godliness brotherly kindness; and to brotherly kindness charity.”

We are promised, “If these things be in you, and abound . . . ye shall neither be barren nor unfruitful in the knowledge of our Lord Jesus

### INTRODUCTION

#### 1. History

In 1965, the General Board of the God’s Missionary Church purchased sixteen acres of land adjacent to the Penns Creek Campground for the purpose of opening a Christian academy and Bible school. The Campground has been the headquarters of God’s Missionary Church since 1938. On the closing day of camp meeting in 1966, a large crowd gathered on the hilltop to break ground for the main building. The Lebanon Valley Gospel Band contributed to the celebration. Rev. George I. Straub, General Superintendent of the God’s Missionary Church, directed the service. As Rev. Truman Wise was reading from II Chronicles 6, a picture was taken with a commercial Polaroid camera. When the photograph had developed, the appearance of flames of fire was hovering over the open Bible. What a time of reverence before the Almighty as He sealed His approval on the opening of the school!

That fall, the Academy opened with fifty-two students. The next year, the Institute department was opened. Across the years,

Christ.” And we are warned, “He that lacketh these things is blind.” We determine, under God, to help each other become fruitful. Dedicated, heart-purposed, and well-qualified young people are needed for positions of leadership in God’s kingdom. God’s kingdom demands the most fully developed, sanctified minds to carry on the task of reaching the world. We believe that you possess tremendous potential, and we stand ready to help you develop. The challenge is yours to apply your energies to preparing yourself properly to fill this vital need.

This *Student Handbook* has been designed for use as a Character Building Manual. We have tried to present the Biblical principles upon which our rules are based so that you can understand the reason as well as the rule. We pray you will be blessed through your attendance here at Penn View.

hundreds of students have received the spiritual impact of the school on their lives. Today, numbers of pastors, missionaries, musicians, Christian workers, and laymen are serving the Master more effectively because they trained at Penn View.

#### 2. Philosophy

Penn View is committed to the historic Christian faith and a philosophy of education based on that faith as it is revealed in the sacred Scriptures. We attempt not to separate knowledge into “sacred” and “secular” categories, but rather to recognize that “all knowledge comes from God, and all knowledge points to God.”

The Christian explores his world through serious study with the primary goal of glorifying his Creator and Redeemer. Since the Word of God is the foundation of a proper understanding of man and his world, Penn View strongly emphasizes Biblical studies. Finally, Penn View offers professional studies to prepare the student to pursue the career to which he feels led.

The ultimate goal is effective service to the world and to the church.

### 3. General Objectives

We seek to help the student:

Spiritually,

- 1) To know Christ as personal Savior and to develop an ever more intimate relationship with Him,
- 2) To cultivate a love for the Bible, the Word of God, as the source of our knowledge of salvation and as a guide for our living a holy life in this present world,
- 3) To realize the value of total commitment of one's life to Christ and to make that commitment,
- 4) To develop a Christian character consistent with New Testament teaching, and
- 5) To discover an area of service in the church that will give purpose and direction to his life.

Socially,

- 1) To develop the social graces which are becoming to those who profess Christ as Savior and Lord,
- 2) To become skillful in the cultivation of interpersonal relationships, and
- 3) To become aware that he does not stand alone, but is a responsible member of several social structures: family, church, nation, and world.

Intellectually,

- 1) To obtain such knowledge in the area of general education as will fit him for life in contemporary society,
- 2) To understand basic Bible content and to develop an appreciation of the completeness and the adequacy of the written revelation.
- 3) To achieve an understanding of the basic doctrinal teachings of Scripture, and
- 4) To prepare for a life of specialized Christian ministry.

## DILIGENCE

**Diligence** is persistently sticking by my responsibilities until the job is accomplished.

Diligence means to be consistent. Many goals in life can be achieved, if only a person is persistent. There is nothing in the world more common than unfulfilled potential. Many geniuses while away their time in mediocrity. Peter teaches us that in order to be a strong Christian one must exercise diligence. This grace of perseverance is evidenced in the way one carries out his day-to-day responsibilities.

### 4. Attendance

The world is looking for dependable men and women. Many times people fail in their profession because they have never learned to be punctual and consistent—everlastingly at the job. In fact, sometimes an employer is far more concerned that his employee be diligent in fulfilling responsibility than that he be specially skilled. Education here at Penn View is an effort to train students in assuming responsibility as young adults. Paul admonishes us that we should be “not slothful in business” (Rom.12:11). As we mature, we should be able to assume more and more responsibility. This self-discipline becomes evident very early in the matter of attendance.

### 5. Academy Attendance Policies

Regular and punctual attendance to all classes is mandatory. The Principal or someone designated by the Principal will determine whether an absence or tardy is excused. Excused absences will be granted for 1) personal illness, 2) death in the family, 3) inclement weather

resulting in impassable roads, 4) pre-arranged permission, or 5) emergencies. Remember, class attendance is higher in priority than talking to an administrator or faculty member, attending meetings, or performing some other important task. These are not reasons for excused absences. Any student who is asked to perform a task which will make him tardy or absent from a class should graciously excuse himself from the task and go to class, unless he/she has personally cleared the absence or tardy with the Principal.

### 6. *Absence Reporting*

- 1) A student who has been absent should, upon his return to school, bring a written excuse to the Principal's office, signed by his parent or guardian.
- 2) An admit slip will be issued to the student to permit him to return to classes.
- 3) If the absence is excused, all class work missed during the absence may be made up. The teacher will allow the student double the time he was absent for completing the assignment. However, the time involved to make up missed class work shall not exceed two weeks. After the end of the allotted time for make-up, the grade for an unreturned assignment becomes zero.
- 4) If the absence is classified as unexcused, all class work completed or assigned during the absence may not be made up. All tests and quizzes receive the grade of zero.
- 5) Students will be marked absent on a class period basis.
- 6) If a student fails to bring an excuse within three days following his absence, that absence will automatically be unexcused.

### 7. *Limits on Absences*

- 1) Three unexcused absences are permitted during the school year; however local officials must be notified when the third absence occurs. Any further unexcused absence brings the parents under possible punitive action by the local school officials.
- 2) When a student has been absent for a period of five consecutive days or more, a doctor's excuse will be required. (Exceptions may be granted by the Administration.)
- 3) No student should have more than ten absences (excused or unexcused) during any semester. Any days missed beyond the limit will be considered unexcused, except for a major medical problem as determined by a physician.
- 4) Absenteeism by students who have passed the age of compulsory attendance will not be tolerated.
- 5) Continuation of absenteeism after an official warning to the parents may result in a request to withdraw the student from the school.

### 8. Educational Trips

- 1) Any excused family trip must be taken in the company of the student's parents or guardians.
- 2) Permission for such trips, as well as arrangements for make-up class work, must be obtained *in advance*. Written requests may be directed either to the classroom teacher (in the case of an elementary student) or to the Principal.
- 3) Failure to secure permission *in advance* will result in the absence being considered unexcused.
- 4) The student's academic performance will be considered before granting permission.
- 5) All class work must be completed and turned in upon return to school in order to receive full credit.
- 6) Normally, requests for educational trips during School Revival are not granted.
- 7) A total of ten days per year may be excused for educational trips taken with parents; any additional days will be unexcused.

### 9. Education/Ministry Training

- 1) This includes any educational/ministry training that is approved by the Administration, such as church ministries, community services, etc.
- 2) A total of five (5) days will be excused.
- 3) Permission for such training, as well as arrangements for make-up class work, must be obtained in advance or it will be unexcused.
- 4) All class work must be completed and turned in upon return to school in order to receive full credit.
- 5) Students will be expected to actually attend those sessions and report to the Principal upon return.
- 6) The student's academic performance will be considered before granting permission.

### 10. Family Day Absences

- 1) Students may take one additional excused absence as a family day or for hunting or fishing.

### 11. Homeroom Tardiness

- 1) A student is considered tardy if he is not present in home room when the tardy bell rings.
- 2) When a student is tardy to home room, he is to report to the Principal's office or to the Principal's secretary, where he will be issued a tardy permit for admission to class.
- 3) When a student is tardy to home room and feels he had a valid reason for being late, he should

bring a written excuse the next day, signed by his parent or guardian, stating the specific reason for his being late. The Principal will determine whether the excuse is valid.

- 4) An emergency is the only acceptable reason for being late.
- 5) Students are not considered tardy if they are late due to bus problems.
- 6) A student who accumulates three or more homeroom tardies will be recorded as having one unexcused day of absence. Three or more unexcused days of absence cause us to have to report those unexcused days to local school authorities.

### 12. Class Tardiness

- 1) A student is considered tardy to class if he is not present when the tardy bell rings for the beginning of that period.
- 2) A student who is tardy to class must obtain a tardy admit slip from the Principal's office.
- 3) A record is kept of class tardiness. Students who accumulate a number of unexcused class tardies will suffer a reduction in all their semester examination grades. For every three unexcused class tardies all semester exam grades will be reduced one point. If a student exempts a final exam, one-half point will be subtracted from the sixth marking period grade. Chapel tardies will be recorded and assessed in the same way as a class tardy.
- 4) When a student is late to class because he was detained by the teacher of his previous class, that teacher should complete a permission slip for him. He will then report to his next class with the permission slip.
- 5) A class tardy of fifteen minutes or more will be considered an absence.

### 13. Early Dismissal

- 1) A student desiring to be dismissed before the close of the school day (e.g. for a doctor's appointment) must present in advance a written request from the parent or guardian.
- 2) If a student becomes ill, he must be seen by the School Nurse or Principal before being dismissed. NOTE: Students are not allowed to call parents to be picked up at school before having been examined by the School Nurse and/or Principal.

### 14. Institute Attendance Policies

#### 15. Class Attendance

- 1) Regular attendance to all classes is required.
- 2) The Academic Dean will determine whether an absence or tardy is *excused* or *unexcused*.
- 3) *Excused absences* will be granted for personal illness, death in the immediate family (including a grandparent), emergency, or serious winter road conditions. Note that "emergency" is defined very narrowly; that is, it must be a real emergency before excused absence will be granted.
- 4) *Unexcused* absence and tardiness will not be tolerated and may result in grade reduction or expulsion. An exception would be that a pre-arranged absence would be understandable if the student has a good reason to miss. The Academic Dean will make the decision. While the absence could not be classified as excused according to the definition above, yet arrangements could be

made with the Academic Dean and the teacher to make up any work missed. This is a legitimate use of the “cut” as it is commonly called. Students should not take a “cut” unless there is a definite reason.

- 5) Assessment of *grade* begins when the accumulated *unexcused* absence exceeds the equivalent of one week of attendance for the class. The rate of assessment is one letter grade for each absence beyond the limit.
- 6) Unexcused absences the last day of class prior to a holiday and the first day of class after a holiday will be assessed *double*.
- 7) Punctuality is also imperative and all *tardies* will be recorded. Late students are required to obtain an entry slip from the Academic Dean before entering class. Upon entering, the student will lay the “late slip” on the teacher’s desk.
- 8) Unexcused tardies will be accumulated and combined at the rate of three tardies equaling one unexcused absence.
- 9) If a student is late for class more than one-third of the class period, he is considered absent.
- 10) Students absent from four consecutive or six non-consecutive classes without proper excuse will be dropped from the class.
- 11) No course hours will be granted if a student has been absent from one-fifth or more of the class sessions *for any reason*.
- 12) *Dormitory* students may not miss class without first notifying their Social Dean. Students who are too ill to attend classes shall be confined to their dormitory rooms for the entire day unless the School Nurse gives specific direction otherwise. The School Nurse must communicate with the Social Dean regarding such cases.
- 13) Remember, class attendance is higher in priority than talking to an administrator or faculty

17. Schedules

**18. Academy Schedule**

The Academy department begins the school day at 8:17 a.m. The exact schedule of classes is available from the Principal. School closes at 3:15 p.m. Lunch-times are as follows:

Elementary (Kindergarten through Grade 6)	11:25 – 11:55 p.m.
High School Lunch (Grades 7 - 12)	11:59 – 12:29 p.m.
High School Classes Resume	12:32 p.m.

**19. Institute Schedule**

Class.....	7:10 – 8:30 a.m.
Class.....	8:40 – 10:00 a.m.
Chapel .....	10:15 – 11:00 a.m.
Class.....	11:10 – 12:30 p.m.
Lunch .....	12:30 – 1:10 p.m.
Class.....	1:10 – 2:05 p.m.

**20. Dormitory Schedule**

Breakfast .....	(Mon) .....	7:30 – 8:00 a.m.
.....	(Tues-Fri) .....	6:30 – 7:00 a.m.
.....	(Sat).....	8:00 – 9:00 a.m.
.....	(Sun).....	8:00 – 8:30 a.m.

member, attending meetings, or performing some other important task. These are not reasons for excused absences. Any student who is asked to perform a task which will make him tardy or absent from a class should graciously excuse himself from the task and go to class, unless he/she has personally cleared the absence or tardy with the Academic Dean.

- 14) If any instructor is late to a class, the students must wait at least one-third of the class period before they are free to leave.

**16. Chapel Attendance, Institute**

- 1) Penn View strives to hold the spiritual life of students and faculty in high priority. We intend that every class exalt Christ as well as minister to the students, but Chapel services are special times of worshipping together. Students enjoy corporate worship in the freedom of the Spirit. They share in group prayer and praise. All of this is mingled with practical, doctrinal preaching for the purpose of lifting students and staff members to worship God and be reminded of our commission to service. Students learn by the example of these services, and they gain experience by actually participating.
- 2) Chapel attendance will be recorded just as class attendance and marked as excused or unexcused.
- 3) Dorm students are required to be in Chapel every day unless specifically required to be elsewhere on a work detail.
- 4) Off-campus students are required to attend Chapel at least once each week. Additionally, any day that they have a class before and after Chapel, they are expected to attend.
- 5) An unexcused absence may result in three (3) demerits being placed in the student’s record. Please refer to the section on Discipline.

Institute Classes Begin.....(Tues-Fri).....	7:10 a.m.
High School Classes Begin.....(Mon-Fri).....	8:17 a.m.
Chapel .....	10:15 a.m.
Lunch            High School .....	11:59 – 12:29 p.m.
Institute .....	12:30 – 1:10 p.m.
High School Classes Resume.....	12:32 p.m.
Institute Classes Resume.....	1:10 p.m.
Dinner Served .....	5:00 – 5:30 p.m.
Group Devotions.....	7:00 p.m.
Prayer Meeting.....(Wed) .....	7:00 p.m.
Study Period.....(Week days) .....	7:00 – 10:00 p.m.
Devotions, Prepare to Retire.....	10:10 – 11:00 p.m.
Lights Out .....	11:00 p.m.

## FAITH

### Faith is taking what God said about a matter and acting on it.

We begin our relationship with God by believing what He says about our sin, about our Savior, and about the way we ought to live. We never outgrow the need for faith while we are in this life. We are saved by faith, we are sanctified by faith, we make every day’s decisions by faith.

Jesus commanded us to teach people “to observe all things whatsoever I have commanded you” (Mt.28:20). Christian education can never achieve its true purpose until both the teacher and the learner have submitted their lives to the Divine Potter. Being saved is the beginning of true Christian education. From there on, living for Him is a walk of faith — taking God at His Word, seriously enough to live by His instructions.

#### 21. General Doctrines

We subscribe to the historic Christian faith as expressed in the Wesleyan-Arminian position.

We believe:

- 1) The Bible is the Word of God.
- 2) There is one God, existing in three Persons: Father, Son, and Holy Spirit.
- 3) Jesus Christ is the Son of God, completely human and fully divine, an all-sufficient Savior.
- 4) Man was created by God, in His image, for the purpose of living forever in fellowship with God. But through willful disobedience, the first man fell into sin and so corrupted the entire race.
- 5) Salvation is graciously provided through Jesus’ death on the cross. Full salvation is received in two crisis experiences both of which are followed with additional growth in grace.
- 6) At Christ’s Second Coming, the saved will be resurrected to everlasting joy in the presence of God, but the wicked to everlasting punishment.

More detailed statements are given in the *Penn View Bible Institute Catalog* (sometimes called *Bulletin*) and in the *Manual of Doctrine and Government of the God’s Missionary Church*.

#### 22. New Birth

Penn View’s goal is that students know they are saved and be willing to walk in any light they receive. The student who is unwilling to live in submission to our Lord will likely have difficulty with the educational and spiritual program here at Penn View. Therefore, a student should have a testimony that he is saved or at least express a desire to be a Christian. We believe that a person, even a child, can know he is saved by the inner witness of the Holy Spirit.

#### 23. Entire Sanctification

We teach, pray, and labor that each student may come to know the fullness of the Spirit, also known as “heart purity.” Through the power of the Spirit, the child of God is enabled to love God and those around him with all his heart.

This does not remove him from the possibility of ever sinning, but it allows the Holy Spirit to guide and strengthen the Christian to meet the challenges of the day. The Holy Spirit provides for a life of victory over sin.

#### 24. Christian Maturity

Students cannot be expected to act as a mature adult would, yet they can evidence sound spiritual health and growth. Christian character is best understood as Christlikeness.

Discipline—both that which is imposed from without and that which is motivated from within—will strengthen the character and conform the person to the image of Christ.

Systematic teaching will inform the mind concerning the principles of Christian conduct.

Conscientiously walking in the light will result in a life that is pleasing to God.

## VIRTUE

# Virtue is courageously choosing the right, refusing to defile ourselves.

Virtue is moral excellence, moral vigor, moral energy, even moral force. The virtuous young person will have the heart to do right, even if no one else seems to be doing it. He must resist the peer pressure that would squeeze him into the mold of the world. Rom.12:2 explains that we can resist the outer force of conformity to the world by the greater inner force of being “transformed by the renewing of our minds.” We do this, not in our own strength, but in the power of the Holy Spirit.

### 25. Personal Relationships

One of the more outstanding delights of Christian young people is to form close spiritual friendships with other Christians. These are friendships that often carry across the years. We begin a friendship on a very casual basis. At first we know only general things about each other, but as the friendship develops we grow closer until our souls are knit one with the other in the same way that David and Jonathan experienced it. Spiritual growth is enhanced by fellowship with others who have the same desire to serve the Lord. In fact, there are some things we would never learn if it were not for faithful Christian friends (See Pro.17:19). The wise man refers to friends who stick closer than a brother (Pro.18:24).

Solomon also cautions us regarding our choice of friends. He warns, “Make no friendship with an angry man . . . Lest thou learn his ways” (Pro.22:24-25). Take a look at Pro.13:20. You will find more about Christian fellowship in the section about **Social Life** under Brotherly Kindness.

Young people should make numerous friends among both men and women. Acquaintance between a young man and a young lady can develop naturally as they see each other interacting with other young people. He may notice her kindness toward the people around her. She may notice his spiritual steadiness or his careful respect for ladies in general. This casual interest may deepen until they desire to

know each other better. All the time, the friendship should be based on a mutual respect for the Christian character each sees in the other. Friendships develop through mixed group conversation among students who are not dating. As their interest in each other grows, dating is appropriate.

Christian young people are in a unique position to enjoy the pleasures of a special friend who may eventually become one’s Life Partner. A Christian school provides an opportunity to meet some of the finest young people. Many times a young man has met his future wife on the campus of a Christian school or college. Young people can enjoy developing sound friendships that eventually lead to marriage and a Christian home.

### 26. Dating

Dating is a delightful privilege. But if its energy is not channeled, young people can lose their priorities. In their excitement, God’s plan for their lives may be cast aside, perhaps never to be achieved. We purpose to guide young people through courtship in a way that will glorify God, promote spiritual growth among the students, and produce strong Christian homes in our churches.

The following guidelines are set forth with the intention of promoting proper development of such relationships. The Administration is not trying to take all the fun out of being young, but definite guidelines are needed.

### 27. Dayschool Dating Policies (Institute & Academy)

- 1) All social privileges are permitted only by *special permission* of the parents and are subject to the policies of PVBI concerning such privileges. These privileges will be denied if it is believed in the best interest of those involved. One consideration is mentioned in II Cor.6:14.
- 2) Students under 18 must have *written permission* from parents or guardian before beginning to date: this applies to each time a different person is involved. We recognize the responsibility of the school as one of serving the parents.
- 3) The students involved are responsible to obtain the required permission before dating or engaging in other social privileges.

- 4) At no time is a student to be alone with another student of the opposite sex without special permission.
- 5) At all times students are forbidden from holding hands, embracing, kissing, or in any way engaging in the physical expression of affection.
- 6) Notes and letters may not be passed by any means during class time.
- 7) Permission for dating will not be given until after a new student has been enrolled for at least six weeks.
- 8) A student on Academic Probation will be restricted to one half of the dating privileges otherwise permissible.
- 9) A student under Disciplinary Probation will lose all dating privileges for a period of time decided by the Administrative Committee.
- 10) Dating couples may, with permission, have lunch time together certain days. This is restricted to the regular lunch period unless special permission is granted because of work hours or employment. Students under 18 will be allowed three days per week. Those over 18 will be allowed seven days per week. Couples will sit across the table from each other.
- 11) No student under 16 will be allowed to date. This includes all school functions, except the Junior/Senior Banquet. Students who are 14 must have written permission from parents and must be properly chaperoned to and from the Banquet by Administration-approved chaperones.
- 12) No dating permission will be granted for divorced persons or for persons involved in a marriage annulment.

## 28. Dormitory Dating Policies

The Social Deans are serving *in loco parentis* (in place of the parents) for those students who live in the dormitory. Because a large group of young people are living in close proximity where they could actually see each other more than would be wise, special policies are imperative.

- 1) All social privileges are permitted only by special permission of the parents and the Social Deans and are subject to the rules and policies of PVBI. These privileges will be denied if it is believed to be in the best interest of those involved. One consideration is mentioned in II Cor.6:14.
- 2) Students under 18 must have **written permission** from parents or guardian before dating or engaging in other social privileges. Students under 16 are not permitted to date.
- 3) The students involved are responsible to obtain the required permissions before dating or engaging in other social privileges.
- 4) Unless permission has been secured from the Social Dean, couples may not meet in public or in private, either on campus or off campus. Couples 21 years of age and over and couples 18-20 years of age who have proven themselves trustworthy may be granted week-end visits in either parent's home. Written consent from both parents shall be required for those under age 21. Students aged 21 and older will be required to sign an honor statement prior to leaving campus. Students will come under dating rules upon arriving on campus, but at all times conduct should be consistent with Christian principles. Written permissions from parents and/or honor statements from students may extend for an entire semester; however, verbal and/or email contact must be made

- for each occurrence. Permissions should be obtained 24 hours before leaving campus. Without special permission, the week-end may not begin before 3:15 on Friday and ends 7:00 p.m. on Monday. Work hour obligations as well as work program assignments may limit the weekends available. "Closed week-ends" are not available. Academic and/or Disciplinary Probation will also limit this permission.
- 5) At no time is a student to be alone with another student of the opposite sex without special permission. This applies to both on and off campus.
- 6) Special permission must be granted by the Social Dean before dating couples may be together at other than approved regular dating times.
- 7) On lower campus, during daylight hours, couples are permitted to be within an "immediate" group of at least five persons in designated areas, which include, the gazebo areas, the area around the pond, the lower campus parking areas, the sitting areas outside the Miller Dining Center, the Miller Dining Center itself during lunch and supper mealtimes. Anywhere else on campus requires special permission from the Social Dean.
- 8) At all times students are forbidden from holding hands, embracing, kissing, or in any other way engaging in the physical expression of affection; either on or off campus.
- 9) Notes and letters may not be passed by any means during class time or evening study hours. Correspondence at other times must be approved by the Social Dean.
- 10) Permission for dating will not be given until after a new student has been enrolled for at least six weeks.
- 11) A student on Academic Probation is restricted to one half of the dating privileges otherwise permissible.
- 12) A student on Disciplinary Probation will lose all dating privileges for a period of time decided by the Administrative Committee. These students automatically lose all off-campus dating privileges while on probation.
- 13) Dating couples may, with permission, have lunch time together certain days. This is restricted to the regular lunch period unless special permission is granted because of work hours or employment. Students under 18 are allowed only three days per week. Those over 18 will be allowed seven days per week. Students under 16 are not permitted to date. Couples will sit across the table from each other.
- 14) A one-hour on-campus dinner date may be requested for Tuesday evenings (5:00 - 6:00 p.m.) in the Dining Center. This applies to all dating couples. Prior permission must be secured from the Social Deans. Couples will sit across the table from each other.
- 15) Off-campus four-hour dates may be granted by the Social Deans as follows. Each date must be approved. Institute students under 18 and all High School students may have two per semester in the company of parents or a faculty chaperone. Institute students 18 - 20 may have one per week with an approved chaperone. Institute students 21 and over may have one per week with no chaperone. During chaperoned dates, couples must remain with the chaperone.
- 16) Institute students who are 18 to 20 years of age and have dated a year or more are permitted to meet at Sunday evening church services and sit together during the service. No riding together is permitted. Students 21 and over may travel and sit together in Sunday evening services.

- 17) Dates at school banquets are in addition to those listed above.
- 18) No dating permission will be granted for divorced persons or for persons involved in a marriage annulment.

### 29. Marriage

No student will be allowed to marry during the school year and remain a student unless he has requested and received special permission from the Administration in advance.

### 30. Personal Appearance

Although outward appearance is not the final and only criterion of Christianity, it is a definite factor. Jesus explained that the outward aspect of our lives is an outgrowth of the attitudes and desires of our hearts (Mt.15:19;Lk.6:45).

I Pet.3:1-6 and I Tim.2:9-10 speak very specifically concerning the way we dress. Even in the Old Testament, God had definite requirements for the attire of the Israelites.

Four principles stand out in bold relief:

- 1) **Decency** means that the body is clothed in such a way as not to expose what God has asked us to cover and what would cause wrong desire.
- 2) **Godliness** or **modesty** requires that our clothes not invite undue attention to the physical, as gaudy and form-fitting clothes would do.
- 3) **Neatness** teaches us that the Christian should dress appropriately and attractively.
- 4) **Separation** from the world means that we abstain from the faddish styles of the world. Many times these fads are worn to give a distinct moral (or **immoral**) message. Even people of the world have acknowledged their meaning.

In light of these Biblical principles, certain standards must be adhered to by every student of Penn View while under school jurisdiction. These standards are set by the Board of Directors and are prayerfully based on Christian principles as found in God's Word. It is expected that these standards will be cheerfully and carefully observed by each student.

### 31. General Dress Code

- 1) Tight, form-fitting, or otherwise immodest apparel is not to be worn. Sheer or "see through" garments are unacceptable.
- 2) Jewelry, trinkets, and other worldly or faddish adornment shall not be worn. This includes shirts, sweaters, pants, etc., with inappropriate pictures, sayings, or advertisements. Penn View school emblems and lettering are permitted.
- 3) Worldly dress, fashions and trends are not to be embraced by the Christian. Faddish or gaudy clothing are to be avoided.
- 4) Shirts and blouses must be long-sleeved or at least 3/4 length. If long sleeves are rolled up, they must remain below the elbow.
- 5) Academy students will comply with the adopted uniform.

- 6) Garments should not be baggy or unkempt in appearance. Faded fashions are not acceptable. Except when specific permission is granted, no jeans will be allowed in the classroom or at school functions.
- 7) Students will comply with the school dress code at all school functions. These include Harvest Home, on-campus music recitals and concerts, revivals, year-end closing exercises, school banquets, school organizations, school picnics, etc., as well as any activity sponsored by a class or an auxiliary of the school.

### 32. Men's Dress Code

Young men must attire themselves as becometh young men professing Holiness. Gentlemanly and appropriate dress is in order at all times; whether on campus, in church services, in the classroom, off campus, in fact anywhere or any time. Some guidelines are given to help establish proper appearance.

- 1) Immodest apparel includes T-shirts, stretch type athletic pants, sweat pants, shorts, swimming trunks, and other attire which is too thin or does not properly cover.
- 2) Shirrtails must be tucked in unless specifically tailored to be worn out. Classroom dress code requires shirts to be tucked in.
- 3) Blue jeans and baseball shirts may be worn only during Physical Education class. If trousers have belt loops, a belt must be worn.
- 4) Hair is to be neat and well-trimmed at all times. A regular "tapered" haircut is expected. Worldly haircuts and hair styles are not acceptable. Sideburns shall not extend below the middle of the ear and shall be cut straight. No mustaches or beards shall be worn. Hair must not extend below the middle of the forehead and should be off the ears and collar.
- 5) Institute students will wear dress slacks, dress shirt, and tie (unless contrary to personal convictions) to all classes. In addition, a suit jacket, sweater, or sport coat will be worn to all church services. A minimum of dress pants and dress shirt is required for all other meetings where parents and/or the public is invited.

### 33. Women's Dress Code

Our young ladies should attire themselves in a neat and modest fashion. Their appearance should exemplify Holiness at all times. The following guidelines are to help in determining permissible and appropriate appearance for Penn View students.

- 1) Necklines and skirt length must be such that modesty will be maintained at all times. Skirts are to be long enough and full enough to extend well below the knees whether sitting or standing. Sleeves are to be below the elbow (at least 3/4 length).
- 2) Immodest and unacceptable apparel includes T-shirts, baseball shirts, slit skirts, slacks, and shorts. If wrap-around skirts are worn, they must be secured to prevent any immodesty. For Academy students during the school day, jean skirts may be worn only during Physical Education class. Girls in Kindergarten through Grade 4 may wear snow pants to school and during recess for sledding, but there must be a skirt on the outside.

- 3) Hose must be worn by all young ladies in Grades 7 - 12 and Institute. No other sock may be visible above the shoetop in the classroom, Chapel, or school functions that require dress clothes. Knee stockings are permitted for Grades K-6.
- 4) Shoes shall be of the closed type, with no more than a medium height heel. No spike heels are permitted.
- 5) The wearing of make-up, including clear or colored fingernail polish, lip gloss, and eye make-up, is forbidden.
- 6) All girls are to refrain from cutting or trimming their hair and from plucking their eyebrows during both the school year and the vacation periods if they wish to continue as students at Penn View. This includes bangs.
- 7) Girls in Grades 7 - 12 and Institute must wear their hair up in a simple and neat fashion. Hair must not hang down the back. Elementary girls (Kindergarten through Grade 6) should have their hair contained; for example, in a pony tail, braid or a simple barrette. Dormitory students will abide by the standard at all times they are under school jurisdiction. Students living at home must still comply with the requirements at all school functions, and when visiting on campus. School functions include Harvest Home, on-campus music recitals and concerts, revivals, year-end closing exercises, school banquets, school organizations, school picnics, etc., as well as any activity sponsored by a class or an auxiliary of the school.
- 8) Students are to be nicely and neatly dressed when attending classes, church services or meetings where parents and/or the public is invited. On all such occasions, jean skirts are not appropriate and should not be worn.

### 34. Elementary Dress Code

All rules above apply as stated, but some adjustments are necessary because of frequent recesses and other considerations. Variations permitted in the elementary levels are mentioned above, but they are listed here again for sake of clarity.

- 1) Knee stockings are permitted for Kindergarten through Grade 6.
- 2) Girls in Kindergarten through Grade 4 may wear snow pants to school and during recess for sledding, but there must be a skirt on the outside.
- 3) Girls in Kindergarten through Grade 6 are not required to wear their hair up but are expected to have it contained; for example, in a pony tail, braid or a simple barrette.

### 35. Worldly Amusements

According to the Scriptures it is pleasing unto God for His people to live a life of separation from the world. The Scriptures teach us that worldly amusements and activities are not only displeasing to God but are injurious to the Christian life.

James 4:4 queries, “Know ye not that the friendship of the world is enmity with God?”

We are further instructed to come out from among the world and be a separate people (II Cor.6:17). This is one of the major areas where young people become confused and fall into disfavor with God.

Students are not permitted to attend dances, shows, theaters, fairs, carnivals, races, worldly dramatic performances, or any other form of entertainment or social activity which is not consistent with Christian principles. Television is equally as dangerous and destructive; therefore, all students are to abstain from its use. Reading material, radio, magazines, and music can also be destructive to the spiritual life. Care must be taken at all times to guard against those which are not in keeping with Christian standards and principles. In I Thess.5:22 we are commanded to “abstain from all appearance of evil.” If something is even slightly questionable, do not involve yourself.

### 36. Alcohol and Illegal Drugs

Student use, possession, distribution, or the sale of alcohol, illegal drugs, controlled substances, “look-alike” drugs or steroids on any school premise, or at any school function, (home or away) is strictly prohibited. Being under the influence of such or possessing drug paraphernalia, is strictly prohibited on any school premise or at any school function, (home or away). Minimum penalty for violation of this policy will be suspension from school; however, a violation could result in permanent expulsion from school.

## KNOWLEDGE

**Knowledge** entails grasping the facts about God, man, sin, and salvation for the purpose of making life’s choices by God’s instructions.

Maturing in knowledge requires mastering the principles of life as Scripture teaches them. For the Christian, it is not enough to learn how to make a living; he desires to learn how to truly

live. Jesus said, “I am come that they might have life ... more abundantly” (Jn.10:10). The curriculum at Penn View includes many of the traditional academic disciplines, but there is

more. All of these subject areas are taught within the Christian perspective. Beyond that, the Bible is studied and applied to every aspect of life. Students are encouraged to use the best of their energies to serve Christ and His Kingdom. Knowledge of the facts of science or of history is pursued not only for the sake of a temporal career, nor even just for the sake of contributing something of worth to society. Knowledge is pursued so that we may understand God and so that we may live pleasing in His sight.

### 37. Academic Programs

Penn View offers a full range of education from the Kindergarten level all the way through four years of post-secondary preparation for Christian ministries.

The Academy elementary and junior high program (Kindergarten through Grade 8) currently uses curriculum from A Beka, Bob Jones and Saxton math. The Kindergarten meets in a single grade setting, while the other classes meet in dual-grade, self-contained classrooms. The High School (Grades 9 - 12) follows the basic course requirements as set forth by the Pennsylvania Department of Education.

The Institute offers post-secondary preparation for Christian ministry in pastoral studies, missionary studies, Christian music, Christian education (teaching), Biblical studies, child evangelism, and missionary nursing.

The various programs are described in more detail in the respective Academy and Institute catalogs.

### 38. Academic Policies (Academy)

#### 39. Grading Period (Academy)

The Elementary Department has four nine-week grading periods, while the High School is on a six-week grading period plan.

#### 40. Grading System (Academy)

The following grading scale is used in the Academy:

93-100%	A	Excellent
86- 92%	B	Above Average
77- 85%	C	Average
70- 76%	D	Below Average
Below 70%	F	Failure
	I	Incomplete

A percentage grade will be given for each subject, making possible a more precise record of the student's progress.

An Incomplete is not given for ordinary homework assignments. However, when an unusual pattern of absenteeism near the close of the marking period makes it impossible to complete assigned work, an Incomplete may be given. The student must make up the Incomplete by the end of the following marking period; otherwise the "I" becomes an "F".

#### 41. Academic Probation (Academy)

Any high school student who fails to maintain a "C" (77-85) grade average for all classes is placed on Academic Probation. Every effort must be made by the student to raise his grade average during the following grading period. Students on Academic Probation are not eligible for a class office or participation in student musical groups. A person on Academic Probation must decline any position or relinquish his position if already elected. Other special activities may also be restricted until grades are improved.

Academy dorm students who are placed on Academic Probation for two successive marking periods are to be reviewed by the Administrative Committee and are subject to dismissal.

#### 42. Schedule Change (Academy)

Within the first two weeks of the school year a high school student may drop and/or add an elective course to his schedule with the approval of parents and the principal. Withdrawal from courses may be made during the first two weeks with no assessment of the grade. If the course is dropped during the first six weeks a W/P or W/F will appear on the transcript. After the sixth week any student who drops a class will receive an "F" unless mitigating circumstances are involved.

#### 43. Textbooks (Academy)

Textbooks are provided by the school. While a textbook fee is charged, it does not cover the entire expense of textbook purchases. Textbook covers are provided and all hard-bound textbooks are to be covered. Each person is responsible for the books given to him. Books should not be abused or marked in any way. A charge will be assessed for all lost and/or damaged books.

#### 44. Homework (Academy )

Homework will not be a daily requirement for students in the primary grades (K-3), though there will be occasional assignments.

Assignments may also be made when a student did not complete seat-work for that day. Parents should do their best to cooperate with the academic program suggested by the teacher. As students progress through the elementary grades into high school, homework becomes more and more a regular and vital part of instruction. The discipline of completing assignments regularly and accurately provides excellent training. Homework assignments will not be too lengthy. A minimum of two hours of daily study outside school is necessary to do satisfactory work. High school assignments may average about one half hour in length per subject. Students should learn the value of study time afforded them in school and should also discipline their time at home.

#### **45. Report Cards (Academy)**

- 1) Students in the Elementary Department receive their report cards at the close of the second and fourth marking periods.
- 2) Parents must obtain the cards for the first and third marking periods at the semi-annual parent-teacher conferences.
- 3) High school students will receive their own cards at the close of each marking period.
- 4) Cards must be signed by one parent and returned as soon as possible to the school.

#### **46. Citizenship Evaluation (High School)**

High school students will be given a citizenship grade in each subject. "H" means honor, "S" means satisfactory, and "U" means unsatisfactory. Items considered in determining these marks include: conduct, cooperation, effort, attitude, regard for others, respect for authority, and contribution to the class.

#### **47. Honor Roll (Academy)**

- 1) Honor Rolls are posted at the end of the Elementary nine-week marking periods and at the close of the Secondary six-week marking periods.
- 2) There are two distinctions in the Honor Roll:  
*A Honor Roll* — all A's in the subjects that apply  
*B Honor Roll* — no lower than a B in the subjects that apply
- 3) For students in Kindergarten through Grade 8 all classes are considered for Honor Roll.
- 4) For students in Grades 9 - 12 all courses of one-half credit or more are considered for Honor Roll.
- 5) Private music lessons are not considered for the Honor Roll rankings.

#### **48. Graduating Honors (Academy)**

Each year a Valedictorian and Salutatorian are selected from the high school graduating class to be recognized as having achieved the highest and second highest levels of scholarship. Valedictorian and Salutatorian honors — including the honor of making a speech,

receiving a scholarship to Penn View Bible Institute, receiving and wearing the gold Honor Cord and receiving a Bible in the ceremony — are awarded to qualified students who meet the following criteria:

- 1) Candidates must be full-time students at Penn View Christian Academy for both semesters of their senior year.
- 2) Candidates must plan to participate in the Commencement exercises.
- 3) Both the Valedictorian and the Salutatorian must have an academic average of at least 93%.

A student who accumulates as many as ten (10) demerits will not be accorded the privilege of making a speech at graduation ceremonies, nor will that student receive a scholarship to Penn View Bible Institute. All other honors — including being named Valedictorian or Salutatorian, receiving and wearing the gold Honor Cord, and receiving the gift Bible — will still be given to a student who has received the above discipline.

The students with the highest average and the second highest average will be named Valedictorian and Salutatorian, respectively. Where there are students with the same percentage, the scores will be compared considering tenths, hundredths, and, if necessary, thousandths of a percent in order to choose the Valedictorian.

#### **49. Deficiency Report (Academy)**

A notice of failing work will be sent to the parents at the middle of each marking period. This is a notice of impending failure unless corrective action is taken. Parents should look upon such reports seriously and attempt to make contact with the teacher for a mutual approach to the problem.

#### **50. Second Semester Examination Exemption Policy (Academy)**

Students in Grades 7 - 12 who have an "A" average in a *given* class will be exempted from the Second Semester Examination in that class.

#### **51. Determining Final Grades (Academy)**

- 1) Elementary - Grades from the four marking periods will be averaged together for a final grade.
- 2) High School - The two semester examination grades are averaged together to obtain the final examination grade. Then, the final exam grade is averaged with the six marking period grades to obtain the final average.

#### **52. Retention Policy (Kindergarten through Grade 8)**

- 1) The determination of a possible retention will include such items as: age, ability, grades, achievement and

maturity. This policy applies to Kindergarten through Grade 8.

- 2) The student must pass Bible, English, mathematics, and at least one other major subject to be promoted.
- 3) Proper notification of possible retention will be given to parents through evaluations and parent-teacher conferences.
- 4) If a retention is anticipated, it should be effected in Kindergarten, Grade 1, or Grade 2.
- 5) Students may be retained, at most, twice in Grades 1 through 8.

**53. Withdrawal From School (Academy)**

Any student who desires to withdraw from the school must complete a withdrawal form obtained from the school office. Until this form is completed and submitted the student is considered officially enrolled even though he may not be attending classes. Class absences continue to accumulate and financial liability for tuition, room and board, and other fees is not terminated until the student is officially withdrawn.

**54. Transcripts (Academy)**

Any student desiring that a copy of his transcript be sent to another school may request it by notifying the Principal’s Office and furnishing the name and address of the institution to which it is to be sent. The first transcript is free; subsequent copies will cost \$2.00 each. No transcript can be sent until all financial obligations have been met, or satisfactory arrangements have been made with the Director of Finance.

**55. Academic Policies (Institute)**

Academic Policies for the Institute are also published in the *Penn View Bible Institute Catalog*. Many are repeated here in the *Student Handbook* for sake of clarity.

**56. Classification of Students (Institute)**

Regular students will be classified at the beginning of the fall term. This classification will extend through the entire school term. The classification is based on accumulated hours and is as follows:

- Freshman..... 0-29 hours
- Sophomore ..... 30-59 hours
- Junior..... 60-94 hours
- Senior .....95 hours

Students who intend to make up deficiencies and have specific plans to do so in order to graduate with their entering class may be allowed to advance provided they lack no more than three hours for underclassmen or five for Juniors entering the Senior level. In rare cases,

a student may be classified as a Junior with as few as 54 hours if the student is committed to make up the deficiency and graduate with his class.

In order to be classified as a full-time student, the student must be carrying an academic load of at least 12 hours.

**57. Grading System (Institute)**

The official grading system of the Institute is as follows:

- A 96-100 Outstanding Achievement
- A- 94-95
- B+ 92-93
- B 88-91 Above Average Achievement
- B- 86-87
- C+ 83-85
- C 77-82 Average Achievement
- C- 74-76
- D+ 72-73
- D 67-71 Below Average Achievement
- D- 65-66
- F 0-64 Failing
- I Incomplete

W/D, W/P, or W/F See “Schedule Change”

An incomplete will be assigned when the student has made arrangements with the instructor of the course to submit assignments after the close of the semester. Such work must be completed within six weeks from the last day of the semester, otherwise, an “I” becomes an “F”. If the student fails to make prior arrangements for submitting late work, his grade for the unsubmitted work will be zero.

A grade submitted by the instructor of the course to the Office of the Academic Dean becomes official, and may not be changed except in the case of a clerical error. Such change must be authorized by the instructor and approved by the Academic Dean.

**58. Quality Points (Institute)**

To be eligible for graduation, a student must have a cumulative grade point average (GPA) of 2.0 (C). The GPA is based upon quality points earned. Quality points are assigned as follows:

- A 4.0..... points per hour
- A- 3.7..... points per hour
- B+ 3.3..... points per hour
- B 3.0..... points per hour
- B- 2.7..... points per hour
- C+ 2.3..... points per hour

C	2.0.....	points per hour
C-	1.7.....	points per hour
D+	1.3.....	points per hour
D	1.0.....	points per hour
D-	0.7.....	points per hour
F	0.....	points per hour

The GPA is computed by dividing total quality points by the total hours (including failures).

**59. Requirements for Graduation (Institute)**

The one-year certificate, or the four-year advanced diploma is awarded to those completing the requirements outlined below:

1. Completion of 30 hours of academic course work for the Certificate or 126 to 135 hours for the four-year Advanced Diplomas. At least 30 hours of the total must be taken at Penn View Bible Institute. Consult the individual program descriptions in the current *Penn View Bible Institute Catalog*.
2. Completion of all course requirements of the particular program of study, including any required internships, music organization course work, and student teaching.
3. A cumulative grade point average of at least 2.0 (C). The Christian Education program requires an overall average of 2.75 and 3.0 in the major subjects.
4. Recommendation of the Institute faculty.

In addition to these general requirements, there may be other specific program requirements. Ultimately it is the student’s responsibility to see that he has completed all requirements, including course requirements for graduation. A student planning to graduate should file an application (available from the Academic Dean’s office) during the first semester of the year in which he plans to graduate.

The school account must be paid before the student may graduate.

The school account must be paid and all courses completed before the diploma will be given.

If a graduate returns for a second program, he must take at least 30 additional hours.

**60. Graduation Honors (Institute)**

Each year a valedictorian and salutatorian are selected from the graduating class to be recognized as having achieved the highest and second highest level of scholarship respectively

among their classmates. The criteria for eligibility are as follows:

1. Have a grade point average of at least 3.0 (B) for the entire four-year program,
2. Be enrolled in one of the four year advanced diploma programs,
3. Be a student at Penn View Bible Institute for the last two years of training,
4. Be a full-time student for both semesters of the senior year. Exception is made if the student is still finishing a four-year program in four years.
5. Plan to participate in commencement exercises,
6. Exhibit character consistent with Christian scholarship.

A graduate of the 4-year program who returns to take another program is not eligible for graduation honors unless he has taken 42 hours additional work toward another advanced diploma.

**61. Examinations (Institute)**

Students are expected to take scheduled examinations at the announced times unless prior arrangement has been made with the instructor. A semester final examination taken later than the announced time must also be approved by the Academic Dean. Scheduled exams missed for other than excused absences may or may not be retaken, at the discretion of the instructor. When a make-up exam is given in the case of an unexcused absence, a late examination fee (\$1.00 or \$2.00) must be paid at the business office where a late exam permit slip will be issued. In the case where the instructor elects not to give a make-up examination, an “F-0” grade will be given for the missed test. No late exam fee is required in the case of a test missed for an excused absence. Unscheduled (“pop”) quizzes missed for unexcusable reasons may or may not be given, also at the discretion of the instructor.

**62. Academic Course Load (Institute)**

Fifteen hours is considered a normal course load. Students must have permission to carry more than 17 hours (including music organizations and private lessons). Students who are employed full time (32 hours per week or more) must receive permission from the Academic Dean to take more than 13 hours (including music organizations and private lessons).

### **63. Academic Probation (Institute)**

Any student who fails to maintain a 2.0 (C) grade point average for the semester is placed on academic probation. The student must carry a reduced course load as well as demonstrate significant progress toward remedying this deficiency the following semester. If substantial progress is not made toward reducing the deficiency during the probation period, the student may enroll only by permission of the Academic Dean. A student may not remain on academic probation for more than three successive semesters. Students on academic probation will not be eligible for class office or participation in student musical groups. A person on Academic Probation must decline any position or relinquish his position if already elected. Extra-curricular activities may also be restricted. Academic probation will be indicated on the student's transcript.

### **64. Schedule Change (Institute)**

Within the first week of the semester, a student may drop and/or add a course to his schedule, with the approval of the Academic Dean. After the first week, a student may not add a course to his schedule.

A student may withdraw from a course at any time during the semester with the approval of the Academic Dean. The assessment of grade is as follows:

Within the first week	No assessment
Within the second through sixth weeks	WP or WF
After the sixth week	F

A grade of WP or WF is given based on the student's standing at the time of withdrawal. After the sixth week, a grade of F is automatic unless there are circumstances that necessitate such withdrawal.

### **65. Withdrawal from School (Institute)**

Any student who desires to withdraw from school must complete a withdrawal form available in the school office. Until this form is completed and submitted, the student is considered officially enrolled even though he may not be attending classes. Class absences continue to accumulate, and the student is not eligible for any refund of charges until he is officially withdrawn.

### **66. Auditing of Courses (Institute)**

Under this provision, regular students may take courses for personal benefit without the responsibility of completing assignments. An audit student will be required to take notes

(unless some handicap prevents it), but he will not take the final examination. Attendance requirements are the same for all students regardless of status. "Audit" will appear on the transcript. Consult the fee schedule for audit charges.

### **67. Transfer of Credit (Institute)**

Academic credit earned at other similar institutions may be received in transfer and applied toward a program of study at Penn View Bible Institute. Only courses in which a grade of C (2.0) was earned and which will apply toward program requirements are transferable. This determination will be made through an evaluation by the Academic Dean. At the present time Penn View is accepting a limited amount of college level work done through Accelerated Christian Education (ACE) in transfer, as long as the specific courses are applicable to programs at this institution. No more than 15 hours of correspondence work from a recognized school may be applied on a diploma program.

### **68. Transcripts (Institute)**

Any student desiring a copy of his transcript to be sent to another school may request it by notifying the Academic Dean's office and furnishing the name and address of the institution to which it is to be sent. The first transcript will be sent free; subsequent copies will cost \$2.00 each. No transcript can be sent until all financial obligations have been met. or satisfactory arrangements made with the Director of Finance.

### **69. Study Habits**

God's will for each young person in this period of life is the mastery of each subject studied. This forms one of the most important parts of school training. Good study habits begin with the proper attitude toward studies, recognizing them as from God, and doing them "as unto the Lord." Here are some practical helps:

- 1) Schedule a regular time for study and start promptly without procrastination.
- 2) Collect all the materials you will need and set aside anything which distracts from your concentration.
- 3) Study in a quiet place where you can commit yourself to work.
- 4) Before beginning your work, commit your study time to God in prayer. You are His child, and you are studying to honor Him. He has given you the Holy Spirit to lead you into all truth.
- 5) Concentrate on the work and refuse to entertain irrelevant thoughts.
- 6) Budget your time to cover all of your studies.

- 7) Skim over the whole assignment to get the main points. Then reread for details.
- 8) Outline the material and take notes.
- 9) Study the examples, maps, charts, and footnotes.
- 10) Use your dictionary regularly to check spellings and word meanings.
- 11) Review your study materials.
- 12) Do your own independent research. Examine topics which are related to your class assignments. Be curious!
- 13) Do your own work. Don't ask for help unless you are absolutely certain that you are unable to do the work by yourself.
- 14) Be dissatisfied with any effort which falls short of your best. Work up to your potential.

## 70. Music Lesson Policy

- 1) A minimum of twelve (12) lessons is needed in order to receive credit or a grade. No more than sixteen (16) lessons will be given per semester.
- 2) The charge for private instruction is a semester charge. The student is allowed two weeks to make schedule changes; charges will be only for the lessons taken. After the two week period, the general refund policy will apply.

Withdrawal during the third or fourth week	60%
Withdrawal during the fifth or sixth week	50%
Withdrawal after the sixth week	0%

Students who wish to withdraw prior to completion of a full term of study may do so only after properly completing a withdrawal petition. The charges are based on the semester for both Institute and Academy, even though the Academy is billed for the entire year on Registration Day.

- 3) Lessons missed for sickness (maximum of 3) may be made up.  
Lessons missed at the fault of the student will not be made up.  
Lessons missed at the fault of the teacher will be made up.
- 4) The teacher is not required to give a lesson if the practice requirement has not been met. If the lesson is given, it will be considered a make-up lesson.
- 5) The normal length of a lesson is:

Beginner (Piano & Instrumental)	20 minutes
Intermediate	30 minutes
Advanced	40 minutes

The length of the lesson may have to be adjusted when we are on the revival schedule.

- 6) The practice requirements are:

Academy and Non-Music Major students	2.5 hours/week
Music Majors:	
Applied Major	5.0 hours/week
Applied Minor	2.5 hours/week

## 71. Library

The school library is an essential part of any school, but the individual student must apply himself if he is to realize the proper value from the resource materials available. It is important that each student become familiar with how to use the library facility. The librarian is available to assist in locating materials and to teach the different facets of library use.

Penn View maintains two libraries: one for the Elementary level and the other for the High School and Institute levels.

## 72. High School and Institute Library

The library is a place for serious research and study; therefore, the environment must always be quiet, orderly, and conducive to concentration. This must be an area of closely controlled activity. The following outlines must be followed by all who wish to use the library facility:

- 1) Talking is not permitted. A student may ask a question relating to an assignment and receive an answer to that question, but there is to be no continuing conversation.
- 2) Boys and girls may not sit together at the same table.
- 3) Dating couples may not sit near each other nor communicate with each other in the library.
- 4) All materials taken from the library must be properly signed out in the student's own name before they may be removed from the library. The student is then responsible for the return of the materials in good condition by the due date.
- 5) The student will be assessed a fine for each day the book is overdue.
- 6) Lost books must be replaced.
- 7) Dormitory students must receive a commuting slip from the Social Dean before going to the library during evening study hours. On a commuting slip, students may not go anywhere except directly to the library and back to the dormitory. They are to remain in the library, except to go to the restroom or to return to the dormitory. Normally, high school students will not be granted permission for library study during evening study hours.
- 8) Students creating a disturbance in the library will be denied the privilege of study in the library.
- 9) No work which can be done in the high school study hall is to be done in the library. If a high school dormitory student has research to do, it should be done during the day in study hall time. The regular homework can then be done during evening study hours.
- 10) No food, drink, or chewing gum is permitted in the library at any time.
- 11) During the hours when the library is closed, students who wish to use the facility must request special written permission.
- 12) Clothing, personal books, papers or other personal belongings are not to be left in the library. Any articles left in the library when the student leaves will be removed and will be placed in the "lost and found."
- 13) Complete instructions and regulations governing library use are available in the library.

## 73. Elementary Library

The Elementary library is provided for the benefit of the elementary department. The regulations governing the main library also pertain to the Elementary library.

## 74. Field Trips

Field trips are to provide an experience that is not available in the classroom, but which will

aid students in their understanding of the material being taught. They are for educational purposes only, not for entertainment. Academy students must have a permission form signed by parents for each trip that is scheduled. Students

are expected to abide by school standards while on field trips. There is a limit of three (3) trips per year for the Elementary Grades, and two (2) trips per year for the High School classes.

## TEMPERANCE

# Temperance is mastering my own desires in order to subordinate them to the grand purpose of God in my life.

Temperance is the virtue of one who has mastered his desires and his feelings. He bases decisions on “what I ought to do,” not on his whims or his convenience. Since temperance places fifth in Peter’s spiral of virtues, we can expect it to be a fruit that ripens slowly. Success in temperance is the result of rigorous self-control. Physically, self-mastery requires the gymnastic discipline of an athlete. Spiritually, the demands are no lower. In both ways, self-mastery is gained by self-control. Paul compares the two in I Cor.9:24-27 and reminds us that our trophy will not be a fading laurel wreath but an incorruptible crown.

### 75. Discipline

Temperance means self-mastery, and it is accomplished by self-control or discipline. The follower of Jesus Christ is often called a *disciple*. This involves not only acquiring knowledge of what a teacher has to offer but also conforming one’s life to the pattern of the “Master” so that the disciple becomes just like his teacher. Jesus taught that “every one that is perfect (or mature) shall be as his master” (Lk.6:40). From the concept of discipleship, we get the word *discipline*. It includes the development of the “whole life.” True Christian education cannot exclude any area of life. Discipline, then, is the means to self-mastery, and it involves subjecting every effort and every decision to the overall purpose of our lives. Christ Himself gave us a perfect example of discipline. He bent every effort and gave all His energy to the purpose for which He came. In the end, He willingly gave His life for all of humanity. His whole life, and even His death, was controlled in such a way that every detail contributed toward His goal.

The grace provided and the work done in our lives through the initial works of redemption are wonderful, yet each of us has a life-long task in

developing the finest of Christian graces and character. This development cannot take place without discipline.

In the very process of life, we must assume the responsibility for ourselves and our actions; this is the way we demonstrate our maturity to others. The Apostle Paul spoke of the growing up process in these words, “When I was a child, I spake as a child, I understood as a child, I thought as a child: but when I became a man, I put away childish things” (I Cor.13:11). Putting away “childish things” means more than exchanging small toys for big ones! It is taking responsibility for our actions and choices, disciplining ourselves to keep our over-all purpose in view.

Discipline can come either from within ourselves or from an authority structure on the outside. As we discipline ourselves, we will not need others to impose discipline from the outside. With a little insight from the original language, I Cor.11:31-32 explains, “If we would judge (examine or discern) ourselves, we should not be judged (tried and sentenced). But when we are judged (tried and sentenced), we are chastened (disciplined) of the Lord, that we should not be condemned (along) with the world.” When we correct our own problems, the Lord does not have to chasten us. The same thing is true in regard to the discipline we receive from school authorities. The goal is a self-disciplined character, conformed to the image of Christ.

Penn View makes use of the demerit system for enforcing imposed discipline. Those students who will not exercise the necessary self-discipline to stay within the guidelines of proper conduct, personal grooming, and appearance defined as Biblically appropriate for all students of Penn View will be subject to disciplinary action.

## 76. Disciplinary Procedure

Good behavior is expected from every student. It should be the outflow of life from one who is saved and walking in the light. It has been recognized for centuries that rules and laws are necessary, but most of such rules are for the undisciplined individual. Paul says, "The law is not made for a righteous man, but for the lawless and disobedient" (I Tim.1:9-10). If one is trying to live for Christ, most of the rules are not needed but will be kept automatically. Rom.13:9-10 testifies that true love will keep us in proper behavior. Certainly in a Christian school, all the rules should be kept willingly. Every student is under the authority not only of the Administration of PVBI, but of every faculty member. Misconduct by any student can be handled by any faculty member, whether or not he has the student in class.

For those few students who must learn obedience the hard way, there are penalties connected with the enforcement of the rules found in this handbook.

Several steps may be taken in the disciplinary process, but the process does not automatically include every step. The seriousness of the misconduct, the attitude of the student, the record of the student, and other matters will be considered in determining the course that will be pursued. Some of the steps in the disciplinary process are:

### 77. Disciplinary Process, Academy

- Warnings to the individual student
- Points
- Notes or letters to parents
- Personal contact by phone to the parents
- Detention
- Parent-Teacher conference
- Parent-Teacher-Principal conference
- Revoking one's Honor Card
- Corporal correction (Paddling)
- Issuance of demerits
- Probation
- Suspension
- Expulsion (These are explained in fuller detail below.)

### 78. Disciplinary Process, Boarding Students and Institute

- Warnings to the individual student
- Points
- Contact with parents (for those under 21)
- Revoking one's Honor Card
- Issuance of Demerits
- Room Campusing (Boarding Students)
- Probation
- Suspension
- Expulsion

These are explained in fuller detail below.

## 79. Honor Card

When a High School (Grades 7-12) or Institute student enrolls, he is given an Honor Card. This student identification certifies that he is a *bona fide* student in good standing. His acceptance of the Honor Card is a pledge that he will abide by the principles and regulations of the school. If a student accumulates ten (10) demerits, his Honor Card will be revoked. Demerits can be removed by vote of the faculty for continued good behavior. When the total number of demerits is again under ten (10), the student's Honor Card will be restored.

Acceptance and possession of the Honor Card indicates:

- 1) I intend, with God's help, to abide by the regulations of Penn View.
- 2) I will encourage others to fulfill their responsibilities as well.

Students who are in possession of their Honor Card are eligible for the following:

- 1) Activities that require Special Permissions as mentioned throughout the *Student Handbook*.
- 2) Special Privileges, such as participating in High School- Institute games.
- 3) Social or Dating Privileges.
- 4) Consideration for Choir or Representative School groups, such as Quartet.
- 5) Positions of trust, such as Class officer, Student Council officer, and Yearbook staff.
- 6) Taking out Library books beyond those that pertain to assignments, most noticeably books from the fiction section.
- 7) For Academy students, one excused hunting absence, as provided in the section on Attendance.
- 8) For dormitory Institute students, off-campus short trips, visits or permissions, as provided under the Dormitory section.

## 80. Good Citizenship Program,

### Elementary

The Academy maintains an incentive program to encourage good citizenship among students in kindergarten through sixth grade. The standards by which students are judged are listed below. A good citizen:

- 1) Is courteous and polite to other students and all teachers.
- 2) Cooperates with his teacher and tries cheerfully to do everything he is asked to do.
- 3) Does not "cut down" the school, teachers, or other students.
- 4) Bows his head and closes his eyes during prayer in reverence to Almighty God.
- 5) Joins in singing in Chapel services or in the classroom.

- 6) Uses good manners in the Dining Center. He does not shout across the room to other students, and he is not boisterous in the serving line.
- 7) Is always honest in every situation.
- 8) Behaves himself on the playground as well as on the bus to and from school.

The program operates as follows:

- 1) Students who are designated as “Good Citizens” at the close of each month will receive special recognition.
- 2) Each teacher will set up a system for evaluating students for good citizenship. That system of evaluation is to be communicated to the home.
- 3) Each teacher will attempt to communicate with parents as problems affecting citizenship arise, in an effort to correct problem areas.
- 4) Students who make a serious effort to correct problem areas during the month will be re-evaluated for possible inclusion in the award program.
- 5) Students who receive special recognition all nine months will be eligible to participate in the awards activity in the spring.

### 81. Point System

For smaller offenses, a system of **points** will be used by faculty and staff to apprise the student of his standing and to give a systematic way of reminding the student of his responsibilities. Hopefully, the system can correct a problem before it grows.

#### 82. Point System, Types of Offenses

Realizing that it would be impossible to list every possible behavior that may require correction, a list of clear guidelines is given here to help students and parents understand our system. Point values have been specified according to the seriousness of the offense. Repeated offenses will receive more points.

##### **One to three (1 - 3) points for violations in the following areas:**

Classroom Conduct  
 Library Conduct  
 Playground Conduct  
 Dating (minor offense)  
 Hair or dress code  
 Automobile Regulation  
 Dining Center Regulation  
 Hall Courtesy  
 Misconduct on school student transportation

##### **Four to six (4 - 6) points for violations in the following areas:**

Disrespect for Authority  
 Dating (larger offense)  
 Dress Code (immodesty)  
 Automobile Regulation (speed and safety)

#### 83. Point System, Penalties and Rewards

All of the above offenses carry points according to the published schedule.

Points will be recorded with the Administration and will accumulate throughout the week. The “slate” will be cleared each Monday morning. The following schedule of penalties will be observed:

5 points Ten minutes detention at lunch time  
 8 points Parents will be notified  
 10 points One demerit and two ten-minute periods of lunch time detention

For every 5 points, Ten minutes of lunch time detention

For every 10 points, One demerit

The Social Deans will operate a similar, but separate, point system for violations of Dormitory Decorum.

Students with no points will have a special field activity at the end of each quarter.

### 84. Demerit System

Since PVBI makes use of the demerit system as a means of effecting discipline, it is important for all students to think seriously about their attitude toward the demerits they receive. Any faculty or staff member, in dealing with a problem, may recommend demerits be given the offending student. Demerits may only be issued, however, by the President, Academic Dean, Principal, Director of Operations, Dean of Students, and Social Deans. A copy of the demerit report will be sent to the parents of students under age eighteen.

When demerits have been issued, they remain a part of the permanent record unless removed by vote of the faculty. (No more than two [2] demerits will be removed at a time.) The student must correct the problem and continue in good behavior before the faculty will consider removing demerits. Any student who does not conduct himself according to the guidelines in this handbook and accepted school policy may be given demerits. The seriousness of the infraction will determine the number of demerits given. The number of demerits issued will be increased for repeated infraction of the same rule.

#### 85. Demerits, Types of Offenses

Demerits may be received by accumulating a number of lesser offenses as described under the point

system. However, demerits will also be administered 1) for offenses that are more serious than those mentioned under the Point system and 2) for persisting in the disobedience after repeated warning. Following is a sample list of offenses that may require demerits.

Refusing to obey (insubordination)  
Offenses repeated after warning  
Indecency  
Unnecessary physical contact with the opposite sex  
Girls cutting or trimming hair  
Disrespect for authority  
Lying

#### 86. Demerits, Penalties

When a student accumulates ten (10) demerits he loses his Honor Card and is placed on probation. If twenty (20) demerits are accumulated, the student is suspended from classes for one week. If the accumulated demerits reach twenty-five (25), the student will be expelled. Any infraction of a serious nature may be considered as sufficient reason for immediate expulsion of the student. (See below under **Suspension or Expulsion.**)

#### 87. Corporal Correction (Academy Students)

We believe the Scriptures teach that corporal correction is an effective way to discipline children and young people. We are taught, "He that spareth his rod hateth his son: but he that loveth him chasteneth him betimes" (Pro.13:24). The wise man continues his instruction in Pro.19:18; 20:30; and 22:15.

Paddling will be reserved for more serious offenses. The student will have the offense clearly explained to him. A faculty or staff member of the same sex will apply the strokes in the presence of a witness, also of the same sex. The faculty member will endeavor to pray with the student. The parent will be notified in advance if possible.

#### 88. Disciplinary Probation

This gives the student an opportunity to correct his problem. If improvement is not made to a satisfactory level, he will be expelled or asked to withdraw.

#### 89. Probation, Types of Offenses

Conduct which will lead to probation includes:

- 1) Continued deliberate disobedience

- 2) A rebellious spirit which is unchanged after considerable effort is made by faculty and administration.
- 3) A continued negative attitude and bad influence upon the other students.
- 4) A serious breach of conduct either inside or outside the school which has an adverse effect upon the testimony of the school.

#### 90. Probation, Particular Explanations

When a student is placed on probation, his parents are notified (if he is under 21) and may be requested to come for a conference with school authorities. In some cases, additional correspondence with the parents is necessary after the initial notification, especially when the desired improvement in conduct is not made. A student is subject to the following restrictions while on probation:

- 1) He may not participate in special activities.
- 2) He must relinquish all positions of trust and responsibility until re-instated.
- 3) Dormitory students on probation will be restricted to the campus except for outside employment.
- 4) Dormitory students on probation will have their social privileges reduced.

#### 91. Suspension or Expulsion

Serious offenses against the rules may require temporary suspension (1 - 5 days) or even expulsion (at least the rest of the year).

- 1) A student who is suspended will not be permitted to attend school or to attend school functions during the period of the suspension.
- 2) Academy students will have one point deducted from the six- weeks grade in every course for each day missed because of suspension.
- 3) Institute students will have the absences resulting from suspension recorded as unexcused. In addition, no make-up of work for assignments missed because of the suspension will be accepted. All such assignments will be recorded as zero.

#### 92. Suspension or Expulsion, Types of Offenses

Offenses which may mean suspension (1 - 5 days) or expulsion (at least the rest of the year) include:

Offenses against school policies  
Willful damage of facilities  
Encouraging others in any violation of rules  
Involvement in activities with improper sexual overtones  
(Pornography, physical contact, gestures, language, etc.)  
(Sexual relations outside of marriage (on or off campus)  
Profanity, slang words  
Unnecessary physical contact  
Cheating or helping to cheat  
Stealing  
Lying  
Drug Abuse

### 93. Classroom Conduct

- 1) Courtesy and respect are the keys to developing a classroom environment conducive to learning. Each student is responsible to govern his own conduct by showing respect and courtesy to his teacher and fellow classmates. Misconduct and disrespect will not be tolerated.
- 2) Proper respect must also be shown for the furnishings, fixtures, equipment, and buildings. These are for use in the educational process and were dedicated to God for that purpose. Abuse, sabotage, or voluntary breakage will be dealt with seriously and may result in the student or parents becoming responsible to pay for repair of damaged property.
- 3) Distractions, interruptions, and other disruptions are not appropriate. The person responsible for such conduct will be subject to disciplinary action. Activities which are not acceptable in the classroom include:
  - Talking without permission
  - Writing or passing notes
  - Eating or gum chewing (exceptions may be made for Institute)
  - Throwing objects
  - Doing homework for another class
  - Possession of knives, firearms, or matchesAny other type of misconduct will be dealt with by the teacher and/or the Administration.
- 4) Cell phones must be turned *off* in the classroom.
- 5) A vending machine has been placed in the Classroom/Administration Building. There will be no sales to Academy students during school hours except prior to field trips, during physical education classes and lunch, and on field days. Beverages will not be taken into Academy classrooms. Institute teachers may reserve the right to prohibit beverages in their classroom.
- 6) Class parties may be approved at the discretion of the teacher.
- 7) Cheating or dishonest conduct of any kind that involves class work, quizzes or examinations will cause that student to be subject to failure of the course, suspension, or expulsion from school.
- 8) Students are expected to be in their respective seats by the time class is to begin, and they are to remain in their seats until the class is dismissed by the teacher. Permission to leave the classroom during class must be secured from the teacher.
- 9) Further information on the disciplinary process may be found in the section on **Discipline**.

### 94. Automobile Regulations

Penn View Bible Institute reserves the right to regulate the use and operation of all vehicles on the campus and to control which students will be permitted to bring a vehicle to school. The following regulations apply:

- 1) All motor vehicles must be licensed, insured, and properly registered with the school.
- 2) No dormitory student under age 18 may bring a motor vehicle to school except in extreme cases.
- 3) Students who drive to school are permitted to park only in the designated student parking area.
- 4) Dormitory students may park only in the two areas east of the dormitory buildings.
- 5) The speed limit must be observed at all times. Campus roads: 15 mph; Parking lots and near school building: 10 mph.

- 6) No dormitory student may operate a vehicle that is not registered in his name in the Registrar's Office without permission from the person in whose name the vehicle is registered in the Registrar's Office. The school will not be responsible for vehicle damage, property damage, or bodily injury.
- 7) There will be no driving of, sitting in, or fooling around with cars driven to school, including faculty and staff cars. This applies before school hours, during school hours, at lunch time, and after school hours. Except for special permission, there will be no driving of the vehicle until the student is dismissed for the school day.
- 8) Students who drive in such a way as to bring reproach upon themselves and the school may have the privilege taken from them.

### 95. Dormitory Decorum

#### 96. Dormitory Life

Dormitory life is directed and supervised by the Dean of Students, Social Deans, Assistants, and Monitors. The Social Deans have overall responsibility of this area as well as other areas of campus life. Any student who is having a problem socially, academically, or spiritually may go to the Social Deans for counsel. They stand ready to help the student in whatever way they can to overcome his/her problem.

#### 97. Student Oversight

All students of PVBI are required to live in the dormitory unless they are living at home. A student who desires to live elsewhere must make request to and receive permission from the Administration before doing so. When students arrive on campus, they will come under school regulations upon arrival, even if school is not in session. If a student is returning from home, when the dorm has been closed over a holiday, he/she will come under school rules upon arriving on campus. At all times, conduct should be consistent with Christian principles.

#### 98. Dormitory Room Assignments

Rooms will be assigned by the Social Deans in charge. If a student desires a certain room and/or if he desires to room with a certain person, request should be made to the Social Dean. Proper consideration will be given to the request. The Social Dean has the final decision on placement of students, including authority to change roommates if it is thought necessary and advisable. Students may not sleep in rooms other than their own without first receiving permission from the Social Dean.

#### 99. Dormitory Housekeeping

All dormitory rooms are to be kept neat and clean at all times. Daily inspections are made by the Social Dean and demerits will be given

for continued disregard for this responsibility. Beds are to be made each morning. Clothes and other personal belongings are to be in their proper place. Trash containers are to be emptied each day and the room must be kept clean and well cared for. Laundry is to be done on a regular basis.

#### **100. Visitors in Dormitory**

No student may receive a visitor or visitors without first receiving permission from his/her Social Dean. (Day students are considered visitors.) If any boarding student sees someone in the dormitory who does not live there, it is his/her responsibility to ask for whom they are looking or to ask them, "May I help you?" If they are not there to visit someone, their name should be taken and the Social Dean notified as soon as possible. Male students may not call at or enter the girls dorm and female students may not call at or enter the boys dorm without first securing permission from their respective Social Dean.

#### **101. Music in Dormitory**

It is a special privilege for students to be permitted to have personal radios, CD players, tape players, and musical instruments in their rooms. Care must be taken at all times to insure that all music and other programs are played at a volume level that will limit them to the room in which they are being played. Penn View has established guidelines concerning the type of music that is acceptable to be played over one's personal radio, CD player, tape player, or musical instrument. These are listed under Music in the section on Godliness. The following policies apply especially to music in the dormitory:

- 1) The Social Deans maintain the right to confiscate CDs, tapes, radios, CD players, tape players, or musical instruments which are used to produce any music that is not consistent with the above guidelines. Confiscated items will not be returned until the student leaves campus at the end of the semester, and may not be brought back on campus.
- 2) A student who has a problem refraining from listening to programs or music considered unacceptable will be restricted from using headphones.
- 3) All radios, CD players, tape players, etc. must be turned off at 10:00 p.m., except on Friday and Saturday.

#### **102. Privacy in Dormitory**

Although many students reside in the same dormitory, each student has his room of residence. All students and visitors are to respect the privacy of others by knocking and

receiving permission before entering another person's room. No student is to enter the room of another student in his/her absence unless accompanied by the Social Dean. Even this should be with the permission of the occupant. No student should alter, remove, or in any way tamper with any item belonging to another student or any other person without first receiving permission from the owner. The Social Deans reserve the right to enter rooms and inspect the contents when needed.

#### **103. Study Hours in Dormitory**

Because of the varied schedules of work and study, these hours must be observed in a quiet and peaceful manner. Quiet is the appropriate atmosphere, and quietness is required of all during this time of study. Study hours should be kept free of other engagements and activities except for necessary scheduled music practice. The regulations applying to study hours are:

- 1) Study hours are scheduled from 7:00 to 10:00 p.m.
- 2) Wednesday evening and whenever services are held in the Chapel that all students are required to attend, study hours will begin fifteen (15) minutes after the close of the service. Within this fifteen minutes, all students are to return to their rooms for study unless they are personally engaged in prayer for someone or themselves at the altar.
- 3) If a student has been diligent in his studies, he may ask and receive permission from the Social Dean to have "late lights" for study. This, however, is restricted to High School seniors and Institute students.
- 4) Students may be granted permission to study together quietly. This permission must be secured from the Social Dean.
- 5) No student may place or receive a telephone call during study hours without first receiving permission from the Social Dean in charge.
- 6) There is to be no loitering in the halls, lounges, or restrooms, during study hours. Visiting will not be permitted except by permission of the Social Dean.
- 7) A part of the scheduled study hours may be set aside for group devotions or prayer, by the Social Dean. All students are expected to participate in such designated group devotional and prayer times.
- 8) All students are required to observe study hours unless permission has been secured from the Social Dean for some other activity or off-campus employment.

#### **104. Furnishings and Decorations, Dormitory**

All rooms are furnished with bed, chest of drawers, closet or wardrobe, and sometimes desk and chair. These are placed there for long-term use. Care must be exercised at all times. Any damage to the dormitory facility or furnishings should be reported as soon as possible to the Social Deans. The cost of any such damage caused by carelessness or

inappropriate behavior will be charged to the student(s) responsible for such damage.

- 1) Students may not rearrange the furnishings in dormitory rooms without permission from the Social Deans.
- 2) Pictures, posters, plaques, and other items used in decorating rooms must be in harmony with Christian principles, doctrines, and ideals.
- 3) If a student desires to replace any furnishings in the dormitory room with those of his own, permission must first be secured from the Social Dean.

### **105. Behavior in Dormitory**

Since many students must live together in the dormitory, each person's actions, attitudes, reactions, and general behavior are very important to consider. If each student will strive to exemplify Christ in attitude and action, there will be few problems. Following are some guidelines for appropriate behavior in the dormitory:

- 1) Loud noises, whistling, yelling, banging doors, etc. are not permitted in the dormitory.
- 2) Wrestling, boxing, scuffling, or any type of roughhousing is not permitted.
- 3) There is to be no running, pushing, forcing doors open, or throwing objects inside the dormitory.
- 4) Boarding students may not make or throw snowballs anywhere on campus except on the hillside between the dining room and school building. During school hours, there is to be no making or throwing snowballs.

Let each one govern his actions with consideration for others and for the furnishings belonging to God.

### **106. Miscellaneous Regulations, Dormitory**

The following rules will aid in the proper operation of the dormitory.

- 1) Unless fully dressed, all students must wear a robe when in the dormitory hall, lounge, or in a room with the door open. The robe must be of sufficient weight and length to properly cover.
- 2) Students are not to hold conversation through dormitory windows. Boys are not to loiter at or near the entrance to the girls' dormitory and vice-versa.
- 3) Dormitory students may not miss class without first notifying their Social Dean. Students who are too ill to attend classes shall be confined to their dormitory rooms for the entire day unless the School Nurse gives specific direction otherwise. The School Nurse must communicate with the Social Dean regarding such cases.
- 4) After the last class of the school day, students must return to the dormitory. There is to be no staying at school unless the student is either studying in the library, doing regular work hours, or doing regularly scheduled music practice.
- 5) No student is permitted to bring a pet to Penn View or to take one into the dormitory.
- 6) Students are not permitted to use electrical appliances in their rooms. Refrigerators (less than 5 cubic feet) are permitted in Zechman Hall by approval of the Director of Finance, with an additional charge. There

is to be no cooking or heating of foods in dormitory rooms.

- 7) No firearms of any kind are to be taken into dormitories. Possession and discharge of fireworks is also prohibited.
- 8) Matches, lighters, candles, incense, and other fire hazards are prohibited in the dormitories.
- 9) All students are expected to cooperate in conserving electricity, water, and heat.
- 10) All boarding students are expected to be in the dormitory by 10:00 p.m. unless working off campus later than that time.
- 11) When leaving the general vicinity of the dorm, except for attending classes, boarding students must sign out on the form provided and must sign in upon their return. This applies whether specific permission was secured or not.
- 12) Cigarettes, alcoholic beverages, illegal drugs, etc. are not permitted anywhere on campus.
- 13) Food kept in dormitory rooms must be kept sealed in a tight container.
- 14) No DVD (digital video disc) may be used in the dormitory.
- 15) There is to be no sowing of discord among fellow students - no talking against rules, deans, teachers, administration, other students, or complaining about punishment. Questions and complaints should go directly to the proper authorities. See the **Appeal Process** under **Miscellaneous**.
- 16) A time for personal devotions begins at 10:10 p.m. Lights must be out at 11:00 p.m.
- 17) Quiet time will be observed from 1:30 p.m. to 3:30 p.m. Sunday afternoons. Such things as reading, praying quietly, or sleeping are to be done. Each student is to be in his own room unless specific permission has been received from the Social Deans.
- 18) Boys may not have girls do their personal laundry. They may request permission from the Social Dean to have repair work done by the girls.

### **107. Telephone for Dormitory**

- 1) Calls may be placed or received on the campus telephones.
- 2) Calls may be initiated or received via campus telephones or cell phones *only* between the hours of 6:00 a.m. and 10:50 p.m. unless there is an emergency.
- 3) Students may not communicate with their boyfriend or girlfriend during study hours by phone (including cell phones) unless permission is granted by the Social Dean and/or Monitor. Phone calls may be made between the hours of 6:00 a.m. and 10:50 p.m. except during times when cell phone use is prohibited. See VI.B.Classroom Conduct paragraph 4.
- 4) During study hours, calls on campus telephones will be limited to 15 minutes.
- 5) During study hours and quiet times, the deans or monitors are responsible for answering the telephone.
- 6) Requests for late lights will be decided based on how much total time the student has been on the phone during study hours. If the student has been on the phone (or cell phone) more than 30 minutes total during study hours, late lights will be denied.
- 7) High school students must secure permission to initiate a phone call during study hours. This includes cell phone calls.
- 8) Students on Academic Probation will not be permitted to initiate a phone call during study hours.
- 9) Cell phone policy abuse could result in restriction of cell phone privileges.

### **108. Off-Campus Short Trips, Dormitory Students**

- 1) College students who are in possession of their Honor Card and are at least 18 years of age may sign out and leave campus to go any approved place within 20 miles of campus. Students under 18 must first obtain permission from the Social Dean. All students must obtain permission if they are planning to be gone past 7:00 p.m. on weekdays. If a student can not return by the expected time or by the 10:00 p.m. curfew, he/she must notify the Social Dean by phone and receive permission for staying longer than was expected.
- 2) Mixed groups must have special permission.
- 3) Homes and cabins on the school property are considered off campus to students and carry the same restrictions as other areas off campus. Students may visit faculty houses with permission of the Social Dean.
- 4) Any student desiring to go beyond the 20-mile limit must obtain permission before going.
- 5) High school students must obtain permission from the Social Dean. They must be accompanied by an approved chaperone and must remain with the chaperone while off campus. Trips to town should be made for necessity only and must be requested in writing and approved before the student may leave campus.
- 6) Requests for Friday evening or Saturday must be approved before 6:00 p.m. Friday.

### **109. Off-Campus Overnight Visits, Dormitory**

Students may occasionally want to spend the night or weekend with a friend, relative, or

faculty family. The following regulations apply:

- 1) A permission request form must be filled out, submitted, and approved before a student may leave.
- 2) Request must be made at least 24 hours in advance.
- 3) Approval will not be granted until permission is received from the parent of the home to be visited. This permission can be either verbal or written but must come directly to the Social Dean.
- 4) All high school students as well as college students under age 18 must, in addition, have permission from their parent or guardian before approvals will be given. Permission must be obtained for each visit; it must be in writing, and must name the home to be visited.
- 5) The Social Deans reserve the right to deny any request, even though parents of both homes have given permission, if it is believed to be in the best interest of PVBI or the student.
- 6) School rules regarding dress, conduct, and church attendance apply to all students visiting in homes overnight or for holidays and weekends.

### **110. Social Activities**

Class activities and other social activities are planned at various times throughout the year. These are times of enjoyment and relaxation. Attendance at these activities is by approval only. Only those invited and who have secured permission from their Social Dean, if a dorm student, may attend. All school rules and policies are in effect at such activities (Dress, Behavior, Social, etc.).

## **PATIENCE**

**Patience** is enduring hardship in order to accomplish an assignment.

Someone said patience is the ability to keep your motor idling when you feel like stripping your gears, but that is not what the New Testament usually means by patience. That would describe longsuffering. Patience, however, is the ability to endure difficult strain. Longsuffering means we do not retaliate when we are wronged, while patience means we do not quit when the going gets rough. Longsuffering is passive, patience is active. Patience pushes ahead. Patience shoulders the load and keeps going. The patient man does not swerve from his purpose.

### **111. Student Work Program**

The Work Program at Penn View is administered by the Work Director and/or work supervisors. All students who live in the dormitory are required to render a certain number of hours of work each week, as assigned

by the Work Director. This requirement is not to exceed three (3) hours per week. Day students may also be called upon occasionally to render service. Students accepted on the Work Scholarship Program must work in addition to the above required number of hours to help pay for their education. It is through this Work Program that tuition, room and board rates are kept much lower than would normally be possible. The following rules apply to the Work Program:

- 1) When a job is assigned to a student, it becomes the responsibility of the student to see that it is completed properly and on time.
- 2) Assigned jobs have assigned times; a student having been assigned a specific job must be on the job during the assigned time unless permission has been granted by the Work Director to do the job some other time.
- 3) In no case shall a student refuse to do that which has been assigned or refuse to do it at the assigned time.
- 4) If a student is ill and cannot do his/her work, it is his/her responsibility to get another student to cover

the job. For no other reason shall a student get someone else to do his/her work assignment, unless it has first been cleared with the Work Director. Any substitute must be approved by the Work Director.

- 5) If a student fails to report for work, is late, or fails to do the work properly, that student is subject to a penalty or disciplinary action. The severity of action will be based on the circumstances and the work record of the student. Privileges may be restricted.
- 6) The Work Director should be notified in advance when janitorial supplies are needed so they can be purchased.
- 7) Work time is not a time for visiting or horseplay. Each student should be diligently working during his/her assigned work time.
- 8) All students must insure that their work is done before leaving for vacations. Work scholarship students may be required to remain at school for part of vacation periods in order to work.
- 9) All work hours must be satisfied by the end of the month or privileges will be restricted until the hours are made up or paid for.

**Sunday Dining Center Work.** We recognize that some work must go on even on Sunday; such is the case in the Dining Center. The position of the school regarding such necessary work is that even though it is necessary, no one works on the campus for pay on the Lord's Day. Each boarding student must do his/her part to see this necessary work is done. Assignments will be made by the Work Director and posted. It is the responsibility of each student to check the assignment list each week. When a student is assigned a task, that student is responsible to be available and to see that the task is properly completed. Failure to check the assignment sheet is not an acceptable reason for neglecting to do an assigned task.

**Off-Campus Employment.** No dormitory student may seek outside employment unless approval has been granted by the Social Dean. In considering students' requests for outside

employment, academic standing will be considered along with general behavior, on-campus work history, and reliability. Students who do work off campus and have an obligation to the school must pay a portion of each paycheck to the school until the obligation is paid. Arrangements regarding the amount of the payment must be made with the Director of Finance. Further details are explained in the school *Catalog*.

### 112. Responsibility

God is looking for responsible people who will take up His work in this world. Ability is not the ultimate value in life. Nothing is more common than the wasted power of genius — men and women of outstanding potential who have never contributed one thing to the progress of either church or society. By contrast, thousands of people with only moderate ability have blessed the world by consistently carrying their load. They have not been super-stars, but they have blessed the world.

Our Lord rewards according to responsibility. The servants in the Parable of the Talents were not rewarded on the basis of ability, but rather **responsibility**. The servant was punished, not because he failed, but because he never tried! Make it a practice to assume responsibility for the way things go around you. Help someone to do a better job. Encourage a classmate to excel in his studies. Pick up that piece of trash on the playground. Make the school a better place because you have been here. You may or may not be the Valedictorian, but you can be a blessing.

## GODLINESS

**Godliness** is living always with a reverent sense of God's presence.

Godliness means that in all the situations of life we are constantly mindful that God is near. He is not a bully, just waiting to strike us if we fail. He loves us. He has given His Son for us. How could He forsake us now? You can rest assured He will never forsake us. However, He does require that we live holy and pure before Him and that we love God and other people with a perfect heart.

On the other hand, godliness is a reverent, respectful awareness that we are totally dependent upon God for everything in life. Because of this, we are thankful for His blessings, for His instruction, and even for His correction. We put God first in all our choices. To do less is idolatry, but when we properly give God first place we are worshipping in the

highest sense. This sweet relationship with God pervades all our thoughts.

### 113. Spiritual Life

Penn View is committed to developing the spiritual life of its staff, faculty, and students in accordance with the principles laid down in Scripture. Devotional life, practical spirituality, and holy living are definite priorities. Holiness of heart will be evidenced by Christlike attitudes, proper evangelistic zeal and appropriate separation from the world.

Spiritual exercises include, but are not limited to, personal devotions, Chapel services, and (for boarding students) regular dormitory “family devotions.” Two revival campaigns are conducted each year. Academic classes are opened with prayer and Scripture. Effort is made to integrate spiritually edifying concepts in each subject.

Personal devotions or “quiet times” are stressed as one of the secrets of spiritual achievement.

Personal Bible study should carry the classroom learning into the inner life. Our goal is that each one become a “living letter” for the world around us to read.

Spiritual development requires person-to-person contact. Faculty and staff members seek to be a friend, counselor, or even a “prodder” as the occasion may demand. Personal interest and prayers are a way of life at Penn View. If you have a problem, pray about it! Then if you need more help, do not be afraid to ask someone for help.

### 114. Personal Devotions

The real strength of a true Christian stems from his personal devotional life. This undoubtedly is the most important activity of the day. Our emphasis as a school is first of all on your personal spiritual life. If you are going to be an effective witness, you must develop a regular and purposeful devotional life.

If you do not presently engage in daily private devotional times, you should begin doing so without delay. Just as God walked and talked with Adam, He also desires your fellowship and communication. Don’t put Him off.

### 115. Group Devotions and Prayer

Prayer groups meet from time to time on campus. Whenever possible, all students should join in these times of banding together and sharing each other’s burdens. These have proven to be some of the most rewarding times

of the school year. God’s Word admonishes, “Bear ye one another’s burdens, and so fulfill the law of Christ” (Gal.6:2). Participation in these times of prayer is beneficial to campus life as well as to the individual student.

**Dormitory Group Devotions.** Regular times are set aside for meeting together for group devotions and sharing. All boarding students are required to be in attendance. Students who work off-campus during this time are excused.

### 116. Chapel

Chapel services are held three days per week, when school is in session. This is a high point in the academic day and is meant to be a time of spiritual enrichment and challenge.

All students are required to attend and should be punctual. Students will have assigned seats and will be expected to sit in their assigned seats for each service.

The following policies will help us to achieve the maximum benefits from Chapel:

- 1) Students will quietly proceed to their assigned seats.
- 2) An attitude of reverence for God’s house will be maintained by closing one’s eyes during prayer, refraining from talking or doing anything to distract from the service.
- 3) Students should sing in the song service, should bring their Bibles and use them during the preaching to follow the minister’s message.
- 4) Studying should never be done during Chapel.
- 5) Contact between boys and girls via note-passing or other means is definitely forbidden.

### 117. Church Attendance

Christian Education is hardly complete without regular involvement in a local church.

### 118. Church Attendance, Commuting Students

We encourage all students to attend worship and church services regularly.

### 119. Church Attendance, Dormitory Students

There are several good churches in the area. Students are required to attend regular church services each week, but they may choose which church they wish to attend. The choice is subject to the approval of the Social Dean. Proper dress and conduct are in order at all times, but especially at worship services. Reverence and courtesy must be practiced by all students. The following guidelines are set forth by PVBI:

- 1) Students are required to attend a church which subscribes to the Conservative Wesleyan-Arminian doctrine.

- 2) Students have three weeks from the beginning of school to make their choice of churches. (Subject to approval; form must be submitted.)
- 4) When a choice of churches has been made, that church is to be considered the student's home church for the entire academic year. In the event problems develop or for any reason a student becomes dissatisfied with the church, he/she must confide in the Social Dean. Before any change can be made, it must be approved by the Social Dean. Exceptions will be made when parents are visiting and desire to have their child attend somewhere else with them. Arrangements must be made in advance with the Social Dean.
- 5) Students must sit within the front half of the church in area churches and the front one-third in the Tabernacle. Boys will sit on one side and girls on the other. If parents are in attendance, the student may sit with his parents.
- 6) When attending area churches, the means of transportation must be approved by the Social Dean. No other means may be used without approval.
- 7) Misconduct at area churches will necessitate disciplinary action and can result in the student's being required to attend the same church the Social Dean attends for the remainder of the year.
- 8) When transportation is not available or the chosen church cancels their services, the student must attend the Mountain Road church, unless permission is received from the Social Dean to go elsewhere.
- 9) Cell phones must be turned *off* during church services.

## 120. Special Services

A variety of special services are scheduled during the school year. Among these are the Inter-Church Holiness Convention, Harvest Home, Christmas Concert, School Revival, Missionary Convention, etc. These are times of inspiration, challenge, enjoyment, and spiritual enrichment. Students are urged to take full advantage of these opportunities for character building and spiritual benefit.

### 121. Christian Service

All students are urged to accept invitations for participation in off-campus, school-approved Christian service whenever possible. These may be opportunities for special singing, visitation, tract work, instrumental music, or personal evangelism. Boarding students must obtain approval in advance of such activities from the Social Dean.

When engaging in any such activity, be much in prayer and be an example of true Christianity with a burden for the lost.

### 122. Music

Good music is an artfully balanced combination of several features. Music can be evaluated in each of these areas. Let's take a look at a few.

- 1) **Melody** — Its ups, downs, and repetitions create tensions and then resolve them. Prolonged and unresolved tension is not desirable.
- 2) **Harmony** — This joins the Melody and supports its progression. Short, repetitive chord progressions and excessive discord are not marks of good music.
- 3) **Rhythm** — The flowing pattern of normally accented beats gives stability to the Melody and the Harmony. When beats are accented unnaturally or when a driving beat dominates the music, it is unacceptable.
- 4) **Tone Quality** — The tone color contributes to the style of the music. Clear, steady notes are preferable. Distorted sounds, screams, and grunts cannot be consistent with godly music.
- 5) **Resolution** — The music alternates between tension and release. At the end, one has the feeling that the song is finished. Some contemporary music never does return to the proper ending chord; it seems to leave the listener hanging.
- 6) **Absolutes** — Good music follows definite patterns. In much contemporary music, normal patterns of music are intentionally avoided. Scales are altered, and the tempo is varied unpredictably. The standards are all challenged.
- 7) **Communication** — Both the words and the music deliver a distinctive message. Ask yourself, "Are the words Biblically sound? Does the music support the words?" In godly music, both are giving the same message. Gospel truth should not be combined with sensual music styles.

The following guidelines must be followed concerning the type of music that is acceptable to be played over one's personal radio, CD player, tape player, or musical instrument at Penn View:

- 1) Music must be in good taste and must not violate Christian principles in tempo or lyrics.
- 2) Gospel rock, religious rock, worldly music of any kind or religious music and hymns played or sung in such a way or with a beat which makes them sound like worldly music will not be permitted. (This includes many of the popular artists.)
- 3) Music and vocalizations in which the words are suggestive or in which profanity or vulgarity is used or implied are not permitted.
- 4) The Faculty and Administration maintain the right to confiscate tapes, radios, CD players, tape players, or musical instruments which are used to produce any music that is not consistent with the above guidelines. Confiscated items will not be returned until the student leaves campus at the end of the day or at the end of the semester, and may not be brought back on campus.
- 5) A student who has a problem refraining from listening to programs or music considered unacceptable will be restricted from using headphones.
- 6) Permissible music includes: tasteful classical and semi-classical music, music by conservative holiness singers, and orchestrations of hymns and gospel songs performed in a tasteful manner.

Regulations on Music in the Dormitory are given in the section on **Dormitory Decorum** under **Temperance**.

## BROTHERLY KINDNESS

# Brotherly Kindness is the warm appreciation for other Christians as members together of God's family.

Sometimes we call this “brotherly love.” It means that we get along with our spiritual brothers and sisters. Of course, we will not always agree. Sometimes we will not like what someone else is doing. But we should never forget that he is our brother. Rom.12:10 instructs us, “Be kindly affectioned one to another with brotherly love; in honor preferring one another.” The apostle explains that we should temper our own activities by consideration for our brother. In I Cor.8:13, he exclaims, “If meat make my brother to offend, I will eat no meat while the world standeth....” Rom.14 and 15 also admonish us to be considerate of other Christians. We are free in Christ, yet we are to defer; that is, submit to another’s wishes. By exercising deference, we enjoy the fellowship of the brothers and sisters around us. This is especially appropriate in a Christian school.

## 123. Dining Center

If everyone exercises charity, courtesy, and consideration, dining will be an enjoyable experience. Students are expected to come to the Dining Center neat, clean, and presentable. The following guidelines are given for proper Dining Center conduct:

Breakfast .....(Mon) ..... 7:30 - 8:00 a.m.

.....(Tues-Fri) ..... 6:30 - 7:00 a.m.

.....(Sat)..... 8:00 - 9:00 a.m.

.....(Sun)..... 8:00 - 8:30 a.m.

### Lunch

Elementary (Kindergarten - Grade 6)

11:25 - 11:55 p.m.

High School (Grades 7-12) ....11:59 - 12:29

p.m.

Institute .....12:30 - 1:10

p.m.

Dinner Served ..... 5:00 - 5:30

p.m.

- 1) Meals will be served at the stated times. Latecomers will not be served unless prior arrangements have been made with the cook.

- 2) No student is to call the Dining Center to request special treatment, to order food, or to inquire about the menu.
- 3) Loud or boisterous talk, yelling, whistling, throwing water or objects, running, scuffling, and other disruptive conduct will not be tolerated.
- 4) No student is permitted in the kitchen area unless he/she is on duty, working as kitchen help or the dish crew. The only exception is when the student is invited by the cook (not another student) to come into the restricted area.
- 5) All students are to show proper respect in the serving line. Faculty, staff, and guests are to be given priority and permitted to go to the front of the line. Students may not “cut in” or skip ahead in the serving line.
- 6) Dormitory students are not permitted to sit at faculty or staff tables for evening meals and week-ends. These tables are reserved for faculty and staff, their families and their guests only.
- 7) When finished eating, students should excuse themselves before leaving the table. The table should be left neat and clean for those who may be eating at a later time.
- 8) Care should be taken that food is not wasted. If something is being served that you do not like, ask the person serving not to give you that particular item. Do not criticize those working in the kitchen. Eat everything you have been served and thank God for it; we are truly a blessed people.
- 9) If a student is working off-campus during mealtime, a sack lunch or a tray can be requested in advance, via a form. The sack lunch will be ready at the requested time. When a tray is requested, the student is responsible to have someone see that the tray is taken to his or her respective dorm. Please allow at least twenty-four hours notice for such requests.
- 10) For lunch, students in Grades 7 - 12 may exercise the option to eat either in the Dining Center or the Snack Bar. However, elementary students who choose to eat in the Snack Bar must remain there until the lunch period is over. Students who are served in the Dining Center may not take their lunch to the Snack Bar to eat it.
- 11) Trays of food may be taken from the Dining Center only for someone who is sick and has been confined to his/her room. Dining Center will furnish Styrofoam trays.
- 12) For the Elementary and the High School departments, lunch is a closed period, not a free period. All lunches must be eaten in the Dining Center, even if the student brings his/her lunch from home.
- 13) Academy students must eat in the Dining Center, not on the way to or from the facility.
- 14) Day students and guests who eat in the Dining Center must purchase tickets in the school office. Students will not be permitted to charge meals.

## 124. Class Organizations

Students in Grades 7 - 12 and in the Institute will be involved in class organizations and student government. The purpose of the class organization is to encourage and promote high standards of personal and group conduct, as well

as to gain practical experience in leadership skills.

The Administration urges all students to participate in their organizational class activities. The Committee authorizes the class officers to proscribe a non-participant from participating in class sponsored activities including junior and senior class events. If the dues are not paid, this is reported on the graduation check sheet and must be cleared before graduating.

### **125. Class Officers**

The officers for each class shall consist of President, Vice-President, Secretary, Treasurer, Chaplain, Reporter, Student Council Representative and appointed or elected Faculty Sponsor.

The duties of the various officers are as follows:

- 1) The President shall preside over class meetings, appoint committees, give direction to the class, and execute the will of the class. He shall make actions with proper clearance from the sponsor and secure his approval before announcing any special activity.
- 2) The Vice-President shall assume the duties of the President in his absence and shall assist in general leadership of the class.
- 3) The Secretary shall record and keep minutes of all class meetings and conduct all necessary correspondence for the class.
- 4) The Treasurer shall collect and deposit all class funds. He shall maintain accurate and up-to-date records in an adequate bookkeeping system, including all income, expenses, and balance. He shall pay from class funds all financial liabilities of the class, report to the class at each business meeting, submit financial records to the meeting, and submit financial records to the Director of Finance whenever requested and at the end of the school year.
- 5) The Chaplain shall have charge of devotions at class meetings and class social events.
- 6) The Reporter shall make reports of class activities to the school newspaper and newsletter.
- 7) The Student Council Representative will represent the class in the Student Council.
- 8) The Faculty Sponsor shall attend all meetings of the organization, assist in planning and executing the goals of the group, guide the students in their group activities, and serve as chaperone at various group activities.

### **126. Class Organizational Guidelines**

Organizational guidelines include:

- 1) To be eligible for class office a student must have good Christian character and testimony, be in possession of his Honor Card, and maintain at least a "C" (2.0 cumulative grade point average); except entering Institute Freshmen. If a person is on Academic Probation, he must decline any position or relinquish his position if already elected.
- 2) Both Institute and Academy class meetings are normally scheduled for the first Thursday of the month during the 10:10 - 11:00 a.m. period. Any additional

meetings which are desired must be approved by the Principal or the Academic Dean.

- 3) All class projects must be cleared with the Business Office. All purchases should be made through the Business Office. Care must be taken that all transactions with businesses are proper and that prompt payment is made. No class may charge purchases at any business without approval from the Business Office.
- 4) All business must be properly cared for by the end of the school year. This includes: paying of all bills, collecting of all funds, submitting books to the Director of Finance, and caring for all items left from fund-raising projects.
- 5) In the selection of class sponsors, the Senior class has first choice, then the Junior class, etc.
- 6) The class sponsor has ultimate responsibility for the conduct of the class members when away from the school as a group and has ultimate authority over the group. Decisions and instructions by the sponsor must be given proper respect and must be obeyed.
- 7) Class money may not be distributed to individual class members for personal gain.
- 8) Any remaining undesignated funds after a class graduates must be turned over to the school.

### **127. Organizational Treasuries**

The following are instructions for a school-authorized bookkeeping system for all treasuries that are part of Penn View Bible Institute.

- 1) All treasuries will use the Penn View bookkeeping and reporting system.
- 2) All money received and all disbursements will be counted and recorded in the Journal. Cash from class projects should be counted by two persons. A separate form may be used for "Special Projects." The project summary of income and expense will then be recorded in the Ledger.
- 3) Money will be held in a designated money bag in the safe in the Business Office. The President or the Treasurer is authorized to ask the Business Secretary for the bag in order to make deposits or disbursements. The Director of Finance can write any checks that are needed.
- 4) Those organizations that open a checking account must observe the following guidelines.
  - The account name shall be Penn View Bible Institute or Penn View Christian Academy, Class of ?? (graduation year) or Department name.
  - At least two names must be on the account, one of which shall be the sponsor.
  - No personal accounts will be permitted.
  - No Automatic Teller cards will be permitted.
  - Checkbook balance should be reconciled with the bank statement.
- 5) The Ledger must be balanced every month, and checked with the cash balance for accuracy.
- 6) All accounts will be audited by the Business Office at the end of the school year.
- 7) Any remaining undesignated funds after a class graduates must be turned over to the school.

These same instructions also apply to other departmental treasuries.

### **128. Student Council**

The Penn View Student Council is a representative agency of the students in Grades

7 - 12 and the Bible Institute. The Council seeks to promote the interests of the students by:

- 1) Providing activities that will develop the students spiritually, mentally, and physically.
- 2) Inspiring loyalty to Penn View and the principles for which it stands.
- 3) Recommending to the school administration any action it deems wise, either as corrective or promotional for the students as individuals or as a group.

The Council will be organized as follows:

- 1) Student Council members must exhibit exemplary Christian character and testimony; they must also be in possession of their Honor Card. If a person is on Academic Probation, he must decline any position or relinquish his position if already elected.
- 2) The President, Vice President, Secretary, and Treasurer shall be elected from a list of nominees in a school-wide election. The President must be an Institute student, but the other officers may be from either department.
- 3) Each class that is not already represented by one or more of the officers will elect one representative to the Council. Grades 7-8 will elect one together.
- 4) The Student Council members will be elected to serve a term of one year.
- 5) A Student Council sponsor will be selected by the Administrative Committee. The sponsor will exercise general oversight of the Council's operation.

## 129. Social Life

Fellowship and social interaction are wholesome and desirable in developing social graces and the ability to live, work, and communicate with those around us. It is the desire of the Administration that social development be a part of the student's overall learning experience at Penn View. It is recognized, however, that if the area of social life is left to develop without proper guidance, degeneration occurs which leads to moral laxity and generally unwholesome behavior. The love which God gives, as outlined in I Cor.13, should be the motivating factor in all our social interactions. To do less is to fail in fulfilling the will of God.

- 1) Proper respect must be shown when addressing or when referring to faculty, staff, or administrative personnel of PVBI. The use of proper titles (Mr., Miss, Mrs., Bro., Sis., etc.) is expected in all conversation.
- 2) Students should be acquainted with the basic rules of etiquette and should govern their actions according to these rules.
- 3) Some close friendships will develop among students, but these should not be to the exclusion of others. Students are urged to develop a wide circle of friends and to be genuinely concerned about all fellow students.

## 130. Extra-curricular Activities

Extra-curricular activities provide opportunities to work and grow together. Interpersonal

relationships are developed. Platform skills are practiced, and leadership abilities are strengthened. The activities are intended to complement the academic curriculum.

### **Representative Groups** (e.g. Quartet).

Students may apply and audition for a position in one of the musical groups. The Chapel Choir travels considerably at Christmas and Easter and is also featured at many school events. The Men's Quartet, the Ladies' Trio, the Concert Band, and other ensembles are selected by the music faculty. The candidates are then approved by the respective Institute or Academy faculty.

**School Functions.** These include Harvest Home, on-campus music recitals and concerts, revivals, year-end closing exercises, school banquets, school organizations, school picnics, etc., as well as any activity sponsored by a class or an auxiliary of the school.

### 131. Parent/School Relationships

It is imperative that the lines of communication between the school and the home be kept open at all times. Misunderstandings, and sometimes hard feelings, develop because someone failed to communicate properly.

You will find that the Administration will be open to your inquiry, complaint, or information. The President, the Principal, the Academic Dean, or the Social Deans are willing to discuss any problem with you. You should do your best to get involved with the program of the school. Support your student in their participation in the school. This support can be demonstrated by coming to school activities such as revivals and special programs. If you are a parent of an Academy student, it is important that you support the Parent-Teacher Fellowship and come to the scheduled Parent-Teacher Conferences. As you become more deeply involved in Christian education here at Penn View, you will be more informed as to the Christian philosophy of education that undergirds all that we do here.

You are welcome to visit the school and attend your student's classes. However, please notify the teacher in advance so he can make any necessary arrangements in the schedule. Please pray each day for your student's instructors, the administration, and the school in general. Special prayer emphasis is important

during revival times. Do not let your student hear you criticize his/her teacher or the school. That will tend to undermine his confidence and make it more difficult to work with him.

### 132. Lending and Selling

Students must refrain from lending or borrowing money from each other or from any other person. Such practice will jeopardize friendships and can work a hardship on someone else. No student may solicit funds or sell merchandise without special permission from the Administration.

The only exception to this policy concerns class projects. When selling any article or merchandise for a class, care must be taken to guard against creating a bad image for Penn View or God's work.

### 133. Playground, Academy

The following rules apply to all Academy students:

- 1) Students are not to play ball of any kind in front of the school building (lower level).
- 2) Students are not to make or throw snowballs.
- 3) Students are not permitted to play roughhouse games where other students are knocked down or where one student jumps on the back of another.
- 4) Students are not to stand in the swings.
- 5) Students are to play on the top of the athletic field and playground. They are not to play down over the hill from the school.

- 6) Students may not bring toboggans or sleds with metal runners to school.
- 7) Elementary students may not play baseball, only softball.
- 8) Students are to use the stairs coming from the Dining Center. They are not to come up across the grass. Nor are they to climb up the logs at the end of the school building.
- 9) Students are not to play on the asphalt area in the back of the school (upper level) in the morning or evening when the buses are loading and unloading students.

### 134. Hall Courtesy

All students are to proceed in an orderly manner to their classes. Courtesy is one of the marks of a mature Christian. It should be cultivated and practiced by everyone. Following are some rules for hallway courtesy.

- 1) There is to be no running, skipping steps, horseplay, or rowdiness.
- 2) Yelling, screaming, and whistling are not permitted; all talking is to be in a quiet conversational tone.
- 3) Students should walk to the right in single file. When approaching doors, the boys will open the door and allow the girls to pass through first.
- 4) Students should approach obvious visitors with courtesy, offering to help them. Visitors should be brought to the office where someone can give proper assistance.
- 5) Students should not interrupt the conversations of others by walking between them.
- 6) There is to be no throwing of objects of any kind.
- 7) Students are not to sit on the floor in the hallway.

## CHARITY

**Charity** is deliberately putting the best interest of God and others ahead of our own wishes.

We call I Cor.13 the Love Chapter. Paul gives a beautiful picture of Christian Love in operation. We need to read the chapter and think on it every once in a while. Vv.1-3 explain that Love is more important than anything else in the world. Vv.4-7 describe exactly how Love works. Then vv.8-13 cap it off by telling us that Love will last after everything else has passed away.

Col.3:14 describes Love as "the bond of perfectness." All the other character qualities are perfectly bound together in Love. In a way, Love includes them all. All the character traits of II Pet.1:5-8 are covered in I Cor.13.

**Diligence** Love never faileth.

**Faith** Love believeth all things.

**Virtue** Love rejoiceth not in iniquity.

Love thinketh no evil.

**Knowledge** Love rejoiceth in the truth.

**Temperance** Love seeketh not her own.

Love vaunteth not itself.

Love is not puffed up.

**Patience** Love endureth all things.

**Godliness** (reverence) Love behaveth not itself unseemly.

**Brotherly kindness** Love suffereth long and is kind.

Love envieth not.

Love is not easily provoked.

In Rom.13:8-10, Paul declares that if we really love other people we will hardly need the law to hem us in, for love will motivate us to treat people exactly the way the law requires us to treat them. If we sincerely love God and other people, the rules are not hard to keep. John testified, "His commandments are not grievous" (I Jn.5:3). The rules become a guideline to

show us what conduct is acceptable. Many times we will have had no desire to treat people in the way that is forbidden. At other times, the rule will keep us from problems that we might not have foreseen. In either case, we should cheerfully bring our behavior into line.

## MISCELLANEOUS

### 135. Fire Drills, Administration/Classroom Building

#### General:

- 1) One continuous ring of the bell system will signal a fire drill.
- 2) Students will form a single file and walk on the right side of the hall. There will be no running, shouting, or horseplay.
- 3) Teachers will turn off lights, close windows or appoint a student in the class to do so, turn off all electrical equipment (typewriters, computers, etc.) and close the door upon leaving the room.
- 4) After proceeding to the appointed place outside the school, teachers will make certain all their students are accounted for.
- 5) Teachers will take their Grade Books with them.
- 6) Secretaries will insure that all Permanent Records are in metal file cabinets. The nurse (or someone appointed) will take medical records in portable file cabinet outside.
- 7) The Elementary School and the Dormitories will conduct separate Fire Drills.
- 8) One long ring of the bell system will signal students to return to the building.

#### Evacuation of the Upper Level:

- 1) Students and staff in Rooms 206, 207, 208, 209, 210, and 211 will leave the building through the exit near Room 211 and proceed to the basketball court.
- 2) Students and staff in Rooms 201, 202, 203, 204, 205, and in the Boys' and Girls' Restrooms will leave the building through the exit near the Principal's Office, walk to the edge of the pavement and proceed to the basketball court.
- 3) Students and staff in the Library will leave the building through the exit on the north side of the Library, walk to the edge of the pavement and proceed to the basketball court.

#### Evacuation of the Lower Level:

- 1) Students and staff in Rooms 101, 103, 105, Student Lounge, and the Business Offices will leave the building through the exit near Room 101 and proceed to the Student parking lot located in front of the school.
- 2) Students and staff in the Main Office, President's Office, PR Office, Academic Dean's Office, Faculty Lounge, First Aid and Conference Room 107, Room 104, and both Men's and Ladies' Restrooms will leave the building through the main entrance and proceed to the Student parking lot located in front of the school.

- 3) Students and staff in Rooms 106, 108, and Penn View Visuals will leave the building through the exit located near the Maintenance Office and proceed to the Student parking lot located in front of the school.

### 136. Academy Locker Assignments

High School students may use one of the lockers for storing clothing and books. Some necessary guidelines apply:

- 1) Students may choose lockers on a first-come, first-served basis.
- 2) Students may choose their own locker-mate.
- 3) Students may place locks on their locker if the Principal receives a key or combination to the lock.
- 4) Students are to respect the privacy associated with another person's locker and the property found therein.
- 5) Damage to property due to "stacking" lockers is intolerable. Students who persist in this practice will be disciplined.
- 6) Students may not place pictures, paintings or other material which is inappropriate in their lockers.

### 137. Academy Students — Medications

- 1) In order to better service the needs of students, all medications (either prescriptions or over-the-counter) will need to be cleared.
- 2) Students in Grades K through 8 must turn in their medications to the respective teacher.
- 3) Students in Grades 9 - 12 must clear the taking of medication with the Principal's Secretary upon entering the school.
- 4) Medication must be in the original container. Medications in plastic bags or other non-original containers are not acceptable.
- 5) For *prescription medications* to be administered during the school hours, the following is required: the written order of the prescribing physician which shall include the name of the student, the name and purpose of the medication, the dosage to be administered, the time at which or special circumstances under

which the medication is to be administered, and the dates when the medication is to be administered.

- 6) For *over-the-counter medications* to be administered during the school hours, the parent shall provide the name of the student, the name and purpose of the medication, the dosage to be administered, the time at which or special circumstances under which the medication is to be administered, and the dates when the medication is to be administered. Tylenol and Pepto-Bismol may be provided by the school as needed by your child, based on the medication authorization form parents signed at the beginning of the school year.
- 7) Students are prohibited from sharing medications with others.

138. Winter Weather

**139. Academy, Delays & Closings for Weather**

Delayed openings or early closings will be announced on many area radio stations. Those stations that are involved include:

Station	FM	AM	Location
WKOK		1070	Sunbury
WMLP		1380	Milton
WPGM		1570	Danville
WBGM	88.1		New Berlin
WGRC	91.3		Lewisburg
WQKX	94.1		Sunbury
WPGM	96.7		Danville
WVLY	100.9		Milton
WPGM	101.7		Williamsport
WFYY	106.5		Selinsgrove
WEGH	107.3		Sunbury

**140. Institute, No Closings for Weather**

Since most of the students reside on or very near campus, the Institute generally does not close for weather. Students who are not able to attend classes because of impassable roads on that day are excused.

141. Telephone

The official telephone numbers of Penn View Bible Institute and Christian Academy are:

- Main Office (and all extensions)(570) 837-1855
- Elementary Office (570) 837-1383
- Fax (570) 837-1865

142. Personal Property

The school is not responsible for loss or theft of personal property in school facilities.

143. Publications

The school newspaper, *The Flame*, is published periodically by the school.

The *Pennorama* is the school yearbook. It is produced and edited by students with faculty and staff supervision.

144. Appeal Process

The Penn View staff is organized in the following levels:

<u>Committee</u>	<u>Chairman</u>
Board of Directors	Conference President
Executive Committee	President
Administrative Committee	Principal or Academic Dean

In accordance with the principles in Mt.18:15-17, students should take any problem directly to the person or the staff person involved.

Hopefully, things can be resolved at that level. Many times this is the case.

If the student is dissatisfied with the decision, he may, after careful prayer and examination of his own attitude, appeal to the next level of authority.

Problems relating to academics and the classroom should first be taken to the teacher involved. The next step would be to approach the Principal if it concerns the Academy, or the Academic Dean if it concerns the Institute. If the student is still unhappy, he may speak with the President. Beyond that, he could approach the Secretary of the Board, preferably in writing. Of course, the Conference President of the God’s Missionary Church is ultimately concerned with school problems, but he should not be bothered with minor incidents.

Remember, it is unethical to skip “over the head” of one of the persons in authority. The person responsible should have first opportunity to work out the problem. If that fails, then try something else.

Problems relating to the dormitory should be directed to the Social Deans, and problems relating to the work program to the Work Program Director. The next step would be the Dean of Students. If the student is still unhappy, he may speak with the President, and possibly the Secretary of the Board. The Conference President or members of the General Board of the God’s Missionary Church should be a *last* resort.

Problems may also be referred to the faculty meeting, the Administrative Committee, the Executive Committee, or the Board, in that

order. These will be coordinated through the respective chairmen.  
The doors of our faculty, staff and administration are open for students to express

their concerns and to give input, but no petitions or organized student dissent will be tolerated.

## **CONCLUSION**

We hope you will enjoy Penn View. Every staff member is praying that you will know Jesus Christ as your Savior, your Sanctifier, and everything you need. The regulations are not intended to prevent you from enjoying life, but rather to enhance the quality of life and to help our “family” to live and work together in unity. We pray the Biblical patterns will become part of your life.

Penn View Bible Institute reserves the right to change, revise, add to, or take away from the rules found in this handbook. Students who do not intend to conform to the guidelines outlined in this handbook should not enroll in the Academy or the Institute.

## APPENDIX O – TECHNOLOGY PLAN

(Unexpected formatting resulted from pasting various documents together)

### Penn View Bible Institute Mission Statement

***Penn View Bible Institute*** offers Christian education from Kindergarten-4 through postsecondary level in the conservative Wesleyan-Arminian persuasion. The school stresses academic excellence in the context of total devotion and dedicated service to the Lord Jesus Christ. All of the programs and courses are framed and undergirded by a solid, Biblical philosophy of education.

The ***Institute*** department prepares men and women, at the postsecondary level, for the pastoral ministry, missions, the Christian music ministry, Christian school teaching, Bible teaching, and other church ministries. The Institute awards postsecondary level, four-year Advanced Diplomas in several areas of specialization as well as a general one-year Certificate in Biblical Studies. Students orient themselves spiritually and mentally through Bible/Theology Studies, understand the world in which we live through General Studies, and prepare for specific ministries through Professional Studies.

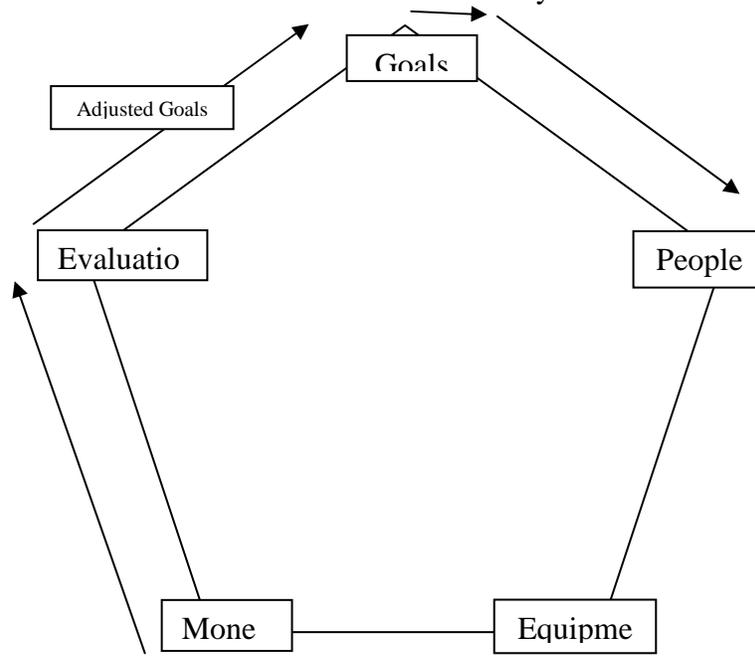
The ***Academy*** department provides high quality Christian education in order to help parents in the process of shaping their children and young people into “*the Image of His Son.*” Penn View Christian Academy is a K-4 through Grade 12, day and boarding school with a Christ-centered, Bible-centered curriculum. PVCA is part of the umbrella organization Penn View Bible Institute and acts as a preparation school for the Institute. PVCA also prepares young people to pursue academic and non-academic careers other than the ministries mentioned above.

Penn View’s Technology Plan focuses the power and energy of technology toward the educational development of the school family of students, teachers and staff. The Institute department serves a significant number of Academy students through “advanced placement” style college-level courses and Academy teachers in continuing their education. The Administrative and support offices serve both the Academy and the Institute departments. E-Rate funding is conscientiously directed to Academy use.

Penn View Christian Academy students and faculty need to be competent in basic literacy and functionality in using computers, network, Internet, and telecommunication for academic research, communication, record keeping, and possibly web site development.

The Administration, Faculty, and Staff of Penn View Christian Academy are committed to developing access to technology for all the students, teachers, and staff.

This Technology Plan is formulated with the requirements of Schools and Library Division in mind. The planning and the funding involved in the E-rate Grant program will enable the staff to meet educational needs both today and tomorrow.



## What Are We Trying To Achieve?

Penn View Christian Academy will become an “Information Age Learning Center” whose graduates will function well in a technologically advanced society. This plan provides much needed access to these resources with appropriate guidance and safeguards.

<i>Goals — Student Outcomes</i>	<i>Teacher &amp; Staff Development Strategies</i>	<i>Classroom &amp; Administration Strategies</i>
Become familiar with up-to-date technology	Become familiar with current technology and utilize technology to enhance the curriculum	Assign homework that can be completed by computer and eventually assignments that require the use of computer
Expand students’ horizons through wider use of communications technology	Learn, teach and encourage more sophisticated use of our phone system, automated phone messages, and Internet communications	Utilize speaker-phone class presentations and interviews (with Senators, Representatives, local officials, business people, missionaries, parents with special abilities and knowledge) Utilize video conferencing to bring off-site resources into the classroom Distribute voice messages to groups of students, parents, and employees
Achieve basic to advanced skills in keyboarding	Achieve and teach basic to advanced skills in keyboarding	Recommend and/or require students to take Computer Applications (word processing, etc.) as early as seventh grade Have students use computers for assignments whenever possible and as early as possible
Achieve functionality in using current desktop operating systems, file management, word processors, spreadsheets, databases, graphics, accounting and bookkeeping	Achieve functionality in using and teaching current desktop operating systems, file management, word processors, spreadsheets, databases, graphics, accounting and bookkeeping	Offer specific computer classes Require many assignments to be typed Encourage creative use of graphics and fonts (even color) in assignments Assign work that includes the use of a computer Use multimedia via data projector to enhance the classroom experience
Utilize email communication	Utilize and encourage in-house staff email communication with students and with other teachers via the email system and in-house instant messaging software Promote efficient email communication between administration, faculty, staff and parents, friends and supporters of Penn View Christian Academy and Penn View Bible Institute Encourage general email communication with public officials, church leaders, missions personnel, and leading authorities on social issues	Communicate with students via the school email system or even an in-house discussion by e-forum Assign homework that is to be submitted by the school email system, perhaps edited and corrected (annotated) and returned to students for further development Assign email communications to approved contacts, such as public officials, church leaders, missions personnel, and leading authorities on social issues

Enhance student engagement through learning management software	Achieve basic competence in using learning management software for their courses	Integrate discussion forums, computerized reviews, computerized quizzes, and other digital format in their course requirements.
Get acquainted with the (filtered) Internet through classroom demonstrations (with proper supervision)	Get acquainted with the (filtered) Internet and be able to promote its healthy use Encourage teachers to consider taking online education courses as a way to make themselves more aware of the possibilities of technology in teaching and learning	Demonstrate desired web sites in the classroom via data projector or in a lab setting Warn students about dangers of the Internet, including pornography, phishing, sexual predators, spyware, malware, unscrupulous web sites, questionable authenticity of some web sites like fake antiviruses. Require staff and students to have active and up-to-date antivirus and malware programs installed on their personal computers.
Utilize the Internet for research. Currently available on:  8 computers in Library 17 computers in Computer Lab as well as students' laptops (All under specific supervision)	Utilize filtered Internet access and encourage Internet-based research — e.g. Google; AskJeeves; the web sites of Library of Congress, Focus on the Family, Christianity Today, Encyclopedia Britannica; downloadable e-books (mostly classics); and Christian Classics Ethereal Library	Utilize an Internet filter to protect staff and students from undesirable Internet dangers Exhibit Internet-based classroom presentations. Demonstrations especially in Computer classes, but available for all subjects. (e.g. Elections processes and related information) Allow and encourage Internet research through search engines Require Internet-based assignments (e.g. web quest; scavenger hunt for items on various pages of selected web sites). Many textbook publishers offer web sites that supplement their text both for teachers and for students Teach proper method for crediting information gleaned from the Internet
Learn basic networking concepts	Learn basic networking concepts in order to utilize the same technology throughout the entire school network, eventually with computers in every classroom	Demonstrate software in the classroom, introducing the students' to a fuller use of technology
Receive Internet-based support for Guidance Counseling under the direction of faculty or administrators — for example, research on vocations, postsecondary schools and colleges	Use Internet-based support for Guidance Counseling — for example, research on vocations, postsecondary schools and colleges	Focus on one-to-one Guidance Counseling
Develop a student-designed web site (under direct supervision of the teachers and of the web master)	Become aware of the potential available to display student work	Post student projects in writing, programming, and graphics for others to view Conduct online surveys for science projects and opinion polls for social studies projects

## How Will We Equip Staff to Maximize the New Technology?

How will we develop our staff?

### Technical Staff

#### **Technology Coordinator** (Timothy L. Cooley, Sr.)

- ❖ Will develop and maintain the Technology Plan (with assistance from the Technology Specialist)
- ❖ Will evaluate the progress (with assistance from the Technology Specialist and from the other staff and faculty members) and help re-direct the Technology Plan as needed  
(The Technology Plan must be a living document.)
- ❖ Will provide administrative level supervision of technology throughout the school
- ❖ Will promote integration of technology throughout the curriculum

#### **Technology Specialist** (Douglas W. Gardei)

- ❖ Will be available daily to provide software-hardware tutorials, computer and network repair, and maintenance
- ❖ Will continue to advance the hardware, software, and services as specified by Technology Plan
- ❖ Will provide training and encouragement for faculty to use technology in the classroom and in assigned projects
- ❖ Will train two to four Faculty Technology Promoters to be key persons in promoting the use of technology and in assisting others to make effective use of technology. (These may also function as trainers for future employees.)

- ❖ Will be sent to intensive courses on computer and technology
- ❖ Will offer in-service professional training, periodic refresher courses, updating tutorials, and new-hire orientations to faculty and staff members

**Faculty Technology Promoters** (2 – 4 to be selected)

- ❖ Will receive in-service training on computer and technology
- ❖ Will take initiative in encouraging others to advance in their use of technology
- ❖ Will receive training on the networked digital copiers (Some have already received this training.)
- ❖ Will receive training in how to use learning management software

**Phone System and Network Consultants**

- ❖ Will assist Technology Coordinator and Technology Specialist in expanding and fully utilizing the telecommunications system
- ❖ Will provide technical support

**Teaching Staff**

In addition to “Teacher & Staff Development Strategies” listed above, teachers and staff members:

- ❖ Will develop their own knowledge and skills in using technology
- ❖ Will continue to input grades in *SchoolMinder* at computers located in Room 205 and at the Office in the Elementary School.
- ❖ Will receive basic training on the networked digital copiers and will be made aware of advanced printing capabilities
- ❖ Will receive training in how to use learning management software
- ❖ Migrating to ABHE may expand the convenience of data entry

**What Equipment Do We Need?**

Physical Infrastructure — Hardware, Wiring & Connections — Inventory & Needs

Penn View Bible Institute consists of Kindergarten-4 through Twelfth Grade and postsecondary training for Christian ministries. Current Academy enrollment is 133 serviced by 17 teachers in 17 classrooms, 2 Libraries, 4 Music Studios, 2 Dormitories, 1 Cafeteria, 2 Auditoriums. The Academy is further serviced by 15 offices, including Administration and support staff. Within the next few years the construction of the Student Life Center will be complete and this will add to our equipment needs

Penn View Bible Institute has been purchasing and upgrading computer equipment and is currently utilizing one complete network joined to the Internet through high-speed cable connection (3Mb/sec). The Technology Coordinator and the Technology Specialist met to review the inventory and conferred with the Principal. The resulting *Time Line of Technologies to be Acquired* will enable the school to meet the stated goals more adequately. It was approved by the President.

All *e-Rate* eligible items below will require a 20% outlay from school budget. Some non-*e-Rate* items are listed for sake of completeness. These will be paid for by school funds and/or by special fund raising projects.

	<b>Inventory</b> (not including personal computers owned by staff)	<b>Projected Acquisitions</b>	07/01/2011 – 06/30/2012	07/01/2012 – 06/30/2013	Funding
Phone System	Phone System with capability to handle 128 extensions <b>Entire original campus has been cabled</b> 9 phone lines 55 phones (including classrooms) 2 fax machines Voice Mail System	System to be extended and/or equipment relocated or purchased to include the Elementary Classroom building System to be extended and/or equipment relocated or purchased to include the Shop Classroom building System to be extended and/or equipment relocated or purchased to include the new Student Life Center	X or X or X or	or X or X or X	eRate eRate eRate
Computer Network	1 Domain server in IT office 1 Firewall/Filter server in IT office <b>1 QuickBooks Server in IT office</b> Switches and hubs to service campus Network cabling and jacks to main campus buildings (including classrooms, offices, dormitories, cafeteria, and auditorium) Wireless bridge to elementary building ~60 computers currently networked Networking for student / faculty laptops	File server / Application server Network to be extended and/or equipment relocated or purchased to include the Elementary Classroom building Network to be extended and/or equipment relocated or purchased to include the Shop Classroom building Network to be extended and/or equipment relocated or purchased to include the new Student Life Center	X X X or X or	  or X or X	PVBI eRate eRate eRate
Library	8 computers for students (includes Internet access) 2 computers for librarians 1 Sharp Ar-205 Copier 1 Toshiba eStudio 28 multipurpose-printer/copier 1 HP LaserJet 4MV networked 1 Wireless Access Point	Upgrade or replace an average of 1 computer per year Replace one printer	X X	X	PVBI
Computer Lab	13 Computers 1 digital projector	Upgrade or replace an average of 2 computers per year	X	X	PVBI
Classrooms	Teachers can borrow digital projector from the computer lab 1 portable computer to be used in any classroom by teachers Network and phone jacks in classrooms (as above) 6 computers placed in elementary classrooms, not networked. Allow teachers to install their own computers	Network elementary classroom computers by expanding current network as listed above. 1 Computer in Shop Classroom Building (to be networked) Install an average of 1 additional computer per year	X X or X	 X	PVBI PVBI PVBI
Other Locations	3 Digital copiers networked 2 Computers in Dormitories	Replace non-working copier in the Library. Replace copier in the office.	X or X	or X	
Software	Educational software	Upgrade as teachers requisition	X	X	PVBI
Offices	1 computer – President 1 computer – Principal 1 computer – Principal's Secretary 2 computers – additional in Secretary's office 2 computers – Elementary Office 1 computer – Director of Finance 2 computers – Business Secretaries 1 computer – Receptionist 1 computer – Graphics Design (Win 7 Pro) 1 computer – Technology Specialist 1 computer – Technology Coordinator 1 computer – Maintenance 1 computer – Food Services 4 computers – other offices 11 printers in offices	Upgrade or replace an average of 1 computer per year	X	X	PVBI
Internet Connection	Cable connection for high-speed Internet access Router Firewall and Filter				

## How Will We Pay For It?

### Cost & Budget

Over the next four years we plan to develop and optimize our use of existing infrastructure and expand the current network and phone system.

#### Schools and Library Division Funding

Penn View Bible Institute has been eligible for 80% *e-Rate* discount and we project similar funding for Funding Years 2011-2013. All *e-Rate* eligible items listed will require the remainder (20%) to be funded by the School.

#### Budgetary Funding

Budget for General Fund includes portions of our projected annual expenses.

Special Fund-raiser — The school has successfully conducted Hoagie Sales for special fundraising. Proceeds from hoagie sales will help pay for technology needs and upgrades.

4 sales per year @ \$1,000 = \$ 4,000.00

Individual donors may be sought for special equipment if needed.

Projected Annual Expenses 2011 - 2013					
Category	Description	Estimate	Estimated eRate Eligible Portion	Estimated eRate Portion	Estimated PVBI Portion
Telecommunications	Local Voice 9 Phone Lines	2,100.00	2,100.00	1,680.00	420.00
Telecommunications	Long Distance Voice	1,200.00	600.00	480.00	720.00
Internet Access	Cable Connection	1,320.00	1,320.00	1,056.00	264.00
Internet Presence	Web and E-mail Hosting	120.00	-	-	120.00
Equipment	Upgrading and replacing computers	1,000.00	-	-	1,000.00
Internet Filter	Annual subscription	340.00	-	-	340.00
Virus Protection	Annual subscription	180.00	-	-	180.00
<b>Totals</b>		<b>6,260.00</b>	<b>4,020.00</b>	<b>3,216.00</b>	<b>3,044.00</b>

Projected One-Time Expense 2011-2012 or 2012-2014					
Category	Description	Estimate	Estimated eRate Eligible Portion	Estimated eRate Portion	Estimated PVBI Portion
Internal Connections	Interior cabling and termination in Elementary Classroom Building - phone & network	10,000.00	10,000.00	8,000.00	2,000.00
Internal Connections	Equipment to network the main Phone System to the new Elementary Classroom Building	7,000.00	7,000.00	5,600.00	1,400.00
Internal Connections	Underground cabling* to Shop Classroom Building - phone & network	2,500.00	2,500.00	2,000.00	500.00
Internal Connections	Interior cabling and termination in Shop Classroom Building - phone & network	1,000.00	1,000.00	800.00	200.00
Internal Connections	Interior cabling and termination in the new Student Life Center - phone & network	7,000.00	7,000.00	5,600.00	1,400.00
<b>Totals</b>		<b>27,500.00</b>	<b>27,500.00</b>	<b>22,000.00</b>	<b>5,500.00</b>

\* "Cabling" includes copper, fiber, conduit, and all other necessary materials.

## How Will We Evaluate Our Progress?

Throughout the year, the Technology Specialist will review the Technology Plan. He will evaluate the progress in each goal listed above, and he will actively recommend and implement methods to achieve the goals not yet achieved.

In addition, PVBI will execute the following yearly review plan.

When?	What?	Who?
March	<p><b>Survey and/or Interview Teachers:</b>            How has technology affected your classroom?            How has technology affected your curriculum?            What technology strategies have you implemented?            Have you incorporated multimedia into your lesson plans?            Have you demonstrated Internet to students in the classroom?            How have the students responded to technology in the classroom and curriculum?            What additional technology or software do you desire?</p> <p><b>Survey Students:</b>            How has technology affected your learning?            In the classroom?            At home?            Have you participated in multimedia learning?            What have you learned about the Internet through classroom presentations and assignments?            What technology would you like to have in the classroom?  <b>Tabulate survey results</b></p>	Principal
April	Evaluate survey results and compare with the goals laid out in the technology plan.	Technology Coordinator Technology Specialist
April	Review of Progress	Administrators Technology Coordinator Technology Specialist
September	Adjust and re-write Technology Plan as appropriate Include revision of goals and strategies for the next funding year	Technology Coordinator Technology Specialist

## How Will We Safeguard Our Investment and our People?

Firewall and Internet Filter

The Internet offers a vast diversity of information, advertising, chat rooms, and even propaganda. We believe it is imperative that our students and faculty have access to the benefits of the Internet and protection from the more dangerous elements.

We will actively teach principles of discernment concerning sexually oriented content, chat rooms, gambling, unprincipled dating offers, information of questionable authenticity, viruses, hackers, privacy concerns, and any otherwise unscrupulous or inappropriate web sites.

In compliance with the Children's Internet Protection Act, we will implement a filter that helps to guard against as many of these as possible and will review a log of web sites visited, identified by username.

Signature: \_\_\_\_\_  
President John W. Zechman Date

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