

Exhibits
submitted
to the
Commission on Accreditation
of the
Association for Biblical Higher Education
5850 T.G. Lee Blvd, Suite #130
Orlando, FL 32822

by

Penn View Bible Institute
125 Penn View Drive
Penns Creek, PA 17862

March 16, 2021

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Exhibit A

**Recognition in the
Commonwealth of PA**

2003-333

Microfilm Number _____

Filed with the Department of State on JAN 19 2005

Entity Number 3277236

Robert C. Cantor
Secretary of the Commonwealth

ARTICLES OF INCORPORATION-DOMESTIC NONPROFIT CORPORATION
DSCB:15-5306 (Rev 90)

In compliance with the requirements of 15 Pa.C.S. § 5306 (relating to articles of incorporation), the undersigned, desiring to incorporate a nonprofit corporation, hereby state(s) that:

- 1. The **name** of the corporation is: Penn View Bible Institute, Inc.
- 2. The (a) **address** of this corporation's initial registered office in this Commonwealth or (b) **name** of its commercial registered office provider and the county of venue is:

(a) 125 Penn View Drive, Penns Creek, Pennsylvania 17862 Snyder County
Street City State Zip County

(b) c/o: n/a
Name of Commercial Registered Office Provider County

For a corporation represented by a commercial registered office provider, the county in (b) shall be deemed the county in which the corporation is located for venue and official publication purposes.

- 3. The corporation is incorporated under the Nonprofit Corporate Law of 1988 for the following purpose or purposes: To own and operate a school and a retirement community.
- 4. The corporation does not contemplate pecuniary gain or profit, incidental or otherwise.
- 5. The corporation is organized upon a stock basis.
- 6. The aggregate number of shares authorized is: 100 shares
(other provisions, if any, attach 8 1/2 x 11 sheet)

- 7. The name and address, including street and number, if any, of each incorporator is:
- | Name | Address |
|--------------------------------------|--|
| <u>God's Missionary Church, Inc.</u> | <u>125 Penn View Drive, Penns Creek, PA 17862.</u> |

- 8. The specified effective date, if any, is: N/A
month day year hour, if any

9. Additional provisions of the articles, if any, attach an 8 1/2 x 11 sheet.

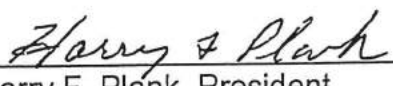
IN TESTIMONY WHEREOF, the incorporator has signed these Articles of Incorporation this 7th day of January, 2005.

ATTEST:

GOD'S MISSIONARY CHURCH, INC:



John W. Zechman, Secretary

BY: 

Harry F. Plank, President

Commonwealth of Pennsylvania Department of Education

NUMBER 6260

REPORTING CODE

4-16-55-1111-9-0000



Void after
Nov 01, 2022

STATE BOARD OF PRIVATE LICENSED SCHOOLS

THIS IS TO CERTIFY THAT

Penn View Bible Institute
125 Penn View Drive
Penns Creek PA 17862

has been granted a license to operate or conduct a **PRIVATE LICENSED SCHOOL**
in the Commonwealth of Pennsylvania in accordance with the provisions of the act
approved **DECEMBER 15, 1986 (ACT 174)**.

IN WITNESS WHEREOF: The Department of Education has caused this license to
be issued and its seal to be affixed this **20 TH** day of **October 2020**



pennsylvania
DEPARTMENT OF EDUCATION

[Handwritten Signature]
Acting
Secretary of Education



May 9, 2013

To Whom It May Concern:

I am writing this letter at the request of Penn View Bible Institute to verify that institution's standing with the Pennsylvania Department of Education (PDE). The institute 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 License Schools. Nonetheless, Penn View is reviewed by the Division of Veterans Education at PDE for approval for the education of Pennsylvania veterans. While it does not generally appear on lists of institutions at PDE, Penn View is operating openly and properly within this Commonwealth.

Feel free to contact me if you have questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Rod Niner", written in a cursive style.

Dr. Rod Niner
Higher Education Associate
Division of Higher and Career Education
Phone: 717-783-9239
RNiner@pa.gov

Dr. Timothy L. Cooley Sr.

From: "Happ, Albert" <ahapp@pa.gov>
To: "Dr. Timothy L. Cooley Sr." <TimCooleySr@pvbi.edu>
Cc: "Landis, Patricia A (PDE)" <plandis@pa.gov>; "Magnani, Jeffrey" <jmagnani@pa.gov>
Sent: Thursday, March 17, 2016 7:41 AM
Subject: RE: Penn View Bible Institute

Tim: Ms. Landis has asked me to reply to your email. The license as a Private Licensed School to offer the program in Church Ministries and the official approval letter of November 6, 2015 should provide adequate confirmation to the accrediting body regarding Penn View's relationship with the Board of Private Licensed Schools and the PDE. We see no need for an addition official letter. Any other programs that Penn View offers would not be approved and would be purely religious, non-degree courses that are not designed to prepare someone for employment. Also, only the program in Church Ministries would be eligible for Title VI funding. The license and my approval letter should be all you need for the accreditors. If questions arise they may contact us.

Albert Happ, Ph.D. | Board Administrator
 Pennsylvania Department of Education | Division of Higher and Career Education
 333 Market Street | Harrisburg PA 17126-0333
 Phone: 717.783.8229 | Fax: 717.772.3622
www.education.state.pa.us

Notice: On ***Friday, July 29th***, the commonwealth will be adding @pa.gov as the primary email domain for all state employees. For example: ahapp@state.pa.us will now be ahapp@pa.gov. The email addresses ending in @state.pa.us will continue to function so that emails will never be interrupted. We appreciate your cooperation as we take a small step to increase the usability and consistency of the commonwealth's online communications.

From: Dr. Timothy L. Cooley Sr. [mailto:TimCooleySr@pvbi.edu]
Sent: Tuesday, March 15, 2016 4:42 PM
To: Landis, Patricia A (PDE)
Cc: Happ, Albert; Magnani, Jeffrey
Subject: Re: Penn View Bible Institute

Thank you for responding.

I wanted the accrediting body to have an expression of your awareness that we continue to offer the nonlicensed programs just as before, without any violation of our licensed status. Do I understand correctly that you would not see that as necessary?

I appreciate your help.

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

www.pvbi.edu
 (570) 837-1855 x 1127

----- Original Message -----

From: [Landis, Patricia A \(PDE\)](mailto:plandis@pa.gov)
To: [Dr. Timothy L. Cooley Sr.](mailto:TimCooleySr@pvbi.edu)
Cc: [Happ, Albert](mailto:ahapp@pa.gov) ; [Magnani, Jeffrey](mailto:jmagnani@pa.gov)
Sent: Tuesday, March 15, 2016 2:30 PM

Subject: RE: Penn View Bible Institute

Dr, Cooley –

The license as a Private Licensed School should serve the purpose that was previously served with the letter. The letter was only provided because you did not have an official status with PDE at the time. Now that you are licensed, that should be the document that they need to see. Thanks for checking.

Patricia Landis | Division Chief
Department of Education | Division of Higher and Career Education
333 Market Street | Hbg PA 17126
Phone: 717.783.8228 | Fax: 717.772.3622
www.education.pa.gov

This message is intended only for the use of the individual or entity to which it is addressed and may contain information that is confidential. If the reader of this message is not the intended recipient or the employee or agent responsible for delivering the message to the intended recipient, you are hereby notified that any dissemination, distribution, or copying of this communication is strictly prohibited. If you have received this communication in error, please immediately notify the sender and then delete the communication from your electronic mail system.

From: Dr. Timothy L. Cooley Sr. [mailto:TimCooleySr@pvbi.edu]
Sent: Monday, March 14, 2016 12:26 PM
To: Landis, Patricia A (PDE)
Cc: President@pvbi.edu
Subject: Penn View Bible Institute

Thank you for your helpfulness through these times of growth for Penn View.

In the past, PDE has provided a letter that explained Penn View's relationship with PDE. I have attached the last one we received in 2013 for your reference. Carol Gisselquist had prepared the same basic letter in 2003.

We are submitting our Self-Study in May and are planning for an ABHE Evaluation Team Visit October 12-14, 2016. Could you prepare a letter stating our current relationship with PDE? I realize it could not be exactly like the previous letter, but could it state that we are now a Private Licensed School with one program approved, that we are continuing to offer the other programs as before on a non-degree, non-licensed basis, and that Penn View is operating within the parameters of Pennsylvania law?

We would certainly appreciate your help in this matter.

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

www.pvbi.edu
(570) 837-1855 x 1127

This email has been checked for viruses by Avast antivirus software.

Exhibit B

Organization Chart

Penn View Bible Institute

Organizational Reporting Structure

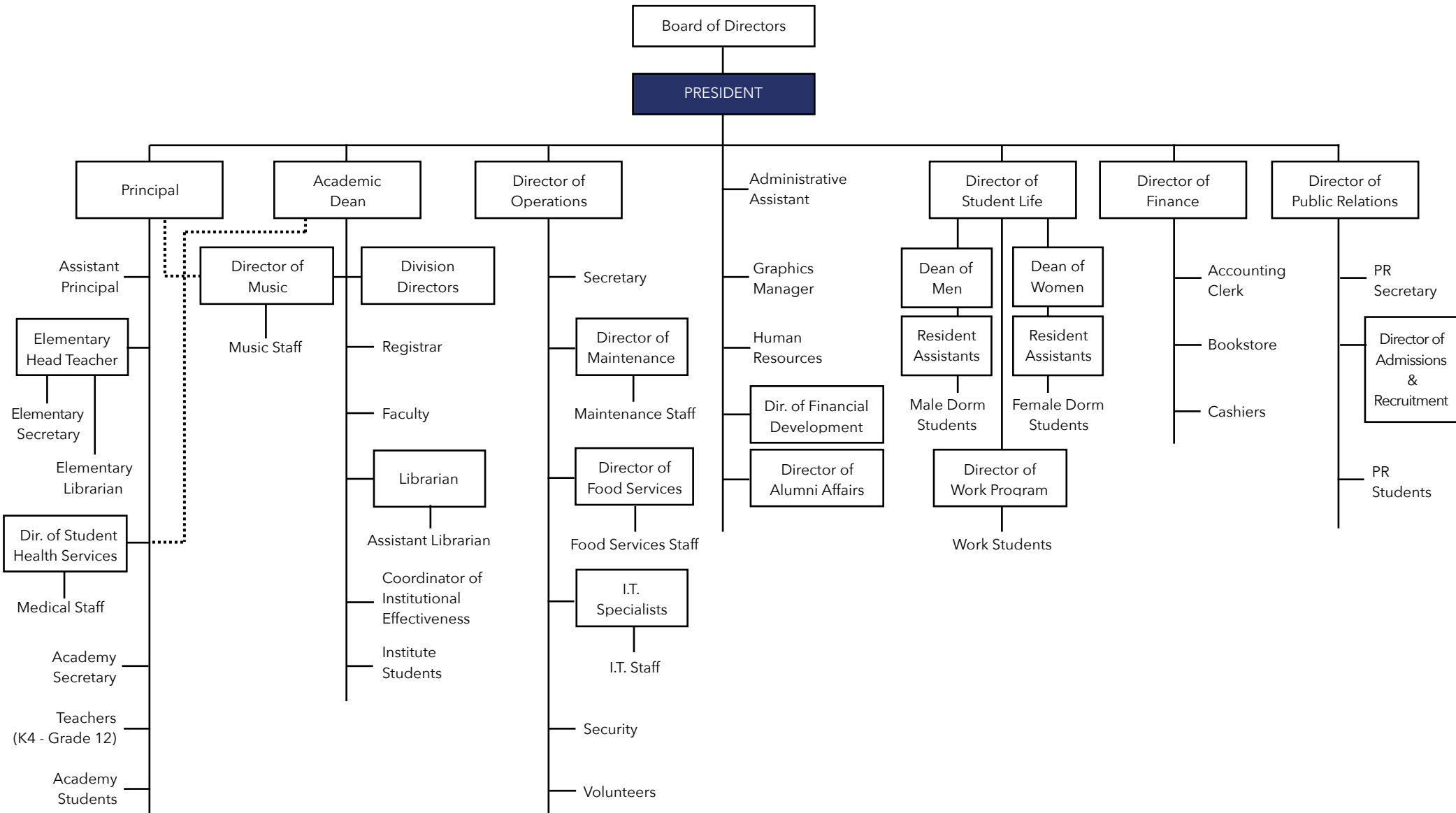


Exhibit C

**Academic Acceptance
By Other Institutions**

March 10, 2021

To Whom It May Concern:

Penn View is a quality school that for over 50 years has been training 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 20 other countries. Penn View Bible Institute is accredited by the Commission on Accreditation of the Association for Biblical Higher Education (ABHE, 5850 T.G. Lee Blvd, Suite #130, Orlando, FL 32822; phone 407-207-0808, web site: <https://www.abhe.org>). ABHE is recognized as a national faith-related accrediting organization by the Council for Higher Education Accreditation (CHEA, <http://www.chea.org>) and is listed by the United States Department of Education (<https://www.ed.gov>) as a recognized national, institutional accreditor. Penn View's status is also listed on the U. S. Department of Education, Office of Postsecondary Education web site (<https://ope.ed.gov/accreditation/Index.aspx>; search by institution; DAIP ID: 233745). The Board of Directors has also resolved to seek degree-granting status, but the institution is still striving to raise the \$500,000 endowment required by the Pennsylvania Department of Education before pursuit of degree-granting can begin.

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 and are based on 16 clock hours of class time. 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 spent 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 at the time. (See <http://nsse.indiana.edu/>.) In December 2014, respondents indicated spending an average of 17.5 hours each week preparing for class (studying, reading, writing, rehearsing, and other activities related to the academic program); in the Spring of 2017, the average was 15 hours per week. 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. Across the years, 60 graduates have attended 19 different graduate schools/seminaries and have done very well in their advanced studies.

The following is a list of some 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. I have attached a copy of their October 19, 2016 letter stating that they accept PVBI credits in transfer. Web site: <http://www.awc.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. I have attached their Memo of Understanding (2018-2023) stating that they accept PVBI credits in transfer. Web site: <http://www.ciu.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. I have attached a copy of their

October 19, 2016 letter stating that they accept PVBI credits in transfer.

Web site: <https://www.gbs.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.

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

Hobe Sound Bible College, Hobe Sound, FL 33455. Accredited by the Commission on Accreditation of the Association for Biblical Higher Education. I have attached a copy of their October 21, 2016 letter stating that they accept PVBI credits in transfer. Web site: <https://hsbc.edu>

Indiana Wesleyan University, Marion, IN 46953. Accredited by Higher Learning Commission of the North Central Association. Web site: <https://www.indwes.edu/>

Jackson Community College, Jackson, MI. Accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. Web site: <https://www.jccmi.edu>

Kentucky Mountain Bible College, Jackson, KY. Accredited by the Commission on Accreditation of the Association for Biblical Higher Education. Web site: www.kmbc.edu

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. I have attached a copy of their March 6, 2018 letter stating that they accept PVBI credits in transfer. Web site: <https://www.lbc.edu>

Ohio Christian University, Circleville, OH 43113. 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. I have attached a copy of their October 31, 2016 letter stating that they accept PVBI credits in transfer.

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

Penn College of Technology, Williamsport, PA 17701. 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: <https://www.pct.edu>

Pensacola Christian College, Pensacola, FL 32523. Accredited by the Accreditation Commission of the Transnational Association of Christian Colleges and Schools (TRACS, 15935 Forest Road, Forest, VA 24551). TRACS is recognized by the United States Department of Education (USDE), the Council for Higher Education Accreditation (CHEA), and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE). Web site: <http://www.pcci.edu>

Southern New Hampshire University, Manchester, NH. Accredited by New England Association of Schools and Colleges, Commission on Institutions of Higher Education. Web site:

<https://www.snhu.edu/>

Sometimes the first transfer a college has accepted was made on a probationary understanding. After a student completed a certain number of hours (perhaps 15), maintaining a sufficient grade point average, the credits were then considered accepted.

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

Clarks Summit University, Clarks Summit, PA 18411 (formerly **Baptist Bible College & Seminary** until 2015, then **Summit University** until 2016). 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 she graduated May 11, 2013 with the Master of Education degree, summa cum laude. Jaron Byler (2004 graduate) was accepted in the summer of 2009; Brent Lenhart (2005 graduate) in August of 2013; Jenna (Kratz) Durkee (2014 graduate) in May of 2015; and Rachel

Clough (2013 graduate) in December 2016. Jenna (Kratz) Durkee (2014 graduate) graduated with honors May 12, 2018. Caleb Black (2017 graduate) was accepted that year, and in May 2018, he graduated with the Master of Arts in Bible/Theology degree; he is now enrolled in their Doctor of Ministry in Biblical Exposition program. On November 14, 2018, Elizabeth (Fellencer) Maust (2008 graduate) was accepted to the Master of Science in Counseling program. I have attached a copy of their October 26, 2016 letter stating that they accept PVBI graduates.

Web site: <https://www.clarkssummitu.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 later took a teaching position in a Christian school, then transferred and graduated from Trinity Theological Seminary. I have attached a copy of their May 3, 2005 letter stating that they accept PVBI graduates.

Web site: <https://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), after graduating from Evangelical Theological Seminary (1988), graduated from the Doctor of Philosophy program (Higher Education Leadership), 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 (2000 graduate) was accepted to the Master of Education program (Education Administration), and he graduated May 16, 2015. In January 2014, Paul Ryan (2012 graduate) was accepted to their Master of Arts program (Theological Studies, Program 2 for college graduates who have at least 30 semester hours of Bible, theology, or church history) and graduated December 2016. In 2015, Angela Thornton (2014 graduate) and Bethany Morford (2006 graduate) were accepted to their Master of Education program, and on December 8, 2017, they graduated—both with a GPA of 4.0. In 2018, Michael Mason (1999 graduate) and Benjamin McDowell (2014 graduate) were accepted to the Master of Arts in Muslim Studies program; Michael Mason graduated December 13, 2019. Miranda Miller (2017 graduate) and Tiffany Brenizer (2019 graduate) were accepted in 2019 and 2020 to the Master of Education program. Wesley McDonald (1997 graduate) was accepted in June 2020 to the Master of Organizational Leadership program. Bethany Morford is pursuing a Ph D in Education at CIU, maintaining a 4.0 GPA. Greg Hobelman (2001 graduate), after completing a master's degree at Northwest Nazarene University, is now pursuing CIU's Ph D in Organizational Leadership. I have attached their Memorandum of Understanding (2018-2023) stating that they accept PVBI graduates. Web site: <http://www.ciu.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. Rodney Watkins (1980 graduate) graduated from ETS in 1987, and Timothy Cooley, Sr. (1973 graduate) graduated in 1988 with the Master of Arts in Religion. Several others have attended. Across the years, the administration has expressed definite satisfaction with our graduates and a desire to have future graduates attend 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 he graduated May 9, 2014 with the Master of Arts in Religion. I have attached copies of Evangelical's letters of March 2, 2017, April 11, 2012, June 4, 2002, and March 11, 1986 stating that they accept PVBI graduates. This has been a long-term relationship. (As a side note, Jeremy Morford is currently pursuing a doctor of ministry at George Fox University.) Web site: <https://evangelical.edu>

Hobe Sound Bible College, Hobe Sound, FL 33455. Accredited by the Commission on Accreditation of the Association for Biblical Higher Education. Daniel McDonald (1999 graduate) and Paul Young (1996 graduate) were accepted on their master's degree program in 2019.

Lancaster Bible College and **Capital Seminary**, 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. Their March 6, 2018 letter also states that they accept PVBI graduates. Web site: <https://www.lbc.edu>

Ohio Christian University, Circleville, OH 43113. 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. Mark Fultz (1992 graduate) graduated May 2, 2015 from the Master of Arts in Ministry (Pastoral Care and Counseling Concentration). Randall Stratton (2012 graduate) graduated from their Master of Business Administration program with a concentration in Digital Marketing (4.0 GPA) in March 2020. Their October 31, 2016 letter, which I have included, also states they accept Penn View graduates into their master's degree programs. Web site: <http://www.ohiochristian.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. Shelley Chapman (1977 graduate) completed a Master of Arts in Religion at Wesley Biblical Seminary in 1984, then she went to University of Maryland (Baltimore County), for a Master of Arts in Teaching English to Speakers of Other Languages. Edwin Hostetter (1980 graduate) furthered his studies at Hobe Sound Bible College, then went on to receive a Master of Arts in Biblical Literature from WBS in 1984. Both graduated with high honors. Edwin Hostetter subsequently completed a Ph. D. at Johns Hopkins. Shelley Chapman completed a Ph. D. in Leadership and Change at Antioch University (2007). July 2014, Chester Handfield (2012 graduate) was accepted to the Master of Divinity program and as of June 2020 has completed 82 out of 85 semester hours; he is scheduled to graduate May 2021. I have attached a copy of their August 29, 2019 letter stating that they accept PVBI graduates. Web site: <http://wbs.edu>

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: <https://www.apu.edu>
Later Paul graduated from Asbury Theological Seminary, Wilmore, Kentucky, with a Master of Arts in Missiology. Web site: <http://asburyseminary.edu>

Bob Jones University, Greenville, SC 29614. Accredited by the Southern Association of Colleges and Schools Commission on Colleges and 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. On May 27, 2015, Julia Sickler (2011 graduate) was accepted on their Master of Music program and December 14, 2018 received her degree. On June 15, 2017, Alicia Moore (2015 graduate) was accepted on their Master of Music Education program and graduated August 2020. On October 17, 2017, Charles Norfleet (2015, 2017 graduate, double-major) was accepted on their Master of Education in Teaching and Learning program. Web site: <https://www.bju.edu>

Duquesne University, Pittsburgh, PA 15282. Accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. Lucas ShROUT (2002 graduate) was accepted at Duquesne's Mary Pappert School of Music and began working toward a Masters in Sacred Music (2003-2004). 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>

God's Bible School and College, 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. Master of Arts in Ministry (36 hours) and Master of Arts in Biblical Studies (36 hours). Craig McLaughlin (1979 graduate) is an accepted student. Reuben Zeigler (2003 graduate), Heidi McIntire (2006 graduate), and Eric Kuhns (2004 graduate) were all accepted in 2016. Shane Walters (2017 graduate) and Brent Lenhart (2005 graduate) were accepted in August 2017. Johnathan Arnold (2019 graduate) was accepted in summer 2019. McIntire transferred to Bethany Global University and finished her coursework there in summer 2019.
Web site: <https://www.gbs.edu/academics/graduate-program/>

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. Margaret (Hallam) Beechy (2015 graduate) graduated from their Master of Science in Nursing Education April 29, 2017. In November 2018, Jeffrey McDowell (2019 graduate) was accepted to their ASN to MSN in Nursing, is progressing and is targeted to graduate July, 2022. Web site: <https://www.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 and graduated in 2015. In March 2020, Holly (Wrightsmen) Walker (2015 graduate) was accepted to their Master of Education program. Web site: <http://www.liberty.edu>

Maranatha Baptist University, 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, and on November 4, 2015, Jaylena (Mowery) McDowell (2012 graduate) was accepted as well. In 2017, Janessa Arnold (2017 graduate) was accepted to the Master of Education (Teaching and Learning) program; she completed her program in December 2020 with a GPA of 3.77. In 2018, Daniel Durkee (1993 graduate) was accepted to their Master of Organizational Leadership program and graduated May 2020 with a 4.00 GPA. Web site: <https://www.mbu.edu/seminary/>

Moody Theological Seminary, Chicago, IL 60610. Moody is accredited by the Commission on Accreditation of the Association for Biblical Higher Education and by the Higher Learning Commission of the North Central Association of Colleges and Schools. Timothy Cooley (1973 graduate) took courses as part of his program at Evangelical Theological Seminary. Steven Mowery (1982 graduate) graduated with the Master of Arts in Ministry in 1994. Paul Sickler (1973 graduate) graduated with the Master of Arts in Ministry in 1996.
Web site: <https://www.moody.edu/>

Northwest Nazarene University, Nampa, ID 83686. Accredited by the Northwest Commission on Colleges and Universities. Greg Hobelman (2001 graduate) after taking some classes at Evangelical Theological Seminary, was accepted by Northwest, September 9, 2013 and graduated May 6, 2017 with their Master of Arts in Pastoral Ministry. Web site: <https://www.nnu.edu/>

Ottawa University, Kansas City, KS 66067. Accredited by the The Higher Learning Commission. Jonathan Blackert (2014 graduate) was accepted to their graduate program in February 2020. Web site: <https://www.ottawa.edu/>

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 Shrou (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. Lucas graduated May 16, 2015. Web site: <https://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: <https://trinitysem.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 (School Code: PHI214F00321000). 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 Philosophy (Higher Education Leadership) 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 is now accredited by the Commission on Accreditation of the Association for Biblical Higher Education. I now serve on ABHE Evaluation Teams visiting other institutions.

If I can help with any additional explanations, please call, email me at TimCooleySr@pvbi.edu, or write.

Sincerely,



Timothy L. Cooley, Sr., Ph D
Academic Dean



Exhibit D

**Academic Program
Requirements**

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	30/51	36/40	18/35	126	2021
Advanced Diploma in Child Evangelism	30/50	36/43	18/33	126	2022
Advanced Diploma in Christian Education (Elementary)	30/30	36/57	18/48	135	2023
Advanced Diploma in Christian Education (Secondary English)	30/30	36/60	18/45	135	2023
Advanced Diploma in Christian Education (Secondary Social Science)	30/38	36/55	18/42	135	2023
Advanced Diploma in Christian Music Education (Piano Major)	30/30	36/39	18/70	139	2023
Advanced Diploma in Christian Music Education (Not Piano Major)	30/30	36/39	18/67	136	2023
Advanced Diploma in Hispanic Studies	30/45	36/45	18/45	135	2024
Advanced Diploma in Ministerial Studies	30/51	36/42	18/39	132	2021
Advanced Diploma in Missionary Nursing (Shared Program)	30/30	36/40	18/50	120	2024
Advanced Diploma in Missionary Studies	30/48	36/45	18/42	135	2024
Advanced Diploma in Muslim Studies	30/39	36/45	18/48	132	2024
Certificate in Biblical Studies	12/15	NA/13	NA/2	30	2021

With the exception of the Christian Music Education and Muslim Studies programs, the General Education requirements also comply with the Pennsylvania Department of Education requirement of 40 semester credit hours of general education in a baccalaureate degree.

Exhibit E

**Letters of Recognition
From Leaders**



The Allegheny
Wesleyan Methodist Connection
(Original Allegheny Conference)

Office of the President

PO Box 357, Salem, Ohio 44460-0357

330-337-9376

Fax 330-337-9700

Maintaining the Wesleyan Message

May 12, 2020

To Whom It May Concern:

As president of the Allegheny Wesleyan Methodist Connection, I have great respect for the work being done through Penn View Bible Institute. The graduates and former students of Penn View Bible Institute who currently serve in our ministries as pastors, missionaries, and educators have been a blessing to our organization. The professional and spiritual training they received as students equipped them to minister effectively as Christian workers. They have fit in well with our doctrinal beliefs and practices, and we appreciate their work in our connection of churches.

Sincerely,

David A. Blowers

DAB/jnk



*Heartland Conference President
Rev. Chris D. Cravens*

October 27, 2020

Dear President Durkee, Administration, and Board of Trustees:

I am writing to express sincere appreciation on behalf of the Heartland Conference of the Bible Methodist Connection of Churches, Inc. for the high-quality students who graduate from Penn View Bible Institute! I applaud your efforts in your pursuit of excellence in the maturation and development of your students spiritually, professionally, and educationally. I would not hesitate to recommend *Penn View Bible Institute* to any student feeling compelled to attend. I would also not hesitate to recommend a graduate looking for opportunities to invest themselves in the field of their achieved degree. Thank you to all who serve in making P.V.B.I. the educational center that it is today.

Sincerely,

A handwritten signature in black ink, appearing to read "Chris D. Cravens", written in a cursive style.

Chris D. Cravens

Bible Holiness Church Inc.

375 37th Street S W
Barberton, Ohio 44203

May 4, 2020

To whom it may concern:

I have been associated with Penn View Bible Institute for many decades now. I have known the former president (John Zechman) for many years and have known the current president (Dan Durkee) for even longer. Both of these men are of outstanding character and their leadership has been shown to be impeccable. My own daughter attended Penn View and had a wonderful experience there. I have also had the privilege of being on the campus many times, as well as being a speaker at the college.

In addition, I have known many of the past and current professors and staff members very well and know them to be wonderful people and excellent teachers. I was extremely impressed to see their newest facility in its beginning stages of construction under Rev. John Zechman's leadership and then visit again upon its completion under Rev. Dan Durkee's administration. The transfer of leadership took place seamlessly and the completion of this great project was done in a magnificent manner.

I have entertained many of the students in my home as they have traveled while representing the Institute. Also, these students have represented the school at our Annual Camp Meeting and Youth Camp and have always been a fine example of what this institution is producing from its halls of learning.

I really can't say enough about the quality and character of this institution and its staff and leadership. They are far and above the norm in every way. I heartily recommend them and endorse them without any reservation at all.

Sincerely,



Rev. Jeral W. Davis
General Superintendent of
The Bible Holiness Church Inc.



God's Missionary Church

Home Missions Department

October 31, 2020

PO Box 970

Penns Creek, PA 17862

Dear President Durkee,

Greetings in the Mighty Name of Jesus!

I am writing to commend Penn View Bible Institute's extraordinary commitment to the mission of preparing Christian workers. For decades PVBI has produced outstanding servant leaders. The passing of time has not eroded her standards of excellence, but rather has been silent witness to her ever-increasing vision of the whitened harvest fields.

In 2015, I was elected by my colleagues to lead the Church-Planting division of God's Missionary Church, Inc. For the past five years I have worked closely with PVBI graduates in this ministry of developing brand new Churches in various communities in several different States. The men and women who have come to us from your campus are first rate. They are authentic in their Christian testimony. They are visionary in their ministry philosophy. They are evangelistic in their Pastoral outreach. Frankly, they are the most competent workers in our ranks.

I fervently cherish and whole-heartedly endorse the ministry of Penn View Bible Institute.

With Sincerity,

Jeremy L Fuller, Director



Evangelistic Faith Missions

P O Box 609 • Bedford, IN 47421 • 812-275-7531

www.efm-missions.org

Dr. Stephen Gibson
President
E-mail: gibson@4efm.org

Daniel Lee
Board Chairman
E-mail: danreg4@yahoo.com

Eric Himelick
Director of Development
E-mail: eric@4efm.org

April 15, 2020

To Whom it May Concern:

Evangelistic Faith Missions has sent more than 120 missionaries to fields around the world since 1905.

We have several PVBI alumni among our missionary personnel. We appreciate the work of this institution. Their graduates have a high level of character, practical training, and commitment to ministry. We would be glad for any student to choose PVBI as his/her place of training, and we are glad when one of their graduates chooses our organization for a place of service.

We also appreciate their cooperation with ministry organizations like ours through regular communication and conventions that allow us to offer their students ministry positions.

Sincerely,

Dr. Stephen Gibson

Evangelistic Faith Missions

Missions

*Serving: Asia • Bolivia • Costa Rica • Dominican Republic • Cuba • Egypt • Eritrea • Ethiopia • Guatemala
Honduras • Liberia • Sudan • USA Hispanic Ministries • USA Urban Ministries*

REV. DALE N. HAYFORD

General Superintendent
1401 NW K Street
Bentonville, AR 72712
Office 479-254-6711
Cell: 479-659-1687

REV. ROBERT L. DURR, JR.

Editor, *Wesleyan Nazarene Messenger*
239 Zappa Place
Anchorage, Alaska 99504
907-333-6625



REV. BOB DAVIS

General Secretary
5104 NW Cherry Avenue
Lawton, OK 73505
580-678-9650

REV. MELVIN WATERS

General Treasurer
P. O. Box 301
Bentonville, AR 72712
Home: 479-795-0777
Cell: 479-531-0802

March 28, 2020

Rev. Dan Durkee, President
Penn View Bible Institute
P. O. Box 970
Penns Creek, PA 17862

Dear Brother Durkee:

Greetings in Jesus Dear Name!

Several young people of the Wesleyan Nazarene Church have attended and graduated from Penn View Bible Institute. Some made their decision at least partially as a result of my recommendation. Their education acquired there has played an important part in the fulfillment of their calling in which they are presently engaged.

I pray that God will bless and prosper the work of training young people for service in the greatest enterprise on earth, laboring for the King of kings.

Unworthily in Christ,

Rev. Dale Hayford
Rev. Dale Hayford, General Superintendent
Wesleyan Nazarene Church



BibleMethodist
CONNECTION OF CHURCHES

April 2, 2020

Dear Accreditation Consultant,

This letter is to affirm the Great Lakes Bible Methodist Conference's involvement with students and graduates of Penn View Bible Institute.

1. Student Public Relations singing groups regularly minister in our family camp, youth camp, Northern Lights Youth Retreat and local churches.
2. Student Youth Camp support teams annually serve our Youth Camp staff.
3. Rev. Joel Byer, an alumnus of Penn View Bible Institute, served our Dawn Valley Bible Methodist Church for ten years. His tenure was marked by integrity, zeal, Bible teaching and excellent ministry.
4. Our churches have sent their young people to Penn View for their college education. One of our pastors endorsed Penn View by sending his children there.
5. I would welcome ministerial graduates to consider applying for ministerial license through our conference and to candidate for pastoral ministry in our churches. Graduation from Penn View's ministerial program would provide the academic requirements for ordination.

It is my delight to express my appreciation for Penn View Bible Institute's leadership and passion for ministry at home and abroad. If I can be of any other assistance, please contact me without hesitation.

Sincerely,



Blake E. Jones
Conference President



Evangelical Methodist Church

C O N F E R E N C E

148 Leonard Street, Oakland Mills, PA 17076

March 24, 2020

To Whom It May Concern:

Penn View Bible Institute is vital part of preparing people for ministry. PVBI provides quality, biblical, and practical training which has proven invaluable to Christian schools, church denominations, and foreign mission organizations. The Evangelical Methodist Church Conference has been greatly enriched by the PVBI graduates who minister in the local churches as pastors and active lay members. The quality of the education from PVBI has always been evident in these graduates. The EMCC has been very satisfied with the graduates from PVBI and we whole heartedly recommend the current and future PVBI graduates for ministry. May God continue to bless PVBI as they continue this valuable work.

Rev. Brent Lehart

A handwritten signature in cursive script that reads "Rev. Brent Lehart". The signature is written in dark ink and is positioned above the typed name and contact information.

General Superintendent-Evangelical Methodist Church Conference
(570) 966-7877



FEMA Ministries

HOPE INTERNATIONAL MISSIONS | SEA BREEZE CAMP | SEA BREEZE COMMUNITY

March 25, 2020

To whom it may concern,

It is my distinct privilege to write this letter endorsing the ministry of Penn View Bible Institute. For many years Penn View graduates have served our organization with distinction. They have served in countries such as Lesotho, Honduras, Romania, Taiwan, Mexico, the Dominican Republic, and others. Their graduates have proven to not only be well trained but also passionate about their calling *"to go into all the world and make disciples"*.

One test of a great organization is its ability to maintain success over time. Our organization's relationship with PVBI is now decades long with graduates from the past serving alongside recent graduates. At this current time there are several recent graduates and upperclassmen in the application process with us for future service.

We applaud President Dan Durkee along with PVBI faculty and staff, for continuing to build on the solid foundation laid by leaders of the past; and are looking forward to many years of partnership in ministry as the Lord tarries His return.

Sincerely,

Harold Martin, President

o: 772.546.1113 | c: 772.521.2725

email: haroldmartin@feaministries.org

HM/th

Rev. Jacob Martin
216 Schoch St
Middleburg, PA 17842

May 27, 2020

Dear Sir,

God's Missionary Church has been blessed by the quality of graduates from Penn View Bible Institute. We have over 60 licensed ministers in our Conference who have graduated from PVBI. We would highly recommend this school. We also believe God is going to continue to use these students to impact our world for God.

In His Service,

Conference President

A handwritten signature in cursive script that reads "Rev. Jacob Martin". The signature is written in black ink and is positioned above the printed name.

Rev. Jacob Martin



PILGRIM HOLINESS CHURCH

REV. DONALD NICHOLS, *Conference President*

1506 Fairway Drive • Lima, OH 45805 • Cell 419-234-6335

Penn View Bible Institute
Office of the President
P. O. Box 970
Penns Creek, PA 17862

March 24, 2020

Dear President Durkee:

I hope this note finds you doing well. Ruth and I are doing fine.

As president of our Conference of churches, as you know, we are always looking for pastors, evangelists, song evangelists, Christian schoolteachers, missionaries and biblically trained lay leaders to minister in our churches on this continent and overseas.

Personally, it has been my privilege to have several PVBI graduates ministering to our people, both Christian teachers and evangelists. Our Conference has been blessed by several of our camp meeting preachers that have been products of the Institute.

It is our hope that the self-study goes well, and that PVBI can continue to provide a quality education for those who are looking to train there for ministry in our country and around the world.

May God bless you, your staff and students with strength and health during this challenging year.

Sincerely,

A handwritten signature in cursive script that reads "Donald E. Nichols".

Donald E. Nichols



Southern Regional Conference
40 Skyview Lane • Pell City, AL 35125
www.biblemethodist.org

Penn View Bible Institute
P.O. Box 970
Penns Creek, PA 17862

March 23, 2020

ON BEHALF OF PBVI FOR THE ABHE SELF-STUDY:

I am pleased to be able to convey to you our sincerest endorsement and recommendation of Penn View Bible Institute's educational and ministry training programs. The Southern Conference of the Bible Methodist Connection of Churches has found the graduates of PVBI to be well informed and educated as well as appropriately prepared in the practical skills of ministry. The long history of producing successful pastors, teachers, missionaries and Christian professionals is proof enough of the effectiveness of the educational programs at this school.

We are always confident that those young professionals who have graduated from PVBI have been properly prepared for the ministry roles they seek. We've been placing PVBI graduates in ministry for more than 50 years now. Thank You PVBI for producing quality, ministry-minded graduates!

President of the Southern Regional Conference

A handwritten signature in black ink that reads "John D. Parker". The signature is written in a cursive style with a large initial "J".

John D. Parker - Conference President

March 23, 2020



PILGRIM HOLINESS CHURCH OF NEW YORK, INC.

CONFERENCE PRESIDENT

Rev. John A. Peabody, Jr.

32 Cadillac Avenue | Albany, New York 12205

HOME 518.456.3436 CELL 609.425.8336 EMAIL johnpeabody776@gmail.com

October 16, 2020

RE: Penn View Bible Institute

Penns Creek, PA 17862

To whom it may concern,

This letter is regarding Penn View Bible Institute and their present relationship with our group of churches. Our denomination, The Pilgrim Holiness Church of New York Inc., consists of over 30 churches within the mainland United States and also mission churches in the countries of Brazil and Haiti.

Since Penn View's inception to this present day our organization enjoys a very close working relationship with the Institute. From time to time we have churches that have need of pastors and the Penn View Graduates are encouraged to apply for these positions. Through the years and to this present day, some of our best pastors are graduates of Penn View Bible Institute. Penn View continues to put out High quality students on an annual basis.

At this present moment we have a handful of churches without pastors and are encouraging present Penn View students to apply for these openings.

Please feel free to contact me from the above letterhead if I can be of any further assistance.

Sincerely,

Rev. John A. Peabody, Jr.

Conference President



VICE-PRESIDENT REV. JOEL BYER 102 West Tioga Street Tunkhannock, PA 18657	SECRETARY REV. JONATHAN FALL 2001 State Route 374 Nicholson, PA 18446-9457	TREASURER MR. CHARLES WHITNEY PO Box 483 Altamont, NY 12009-0483	MISSIONARY SECRETARY REV. KENNETH SICKLER 142 County Road 118 Johnstown, NY 12095	ADVISORS REV. ISAAC CLARK REV. MERLE HOCK REV. TERRY NEWMAN REV. JOSHUA PECK
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INTERCHURCH HOLINESS CONVENTION

JAMES PLANK, General Secretary
LEONARD SANKEY, General Secretary Emeritus
RODNEY LOPER, Chairman of the Board
ROLLIN MITCHELL, Secretary
DARRELL STETLER, Treasurer

December 11, 2020

TO WHOM IT MAY CONCERN:

Penn View Bible Institute is one of several colleges that fellowship with the InterChurch Holiness Convention.

We attest that the school is true to its founding and is excelling at sending graduates into their fields of study.

Our organization represents a plethora of church organizations, local churches, mission organizations and Christian schools who have benefited widely from the ministry and services of Penn View Bible Institute.

Sincerely,

James Plank
General Secretary



BibleMethodist

CONNECTION OF CHURCHES

March 23, 2020

Penn View Bible Institute
P.O. Box 970
Penns Creek, PA 17862.

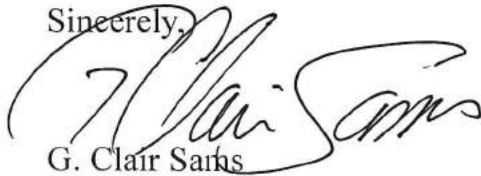
To Whom it May Concern,

My understanding is, Penn View Bible Institute is applying for accreditation with the ABHE Accreditation agency.

The churches I represent have worked with Penn View Bible Institute for a number of years and find the institution to be reliable and faithful. The Institute seems to faithfully represent the theology and practice of God's Missionary Church, the organization under-which it ministers.

Some years past I had opportunity to visit the school, though I have not been on campus recently. It is my understanding that the Administration, faculty and staff are people of integrity and grace, who have a deep desire to teach the principles and practices of Christianity.

Sincerely,



G. Clair Sams

Exhibit F

Board Handbook

Penn View Bible Institute

Board of Directors Handbook

Approved March 08, 2016

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(Constitution and Bylaws from <u>Constitution and Bylaw Committee 2012</u>)	
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The Board of Directors of Penn View is an integral part of the institution. The board maintains the Mission of the School. This handbook leads you in understanding the expectations of your fellow board members and those who have previously served.

The Constitution and Bylaws of the school are included so that you may be able to understand the foundation of the school, itself. This document defines the school. At times this document may need to change. You will understand how those changes will take place. The position you now hold is clearly defined for you in that document and this handbook.

The history of the school and the layout of the school property allow us to understand the vision of those who founded the institution and the progress that has been made throughout the years of her existence. The history of the school defines the future. The future builds upon the work of those who have gone before. Take time to learn about those who have led and founded the school.

An organizational chart is included so that you may understand person's position throughout the school. Accountability and oversight are your assignments. You are not a teacher, but an overseer. Understanding what you are overseeing is essential in proper oversight. Familiarize yourself with this chart and follow its direction in relating to those throughout the school.

We desire to grow as board members. Therefore, we remind ourselves of our own job description through assessment and education. Those who are charged with accountability and oversight must keep themselves accountable by inviting oversight. We do this through assessment and education. When we don't know what to do, we pray and attempt to learn together how to proceed.

The most important task we will do as a board is to select a president and support, oversee and hold accountable that president. As we assess, oversee and work with the president we are directing the school through supporting the president and creating a supportive, but accountable working environment.

May God, Our Father, lead us through the Holy Spirit to keep His Work faithful to His principles and commission.

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.

Article II

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 fourfold need:

SPIRITUALLY

- To know Christ as personal Savior and to make a total consecration of one's life to Christ in entire sanctification
- To cultivate an increasingly intimate relationship with Christ and a holy character reflective of biblical teaching
- To cultivate a love for the Bible as the Word of God, as the source of our knowledge of salvation, as the source of our worldview, and as the guide for holy living

INTELLECTUALLY

- To understand basic Bible content and doctrine
- To construct a biblical worldview
- To obtain general knowledge and to develop intellectual skills of inquiry, analysis, critical thinking, written and oral communication, and ethical reasoning
- To establish an adequate intellectual foundation for professional ministry

SOCIALLY

- To become effective in the cultivation of interpersonal relationships
- To develop communication skills, professional courtesy, and a culture of mutual understanding
- To become a responsible member of social structures such as family, church, nation, and world

PRACTICALLY

- To apply the biblical worldview in problem-solving and in decision-making that includes seeking divine guidance
- To achieve entry-level proficiency in professional Christian service
- To develop commitment to lifelong learning

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 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 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.

Bylaws

Article IV

BOARD ORGANIZATION

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 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 Penn View Board of Directors. The Board of Directors will make the decision to hire and set the tenure of the President. The President shall be an ordained minister of God's Missionary Church, Inc.

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 its 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.

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 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 four 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 term 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 otherwise 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 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 member of the Board with full membership rights. 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, and Dean of Students. Meetings shall be chaired by the President.

Executive Committee

Section 1

The Executive Committee shall consist of the Administrative Committee, Chairman 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 & Investment Committee

Section 1

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

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

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

Section 2

The Finance Committee is composed of at least five (5) 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

PRESIDENT

Section 1

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. Hiring, retaining, or dismissing employees. These activities shall be reported to the board of directors.

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 Academic Dean, the divisional chairpersons, instructors, and librarian. 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 Officers (Chairman, President, Secretary, Treasurer) prior to one of the meetings of the officers. The Executive Officers may then submit it to each of the Directors, in either its original form or with such improvements as they feel appropriate or the officers may return it to its originator with their comments. Amendments presented by the officers 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.

Penn View History

During the 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. They went to the hill that day, August 5, 1965, and joined together in a season of prayer. By faith, they claimed the ground for God's work and a school. The General Board was authorized to buy the land, providing the price was reasonable.



Before the next General Conference, the land had been purchased. A groundbreaking service took place on July 31, 1966, the closing day of that year's camp. As a large number of people walked to the hilltop, one man remarked, "It looks like the children of Israel marching toward the land of Canaan." 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 II 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, the photographer 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. God had clearly made it known that He was pleased and that His presence would continue with them. Rev. Steve

D. Herron, that year's camp evangelist, raised the first \$25,000.00, that afternoon, for the school.

On September 6, 1966, the school opened with 52 students enrolling in grades one through eleven. Classes were conducted in the camp facilities. The dormitories were completely remodeled to accommodate classrooms. They were also rewired and winterized with insulation and a new heating system. Despite the inconveniences placed upon the teachers and students, it was a good year. Rev. Edwin Mayes served as Principal that first year. The steel structure, for the school building, was erected during the camp of 1967.

The second year of operation brought with it many welcomed improvements. Rev. George W. Stepp came to be the first president of the school. Rev. and Mrs. David Fuller, graduates of God's Bible School & College joined the faculty at this time, and he became the High School Principal. The enrollment increased to 132 students. The institute department was born this year, and of the 132 students, 15 of them were enrolled in the institute courses. Eleven dedicated teachers worked and prayed together this school year. Very little murmuring could be heard as the students endured such inconveniences as walking over slippery clay to get to classes, or sitting in rooms that, on a few occasions, were slightly less than comfortable. It was a welcomed relief when they were able to complete the second year in the new school building. The Music Department organized the first school quartet and trio during this second, very successful, school year. Six high school students graduated at the close of this year.

The school continued to expand in many directions. The enrollment for the third year reached a total of 195 students. At the close of this school year, twelve students were given high school diplomas, and the institute witnessed their first graduates. Rev. LaDette Cooley, Music Director, organized the school's first choir, an addition that has helped in the School's publicity. The following year the enrollment went over the 300 mark.

May God be praised for the able men that He has brought forward to steer the school through its uncharted course. Rev. Howard Frey, following Rev. Stepp, did indeed prove to be a great leader and God's man for the job. One of his major interests centered on the development of a library. In a short time a good basic library was established. Several residences for faculty were also added to the campus as a symbol of the forward thrust we enjoyed under his leadership.

After Rev. Frey, Rev. Arthur Thomas was elected to the office of President. He served the

school in that capacity for seven years; from 1972 to 1979. During this time, Rev. and Mrs. Earl Deetz, Jr., left their pastorate to come to Penn View to serve in an administrative capacity. It wasn't long until he was appointed Executive Vice President. The Deetz's brought with them an enthusiastic lift that proved to be just what was needed at the time. Many improvements were made around the campus during those years including landscaping, sidewalks, chapel renovations, etc. The Dollar-A-Week program had its beginning about this time, which really helped to ease the financial burden. This period of the school's history is to be remembered for the many spiritual victories that were won, for the financial gains that were made, and for the academic and musical accomplishments. The first record was made in 1972. Because of the success of this outstanding recording, the making of records and tapes continued. Sixteen recordings have been offered to the public for their spiritual enrichment.

In 1978, Rev. Deetz was involved in an automobile accident and was unable to continue his work. Again, God had a man. This time the man was Rev. Kenneth Walter. Rev. Walter began to assist Rev. Deetz in hopes that he would recover and be able to return to his duties. When it became apparent that this would not be the case, the General Board placed Rev. Walter in the President's position. Campus development and school spirit continued through Rev. Walter's years of service. His past experience as a builder was a valuable asset to Penn View, and everyone around campus was soon aware that Rev. Walter could still handle hard physical labor with the title of "President" on his door. During his term, the Hallam family provided funds for a beautiful building that stands to the west of the main building as a memorial to Margaret Hallam and her son, Owen. Thank God for their dedication to Christian education.

The excellent dining facility on Penn View's lower campus was completed during these years. God called on a layman by the name of Leonard Raub from the Lebanon God's Missionary Church. This God-sent man, with his zeal and ambition, brought new hope to this project, and soon others began to show interest and bring their tools and finances to the work. In the summer of 1981, Rev. Straub's vision for a new dining hall was fulfilled as the camp meeting crowd gathered for the first meal in the new building. Next, this vigorous leader and his faithful crew ventured a dormitory renovation. The beautiful exterior renovations required many hours of hard work. Thank God for the men and the money that made these needed changes possible. Although the physical changes show up the most, it must also

be noted that these were good years in every other way.

After laboring faithfully for five years, Rev. Walter felt that his work was done. Rev. Garry Spriggs, from Kansas City, was hired to fill the position as President. Although his stay was relatively short, only two years, he worked hard for the advancement of the school. The Tabernacle prayer room annex was renovated to become the Cooley Memorial Prayer and Music Studio. Also, the debt-reduction program was revitalized during Rev. Spriggs' administration enabling the school to make substantial progress in the liquidation of its overall indebtedness.

In 1986, Rev. Paul Martin was elected to serve as President of this God-sanctioned institution. Rev. Martin brought much zeal and vitality, and began to work almost immediately on clearing the indebtedness on the large Administration/Classroom Building. In October 1988, his dream came true. A mortgage burning service was held in the Straub Memorial Tabernacle to commemorate this accomplishment. Even though the total debt at the school was not cleared, a big load was lifted from the monthly obligations. Rev. Martin served faithfully until 1990, when he went to York, Pennsylvania, to pastor.

Rev. John W. Zechman succeeded him. He is the first alumnus to serve as president. God has not lifted His blessings, but continues to pour them out frequently. In the past twelve years numerous changes have been made. The Institute has grown to more than double its previous size, and the Academy has grown also so that the current total of both departments has hit 300 again. Students have come from nearly 20 states and several foreign countries. Because the growth has become so steady it became necessary to construct new buildings. In the spring of 1997, construction of a new dormitory began. It was dedicated in the summer of 2000 and named "Zechman Hall." The area around Zechman Hall, the Dining Hall, and all through the "lower campus" was developed into parking lots and then paved, thus providing sufficient parking for the dormitory students as well as hundreds of visitors who come to campus for various activities. The G. I. Straub Tabernacle has been renovated and is now used on a regular basis for the daily chapel services as well as other services. The library, that was developed during the Frey Administration, has been moved to the former chapel so that more volumes could be added and more study space created. A new maintenance facility was erected, and construction has begun on the Mason/McIntire Student Life Center, which will provide a new music hall,

additional dining room, snack shop, student lounge, and a gymnasium/auditorium.

Through more than thirty-five years, men and women have been faithful to the calling. Staff and faculty continue to offer themselves as living sacrifices for the cause of Christian education. Hundreds of young men and women have walked from the halls of our school to find the path of life. Many are preaching the glorious Gospel at home and abroad. Others are teaching in Christian schools. Some are preacher's wives. Others are medical missionaries, doctors, sanctified factory workers, leaders, and followers. Yes, they have issued from the halls of our school, and they make it all worth while. May God bless them in all of their pursuits of life, and bless Penn View with all that is needed to meet the challenge of training young people for the work of the Kingdom.

To God be all the glory, great things He hath done!

Presidents of Penn View Bible Institute

1967-1969: George Stepp

1969-1972: Howard Frey

1972-1978: Arthur Thomas

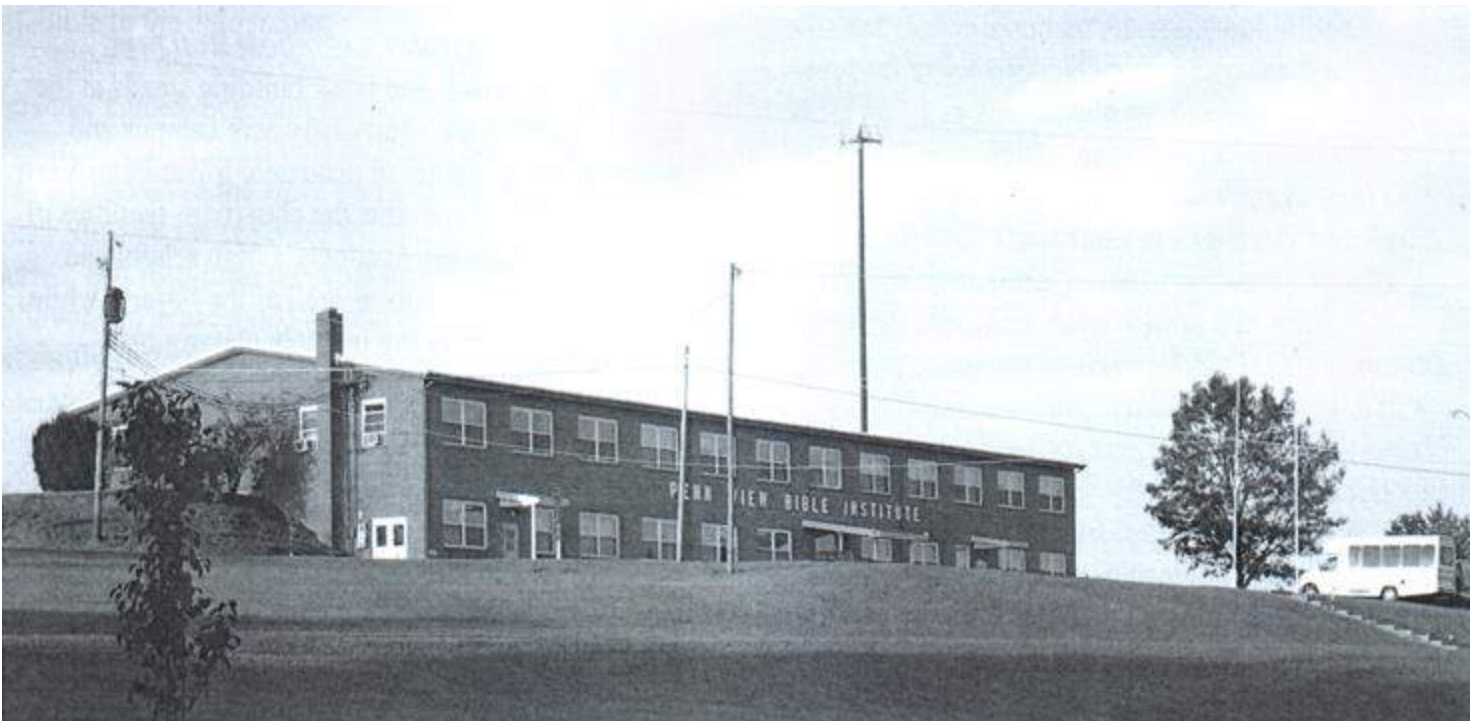
(Executive Vice-President Earl Deetz, Jr.)

1978-1984: Kenneth Walter

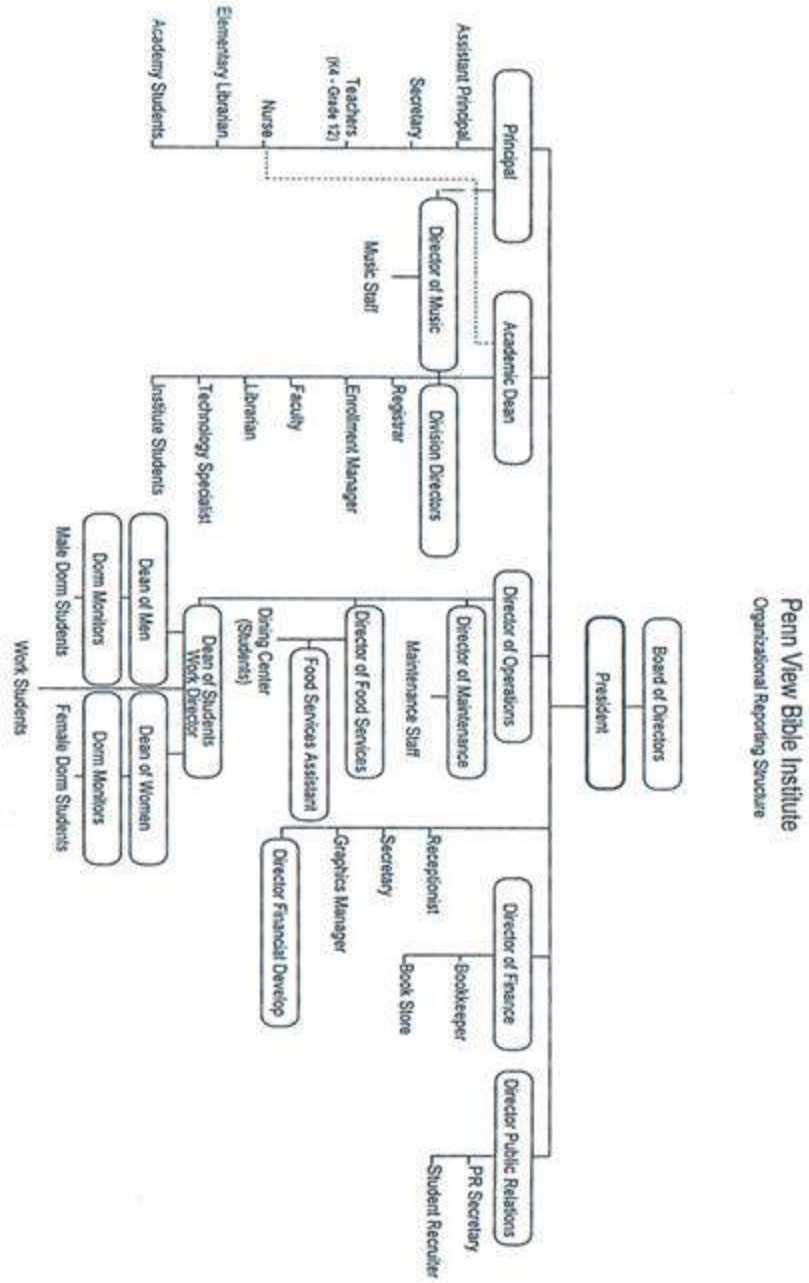
1984-1986: Garry Spriggs

1986-1990: Paul Martin

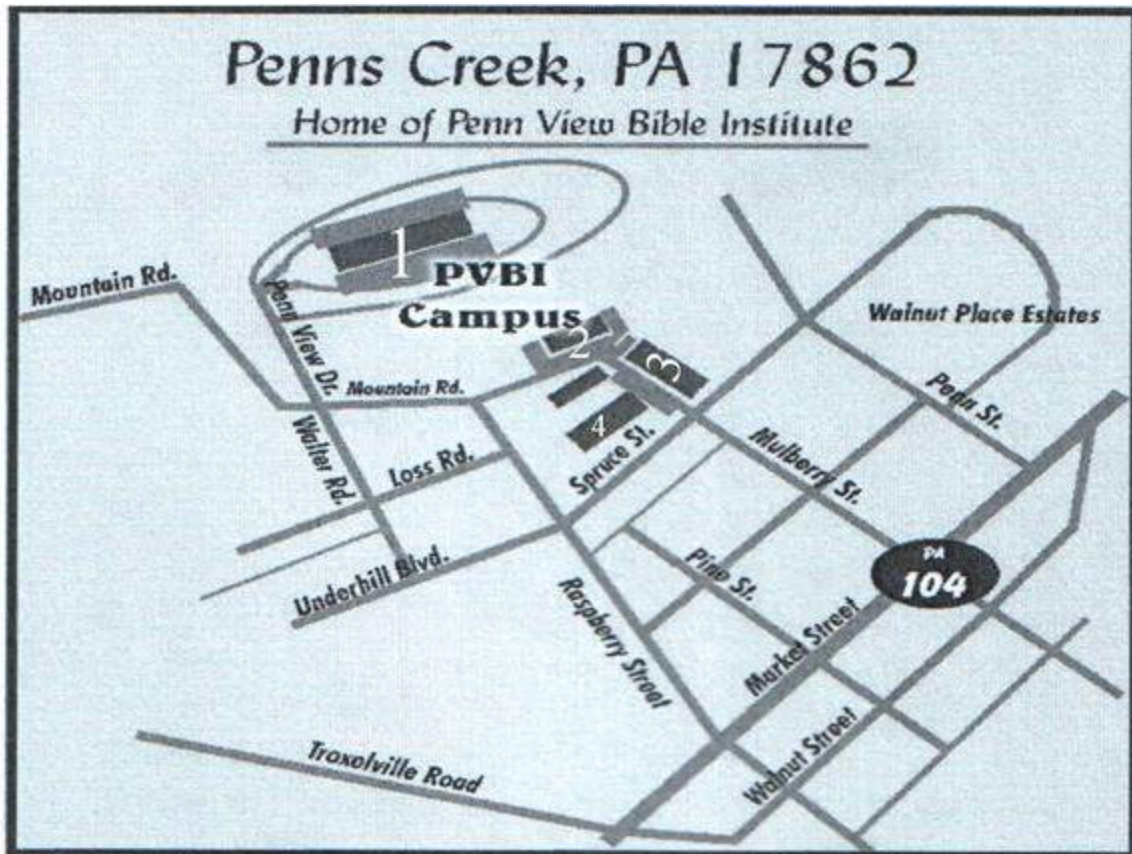
1990-Current : John W. Zechman



III. Organizational Chart



Need Revised Organization Chart



IV. Campus Map

The campus of Penn View is depicted above. The main buildings on campus are shown. Surrounding the circle about the main school building (1) there are a number of houses and mobile homes that form staff and faculty housing. The Main School building houses the classrooms, library, administrative offices and in the second level, the offices of Penn View Christian Academy and its Junior and Senior High classrooms. At the end of Penn St. there is a farm house and barn that also belong to the school and behind the main school building a shop which is used for maintaining school equipment and storage. The Miller Dining Center, first occupied in 1981, (2) will be attached to the Mason McIntire Student Life Center currently under construction (2013). The unnumbered building across from the Miller Dining Center (2) is a dormitory and surrounding that structure are a few mobile homes and cabins used for staff housing. In the dormitories are apartments for the Social Deans as well as vending and laundry machines. There is a pond to the right of the Miller Dining Center (2) which is not shown on the map. Zechman Hall (3) is a dormitory completed in 1999 and Straub Memorial Tabernacle (4) with a seating capacity of 1,000 persons is on the left across the parking lot. On Loss Rd there is staff housing and south of Underhill Blvd is a complete school building with gymnasium and kitchen that houses the Elementary Department of Penn View Christian Academy. This building was acquired in 2005.

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 sessions during 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 review of the handbook and current strategic plan with the Chairman of the board or a designated member of the Board Member Education Committee.
 2. 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 sessions at each board meeting to educate the board on issues regarding board function, current research or areas of interest.
2. Planning 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	<u>Hours Annually</u>
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 maintaining of qualified 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 Officers 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 Penn View 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 of 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 Penn View 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 Penn View's conflict of interests of policy and I understand that it is my obligation to disclose a conflict of interest, 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: _____

Exhibit G

Financial Policy

Penn View Bible Institute

Financial Policy

Revised 01/20/2021

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/Audit 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 Finance/Audit Committee.

C. FINANCE/AUDIT COMMITTEE

The Finance/Audit Committee is composed of at least five (5) members appointed by the Board of Directors and has general oversight of all accounting practices, income, disbursements and audits. The Finance/Audit 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/Audit 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 Finance/Audit 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 Finance/Audit 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 Finance/Audit 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 Finance/Audit 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 Finance/Audit 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/Audit 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/Audit 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/Audit 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/Audit 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/Audit Committee through quarterly reports and meetings with the investment manager as deemed necessary. The Finance/Audit 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 or 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 Finance/Audit 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.

FIXED ASSETS

Fixed Assets shall be recorded at a minimum of \$5,000.00. This action was approved by the Board of Directors on January 7, 2019 and is effective retroactive to June 1, 2017.

EVALUATION AND REVIEW

The Finance/Audit 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/Audit 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/Audit 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/Audit 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 undo burden on the DOF.

All directors and department heads may be required to submit a financial report to the Finance/Audit 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.

Exhibit H

Financial Audit

PENN VIEW BIBLE INSTITUTE

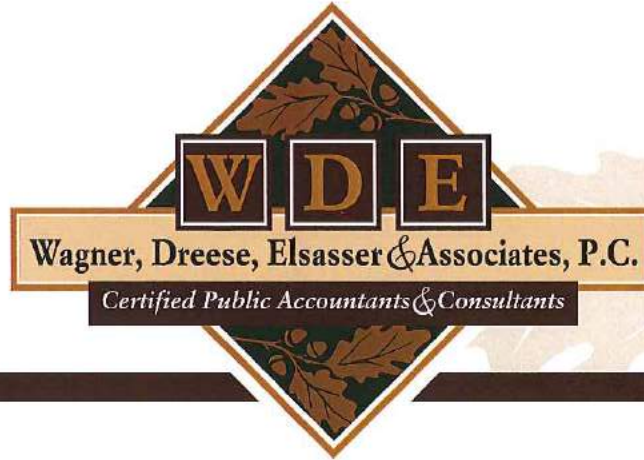
AUDITED FINANCIAL STATEMENTS

For the Years Ended May 31, 2020 and 2019

PENN VIEW BIBLE INSTITUTE

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INDEPENDENT AUDITOR'S REPORT

To the Board of Directors
Penn View Bible Institute
Penns Creek, PA
Report on the Financial Statements

We have audited the accompanying financial statements of Penn View Bible Institute (a nonprofit organization), which comprise the statements of financial position as of May 31, 2020 and 2019, and the related statements of activities, functional expenses and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the

effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

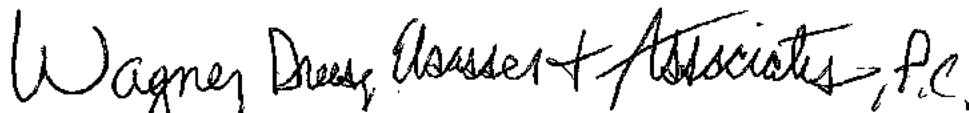
We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

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, 2020 and 2019, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated September 30, 2020 on our consideration of Penn View Bible Institute's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Penn View Bible Institute's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Penn View Bible Institute's internal control over financial reporting and compliance.



WAGNER, DREESE, ELASSER & ASSOCIATES, P.C.

Certified Public Accountants and Consultants

Selinsgrove, PA

September 30, 2020

PENN VIEW BIBLE INSTITUTE
Statements of Financial Position
May 31, 2020 and 2019

	2020	2019
ASSETS		
Current Assets		
Cash and Cash Equivalents	\$ 269,604	85,712
Pledges Receivable	216,991	213,850
Accounts Receivable	1,230	346
Student Accounts Receivable	31,401	60,129
Marketable Securities	115,960	112,739
Inventory - Bookstore & CD's	26,965	16,084
Security Deposits	300	456
Total Current Assets	662,451	489,316
Long-Term Investments	586,480	586,480
Pledges Receivable - Net	450,904	550,181
Property and Equipment - Net	5,469,874	5,573,755
Total Assets	\$ 7,169,709	\$ 7,199,732
LIABILITIES		
Current Liabilities		
Accounts Payable	\$ 13,641	\$ 11,830
Insurance Proceeds Liability	28,614	-
Accrued Expenses	3,658	11,828
Annuities Payable	15,748	19,855
Payroll Liabilities	25,140	16,685
Current Portion of Notes Payable	191,611	68,094
Total Current Liabilities	278,412	128,292
Notes Payable	1,481,150	1,437,901
Total Liabilities	1,759,562	1,566,193
NET ASSETS		
Without Donor Restrictions	4,353,486	4,574,206
With Donor Restrictions	1,056,661	1,059,333
Total Net Assets	5,410,147	5,633,539
Total Liabilities and Net Assets	\$ 7,169,709	\$ 7,199,732

See accompanying notes to financial statements.

PENN VIEW BIBLE INSTITUTE

Statements of Activities

May 31, 2020 and 2019

	<u>2020</u>	<u>2019</u>
NET ASSETS WITHOUT DONOR RESTRICTIONS		
Revenues and Support		
Contributions	\$ 1,067,482	\$ 1,260,259
Academy Tuition, Room, Board and Fees	418,230	350,006
Institute Tuition, Room, Board and Fees	453,832	624,897
Fundraising	37,443	62,594
Investment Income	(991)	(3,823)
Other	88,711	101,699
	<u>2,064,707</u>	<u>2,395,632</u>
Net Assets Released from Restrictions		
Restrictions Satisfied by Payments	<u>144,842</u>	<u>549,870</u>
	<u>2,209,549</u>	<u>2,945,502</u>
Expenses		
Program Services		
Academy	303,988	431,786
Institute	826,684	794,352
Supporting Services		
Management and General	1,091,547	1,023,208
Fundraising	<u>208,050</u>	<u>239,219</u>
	<u>2,430,269</u>	<u>2,488,565</u>
Change in Net Assets Without Donor Restrictions	<u>(220,720)</u>	<u>456,937</u>
NET ASSETS WITH DONOR RESTRICTIONS		
Contributions	126,359	435,465
Fundraising	15,774	23,838
Investment Income	37	29
Net Assets Released from Restrictions		
Restrictions Satisfied by Payments	<u>(144,842)</u>	<u>(549,870)</u>
Change in Net Assets With Donor Restrictions	<u>(2,672)</u>	<u>(90,538)</u>
CHANGE IN TOTAL NET ASSETS	<u>(223,392)</u>	<u>366,399</u>
NET ASSETS, BEGINNING	<u>5,633,539</u>	<u>5,267,140</u>
NET ASSETS, ENDING	<u>\$ 5,410,147</u>	<u>\$ 5,633,539</u>

See accompanying notes to financial statements.

PENN VIEW BIBLE INSTITUTE
Statement of Functional Expenses
May 31, 2020

	Program Services		Supporting Services						Total
	Academy	Institute	Management and General			Fundraising			
			Academy	Institute	Total	Academy	Institute	Total	
Academy Expense	\$ 38,503	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 38,503
Advertising Expense	-	-	-	-	-	-	7,871	7,871	7,871
Annuity Expense	-	-	-	2,218	2,218	-	-	-	2,218
Auction Expense	-	-	-	-	-	-	31,725	31,725	31,725
Bad Debt Expense	(12,399)	203,237	-	-	-	-	-	-	190,838
Bank Service Charges	-	-	-	9,623	9,623	-	-	-	9,623
Building Improvements	-	-	1,584	2,016	3,600	-	-	-	3,600
CD Recording Expense	-	-	-	-	-	-	13,282	13,282	13,282
Clearing Expense	-	-	-	6,534	6,534	-	-	-	6,534
Coach Expense	-	-	-	19,666	19,666	-	-	-	19,666
Computer Expense	8,271	7,413	2,871	9,847	12,718	-	1,890	1,890	30,292
Copy Machine Expense	3,171	2,841	1,100	3,774	4,874	-	724	724	11,610
Depreciation Expense	5,757	49,775	12,786	117,161	129,947	-	5,664	5,664	191,143
Deputation Expense	-	-	-	-	-	-	55,740	55,740	55,740
Dining Hall Expense	-	-	-	78,133	78,133	-	-	-	78,133
Dormitory Expense	-	-	-	6,644	6,644	-	-	-	6,644
Financial Development Expense	-	-	-	-	-	-	499	499	499
Fund Raising Expense	-	-	-	-	-	7,469	9,505	16,974	16,974
Guest Speakers	-	-	3,490	4,442	7,932	-	-	-	7,932
Institute Expenses	-	21,521	-	-	-	-	-	-	21,521
Insurance Expense	1,924	1,725	20,746	22,634	43,380	-	440	440	47,469
Interest Expense	-	-	34,724	44,194	78,918	-	-	-	78,918
Janitorial Supplies	-	-	3,612	4,597	8,209	-	-	-	8,209
Library	-	33,282	-	-	-	-	-	-	33,282
Maintenance/General	-	-	-	108,751	108,751	-	-	-	108,751
Miscellaneous Expense	-	-	2,975	3,784	6,759	-	-	-	6,759
Mission Development Expense	-	1,822	-	-	-	-	-	-	1,822
Music Department Expense	-	13,654	-	-	-	-	-	-	13,654
Office Supplies	-	-	2,095	2,666	4,761	-	-	-	4,761
Payroll Expenses	246,210	220,696	85,476	293,160	378,636	-	56,271	56,271	901,813
Postage and Delivery	2,195	1,968	762	2,613	3,375	-	502	502	8,040
Printing and Reproduction	-	-	-	-	-	-	15,673	15,673	15,673
Professional Fees	-	-	4,065	5,175	9,240	-	-	-	9,240
Rent Expense	-	-	6,684	8,507	15,191	-	-	-	15,191
Scholarship Expense	-	228,767	-	-	-	-	-	-	228,767
Snack Shop Supplies	-	-	-	3,181	3,181	-	-	-	3,181
Student Aid Expense	6,395	36,432	-	-	-	-	-	-	42,827
Taxes	-	-	-	974	974	-	-	-	974
Travel & Entertainment	-	-	1,480	2,543	4,023	-	-	-	4,023
Utilities	3,961	3,551	46,389	97,871	144,260	-	906	906	152,678
Yearbook Printing Expense	-	-	-	-	-	(76)	(35)	(111)	(111)
	<u>\$ 303,988</u>	<u>\$ 826,684</u>	<u>\$ 230,839</u>	<u>\$ 860,708</u>	<u>\$ 1,091,547</u>	<u>\$ 7,393</u>	<u>\$ 200,657</u>	<u>\$ 208,050</u>	<u>\$ 2,430,269</u>

See accompanying notes to financial statements.

PENN VIEW BIBLE INSTITUTE
Statement of Functional Expenses
May 31, 2019

	Program Services		Supporting Services						
	Academy	Institute	Management and General			Fundraising			Total
			Academy	Institute	Total	Academy	Institute	Total	
Academy Expense	\$ 39,752	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 39,752
Advertising Expense	-	-	-	-	-	-	8,888	8,888	8,888
Alumni Expense	-	-	-	2,445	2,445	-	-	-	2,445
Annuity Expense	-	-	-	2,548	2,548	-	-	-	2,548
Auction Expense	-	-	-	-	-	-	31,925	31,925	31,925
Bad Debt Expense	132,339	128,062	-	-	-	-	-	-	260,401
Bank Service Charges	-	-	-	7,938	7,938	-	-	-	7,938
Building Improvements	-	-	11	14	25	-	-	-	25
CD Recording Expense	-	-	-	-	-	-	5,094	5,094	5,094
Clearing Expense	-	-	-	5,189	5,189	-	-	-	5,189
Coach Expense	-	-	-	27,142	27,142	-	-	-	27,142
Computer Expense	2,973	2,615	1,102	3,139	4,241	-	579	579	10,408
Copy Machine Expense	2,030	1,785	753	2,144	2,897	-	395	395	7,107
Depreciation Expense	6,805	48,145	12,714	89,979	102,693	-	7,019	7,019	164,662
Deputation Expense	-	-	-	-	-	-	92,486	92,486	92,486
Dining Hall Expense	-	-	-	94,462	94,462	-	-	-	94,462
Dormitory Expense	-	-	-	2,836	2,836	-	-	-	2,836
Financial Development Expense	-	-	-	-	-	-	4,487	4,487	4,487
Fund Raising Expense	-	-	-	-	-	12,035	15,317	27,352	27,352
Guest Speakers	-	-	2,563	3,262	5,825	-	-	-	5,825
Institute Expenses	-	19,333	-	-	-	-	-	-	19,333
Insurance Expense	1,687	1,483	18,582	19,426	38,008	-	328	328	41,506
Interest Expense	-	-	8,175	10,404	18,579	-	-	-	18,579
Janitorial Supplies	-	-	4,402	5,603	10,005	-	-	-	10,005
Library	-	32,703	-	-	-	-	-	-	32,703
Maintenance/General	-	-	-	105,782	105,782	-	-	-	105,782
Miscellaneous Expense	-	-	5,601	7,129	12,730	-	-	-	12,730
Mission Development Expense	-	3,631	-	-	-	-	-	-	3,631
Music Department Expense	-	15,217	-	-	-	-	-	-	15,217
Office Supplies	-	-	2,213	2,816	5,029	-	-	-	5,029
Payroll Expenses	228,313	200,729	84,616	240,983	325,599	-	44,434	44,434	799,075
Postage and Delivery	2,477	2,178	918	2,614	3,532	-	482	482	8,669
Printing and Reproduction	-	-	-	-	-	-	8,700	8,700	8,700
Professional Fees	-	-	3,938	5,012	8,950	-	-	-	8,950
Rent Expense	-	-	10,394	13,229	23,623	-	-	-	23,623
Scholarship Expense	-	256,497	-	-	-	-	-	-	256,497
Snack Shop Supplies	-	-	-	1,023	1,023	-	-	-	1,023
Student Aid Expense	11,860	78,853	-	-	-	-	-	-	90,713
Taxes	-	-	-	974	974	-	-	-	974
Travel & Entertainment	-	-	3,492	5,424	8,916	-	-	-	8,916
Utilities	3,550	3,121	81,357	120,860	202,217	-	691	691	209,579
Yearbook Printing Expense	-	-	-	-	-	4,343	2,016	6,359	6,359
	<u>\$ 431,786</u>	<u>\$ 794,352</u>	<u>\$ 240,831</u>	<u>\$ 782,377</u>	<u>\$ 1,023,208</u>	<u>\$ 16,378</u>	<u>\$ 222,841</u>	<u>\$ 239,219</u>	<u>\$ 2,488,565</u>

See accompanying notes to financial statements.

PENN VIEW BIBLE INSTITUTE

Statements of Cash Flows

May 31, 2020 and 2019

	<u>2020</u>	<u>2019</u>
CASH FLOW FROM OPERATING ACTIVITIES		
Increase (Decrease) in Net Assets	\$ (223,392)	\$ 366,399
Adjustments to Reconcile Increase (Decrease) in Net Assets to Net Cash Provided (Used) by Operating Activities:		
Depreciation and Amortization	191,143	164,662
(Increase) Decrease in Operating Assets:		
Pledges Receivable	96,136	(533,928)
Accounts Receivable	(884)	(29)
Student Accounts Receivable	28,728	(56,585)
Inventory - Bookstore and CD's	(10,881)	1,686
Security Deposits	156	(1,055)
Increase (Decrease) in Operating Liabilities:		
Accounts Payable	1,811	(214,337)
Accrued Expenses	(8,170)	15,911
Actuarial Adjustment on Annuities Payable	(4,107)	(3,836)
Payroll Liabilities	8,455	3,255
Refundable Security Deposits	-	175
NET CASH PROVIDED (USED) BY OPERATING ACTIVITIES	<u>78,995</u>	<u>(257,682)</u>
CASH FLOW FROM INVESTING ACTIVITIES		
Unrealized Gains (Losses) and Reinvested Earnings in Investments	3,221	2,072
Purchase of Fixed Assets	295,024	(1,158,618)
NET CASH PROVIDED (USED) BY INVESTING ACTIVITIES	<u>298,245</u>	<u>(1,156,546)</u>
CASH FLOW FROM FINANCING ACTIVITIES		
Proceeds from Notes Payable	1,415,519	1,057,409
Principal Payments on Notes Payable	(1,248,753)	(544,503)
NET CASH PROVIDED (USED) BY FINANCING ACTIVITIES	<u>166,766</u>	<u>512,906</u>
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	183,892	(901,322)
BEGINNING CASH AND CASH EQUIVALENTS	<u>85,712</u>	<u>95,827</u>
ENDING CASH AND CASH EQUIVALENTS	<u>\$ 269,604</u>	<u>\$ 85,712</u>

See accompanying notes to financial statements.

PENN VIEW BIBLE INSTITUTE
Notes to the Financial Statements
May 31, 2020 and 2019

NOTE 1 – PRINCIPAL ACTIVITY AND SIGNIFICANT ACCOUNTING POLICIES

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 2019-2020 fiscal year was 164, and enrollment in the Institute for the fall of 2019-2020 fiscal year was 74. The Institute is funded primarily through private donations and fundraisers in addition to the tuition and room and board fees received by students.

Pledges Receivable

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 net assets without donor restrictions if the restrictions expire in the fiscal year in which the contributions are recognized. All other donor-restricted contributions are reported as increases in net assets with restrictions depending on the nature of the restrictions. When a restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions.

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. There were no significant contributed services for the years ended May 31, 2020 and 2019. 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.

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. Purchases of \$5,000 or greater will be capitalized based on governing board established threshold. 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

PENN VIEW BIBLE INSTITUTE
Notes to the Financial Statements
May 31, 2020 and 2019

NOTE 1 – PRINCIPAL ACTIVITY AND SIGNIFICANT ACCOUNTING POLICIES- continued

Property and Equipment - continued

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 net assets with or without donor restrictions 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. Investments in real estate are reported at cost or county assessed value. 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.

Advertising

Advertising costs are charged to operations in the period in which the advertisement is placed. Advertising for May 31, 2020 and 2019 were \$7,871 and \$8,888, 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.

PENN VIEW BIBLE INSTITUTE
Notes to the Financial Statements
May 31, 2020 and 2019

NOTE 1 – PRINCIPAL ACTIVITY AND SIGNIFICANT ACCOUNTING POLICIES- continued

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 \$48,900 and \$103,643, as of May 31, 2020 and 2019, respectively.

NOTE 2 – PLEDGES RECEIVABLE

Pledges receivable consisted of the following at May 31st:

	<u>2020</u>	<u>2019</u>
Campus Development	\$ 750,000	\$ 849,550
Capital Campaign	10,000	72,800
School Service	<u>1,295</u>	<u>1,500</u>
Gross Pledges Receivable	761,295	923,850
Less:		
Unamortized Discount	(45,000)	(56,176)
Allowance for Doubtful Accounts	<u>(48,400)</u>	<u>(103,643)</u>
Net Pledges Receivable	<u>\$ 667,895</u>	<u>\$ 764,031</u>
Amounts Due In:		
Less Than One Year	\$ 216,991	\$ 213,850
One to Five Years	<u>450,904</u>	<u>550,181</u>
Total Pledges Receivable	<u>\$ 667,895</u>	<u>\$ 764,031</u>

NOTE 3 – 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, 2020, the bookstore, compact discs and auction remaining inventory was \$26,965 and at May 31, 2019, the bookstore, compact discs and auction remaining inventory was \$16,084.

PENN VIEW BIBLE INSTITUTE
Notes to the Financial Statements
May 31, 2020 and 2019

NOTE 4 – INVESTMENTS

The Institute held \$702,440 at May 31, 2020 and \$699,219 at May 31, 2019 in investments. All investments are valued at fair market value.

Investments are comprised of the following:

	2020	2019
Real Estate	\$ 586,480	\$ 586,480
Common Stock	22,800	26,412
Mutual Funds	93,160	86,327
Total Investments	\$ 702,440	\$ 699,219

NOTE 5 – 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.

Level 2: Other significant observable inputs (including quoted prices for similar securities, interest rates, prepayment spreads, credit risks, etc.).

Level 3: Significant unobservable inputs (including the Council’s own assumptions in determining the fair value of investments).

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.

PENN VIEW BIBLE INSTITUTE
Notes to the Financial Statements
May 31, 2020 and 2019

NOTE 5 – SUMMARY OF FAIR VALUE EXPOSURE - continued

The Institute's investments in common stock and mutual funds are measured using quoted prices in active markets (Level 1 inputs). The real estate investments are measured using historical cost if purchased or county assessed value if donated. (Level 2 inputs).

The fair values of the Institutes short-term financial instruments, including receivables, and payables arising in the ordinary course of operations, approximate their individual carrying amounts due to the relatively short period of time between their origination and expected realization. The fair value of the Institutes notes payable approximates carrying value since stated rates are similar to rates currently available to the organization for debt with similar terms and remaining maturities.

NOTE 6 – PROPERTY AND EQUIPMENT

Property and equipment consist of the following:

	Balance at May 31, 2019	Additions	Reductions	Balance at May 31, 2020
Capital Assets, Not Being Depreciated:				
Land	\$ 50,000	\$ -	\$ -	\$ 50,000
Construction in Process	3,620,148	-	-	3,620,148
Total Capital Assets Not Being Depreciated	3,670,148	-	-	3,670,148
Capital Assets Being Depreciated				
Buildings and Grounds	7,805,871	71,630	-	7,877,501
Vehicles and Equipment	181,763	(982)	-	180,781
Furnishings and Fixtures	1,516,966	(13,321)	-	1,503,645
Total Capital Assets Being Depreciated	9,504,600	57,327	-	9,561,927
Less Accumulated Depreciation for:				
Buildings and Grounds	6,014,986	161,208	-	6,176,194
Vehicles and Equipment	168,537	-	-	168,537
Furnishings and Fixtures	1,417,470	-	-	1,417,470
Total Accumulated Depreciation	7,600,993	161,208	-	7,762,201
Total Capital Assets Being Depreciated - Net	1,903,607	(103,881)	-	1,799,726
Net Capital Assets	\$ 5,573,755	\$ (103,881)	\$ -	\$ 5,469,874

PENN VIEW BIBLE INSTITUTE
Notes to the Financial Statements
May 31, 2020 and 2019

NOTE 6 – PROPERTY AND EQUIPMENT - continued

	Balance at May 31, 2018	Additions	Reductions	Balance at May 31, 2019
Capital Assets, Not Being Depreciated:				
Land	\$ 50,000	\$ -	\$ -	\$ 50,000
Construction in Process	3,004,895	615,253	-	3,620,148
Total Capital Assets Not Being Depreciated	3,054,895	615,253	-	3,670,148
Capital Assets Being Depreciated				
Buildings and Grounds	7,722,768	83,103	-	7,805,871
Vehicles and Equipment	196,957	5,061	(20,255)	181,763
Furnishings and Fixtures	1,443,937	73,029	-	1,516,966
Total Capital Assets Being Depreciated	9,363,662	161,193	(20,255)	9,504,600
Less Accumulated Depreciation for:				
Buildings and Grounds	5,910,045	104,941	-	6,014,986
Vehicles and Equipment	161,018	27,774	(20,255)	168,537
Furnishings and Fixtures	1,402,068	15,402	-	1,417,470
Total Accumulated Depreciation	7,473,131	148,117	(20,255)	7,600,993
Total Capital Assets Being Depreciated - Net	1,890,531	13,076	-	1,903,607
Net Capital Assets	\$ 4,945,426	\$ 628,329	\$ -	\$ 5,573,755

NOTE 7 – 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, 2020 and 2019 the annual commitment to annuitants was \$6,655 based upon rates ranging from 5% to 14.1%, derived from the annuity rate established by federal actuarial tables. As of May 31, 2020, the present value of the remaining annuities payable totaled \$15,748 and as of May 31, 2019, the present value of the remaining annuities payable totaled \$19,855.

PENN VIEW BIBLE INSTITUTE
Notes to the Financial Statements
May 31, 2020 and 2019

NOTE 8 – NOTES PAYABLE

The Institute's notes payable consist of the following:

	2020	2019
Fulton Bank, commercial loan, interest of fixed rate at 5.29% through September 18, 2033 with variable prime rate thereafter, monthly payments of interest only through September 18, 2019, payments of \$12,150 due monthly thereafter, through September 18, 2034. Secured by a first lien mortgage on real estate located at 80 Campus Drive and 125 Penn View Drive, Penns Creek, PA. Additional guaranty offered by God's Missionary Church.	\$ 1,347,773	\$ 1,399,775
Fulton Bank, line of credit, \$100,000 limit, interest only payments with a variable rate at prime (3.25% at May 31, 2020), principal due upon demand, secured by guaranty of God's Missionary Church.	87,000	-
Fulton Bank, commercial loan, interest at fixed rate of 1%, payments of \$3,004 beginning November 17, 2020 and due monthly thereafter, through April 17, 2025, Note is unsecured. See below.	157,749	-
Unrelated individual and wife, due in monthly installments of \$150, with 2% interest per annum. The note is unsecured and matures 2042.	28,264	31,864
John Zechman, interest free, demand notes.	-	7,000
God's Missionary Church, Inc., pension fund loan, interest at 3.75%, payable in monthly payments to principal and interest of \$125. The note is unsecured and matures March of 2024.	-	4,748
Unrelated individual and wife, promissory note, due in monthly installments of \$300 at an annual interest rate of 2.0%, secured by residence at 600 Loss Road, Penns Creek, Pennsylvania. Note matures 2027.	18,165	25,365
Unrelated individual, promissory note, monthly payments of \$405, including interest at 4%. Note is unsecured.	33,810	37,243
Total Notes Payable	\$ 1,672,761	\$ 1,505,995

PENN VIEW BIBLE INSTITUTE
Notes to the Financial Statements
May 31, 2020 and 2019

NOTE 8 – NOTES PAYABLE - continued

Future scheduled maturities of notes payable are as follows:

Years ending May 31:

2021	\$ 191,611
2022	124,350
2023	129,211
2024	134,317
2025	136,679
Thereafter	<u>956,593</u>
Total	<u>\$ 1,672,761</u>

The Institute recorded interest expense of \$78,918 and \$18,579 for the years ended May 31, 2020 and 2019. Interest was capitalized in the amount of \$75,822 for the year ended May 31, 2019.

On April 17, 2020, the Institute received loan proceeds in the amount of \$157,749 under the Paycheck Protection Program (PPP). The PPP, established as part of the Coronavirus Aid, Relief and Economic Stimulus Act (CARES Act), which was enacted March 27, 2020. The loan and accrued interest are forgivable after 24 weeks as long as the borrower uses the loan proceeds for eligible purposes, including payroll, benefits, rent and utilities, and maintains its payroll levels. The amount of loan forgiveness will be reduced if the borrower terminates employees or reduces salaries during the period.

The unforgiven portion of the PPP loan is payable over five years at an interest rate of 1%, with a deferral of payments for the first six months. The Institute intends to use the proceeds for purposes consistent with the PPP. While the Institute currently believes that its use of the loan proceeds will meet the conditions of forgiveness of the loan, we cannot assure you that we will not take actions that could cause the Institute to be ineligible for forgiveness of the loan, in whole or in part.

NOTE 9 – OPERATING LEASE

Penn View Bible Institute entered into an operating lease in March 2016, with Wells Fargo for one Kyocera printer for a cost of \$214 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 or lots available, the Institute will rent these 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 \$3,000 and \$3,000 for the fiscal years ended May 31, 2019 and 2018, respectively.

PENN VIEW BIBLE INSTITUTE
Notes to the Financial Statements
May 31, 2020 and 2019

NOTE 11 – RESTRICTED NET ASSETS

Permanently restricted net assets at May 31, 2020 and 2019 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.

Net assets with donor restrictions consist of the following at May 31st:

	2020	2019
Operating Endowments	\$ 12,501	\$ 12,464
Scholarship Endowments	18,000	18,000
Annuity Reserves	50,500	50,500
Campus Housing	-	9,000
Campus Signage	5,181	5,181
Charles Phillips Memorial Fund	3,540	3,540
Class and Departmental Funds	21,041	15,869
Haven of Rest	500	500
Mission Development	26,813	30,901
Music Dept/Higher Education	1,610	1,610
Scholarships	24,940	38,078
Student Aid	31,546	23,140
Student Life Center	<u>860,489</u>	<u>850,550</u>
Total Net Assets With Donor Restrictions	<u>\$ 1,056,661</u>	<u>\$ 1,059,333</u>

Net assets were released from donor restrictions during years ended May 31, 2020 and 2019 by incurring expenses satisfying the restricted purposes or by the occurrence of other events specified by donors as follows:

Annuity Reserves	-	7,500
Class and Departmental Funds	10,601	21,993
Mission Development	4,088	5,033
Music Hall	-	6,500
Other Miscellaneous Funds	-	1,386
Scholarships	14,338	7,220
Student Aid	16,754	79,347
Student Life Center	<u>90,061</u>	<u>420,891</u>
	<u>\$ 144,842</u>	<u>\$ 549,870</u>

PENN VIEW BIBLE INSTITUTE
Notes to the Financial Statements
May 31, 2020 and 2019

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 – LIQUIDITY AND AVAILABILITY OF RESOURCES

The following reflects the Organization's financial assets as of the statement of financial position date, reduced by amounts not available for general use because of donor-imposed regulation within one year of the statement of financial position date.

Financial assets at year end	\$ 1,248,931
Less those unavailable for general expenditures within one year due to donor-imposed restrictions	<u>1,056,661</u>
Financial assets available to meet cash needs for general expenditures within one year	<u><u>\$ 192,270</u></u>

NOTE 15 – DATE OF MANAGEMENT'S REVIEW

The institute has evaluated subsequent events through September 30, 2020, which is the date the financial statements were available to be issued.



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**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL
OVER FINANCIAL REPORTING AND ON COMPLIANCE AND
OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL
STATEMENTS PERFORMED IN ACCORDANCE WITH
GOVERNMENT AUDITING STANDARDS**

To the Board of Directors
Penn View Bible Institute
Penns Creek, PA

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Penn View Bible Institute (a nonprofit organization), which comprise of the statement of financial position as of May 31, 2020 and 2019, and the related statements of activities, functional expenses and cash flows for the years then ended, and the related notes to the financial statements, and have issued our report thereon dated September 30, 2020.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Penn View Bible Institute's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Penn View Bible Institute's internal control. Accordingly, we do not express an opinion on the effectiveness of Penn View Bible Institute's internal control.

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. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

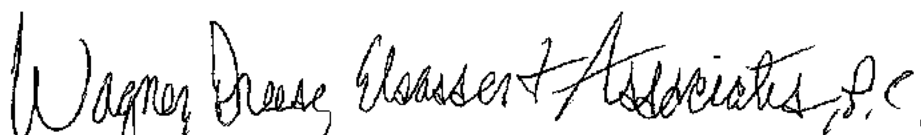
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Penn View Bible Institute's financial statements are free from 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 non-compliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



WAGNER, DREESE, ELSASSER & ASSOCIATES, P.C.

Certified Public Accountants and Consultants

Selinsgrove, PA

September 30, 2020

Exhibit I

Faculty and Staff

Handbook



Faculty & Staff Handbook

2020 Revision

Faculty & Staff Handbook

Penn View Bible Institute

Penn View Christian Academy

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 contains current information, but its policies and programs are subject to change after the date of publication. This Faculty and Staff Handbook represents the relationship between Penn View and the constituents.

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.

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INTRODUCTION

CORE VALUES

God, His Glory, and worship form the center of all values at Penn View. This center radiates through:

1. **Authority of Scripture** (inerrancy) in every area of life (obedience), in all relationships (social), and in all thinking (biblical worldview).
2. **Personal Experience** of saving and sanctifying grace; victorious holy living; a life of prayer and faith; Christlikeness that produces integrity in spiritual, moral, relational, financial, and educational dimensions.
3. **Stewardship** of all resources – Mind, body, gifts and abilities, opportunities, influences, time, finances, and natural resources.
4. **Great Commission** – Spirit-filled evangelism and ministry, emphasizing the dignity and value of each individual; discipleship (including a conservative holiness lifestyle).

INSTITUTIONAL GOALS

For an institution to be effective in achieving its goals, those goals must be clearly stated and must be measurable. At Penn View Bible Institute an earnest effort is made to assist each student to realize each of the following goals in his or her life. We seek to help the student:

SPIRITUALLY

- To know Christ as personal Savior and to make a total consecration of one's life to Christ in entire sanctification
- To cultivate an increasingly intimate relationship with Christ and a holy character reflective of biblical teaching
- To cultivate a love for the Bible as the Word of God, as the source of our knowledge of salvation, as the source of our worldview, and as the guide for holy living

INTELLECTUALLY

- To understand basic Bible content and doctrine
- To construct a Biblical worldview
- To obtain general knowledge and to develop intellectual skills in inquiry, analysis, critical thinking, written and oral communication, and ethical reasoning
- To establish an adequate intellectual foundation for professional ministry

SOCIALLY

- To become effective in cultivation of interpersonal relationships
- To develop communication skills, professional courtesy, and a culture of mutual understanding
- To become a responsible member of social structures such as family, church, nation, and world

PRACTICALLY

- To apply the biblical worldview in problem-solving and in decision-making that includes seeking divine guidance
- To achieve entry-level proficiency in professional Christian service
- To develop commitment to lifelong learning

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 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.

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.

MARRIAGE AND SEXUALITY

We believe that God has commanded that no intimate sexual activity be engaged in outside of a marriage between one man and one woman. We believe that any form of homosexuality, lesbianism, bisexuality, bestiality, incest, fornication, adultery, and pornography are sinful perversions of God's gift of sex. We believe that God disapproves of and forbids any attempt to alter one's gender by surgery or appearance. (Gen. 2:24; Gen. 19:5, 13; Gen. 26:8-9; Lev. 18:1-30; Rom. 1:26-29; 1 Cor. 5:1; 1 Thess. 4:1-8; Heb. 13:4)

We believe that the only Scriptural marriage is the joining of one man and one woman; therefore, no minister or member in this denomination shall participate in any marriage ceremony other than a God-defined marriage of one man and one woman. (Gen. 2:24; Matt. 19:4-6; Rom. 7:2; 1 Cor. 7:10; Eph. 5:22-23)

All uses of the facilities and /or properties owned by or affiliated with God's Missionary Church and /or Penn View Bible Institute must be in harmony with the Articles of Doctrine and General Rules of God's Missionary Church regarding human sexuality. No use of any ministry facilities and/or properties will be granted to persons or groups holding, advancing, or advocating beliefs or practices that conflict with the ministry's Articles of Doctrine and General Rules regarding human sexuality. Facility and /or property use will not be approved for activities that conflict with the Articles of Doctrine and General Rules including any marriage celebration other than a God-defined marriage of one man and one woman.

We shall continue to show love and compassion to all who are enslaved in sin's degradation, proclaiming full deliverance through the precious blood of Christ, knowing "that they which do such things shall not inherit the kingdom of God" (Lev. 18:22; Lev. 20:13; Rom. 1:24-28; 1 Cor. 6:9-10; Gal. 5:1-21)

If any of the aforementioned persons or office holders practice this lifestyle or participate in such a ceremony, they forfeit their right to any position with this organization. Practicing this lifestyle or participating in such a ceremony shall constitute removal of office or position.

ORGANIZATION

ADMINISTRATIVE OFFICERS

The Administrative Council consists of the President, Academic Dean, Director of Operations, Director of Finance, Director of Public Relations, Director of Student Life, and the Academy Principal. These members meet on a weekly basis and at any additional times as instructed by the President. This council provides updates as well as oversights on the school's overall operating procedures. To expedite difficult discipline problems, the committee assists the department leaders and the President in assessing the situation(s) and determining the appropriate action to be taken.

PRESIDENT

President is the Chief Executive Officer of Penn View Bible Institute. The President is responsible to the Board and supervises planning, financial, and administrative activities. He or she directly supervises all administrators which includes Academic Dean, Director of Operations, Director of Finance, Director of Public Relations, Director of Student Life, and the Academy Principal. (For a comprehensive description for the President see Administrative Handbook).

ACADEMIC DEAN

The Academic Dean is the Chief Academic Officer and is responsible for oversight of the Institute faculty, the curriculum, the students (especially in regards to academics), and the Registrar. He or she is further responsible for external approvals from government agencies and accreditation organizations.

DIRECTOR OF OPERATIONS

The Director of Operations is responsible for campus operations which pertain to facilities, vehicles, maintenance, food services, and IT. Responsibilities include sustaining satisfactory operations in the assigned areas to fulfill the Mission.

DIRECTOR OF FINANCE

The Director of Finance manages the business offices and personnel to insure a consistent and orderly operation of the Financial Department. This person is the Chief Purchasing and Billing Agent. He or she enforces all financial policies within the organization and develops reports for third party oversight.

DIRECTOR OF PUBLIC RELATIONS

The Director of Public Relations is responsible for the scheduling of all public relation services and coordinating logistics for such travel. He is also responsible for the preparation of publicly distributed promotional and informational materials.

DIRECTOR OF STUDENT LIFE

The Director of Student Life provides oversight of student services. These services include non-academic advisement, student life in Resident Halls as well as supervising the Social Deans. In addition, the Director of Student Life is responsible for student activities as it pertains to Dorm Life and the Work Scholarship Program. This includes activities that enhance the students' social, spiritual, and work development.

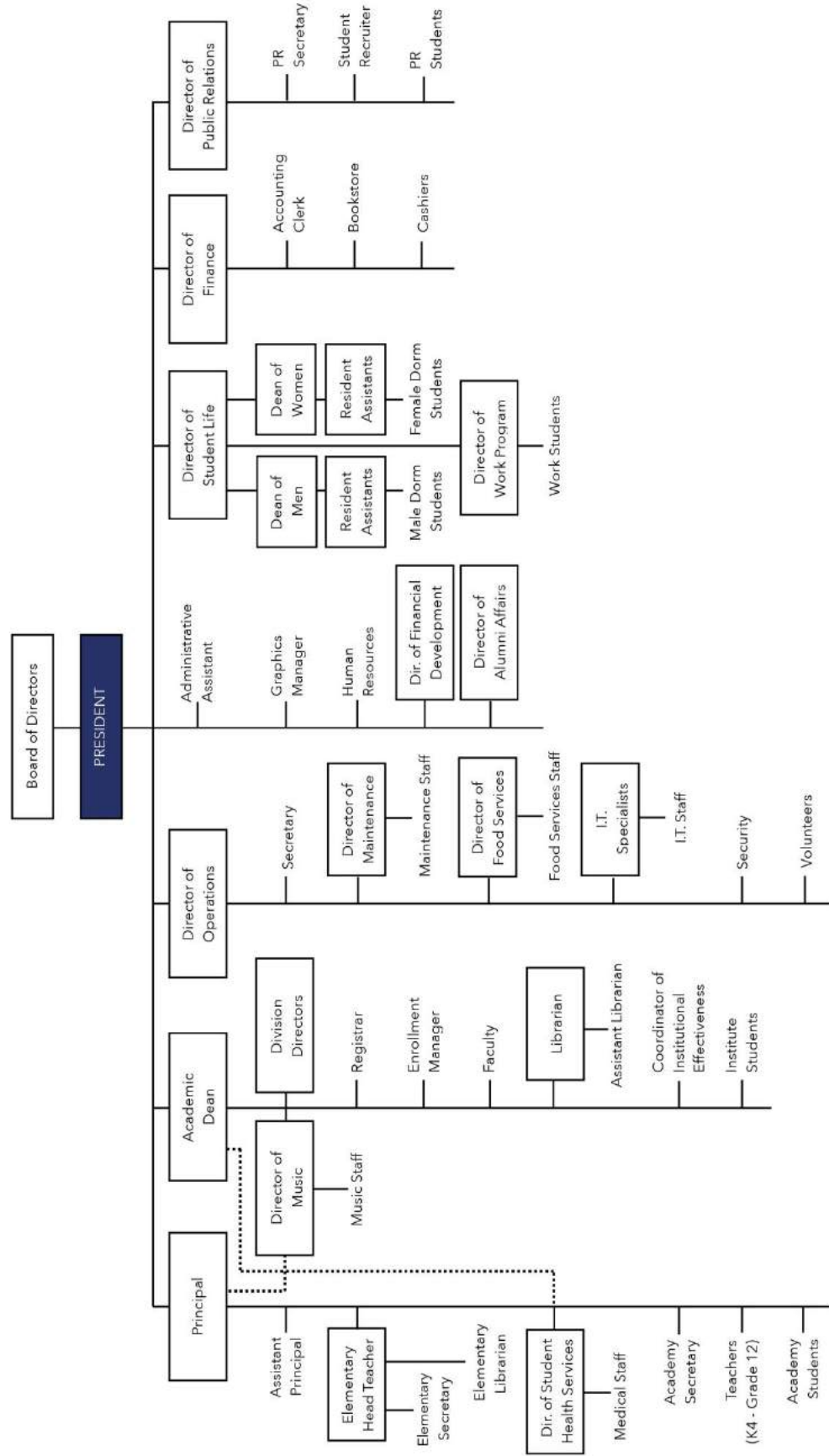
ACADEMY PRINCIPAL

The Academy Principal is the highest administrative position within the Academy organizational structure and provides leadership to all other employees of the Academy. The Principal is responsible for oversight of the Academy faculty, the curriculum, the students (especially in regards to academics), and provides leadership to all other employees of the Academy. The Principal is responsible to oversee the Academy's daily operations, discipline, and academic advancement of teachers and students. The Principal coordinates relationships with surrounding school districts and ensures the Academy is in compliance with Pennsylvania education and attendance requirements.

ORGANIZATIONAL REPORTING STRUCTURE

Penn View Bible Institute

Organizational Reporting Structure



EMPLOYEE POLICIES

BACKGROUND CHECKS

We require up-to-date background checks on all faculty and staff.

MOVING EXPENSES

The school will reimburse basic moving expenses for your move to campus. This is according to our established policy (see Appendix C: *Comprehensive Moving Expense Policy*). If term of employment is less than three years, the employee is required to refund a pro-rated portion of the moving expense paid by PVBI.

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 (Penn View Commencement) in May. Payroll continues through all holidays and vacations throughout the school year. During the summer break, housing and utilities continue to be covered for those who have renewed their full-time contracts. Bi-weekly salary and food allowance are not carried through the summer for 10 month employees. In addition to the above, the twelve-month contract staff receives their bi-weekly salaries and food allowance. Confer with the Director of Finance for more details.

A. First Year Employee Benefits Summary.

1. First-year benefits for a full-time employee:
 - a. Weekly Salary (\$175.00 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 included (*heat, garbage, sewage, water*)
 - d. Those living in approved, off-campus housing receive housing allowance of \$350/month, included in bi-weekly payroll check. Appropriate taxes are withheld from these payments.
 - e. Sick days and personal days (*see B1 & B2 for details*)
 - f. One week of vacation pay the following summer.
 - g. Children's tuition and fees in either Academy or Institute (except Music Lessons) until your child(ren) reaches age 24.
 - h. Lunch is provided for employees on the days they work.
 - i. If you are taking the Dining Center privileges, you will receive 10 free vouchers for your occasional guests.
2. First-year benefits for a spouse employed by PVBI, teaching one-half load or more:
 - a. Salary per week proportionate to load (plus \$10.00 for each degree in teaching positions)
 - b. Food allowance will be prorated according to load.
 - c. If you are taking the Dining Center privileges, you will receive 5 free vouchers for your occasional guests.
 - d. The Spouse Housing Allowance is prorated according to load (50% for a full-time employee).

B. General Benefits Description

1. Personal Days

You are issued personal days (*3 for 10-month employees; 4 for 12-month employees*) each contract year. 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 main offices or on the server at [\\Pvbi-server-01\PVBI Files\Forms](#) and then submit it to your department administrator.

2. 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 visits 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.

- a. "Sick days" are to be illness related.
- b. "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.
- c. Employees may also use "sick days" for time off for physicals as part of preventative health maintenance.
- d. 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.
- e. Personal days are built into the contract for any other days wherein medical services are rendered.

3. 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 employees 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.

4. 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 parameters, please see your administrative supervisor.

5. Pay Raises

In the fifth, tenth, fifteenth, twentieth, twenty-fifth, and thirtieth years, faculty members will receive a \$10.00/week raise. Vacation pay is increased one week each contract year up to four weeks.

6. Health Care Benefits

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.

Health care coverage reimbursement is provided as follows for those who are on your health care policy: (*1 person - \$145.00 per month, 2 persons - \$230.00 per month, 2 persons with additional children under 24 years of age - \$265.00 per month*) An employee must complete the entire month of service in order to receive health care reimbursement.

7. Overload Teaching Pay Rates

- a. Institute full load is 12 semester hours. Institute semester hour/\$4.85 overload pay
- b. Academy full load is 5 classes/5 days a week, plus 4 study halls. Academy per period/\$4.85 overload pay

8. Jury Duty

- a. 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.
- b. 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.
- c. 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.

9. Intersession Teaching

Regular pay continues for the Institute faculty during Intersession and a \$200 bonus is given to those who teach an Intersession class. Institute faculty members who do not teach are required to work a minimum of 40 hours in some capacity at the school, during the period known as Intersession.

10. 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. In unusual situations the President 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:

- a. utilities (water, sewer, electricity, propane)
- b. housing rent for the extra time before vacating

After the expired time, you will not be eligible for:

- a. rental allowance (where applicable)
- b. utility allowance (where applicable)

11. Extended Breaks (12-month employees)

Extended breaks during the school year (Thanksgiving, Christmas, Spring Fever Break, Easter, Spring Break, etc.) require special attention for all 12-month employees. You will be required to be at your post according to the directive of your department administrator and the President. Check with your department administrator *prior* to making your vacation plans.

12. 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. Employee vacation time is accrued semi-annually, based on the contract year. Vacation time is given based on the following schedule:

First Year - 1 week **Two Years** - 2 weeks **Third Year** - 3 weeks **Fourth Year** - 4 weeks.

12-month employees:

All 12-month employees must clear their vacation schedules with their administrative supervisor. All of your vacation time must be taken within the first year following your previous contract year. If your vacation request is submitted in a timely fashion and is denied 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 10-month employees receive summer vacation pay according to the above schedule.

13. 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.

14. Paternity and Maternity Leave

In conjunction with the Family and Medical Leave Act, PVBI's paternity and maternity leave policy will consist of the following: (a) up to four weeks paid leave for the mother, (b) up to three days paid leave for the father, (c) this is in addition to the personal, sick, or vacation days earned.

15. Institute Classes

Full-time employees may take Institute classes at no charge. Part-time employees may take one class at no charge per semester, including Intersession, as part of their compensation package; additional classes will be at 50% tuition. When a class is during the designated work hours, the employee must clear taking the class with his or her supervisor before registering. All online classes may be taken by any employee at 50% tuition. A special form is available on the server and from Human Resources.

16. Retirement Planning Benefits:

The PVBI Board of Directors has an official relationship with Servant Solutions, a Nonprofit Ministry Retirement Plan, which makes all employees eligible to participate and gives all employees an opportunity to prepare their financial future for retirement. The plan is a 403(b)(9). You can go to servantsolutions.org for more information. The benefits are as follows:

a. Employees can elect to have Penn View Bible Institute withhold money from their paycheck that can be contributed as a tax-sheltered or after-tax contribution.

b. Penn View Bible Institute will contribute an initial one-time amount of \$50 for full-time employees and \$25 for part-time employees that partners with Servant Solutions.

HIRING POLICY

As the Board Handbook specifies, the President is responsible for "hiring, retaining, or dismissing employees." As a matter of practice, the President always confers with the relevant administrator in actual hiring, which in the case of hiring a faculty member is the Academic Dean. In addition, the Academic Dean usually confers with a division director or other faculty members in the process.

The person to be hired as faculty must have an ability to inspire young people with a vision for ministry, have successful practical experience, and a master's degree (Institute) or bachelor's degree (Academy) in his or her teaching field. A person who is not fully qualified academically but has professional and experiential qualifications and is actively pursuing a master's or bachelor's degree, may be considered for hiring. Such a person will be placed under the oversight of a mentor until the academic credentials in the teaching field are acquired. Further details are available from the Academic Dean.

PAYROLL CHECKS

- A. Bi-weekly payroll cycle.
- B. Payroll checks may not be cashed by the Business Office 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 allowance will be included in your pay check.

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 \$10.00 will be deducted 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.
- C. You will receive a Statement of Personal Taxes in the fall and in the spring from the Center Township Tax Collector.

SPIRITUAL MATURITY

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 neighbor 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 a relationship with God through consistent devotional life and 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.

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. Tuesday’s are generally school-wide Chapel services. It may not be possible for you to attend every service, but try to be as faithful as possible. Attendance, however, will be recorded.

C. 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 other staff members, 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 all services and events.

D. 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 of praying around the altar with seekers.

E. 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!

F. 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 student body 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.

G. Regarding Forgiveness.

Asking forgiveness after expressing a wrong attitude or action 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).

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 that your students will 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. 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/she 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 any student(s).

Under no circumstance should you tell office information, faculty meeting information, or students' personal information to any student(s). Such actions might make you "popular" among a certain element of students, but in reality this undermines students confidence in you and respect for you. Such actions are irresponsible and unprofessional.

5. Be extremely careful how you handle students' private information (grades, medical records, information shared in counseling situations, etc.).

ADA (Americans with Disabilities Act) See Appendix B.

FERPA (The Family Educational Rights and Privacy Act) See Appendix A.

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.

6. 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.

STANDARD OF CONDUCT POLICY

- A. A staff member or volunteer may have his/her employment terminated, suspended, or may be asked to cease his/her volunteer activities if he/she is out of harmony with the Statement of Faith, the spirit, or the policies of the school, whether on or off the property, as determined in the sole discretion of the administration. Reconsiderations of employment or volunteer service following termination or suspension will be determined on a case-by-case basis.
- B. This requirement may also be applied to the conduct, support, and spirit of a spouse or children of a faculty member, staff member or volunteer.

ATTIRE / DRESS

- A. "Your clothes speak 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.
- B. Administrators, faculty members, and office personnel are to maintain a dress appearance while working.
 1. Men – suit or sport coat, dress shirt with tie
 2. Ladies – dresses, skirts, and blouses

- 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.
- E. Employee identification is to be visible while working.

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. Every so often we all run 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 and 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, Chapel, or the Dining Center. This promptness also needs to be recognized during normal chapel services. If you are in charge of a chapel, under normal circumstances try to dismiss the chapel as close to the dismissal time as possible.

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 employees are prohibited from dating any high school students.
- D. If a Penn View employee dates an Institute student, the Student Handbook policies prevail.

NETWORK, INTERNET, & EMAIL ACCEPTABLE USE POLICY

Internet access and electronic mail are educational tools provided by Penn View Bible Institute (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.

1. This form must be read and filed by employees at Penn View at the beginning of each school year. Employees should also fill out an Employee Network and Internet Access Sign-Up Sheet.
2. 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.
3. Personal Devices should be protected with a password when not in use and left unattended. Personal Devices will be associated with their owner. All employees are responsible for any activity that may happen with their device if borrowed.

4. Penn View is providing employees with strictly filtered and monitored Internet access in an open-room setting through a highly controlled service designed specifically for educational purposes.
5. If a website you need to access is blocked, please fill out a Website Unblock Request Form. Please provide all the information requested.
6. The computers located in the computer labs and libraries are off limits to students when no staff member or librarian is present. Any room with access to computers should be locked when unattended.
7. Employees are forbidden to unplug, disassemble, or modify school computers. Please contact the IT department if service is required.
8. Penn View reserves the right to purge user files off the computers in the Library and Computer Lab. Public Share may also be purged. This will be done during the summer or at any time deemed necessary, and may be without notice.
9. Employees are responsible for their own phone and Internet connection in their home. Connecting to PVBI's Wi-Fi for Internet is available in some locations. IT department can only provide limited set-up and maintenance with personal connections at home.
10. Installing your own wireless access point to Penn View's network is forbidden without permission and guidance from the IT department.
11. 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 employee to which they were assigned. Users are accountable for all usage under their password.
12. At no time shall any person make use of a username that was not directly assigned to him or her.
13. At no time shall any employee log a student onto the network using their login. If a student needs access to a computer that does not have a login, they should use New.User with the password Im@pvbi. Students with login that is not working should be sent to IT Office.
14. Employees should log off when they are done with their computer or need to leave the computer unattended.
15. Employees assume all responsibilities if they allow another employee or family member to use their assigned PVBI computer without logging off their account.
16. Student use of any PVBI computers in an employee's office is forbidden without the employee's permission and presence.
17. 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 inappropriate or offensive.
18. Sites deemed inappropriate or dangerous to the spiritual well-being of students are blocked.
19. Email is not to be used to create any offensive or disruptive messages which:
 - That contain sexual implications, racial or ethnic slurs, or other comments that offensively address someone's age, sex, religion, national origin, ancestry, or disability;
 - That are defamatory, derogatory, obscene, or otherwise inappropriate;
 - That contain swearing or inappropriate humor and
 - That are used to commit any crime, including but not limited to sending obscene emails, annoying, abusing, bullying, threatening, or harassing another person.
20. Email is not to be used to develop or send viruses and destructive computer programming, spamming, or forwarding unsolicited bulk email.
21. Email is not to be used to send (upload) or receive (download) copyrighted materials without proper permission.
22. Internet and email must be used in a manner that is consistent with other Penn View policies.
23. 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 employee and should not be considered as private or as their personal possessions.
24. 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 employees and should be accessed only by the intended recipient.
25. Penn View disclaims responsibility, accountability and liability for anything that is posted through its email and not authenticated by official personnel.
26. Authorized representatives of the school intend to and will 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 including attachments created and received; as well as web sites and multimedia viewed or downloaded.

27. Use of programs or other tactics to bypass the Internet filter or other monitoring software is strictly forbidden.
28. Penn View reserves the right to suspend or change user accounts or passwords, or remove devices from our network at our discretion at any time with or without notice.
29. Any violations of PVBI's acceptable use policy are traceable and violators will receive discipline.
30. Penn View reserves the right to change this policy at any time, as may be required under current circumstances.
31. Employees who accidentally access inappropriate material are required to report it to the technology specialist.
32. Employees who need help understanding this policy or who discover a violation of this policy should notify the Technology Specialist or the Director of Operations.
33. Request for IT equipment for a class, chapel, or event must be submitted no later than 24 hours before needed. Request for equipment is on a first-come, first-serve basis.

VIDEO USAGE

All new video titles must be previewed by your department administrator.

DISCIPLINARY PROCESS

Records are kept regarding disciplinary actions 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.

GRIEVANCE AND APPEALS PROCESS

In the event that a Penn View employee has an issue to which they hold the school responsible and wish to communicate their concern, and/or they desire a reconsideration of an action taken regarding any decision with which they disagree, they should follow the Organizational Chart to determine the closest person responsible to the situation. They should carefully consider their duty not to circumvent the described chain of command, but rather go directly to the one responsible. If after having communicated and heard the response of those involved, and are still dissatisfied with the response given, one should patiently proceed up through the structure of authority developed within the organization.

Example of the Chain of Command: Involved Staff or Student, their Supervisor, Department Director, Department Administrator, the President, the Chairman of the School Board.

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.

CONFLICT OF INTEREST POLICY

Whenever an authority in charge has a perceived conflict of interest, due to family relationships, with one or more of the personnel for which a judgment is to be made, the decision is to be deferred to the next level of authority above the noted conflict.

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 always show Christian kindness. Please be encouraged to meet them, greet them, and ask them how you can be of help to them.
- C. In the event community people come on campus and cause trouble, first contact the Director of Operations. If he is not available, then contact either the Director of Student Life or the President. 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, Director of Student Life or the President.

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.
- C. A keycode is available to enter the faculty lounge and will be given to you by the Main Office.
- 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 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 aides, and divisional secretaries by the copier so faculty will know they have special permission.

CAMPUS HOUSING

On-campus housing is a contract provision for some staff. Those living in on 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, or negligence that results in property damage.

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 build a personal storage shed, it must be moved if you relocate on or off campus. The school will not be obligated to purchase any shed built for a residence. If the shed is not moved within 30 days, it becomes the property of the school.

B. Exterior Property Care

1. Keep your house and yards neat and attractive.
 - a. Penn View will be responsible for the mowing and trimming of on campus faculty housing. However, we ask that you keep your yards free of clutter to make the mowing job easier on our staff.
 - b. Any flowers planted and weeding needs to be done by the resident.
2. 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.

C. Interior Property Care

1. Homes should be kept clean and well ordered.
2. Scheduled inspections should occur annually in campus housing.

D. Moving Out of Campus Housing

1. Whenever it has been determined that your contract will not be renewed for the following school year, you have until June 30, or 30 days from your last day of employment to vacate your residence.
2. You are responsible to remove all unattached items not deemed part of the property. All items fastened to or planted in are considered to be a part of the property, and their removal should be negotiated with the Director of Operations
3. You are responsible to provide a thorough detailed cleaning of the property.
4. Junk and other household items left behind in your residence will be disposed of following the 30 day time period, by the school. A disposal fee will be assessed and submitted to you. You can be held responsible for any unusual damages whether caused by deliberate action, or gross negligence.
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

1. 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 is granted, a moving date will be established.

F. Rental Insurance

It is advisable for all employees living in campus housing to have renter's 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 renter's insurance, there is no coverage in the event of a loss. If you have renter's 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 renter's 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. When you need a load(s) of wood, please complete a *Work Program Communiqué* (found in the Main Office, the Academy Office, and on the server) and submit it in the Work Director's mailbox. Plan ahead at least a week in advance regarding your wood needs. ***Last minute requests for immediate needs will probably not be met*** in time 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.

I. House Inspections

In the interest of maintenance and landlord concerns, house inspections of campus residential property will be conducted by the Director of Operations annually (semi-annually for residences with pets).

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.

PETS

- A. Pets kept outside must be contained and cared for properly. If walking, contain on a leash.
- B. Pets should not be permitted to be a nuisance to campus or community neighbors.
- C. Campus pet owners are liable for all the health, safety, and welfare of their pets. They are also liable for any injury to other persons, personal property damage, and damage to school property caused by pets. Penn View assumes no responsibility for any of these things.
- D. All dogs must be licensed in accordance with the regulations of Snyder County.

CLASS / ORGANIZATIONAL AND/OR DIVISIONAL TREASURIES

BANKING OF MONIES

- A. All classes will do their checking/banking through the business office.
- B. Each class, organization, or division shall have officers in addition to the faculty/staff person.
- C. No personal accounts will be permitted.
- D. No Automatic Teller cards will be permitted.
- E. 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 be verified with the signature of two persons. The Treasurer should record all income and expenses in a ledger provided by the Business Office.
- F. 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.
- G. All senior class funds need to be dispersed prior to June 1. 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 ORGANIZATIONAL SPONSORS

In addition to the regulations included in the Student Handbook, 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 Class Project Manager 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. Generally, the forms are processed on a first-come, first-served basis. Class project forms are available in the main offices and on the server at [\\Pvbi-server-01\PVBI Files\Forms](#)

D. Supervision. The class sponsor is responsible to supervise and control the activities of the class.

Please keep in mind the following:

1. Regarding the quantity of class projects.
 - a. Consider the pressing financial obligations of your class and guide them to plan accordingly to their financial obligations (banquet, senior class trip)
 - b. The Class Project Manager reserves a right to limit the number of projects permitted for each class.
 - c. No more than five (5) forms will be approved during any given month. Thus, 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 be present 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 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. Class Sponsor Responsibilities.

1. Freshman Class
 - a. Supervise fundraising to help prepare for a Junior/Senior Banquet and Senior Class Gift.
 - b. Help Institute freshman to bond as a group, perhaps with a social event.
2. Sophomore Class
 - a. Supervise fundraising to help prepare for a Junior/Senior Banquet and Senior Class Gift.
 - b. Help Institute sophomores to bond as a group, perhaps with a social event.
3. Junior Class
 - a. Supervise fundraising to help prepare for a Junior/Senior Banquet and Senior Class Gift.
 - b. Prepare for the Junior / Senior Banquet. The date of the banquet and a list of guests to be invited will be provided by the administration. Banquet locations are to be approved by the President. Program of the Banquet must be approved: the high school by the Principal and the Institute by the Academic Dean. (The High school Junior Senior banquet contains a Prophecy and Wills, which much be approved by the Principal.)
 - c. Prepare something special to give / say to honor the Seniors.
 - d. An estimate of previous banquets, class trips, and senior gifts may be obtained from the Business Office.
4. Senior Class
 - a. Motivate fundraising for Senior Class gift and for a Senior Trip if one is desired.
 - b. Junior Senior Banquet – Prepare something special to give / say in appreciation to the Juniors.

F. For graduates' banquets, the following should be invited:

All administrators and anyone who teaches in that level should be invited to the High School and/or the Institute Junior / Senior Banquet. In addition, we allocated all the rest of the employees to one of the two lists to be invited.

<i>High School Junior Senior Banquet</i>	<i>Institute Junior Senior Banquet</i>
President	President
Director of Finance	Director of Finance
Director of Student Life	Director of Student Life
Director of Operations	Director of Operations
Director of Public Relations	Director of Public Relations
Principal	Principal
Academic Dean	Academic Dean
High School Faculty (including music lessons)	Institute Faculty (including music lessons)
Academy Secretary	Registrar
Assistant Librarian	Assistant Librarian
Dean of Men	Dean of Men
Dean of Women	Dean of Women
Senior Sponsor	Senior Sponsor
Junior Sponsor	Junior Sponsor
Non-Teaching Staff and Employees	Non-Teaching Staff and Employees
Food Services Assistant	Accounting Clerk
Food Services Part-Time	Food Services Manager
IT Assistant	Institutional Effectiveness
Maintenance	IT Specialist
Operations Secretary	Maintenance Director
School Nurse	Maintenance Staff
Student Recruiter	PR Secretary
Work Program Director	Pres Admin Assistant
High School Juniors / Seniors	Institute Juniors / Seniors (and Certificate graduates)

MILLER DINING CENTER POLICIES

A. Designated Areas

1. Designated Food Service dining areas are to be used for mealtimes unless the appropriate authority approves to do otherwise.
2. You are responsible to return all Food Service items (trays, cups, utensils) to the tray drop window before leaving the dining areas
3. All Food Service items are to remain in the Dining Center and are not to be taken elsewhere unless approval from appropriate authority is granted, and the items are to be returned.
4. If you desire to take your food home, you must provide your own containers.

B. Soda Fountain

Soda refills are 50¢.

C. Ice Machine

Ice is available as approved by the Director of Food Services.

D. Cooler and Freezer

The cooler and the freezer are for Dining Center use only. These units are not open for faculty or staff personal 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.

E. 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 are planning an event that will either increase or decrease the number of meals being served (by more than 8 or 10), as a courtesy, please communicate with the Director of Food Services four hours before the meal that would be affected.

2. Serving Times

Breakfast	Monday	7:30 - 8:00 am
Breakfast	Tuesday through Friday	6:30 - 7:00 am
Breakfast <i>Continental</i>	Saturday, Sunday	8:00 - 8:30 am
Lunch <i>Academy</i>	Monday through Friday	12:00 - 12:30 pm
Lunch <i>Institute</i>	Monday through Friday	12:30 - 1:00 pm
Lunch	Saturday	12:30 - 1:00 pm
Dinner	Sunday	12:30 - 1:00 pm
Supper	Monday through Saturday (No supper is served Sunday.)	5:00 - 5:30 pm

Changes in serving times will be communicated in a timely manner.

MASON/MCINTIRE STUDENT LIFE CENTER POLICIES

A. Hours of Operations

1. The building will be open from 6:00 am – 10:00 pm Monday through Saturday, except that on Friday the closing time will be 11:00 pm.
2. The building will be closed Wednesdays from 5:30 – 8:30 pm and any time there is an evening service in the Tabernacle.
3. Student Life Center ground floor will be closed on Sundays.
4. The gym is not available during chapel times Tuesday, Wednesday, and Friday. The availability of the gym will be affected by Physical Education classes. There may be other occasions when the gym will need to be closed for a special purpose.

B. Facility Management: Day-to-day use of the facilities will be under the following jurisdiction:

1. Spitler Music Hall – Director of Music
2. Student Life Center ground floor – Director of Student Life
3. Banquet Room – Director of Operations

C. Miscellaneous

1. The Student Life Center is for current students and the staff / faculty as well as those who reside in their homes.
2. On Fridays and Saturdays, current students and the staff / faculty may invite select people to come with them, if pre-approved by the Director of Student Life.
3. Children under Grade 7 must be supervised (within sight) by an adult (18 or older).
4. Penn View dress code is required at all times.
5. Tennis shoes/sneakers are required for a person to play in the gym.
6. Drinks are not permitted in the gym. The exception is water in a closed container.
7. No one is permitted to sit on the bleachers when they are folded.

FOODLINER

- A. The *FoodLiner* in Penn Station (the basement of the Dining Center) is open to faculty and staff. All memberships must be approved by the Administration.
- B. The *FoodLiner* operates on an honor system. A scale is provided for you to estimate the weight of the items. Suggested donation is 30¢ per pound unless otherwise marked. Donate as much as you desire for the merchandise you are receiving. A money box is located in the *FoodLiner* for any donations.
- C. The donations of food must be approved by Stephanie Paulus, volunteer manager or Frank Heidler, Director of Operations.
- D. The *FoodLiner* will be open Monday through Saturday from 6:00 am to 10:00 pm. On Tuesday and Sunday, the *FoodLiner* will be closed.
- E. Bring bags or boxes for your merchandise. For any item that is in bulk, please supply your own container.

DUMPSTER, INCINERATOR & METAL RECYCLING

In order to manage campus garbage concerns, a dumpster, an incinerator, and a metal collection area are made available to you.

- A. Under normal conditions we ask that you burn everything that is burnable. Please use the incinerator to dispose of any ***organic materials*** such as cardboard, paper, and wood (no synthetics, nothing that creates black or foul-smelling smoke). When items are placed in the incinerator, please burn them immediately. Please be alert to special conditions such as wind or dry weather when burning bans or water restrictions may be imposed. Do not put items alongside the incinerator for someone else to haul away.
- B. All trash is to be bagged before being placed in the dumpster.
- C. Do not put tires, electronics, used motor oil, liquids, or bulky items (furniture, etc., unless bagged) in the dumpster.
- D. Never place garbage bags and other trash on top, or in the front of the dumpster. The dumpster lids must be able to completely close. If your trash cannot fit into the dumpster, please bring it back later or place it well to one side.
- E. The large commercial dumpster is not for personal use.

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 the President. Do not loan a fire arm to dorm students. 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. 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.

C. 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 main office where various forms are located or at the courthouse in Middleburg.

D. All-Terrain Vehicles, Snowmobiles, Go-Carts, Dirt Bikes, Motorcycles, etc.

Users of the above-mentioned vehicles (henceforth ATVs) 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 ATVs 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 bills, or any expenses related to emergency transportation.

ATVs may not be driven or parked on school lawns. Drivers must use campus roads and approved parking areas.

During the winter, ATVs must stay clear of the sledding area on the school hill, whether people are sledding or not.

If dangerous or irresponsible driving on campus persists, we will not permit the irresponsible driver the privilege of driving their ATV on campus.

All ATVs 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.
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.
3. Owners who have not yet registered their ATV should do so immediately. Applications are available by contacting Department of Conservation and Natural Resources Snowmobile/ATV Section located at 1101 S. Front St., Harrisburg, PA 17104; Phone (866) 545-2476.

E. Bicycles, Roller Blades, Rip Sticks, Skateboard, Scooters, etc.

Bicycling, roller blading, rip sticking, and skateboarding may be enjoyed on the paved areas of our campus. While enjoying these, children and youth need to exercise caution. These should never be used in any of the campus buildings.

Pedestrians have the right of way. Caution and courtesy should be observed.

F. Campus Speed Limits

The campus speed limit is 15 mph, unless otherwise posted!

G. Vehicles

1. All motor vehicles on campus must be properly registered with the Pennsylvania Department of Transportation and with the Director of Operations' office.
2. Unregistered, unlicensed and/or 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.

H. Faculty and Staff Children Entering School Buildings After Hours

The public buildings on campus are for professional use. Therefore, faculty and staff children are prohibited from entering these buildings after hours unless approval is granted and there is adult supervision (within sight for those under Grade 7).

I. Rental of Campus Facilities (*See Appendix D*)

ACADEMIC POLICY

FACULTY PROFESSIONAL DEVELOPMENT

As part of fulfilling its mission, Penn View Bible Institute encourages and supports its faculty members in their professional development. Being a Christian institution, Penn View acknowledges the importance of the faculty's spiritual and personal development as well. The Mission Statement and Institutional Goals focus on student learning outcomes, thereby giving the faculty a central role in institutional effectiveness. Faculty development enhances the faculty's ability to advance Penn View's mission to the glory of God.

The Academic Dean is responsible for the oversight of faculty professional development, with assistance as requested from the Faculty and Library Subcommittee. The *Faculty Professional Development* plan consists of four components.

A. Individualized Faculty Development From Faculty Evaluation Cycle

Penn View's *Assessment Plan* (2016) establishes a three-year cycle for a triangulated evaluation of the faculty member's teaching effectiveness. The evaluation includes input from Student Course Evaluations, the Peer Review Committee (PRC), and the Academic Dean. Based on the evaluation, the Academic Dean and the faculty member agree to an individualized faculty development plan to be carried out by the faculty member under the ongoing oversight of the Academic Dean. In the next evaluation cycle during its conference with the faculty member, the PRC also appraises the progress made as a result of the individualized plan.

B. Institutionally Provided Faculty Development Opportunities

1. Penn View provides two regular professional development opportunities for its faculty each academic year, one in the fall during Faculty Orientation and one in the spring during Faculty Assessment and Planning Week. The sessions' format is at the discretion of the Academic Dean. Local or outside expertise may be utilized.

2. The Academic Dean decides the professional development topics presented, but receives suggestions from the PRC, which asks faculty members what areas of professional development they sense are needed.
 3. Faculty attendance at these regular professional development events is required unless excused by the Academic Dean. These events are considered work time for which faculty members are compensated.
 4. Penn View considers its chapels and revivals as valuable means of faculty spiritual development. Faculty attendance at chapels is recorded; attendance at the institution's revival services is strongly encouraged.
 5. Penn View may also provide special professional development opportunities for all or part of the faculty, as needed, by decision of the Academic Dean.
- C. Educational Financial Assistance
1. Penn View created an Educational Improvement Fund for donors to make designated contributions toward educational assistance for faculty members. Donations may be designated to assist specific faculty members or to build the Educational Improvement Fund balance for assistance to any approved faculty educational need.
 2. In addition to donations designated to assist specific faculty members, the President seeks to raise \$2000 annually for the Educational Improvement Fund (*Planning Document*, 2016). The funds raised by the President are available for any approved faculty educational need.
 3. Any Penn View Bible Institute faculty member pursuing formal advanced education or a terminal degree that increases his or her ability to fulfill teaching responsibilities assigned by Penn View may apply for financial assistance from the Educational Improvement Fund. Adequately credentialed faculty members may apply for financial assistance toward professional memberships.
 4. The President and the Academic Dean will award educational financial assistance based on availability of funds and its assessment of the faculty member's application. The Administrative Committee's decision will be final.
 5. Penn View grants faculty members a \$10 per week pay increase for each degree earned.
- D. Additional Faculty Development Support by Request

Penn View seeks to encourage and support its faculty members in their professional development through a variety of additional means. These include, but are not limited to, adjusting the faculty members' teaching schedule and load, encouraging professional memberships, granting limited time off with pay for study purposes, and permitting attendance at seminars and conferences for professional development. Such additional means of support are available, as practicable, by request to and decision of the Academic Dean. Faculty members are encouraged to discuss their situations and needs with the Academic Dean.

INTELLECTUAL PROPERTY POLICY

This policy is intended to encourage the production and publication of research and artistic pieces, while at the same time protecting the intellectual property of the institution and its faculty, staff, and students.

- A. Intellectual property created by an individual for classes or in his/her own time and at his/her own personal investment in either energy or time will remain the property of that person. Ownership and publishing rights will remain with the individual. This includes personally produced writings, musical arrangements, and even sermon or lecture notes that were related to a course. Penn View, however, retains the right to continue to use, modify, and distribute the syllabus and class notes.
- B. Intellectual property created as a direct assignment from the institution and for which compensation has been received will be the property of the institution. (This does not include class material.) PVBI will retain full use of the property, even after an individual has left the institution. Nevertheless, with a negotiated agreement, publishing rights may be granted to the individual.

- C. Audio or video productions recorded by PVBI will remain the sole property of PVBI.
- D. Any questions over intellectual property rights will be resolved in ascending order of appeal, by the Academic Dean, the President, or the Administrative Committee. In the case of any conflict of interest on behalf of these decisions, said person shall recuse himself from the decision. In special cases, an *ad hoc* committee of three persons who have no personal involvement in the rights will be appointed to adjudicate the matter.

STATEMENT OF ACADEMIC RIGOR

Education at Penn View proceeds from the acquisition of foundational knowledge (observable facts, historical data, revealed truth) to understanding the relationships among ideas and to the application of knowledge in the service of life and ministry. Knowledge is presented, for example, through lectures, reading, and class discussions. Higher order/critical thinking skills are demonstrated through learning activities such as written compositions, student presentations, and discussion forums. As the student progresses, the blend of acquiring facts with some application shifts toward the predominance of critical thinking skills.

The cognitive objectives should range from remembering, understanding, applying, analyzing, evaluating, and upward to creating. Affective objectives leading to conviction should extend from receiving, responding, through valuing, organizing values, and internalizing those values so that the values become characteristic of the student. Learning should tend toward effective application in ministry skills. While not all of the preceding objectives may be achieved in each course, the course objectives should aim toward them.

PVBI students have been able to transfer credits to other accredited colleges and have succeeded in their continued studies at the other colleges. PVBI graduates have been accepted at 13 accredited graduate schools and seminaries and have performed well.

PVBI faculty are credentialed at the master's degree and possess extensive professional experience.

While all activities of PVBI are guided by the Mission Statement, the Core Values, and the Institutional Goals, the Statement of Academic Rigor further guides the faculty in developing and evaluating 1) the objectives and expected outcomes for academic programs, 2) the course objectives, procedures, and assignments expressed in the course syllabi, and 3) the quality and level of assessment in each course.

A. *Curriculum*

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. Courses numbered in the 100s and 200s are lower level, while courses numbered in the 300s and 400s are upper level. Students must have prerequisite classes or special permission to enroll in classes more than one grade level above their own.

Lower level courses will typically focus on introductory content in the subject area and require correct grammar, spelling, punctuation, and form, while the upper level courses will shift to an emphasis on higher order/critical thinking manifested in research, writing, and presenting.

Course requirements take into account the amount of time that would typically be required to complete them. For example, a freshman three-hour course is usually calculated to require five hours of out-of-class academic work; an upper-level course is usually calculated to require six hours of out-of-class academic work.

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. Attendance is required because part of the learning dynamic takes place in community; students are part of the body of Christ.

B. *Reading*

Reading assignments are calculated at the following guidelines:

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

Easy to difficult reading moves from introductory concepts and language to analytical, complex concepts and advanced language.

Typical three-hour freshman courses include no more than 1½ hours of assigned reading each week. Other courses have reading requirements appropriate to the level and nature of the course.

Reading requirements may be augmented or replaced with video/audio resources.

C. *Research*

Academic inquiry pursues an awareness of multiple perspectives so that students understand alternative viewpoints, evaluate and conclude which view aligns with biblical truth, and effectively articulate the truth of an integrated Christian worldview. Freshmen will consider perspectives that are easier to grasp and evaluate; they will study examples of thinking critically to a biblical conclusion in order to establish their own patterns of higher order thinking. As they progress, students will increasingly grapple with more complex and conceptual perspectives and produce their own statements on the issues. Research projects contribute to the ratio of time spent in class to time invested in out-of-class work.

OFFICE POLICY

OFFICE PROCEDURES

- A. To get office supplies – Main Office
- B. To get copy paper – Faculty Lounge or Main Office
- C. To make payments:
 - 1. General Payments – Business Office
 - 2. Bookstore payments – Main Office
- D. To obtain postage or send packages:
 - 1. School business – Main Office
 - 2. Personal business – The local Post Office or Main Office
- E. To request vehicle usage – Director of Operations (see Vehicle Usage for details).
- F. To request a job to be done by work program, obtain a Work Program Communiqué form from the Main Office, the Work Director's office or the server at [\\Pvbi-server-01\Forms](#) and submit your completed form to the Work Director

MAINTENANCE REQUEST FORMS

- A. The purpose of Maintenance Request Forms is for communication of maintenance needs you may have. Please do not assume others have seen the need and have reported it. Verbal Reporting is convenient and friendly, but unrecorded and easily forgotten. Forms are available in the Main Office and on the server at [\\pvbi-server-01\Forms](#).
- B. Report ALL maintenance needs in your campus residence. (Weak floors, leaking pipes & faucets, leaking roofs, broken stairs, broken windows, etc.)
- C. Any emergencies related to electrical, water, or refrigeration, please contact the Maintenance Director immediately.
- D. Permit the Maintenance Director to prioritize the repair schedule for those needs. These forms are a request. They may be approved, disapproved, or may be delayed until funding or time permits them to be addressed.

- E. If you see maintenance needs in any of the campus public buildings, take action and submit a Maintenance Request form to the respective building manager. These managers will then submit the form for the repair.

Administration Building	1 st floor Institute	Academic Dean
	2nd floor High School.....	Principal
Elementary Building		Principal
Spitler Hall		Director of Music
Mason McIntire Student Life Center.....		Director of Student Life
Tabernacle.....		Director of Operations
Zechman Hall, Ladies' Residence Hall.....		Dean of Women
Plank Hall, Men's Residence Hall		Dean of Men
Miller Dining Center		Food Services Manager
Maintenance Building		Maintenance Director

- F. In emergency situations (e.g. broken water pipes, broken furnace in frigid weather, etc.), contact the Maintenance Director immediately. If he is unavailable, contact another member of the Maintenance Department or the Director of Operations.

MATERIAL PURCHASES

- A. Materials that are desired for the classroom or staff housing must be requested by using a Requisition form available in the Main Office and on the server at <\\pvbi-server-01\PVBI Files\Forms>.
- 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. 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 may not be reimbursed for that purchase.

PRINTERS, COPIERS, AND FAX MACHINE POLICY

- A. The copier in the Faculty Lounge should be used *only* by faculty and authorized individuals.
- B. For personal copies or printed faxes there is a charge of 5¢ per side.
- C. Make payment for copies and faxes at the Business Office.
- D. A fax machine is in the Faculty Lounge for your convenience.
 - 1. Please send all faxes from this machine.
 - 2. Incoming faxes will be received in the Main Office and then placed in your mailbox.

VEHICLE USAGE

- A. Schedule your use of a school vehicle with the Director of Operations.
- B. Complete a Vehicle Usage Form available at the Main Office and on the server at <\\pvbi-server-01\PVBI Files\Forms>, and submit it as early as possible, at least a week prior to your travel needs for field trips, field-based studies, and other excursions.
 - 1. A vehicle will be assigned to you according to its availability.

2. Keys are to be signed out and then returned to the Main Office.
 3. Drivers of school vehicles must be cleared by the Director of Operations so they fit within the specified insurance guidelines. Drivers must be at least 21 years old. Other regulations are in effect depending upon the vehicle type, passenger load, etc.
 4. When you return a vehicle, it is your obligation to see that the vehicle(s) interior is cleaned-up from your trip, and its gas tank is full.
 5. 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.
- C. School-Related Use: If a vehicle is available for your use at the time requested, the fuel tank will be filled before you leave, and it is to be filled upon return.
- D. Personal Use: School vehicles are available to staff on a limited basis. Permission for use must be secured from the Director of Operations. A \$0.40 cost-per-mile charge will be assessed for the usage.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

FERPA Policy

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to education records.

1. The student's right to inspect and review his/her education records within 45 days after the day Penn View Bible Institute (PVBI) receives the request for access.

A student should submit to the registrar a written request that identifies the record(s) the student wishes to inspect. The registrar will make arrangements for access and notify the student of the time and place where the records may be inspected.

2. The right to request the amendment of education records that the student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask PVBI to amend a record should write the registrar, clearly identify the part of the record the student wants changed and specify why it should be changed.

If PVBI decides not to amend the record as requested, the Institute will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information.

PVBI discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by Penn View Bible Institute in an administrative, supervisory, academic, research or support staff position; or a person serving on the Board of Directors. A school official also may include a volunteer or contractor outside of PVBI who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records, such as an attorney, auditor or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for PVBI.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Institute to comply with the requirements of FERPA.

Written complaints or requests for additional information about FERPA should be submitted to the following address:

Family Policy Compliance Office

U.S. Department of Education

400 Maryland Avenue SW

Washington, DC 20202-5920

5. The following information is considered directory information.

The following information may be released without students' specific consent. Students may request in writing that this information be withheld, but they should understand that doing so may keep the Institute from assisting the student by automatically issuing information such as enrollment verifications for insurance purposes.

Full Name

Previous Name

Citizenship

Photograph

Gender

Address (local, home, email)

Residence Status

Enrollment Status

Advisor

Degree Program

Dates of Degrees

Expected Graduation Date

Student Standing

Dates of Attendance

Scholarship Types

Date and Place of Birth

Telephone Listings

Most Recent School Attended

Degrees and Awards Received

Participation in Officially Recognized Activities

AMERICANS WITH DISABILITIES ACT (ADA)

Americans with Disabilities and Section 504 Policy

Revision Date: December 5, 2016

Responsible Offices: Director of Student Life, Academic Dean, Human Resources

PURPOSE

To state the policy of Penn View Bible Institute (PVBI) to provide equal opportunity for all qualified persons without regard to disability in the recruitment of, admission to, participation in, treatment in or employment in the programs and activities operated and sponsored by the Institute in compliance with the Americans with Disabilities Act of 1990 (ADA) and other related federal and state law.

DEFINITIONS

Federal regulations provide the following definitions:

- An individual with a disability is any person who (1) has a physical or mental impairment which substantially limits one or more major life activity/activities, (2) has a record of such impairment(s), or (3) is regarded as having such impairment(s).
- With respect to post-secondary services, a qualified individual with a disability is a person who meets the academic and other eligibility standards requisite to admission or participation in the recipient's education program or activity.

POLICY

It is the policy of Penn View Bible Institute to comply with the Americans with Disabilities Act (ADA) of 1990 as amended, Section 504 of the Rehabilitation Act of 1973, and other applicable federal and state laws and regulations that prohibit discrimination on the basis of disability. Section 504 and the ADA require that no qualified individual with an appropriately documented, disclosed disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the Institute, or be subjected to discrimination by the Institute. Consistent with the requirements of the ADA, opportunities afforded generally to PVBI students are equally afforded to students with disabilities. PVBI is committed to provide appropriate academic adjustments and auxiliary aids and services necessary to afford an individual with a disability an equal opportunity to participate in its programs.

It is the policy of PVBI to respond to requests for accommodation(s) from qualified individuals and provide reasonable accommodations necessary to ensure equal access to employment, education opportunities, programs, services, and activities in the most integrated setting appropriate.

1. Employees and Applicants for Employment

PVBI will adhere to all applicable federal and state laws, regulations and guidelines with respect to providing reasonable accommodations as required, affording equal employment opportunity to qualified disabled individuals. Reasonable accommodations will be provided by the employing department in a timely and cost effective manner. Employment opportunities shall not be denied because of the need to make reasonable accommodations to an individual's disability.

It is the responsibility of the individual employee or applicant to request accommodations from the Human Resources Manager. In all cases in which a reasonable accommodation is requested, the Institute representative receiving the request should comply with the ADA Employment Guidelines.

2. Students and Applicants for Student Status

The Institute shall not discriminate on the basis of disability in any academic program or activity associated with the Institute and will integrate students with disabilities into the Institute community to the fullest extent possible. Qualified applicants with disabilities will not be denied admission or subjected to discrimination in admission or recruitment to the Institute on the basis of their disability. In its recruitment efforts, the Institute shall not limit the number of persons with disabilities who may be admitted.

Applicants for admission may voluntarily self-identify as a person with a disability in the admissions process and will be routinely provided information on services available to students with disabilities at the Institute. A decision not to self-identify will not result in adverse treatment of the applicant but may result in accommodations not being provided.

In all cases in which a student or applicant for student status requests an accommodation based upon disability, advice and assistance may be sought for academic concerns from the Academic Dean's Office (570-837-1855 ext. 1127 or AcademicDean@pvbi.edu), or, for all non-academic concerns from the Director of Student Life's Office (570-837-1855 ext. 1124 or directorofstudentlife@pvbi.edu). Students and prospective students should be encouraged to contact The Director of Student Life's Office to secure information regarding services and accommodations that are available.

3. Institute Public Services

The Institute shall not discriminate on the basis of disability in any sponsored activity, program or service but will make such activities, programs and services available to persons with disabilities to the fullest extent possible.

It is the responsibility of Institute personnel and administrators responsible for activities, programs and services to respond to requests for accommodations by persons with disabilities seeking access to such activities, programs and services. In determining an appropriate response, advice and assistance may be obtained from the Public Relations Office (570-837-1855 ext. 1132 or by email at PROffice@pvbi.edu).

General questions about such services should be directed through the Public Relations Office (570-837-1855 ext. 1132 or by email at PROffice@pvbi.edu)

CONFIDENTIALITY

Disability-related documentation is to be treated as confidential and is not to be released to anyone outside the area to which it was submitted or outside the direct chain of command unless determined to be provided on a need-to-know basis to other Institute personnel.

RETALIATION

The Institute shall not retaliate against any individual for filing a charge of discrimination, opposing any practice or act made unlawful by the ADA, for participating in any proceeding under the ADA, or for exercising rights or aiding or encouraging any other person in the exercise or enjoyment of his rights under the ADA. If subject to retaliation based on disability, the individual should report such action to the appropriate Administrator or to the HR Manager, who will commence an immediate investigation into the allegation. Students with concerns over retaliation related to academics should contact the Academic Dean's Office; students with concerns over retaliation related to non-academics should contact the Director of Student Life; employees with concern over retaliation of any kind should contact the HR Manager.

HARASSMENT

It is the policy of the Institute to provide a professional environment for members of the Institute community. Harassment on the basis of any of the following is unlawful: race, color, gender, age, religion, national origin, citizenship, disability, or veteran status. If subjected to disability harassment, the individual should report such action to the appropriate Institute official—immediate supervisor, department chairperson, and appropriate administrator, or HR Manager—who will commence an immediate investigation into the allegation. If an individual has knowledge of disability harassment to another person or by another person, that individual should report such action to the appropriate person(s).

ROLES AND RESPONSIBILITIES

1. President: Has final authority for all decisions regarding the implementation of this policy.
2. Human Resources Manager: Is responsible for implementing procedures to provide for compliance with regard to employees and applicants for employment.
3. Director of Student Life: Coordinates non-academic disability-related support services and provides accommodations for enrolled qualified students with documented disabilities. Provides information on services for students with non-academic disabilities to potential students and their families and serves as a campus resource for matters concerning persons with non-academic disabilities. The Director of Student Life's Office serves as the main point of contact on issues related to non-academic ADA compliance for all students at the Institute. If a student makes a non-academic disability-related complaint to an employee, that person must notify the Director of Student Life's Office immediately so that the Director of Student Life's Office can ensure appropriate resolution of the complaint and, where appropriate, be involved in facilitating such resolution.
4. Academic Dean: Coordinates academic-disability support services and accommodations for enrolled qualified students with documented disabilities. Provides information on services for students with academic disabilities to potential students and their families. The Academic Dean's Office serves as the main point of contact on issues related to academic ADA compliance for all persons involved in providing class instruction at the Institute. If a student makes a disability-related complaint to a person involved in providing class instruction, that person must notify the Academic Dean's Office immediately so that the Academic Dean's Office can ensure appropriate resolution of the complaint and, where appropriate, be involved in facilitating such resolution.
5. Director of Operations and Director of Maintenance Department: Provides technical support on matters involving Institute facilities and premises and is responsible for monitoring accessibility of Institute facilities and premises by persons who are disabled. Monitors new construction and major repairs for compliance with codes and regulations.

CONTACT INFORMATION

The appropriate contact information depends on (1) the person with the disability and (2) the type of disability.

1. Students with an academic disability should contact the Academic Dean's Office. (Academy students should contact the Principal.)
 2. Students with any other disability should contact the Director of Student Life's Office.
 3. Employees with any disability should contact the Human Resources Manager.
- This policy applies to all employees. Student employees should seek assistance with the student policy addressing accommodations for students with disabilities under the ADA.

POLICY

1. The Americans with Disabilities Act (ADA), the Pennsylvania Civil Rights Act, and PVBI policy prohibit discrimination in employment against qualified individuals with disabilities. It is the policy of PVBI to provide reasonable accommodations when necessary for persons qualified under the ADA. These accommodations must be made in a timely manner and on an individualized and flexible basis.
2. It is the responsibility of the individual employee to identify him/herself as an individual with a disability when seeking an accommodation. It is also the responsibility of individual employees to document their disability (from an appropriately licensed professional) and to demonstrate how the disability limits their ability to perform the essential functions of their job or limits participation in programs or services of the Institute. Medical documentation will be kept confidential.
3. Employees must maintain institutional standards of performance, attendance, and conduct as specified by the department.
4. When a specific accommodation is not possible, would require a fundamental alteration, or would result in undue financial and administrative burdens, exceptions to the policy may be granted by an appropriate official. Requests for exceptions must be in writing. Whenever an exception is granted, the Institute will try to identify another accommodation that will not pose such a hardship.

5. *Fundamental Alteration*: A change to an Institute program or service may constitute a fundamental alteration if it alters the essential purpose of the program or service or any of its components. In situations where a fundamental alteration can be documented, the Institute will try to identify another accommodation that does not require a fundamental alteration.

6. *Undue Financial and Administrative Burdens*: Undue financial and administrative burdens are created when a proposed course of action causes significant difficulty or expense. Because an institution must consider all resources available when reviewing claims of undue financial and administrative burdens, the decision to invoke undue financial and administrative burdens should be carefully weighed and sufficiently documented. In situations where undue financial and administrative burdens can be documented, the Institute will try to identify another accommodation that does not pose an undue burden.

AREAS OF EMPLOYMENT ADDRESSED BY THIS POLICY

1. The performance of the essential functions of a position currently held by an employee or one being sought by a qualified employee or applicant.
2. The application and selection process in which employees and applicants participate.
3. Equal access to employee benefits and employment privileges such as training, facilities and Institute-sponsored events.

GENERAL PROVISIONS

All medical information or other information related to an individual's request for accommodation is confidential and should be maintained in the office of Human Resources.

PROCEDURES FOR REQUESTING AN ACCOMMODATION TO PERFORM THE ESSENTIAL FUNCTIONS OF A POSITION

1. The Americans with Disabilities Act of 1990, as amended, requires reasonable accommodation as a means of overcoming unnecessary barriers that prevent or restrict employment opportunities for otherwise qualified individuals with disabilities.
2. A person may request an accommodation to perform the essential functions of a position. This may be for the person's current position or a position for which the person is applying.
3. To begin the process of receiving an accommodation under the ADA, employees and applicants must submit a written request to the Human Resources Manager delineating the nature of the request, the reason it is required, desired outcomes of the request, including completion dates.
4. During the initial meeting with the Director of Human Resources, two things will be accomplished:
 - a. The Human Resources Manager will determine what documentation from a licensed professional is needed to support the employee's request for accommodation.
 - b. The responsibilities of the Institute and the employee will be clarified.
5. After reviewing the documentation and the facts of each request, the Human Resources Manager will determine if the employee is eligible for accommodations under the ADA.
6. The Human Resources Manager will review the essential functions of the job, the functional limitations of the disability, and the reasonableness of an accommodation. The Human Resources Manager will then facilitate a discussion with the supervisor/dean/chair and the employee to determine what accommodations may be reasonable.
7. The Human Resources Manager may seek advice from third-party experts when necessary. Only the Human Resources Manager will retain medical documentation, which will be kept in a separate confidential file and will share medical information on a need-to-know basis. Supervisors will be informed of the functional limitations and the accommodation.

8. It is the responsibility of the Human Resources Manager to determine the reasonable accommodation in a particular case after reviewing all the facts. The Human Resources Manager will outline the process for providing the accommodation, both verbally and in writing, to the employee and the department.
9. The employee is responsible for contacting the Human Resources Manager if reasonable accommodations are not implemented in an effective and timely manner or if the accommodations are not working. The Human Resources Manager will work with the employee and the department to resolve disagreements regarding recommended accommodations.
10. If an employee with a disability cannot be reasonably accommodated, continued employment will be considered on a case-by-case basis in accordance with state and federal laws.

PROCEDURES FOR REQUESTING AN ACCOMMODATION TO PARTICIPATE IN THE SELECTION PROCESS OR TO PARTICIPATE IN EMPLOYMENT-RELATED INSTITUTE PROGRAMS

1. A person with a disability, whether an employee or applicant, who needs an accommodation to participate in a selection process (such as a test or an interview) for an Institute position must contact the department that is administering the selection process to request an accommodation.
2. An employee who meets the definition of a person with a disability and who needs an accommodation to participate in an employment-related Institute program, event, or benefit must contact the department that is sponsoring or holding the program to request an accommodation.
3. The request for accommodation must come in a timely manner to allow the department to respond to the request.
4. The department that receives a request for an accommodation may contact the Human Resources Manager for assistance in determining if the individual is a person with a disability as defined by the ADA and, if so, for assistance in making a reasonable accommodation.
5. The department will document all requests for accommodations, responses to the requests, and forward any records to the Human Resources Manager.

GRIEVANCE POLICY FOR INSTITUTE EMPLOYEES

Grievances related to disabilities should proceed through the Grievance and Appeals Process written in the Faculty Handbook and the Staff Handbook.

POLICY

1. No qualified student or applicant for student status shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity which the Institute sponsors or operates. Benefits and services to the individuals with disabilities must be in the most integrated setting appropriate to the person's needs and be equally as effective or equivalent to those provided to other Institute students.
2. When a specific accommodation is not possible, would require a fundamental alteration, or would result in undue financial and administrative burdens, exceptions to the policy may be granted by an appropriate official. Requests for exceptions must be in writing. Whenever an exception is granted, the Institute will try to identify another accommodation that will not pose such a hardship.
3. *Fundamental Alteration:* A change to an Institute program or service may constitute a fundamental alteration if it alters the essential purpose of the program or service or any of its components. In situations where a fundamental alteration can be documented, the Institute will try to identify another accommodation that does not require a fundamental alteration.

4. *Undue Financial and Administrative Burdens:* Undue financial and administrative burdens are created when a proposed course of action causes significant difficulty or expense. Because an institution must consider all resources available when reviewing claims of undue financial and administrative burdens, the decision to invoke undue financial and administrative burdens should be carefully weighed and sufficiently documented. In situations where undue financial and administrative burdens can be documented, the Institute will try to identify another accommodation that does not pose an undue burden.

GENERAL PROVISIONS

All medical information or other information related to an individual's request for accommodation is confidential and should be maintained in the Director of Student Life's Office (for non-academic concerns) or Academic Dean's Office (for academic concerns).

PROCEDURES FOR REQUESTING ACCOMMODATIONS

The Director of Student Life's Office functions to provide information, reasonable accommodations and other assistance to students and applicants at PVBI with non-academic disabilities, while the Academic Dean's Office functions to provide information, reasonable accommodations and other assistance to students and applicants with academic disabilities. A student requesting accommodations must provide documentation from a case-appropriate licensed/certified professional to the Director of Student Life's Office for review and determination.

1. The Americans with Disabilities Act of 1990, as amended, requires reasonable accommodation as a means of overcoming unnecessary barriers that prevent or restrict enrollment opportunities for otherwise qualified individuals with disabilities.
2. A person may request an accommodation during either the application process or at any point during their tenure as a student at PVBI.
3. To begin the process of receiving an accommodation under the ADA, students and applicants for student status must submit a written request to the Academic Dean's Office (for academic-related concerns), or the Director of Student Life's Office (for non-academic-related concerns), delineating the nature of the request, the reason it is required, desired outcomes of the request, including completion dates.
4. A meeting will then be arranged by the respective office (Academic Dean's or Director of Student Life's Office). During the initial meeting with the respective administrators, two things will be accomplished:
 - a. The appropriate administrator will determine what documentation from a licensed professional is needed to support the student or applicant's request for accommodation.
 - b. The responsibilities of the Institute and the student or applicant for student status will be clarified.
5. After reviewing the documentation and the facts of each request, the appropriate administrator will determine if the student/applicant is eligible for accommodations under the ADA.
6. The appropriate administrator will review the essential requirements of the program or expectation, the functional limitations of the disability, and the reasonableness of an accommodation. The appropriate administrator will then facilitate a discussion with the supervisor/dean/chair and the student/applicant to determine what accommodations may be reasonable.
7. The appropriate administrator may seek advice from third-party experts when necessary. Only the Academic Dean's Office or the Director of Student Life's Office will retain medical documentation, which will be kept in a separate confidential file and will share medical information on a need-to-know basis. Supervisors/deans/directors will be informed of the functional limitations and the accommodation.
8. It is the responsibility of the appropriate administrator to determine the reasonable accommodation in a particular case after reviewing all the facts. The appropriate administrator will outline the process for providing the accommodation, both verbally and in writing, to the student/applicant and the department.

9. The student/applicant is responsible for contacting the appropriate administrator if reasonable accommodations are not implemented in an effective and timely manner or if the accommodations are not working. The appropriate administrator will work with the student/applicant and the department to resolve disagreements regarding recommended accommodations.

10. If a student/applicant with a disability cannot be reasonably accommodated, acceptance as a student, or continued enrollment will be considered on a case-by-case basis in accordance with state and federal laws.

GRIEVANCE PROCEDURE FOR STUDENTS WITH DISABILITIES

Grievances related to disabilities should proceed through the Student Grievance Process written in the Student Handbook.

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:

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.

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 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 of the moving expense.
- Termination within or following two years: Refund one-third of the moving expense.

RENTAL OF PENN VIEW FACILITIES

Special Events Policies & Information

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 (except for the ball fields and Student Life Center [lower level]). The fee schedules below are not for the general public.

MILLER DINING CENTER

- A. Schedule and confirm date(s) of the event with the Director of Operations.
- B. Wedding receptions for immediate family of staff members or staff members themselves will have **no charge** for that day, provided that the event will fit within the school activity schedule. If an additional day is needed for decorating, please confer with the Director of Operations regarding the Dining Center availability.
 1. 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).
 2. Bridal showers, baby showers, sales events, etc. are not free.
 3. Renter must clean-up and replace tables and chairs in original position.
- C. Funeral meals for immediate family of staff members or staff members themselves will have **no charge** for that day. Renter must clean-up and replace tables and chairs in original positions.
- D. PVBI/CA Class activities will have a charge of \$25.00. Renter must clean-up and replace tables and chairs in original positions.
- E. 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.

 1. Dining area only
\$75.00 per day
 2. Dining area with basic kitchen, cooler, and freezer* (no kitchen equipment: e.g. stoves, etc.)
\$100.00 per day
* Provided the cooler and freezer are available at the time of the event.
 3. Dining area, full kitchen (equipment included except for dish washer and extra-large mixer), as well as cooler and freezer*
\$150.00 per day
* Provided the cooler and freezer are available at the time of the event.
- F. Those renting must set up the tables and chairs in the formation desired and then return them to their original positions/locations and clean up. All trash must be bagged and placed inside the dumpster.
- G. Approximately 25 tables and 150 chairs are available at the Miller Dining Center. If extra tables and chairs are needed, it is the responsibility of the renter to obtain them.
- H. 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.

BANQUET ROOM

- A. Schedule and confirm date(s) of the event with the Director of Operations.
- B. Fee Schedule:

In addition to the fees below, a \$50 security deposit must be submitted. This refundable deposit is held to ensure the Banquet Room is cleaned-up following your event. In the event the room is not properly cleaned, you will forfeit this deposit. Rental for the Banquet Room is \$75.00 per day. Inclusion of the stage and piano requires an additional \$50.
- C. Any change in arrangement of furnishings must be approved by the Director of Operations. If changes have been approved, the renter is responsible to setup and to return the room to the original configuration. The renter is responsible for all clean up. All trash must be bagged and placed inside the dumpster.
- D. Up to 10 tables and 80 chairs are available at the Banquet Room.
- E. Any damage incurred to the room, tables, chairs, décor, etc. due to neglect or abuse is the financial responsibility of the one renting the facility.

STUDENT LIFE CENTER (LOWER LEVEL)

- A. Schedule and confirm date(s) of the event with the Director of Student Life.
- B. Events will only be scheduled during breaks in the school calendar.
- C. Fee Schedule:

In addition to the fees below, a \$50 security deposit must be submitted. This refundable deposit is held to ensure that the clean-up following your event is complete. Failure to do so will forfeit the deposit.

 - 1. Gymnasium: \$50 per hour or part of an hour (no food or drinks in gym, except bottled water)
 - 2. Activity Room: \$75.00 per day
 - 3. Café/Kitchen:
 - Sitting area only
\$75.00 per day
 - Sitting area with basic kitchen, cooler, and freezer* (no kitchen equipment: e.g. stoves, etc.)
\$100.00 per day
* Provided the cooler and freezer are available at the time of the event.
 - Sitting area, full kitchen, as well as cooler and freezer*
\$150.00 per day
* Provided the cooler and freezer are available at the time of the event.
- D. Any change in arrangement of furnishings must be approved by the Director of Student Life. If changes have been approved, the renter is responsible to setup and to return the room to the original configuration. The renter is responsible for all clean up. All trash must be bagged and placed inside the dumpster. The renter is not allowed to move the bleachers. When in the closed position, no one is allowed to sit on the bleachers.
- E. The Café has 10 tables and 46 seats in the sitting area and 16 seats in the study area.
- F. Any damage incurred to any of the rooms, equipment or furnishings due to neglect or abuse is the financial responsibility of the one renting the facility.

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.

- A. Fee Schedule:
 - 1. Auditorium area only.
\$50.00 per day plus, security deposit and liability insurance.
 - 2. Auditorium and kitchen area only.
\$100.00 per day plus, security deposit and liability insurance.
- B. During the school year, no event will be scheduled. Funeral meals will be considered on a case-by-case basis.
- C. Those renting are responsible for the initial set-up prior to the event as well as final clean-up following the event. All trash must be bagged and placed inside the dumpster.
- D. 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.
- E. Renting the Elementary School auditorium does not include tables and chairs. If you need tables and chairs, you are responsible to secure them.
- F. Any damage incurred to PVCA elementary equipment or furniture due to neglect or abuse is the financial responsibility of the one renting the facility.

RESIDENT HALLS

- A. Schedule and confirm date(s) of the event with the Director of Student Life.
- B. Specify the number of rooms needed for your event.
- C. Fee Schedule:
 - 1. Plank Hall (Men's Dorm):

\$20.00	per night (no linens)
\$25.00	per night (linens)
 - 2. Zechman Hall (Ladies' Dorm):

Non-Guest Rooms:	\$25.00	per night (no linens)
Guest Rooms:	\$35.00	per night (linens provided)
- D. At the beginning of a student's initial semester for that academic year, if a guestroom is available when a parent/guardian is bringing a child to school, we will waive the guestroom and meal charges for one night. Other than that, the normal guestroom and meal charges will apply.
- E. Any stay longer than 7 days must be approved by the Administration.

BALL FIELDS

- A. Schedule and confirm date(s) of the event with the Director of Student Life.
Note: No Sunday activities in recreational area.
- B. No specific fee is charged.

Exhibit J

Student Handbook

PENN VIEW BIBLE INSTITUTE

Student Handbook

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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 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.

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 *Student Handbook* contains current information, but its policies and programs are subject to change after the date of publication. It represents the relationship between Penn View and the constituents. It 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.

I. INTRODUCTION

A. 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, 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.

B. Mission Statement

The Mission of Penn View Bible Institute is

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*.

C. 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.

D. Institutional Goals

We seek to help the student:

Spiritually

- 1) To know Christ as personal Savior and to make a total consecration of one’s life to Christ in entire sanctification
- 2) To cultivate an increasingly intimate relationship with Christ and a holy character reflective of biblical teaching Him
- 3) To cultivate a love for the Bible as the Word of God, as the source of our knowledge of salvation, as the source of our worldview, and as the guide for holy living a holy life in this present world.

Intellectually

- 1) To understand basic Bible content and doctrine
- 2) To construct a biblical worldview
- 3) To obtain general knowledge and to develop intellectual skills of inquiry, analysis, critical thinking, written and oral communication, and ethical reasoning
- 4) To establish an adequate intellectual foundation for professional ministry

Socially

- 1) To become effective in the cultivation of interpersonal relationships
- 2) To develop communication skills, professional courtesy, and a culture of mutual understanding

- 3) To become a responsible member of social structures such as family, church, nation, and world

Practically

- 1) To apply the biblical worldview in problem-solving and in decision-making that includes seeking divine guidance

- 2) To achieve entry-level proficiency in professional Christian service
- 3) To develop commitment to lifelong learning

II. 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.

A. 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.

1. 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 Social Deans and/or School Nurse give 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 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.

2. Chapel Attendance

- 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.

B. Schedules

1. Schedule of Classes

The general pattern is as follows. See the current Schedule of Classes for fuller detail.

Class	7:10 am	8:30 am
Class	8:40 am	10:00 am
Chapel	10:15 am	11:05 am
Class	11:10 am	12:30 pm
Lunch	12:30 pm	1:00 pm
Class	1:10 pm	2:05/2:30 pm
Class	2:10/2:35	3:15/3:35 pm
Class	6:30 pm	9:10 pm

Dormitory Schedule

Breakfast	Mon	7:30 am	8:00 am
	Tue-Fri	6:30 am	7:00 am
	Sun	8:00 am	8:30 am
Continental Breakfast	Mon-Sun	7:00 am	9:00 am
Classes Begin	Tue-Fri		7:10 am
Chapel			10:15 am
Lunch		12:30 pm	1:00 pm
Classes Resume			1:10 pm
Dinner Served	Mon-Sat	5:00 pm	5:30 pm
Group Devotions	Mon, Tue, Thu		10:00 pm
Prayer Meeting	Wed		7:00/7:30 pm
Study Hours	Mon-Thu	7:30 pm	10:00 pm
Prepare to Retire		10:30 pm	11:00 pm
Lights Out			11:00 pm

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.

C. 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* and in the *Manual of Doctrine and Government of the God's Missionary Church*.

D. 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.

E. 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.

F. 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.

III. VIRTUE (MORAL PURITY)

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.

The Administration has established guidelines to enhance and safeguard your social life.

A. 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.

1. Male Female Relationships

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. A great way to develop relationships and gain privileges is with a group of five. 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.

2. Public Area Policy

Men and women students are encouraged to fellowship in the common areas. Fellowship is permitted during daylight hours in the outdoor common areas. The common areas include:

- Student Life Center Café, gymnasium, fitness center (Activity room requires a minimum group of three when both men and women are present.)
- Gazebos and sitting areas on lower campus
- Area around the pond

- Lower campus parking areas

Men and women students are permitted to walk together to and from the campus public buildings. Otherwise, one male and one female student may not be together alone at any time without special permission. This applies to both on and off campus.

B. 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.

1. Commuting Student Dating Policies

- 1) All on-campus special privileges are permitted by *special permission* of the Director of Student Life 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) At all times students are forbidden from holding hands, embracing, kissing, or in any way engaging in the physical expression of affection.
- 4) Communication/messages may not be passed by any means during class time.
- 5) A new dating relationship will not be given on-campus privileges until after a new student has been enrolled for at least six weeks.
- 6) A student on Academic Probation will be restricted to one half of the dating privileges otherwise permissible.
- 7) A student under Disciplinary Probation will lose all dating privileges for a period of time decided by the Administrative Committee.
- 8) Dating couples may sit across the table from each other in the Dining Center.
- 9) No dating permission will be granted for divorced persons or for persons involved in a marriage annulment.

2. Dormitory Student 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 special privileges are permitted by special permission of the Social Deans in cooperation with the parents and are subject to the 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) Unless permission has been secured from the Social Dean, couples may not meet 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 policies upon arriving on campus, but at all times, conduct must be consistent with Christian principles.
 - Written permissions from parents and/or honor statements from students may extend for an entire semester; however, specified communication must be made for each occurrence.
 - Permissions should be obtained 24 hours before leaving campus.
 - Without special permission, the weekend 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" as stated on the Academic Calendar are not available.
 - Academic and/or Disciplinary Probation will also limit this permission.
- 5) 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.
- 6) Communication/messages 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 is restricted to one half of the dating privileges otherwise permissible.
- 9) 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.
- 10) Dating couples may, with permission from the Social Deans, have lunch time together. This is restricted to the regular lunch period unless special permission is granted because of work hours or employment. Couples will sit across the table from each other.
- 11) A one-hour on-campus dinner date may be requested for Tuesday evenings (5:00 - 6:00 p.m.) in the Dining Center. Prior permission must be secured from the Social Deans. Couples will sit across the table from each other.
- 12) Off-campus four-hour dates may be granted by the Social Deans as follows. Each date must be approved.
 - Students under 18 may have two per semester in the company of parents or an approved chaperone.
 - Students 18 - 20 may have one per week with an approved chaperone.
 - Students 21 and over may have one per week with no chaperone.
 - During chaperoned dates, couples must remain with the chaperone.
- 13) Students who are 18 to 20 years of age are permitted to meet at Sunday evening church services and sit together during the service in the first three rows. No riding together is permitted. Students 21 and over

may travel and sit together in Sunday evening services.

- 14) Dates at school banquets are in addition to those listed above.
- 15) No dating permission will be granted for divorced persons or for persons involved in a marriage annulment.

3. 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.

C. 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.

1. 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, tie clasps, and any 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) 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.
- 6) Shoes must be of the closed type at all times in public. Slides are not permitted.
- 7) Students will comply with the school dress code at all school functions. These include 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.

2. 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, form-fitting pants, shorts, swimming trunks, and other attire which is too thin or does not properly cover.
- 2) Shirttails must be tucked in unless specifically tailored to be worn out. Classroom dress code requires shirts to be tucked in.
- 3) Shirts must be long-sleeved or at least 3/4 length. If long sleeves are rolled up, they must remain below the elbow.
- 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) Students will wear dress slacks, dress shirt, and tie (unless contrary to personal convictions) to all classes and church services. In addition, a suit jacket, sweater, or sport coat will be worn to all Sunday church services. Tie clasps are not permitted. A minimum of dress pants and dress shirt is required for all other functions such as recitals, seminars, etc. where parents and/or the public is invited.

3. 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; if leggings are worn under the skirt, they must not show below the skirt length. Sleeves are to be below the elbow (at least 3/4 length).
- 2) Immodest and unacceptable apparel includes T-shirts, form-fitting shirts, slit skirts, slacks, and shorts. If wrap-around skirts are worn, they must be secured to prevent any immodesty.
- 3) Hose must be worn by all women. No other sock may be visible above the shoe top in the classroom, Chapel, or school functions that require dress clothes. Women are permitted to wear knee socks after school hours.
- 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 women are to refrain from cutting or trimming their hair and from plucking their eyebrows abnormally during both the school year and the vacation periods if they wish to continue as students at Penn View. This includes bangs.

- 7) Women must wear their hair up and contained in a simple and neat fashion. Hair must not hang down the back. 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 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 other functions such as recitals, seminars, etc. On all such occasions, jean skirts are not appropriate and should not be worn.

D. 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.

E. 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.

IV. 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.

A. Academic Programs

Penn View 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 *Catalog*.

B. Academic Policies

Academic Policies are also published in the *Catalog*. Many are repeated here in the *Student Handbook* for sake of clarity.

1. Classification of Students

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.

2. Grading System

The official grading system 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.

3. Quality Points

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).

4. Requirements for Graduation

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 *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 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.

5. Graduation Honors

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.

6. Examinations

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.

7. Academic Course Load

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).

8. Academic Probation

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.

9. At-Risk Student Assistance

At-Risk Students are directed to weekly sessions where a faculty member provides assistance towards better study skills.

10. Schedule Change

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 through sixth weeks	VWD
After the sixth week	F

After the sixth week, a grade of F is automatic unless there are circumstances that necessitate such withdrawal.

11. Withdrawal from School

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.

12. Auditing of Courses

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.

13. Transfer of Credit

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.

Requests for transfer credits from unaccredited institutions will be considered based on review of faculty credentials, syllabi, and the success of other students from that institution. Such transfers would be accepted provisionally until the student completes 15 course hours at Penn View Bible Institute with a Grade Point Average of 2.0.

No more than 15 hours of correspondence work from a recognized school may be applied on a diploma program.

14. Transcripts

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 \$5.00 each. No transcript can be

sent until all financial obligations have been met or satisfactory arrangements made with the Director of Finance.

C. 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.

D. 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.
- 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:

Non-Music Majors	2.5 hours/week
Music Majors:	
Applied Major	5.0 hours/week
Applied Minor	2.5 hours/week

E. Library Policy

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 one library that serves the High School and the Institute.

The Penn View Bible Institute library has been designed as a place conducive for research, study and relaxation. Penn View librarians are available to help you use library resources and services. The library has developed the following values and policies for you to help us continue maintaining a library that is conducive to research, study and relaxation:

1. Library Values

- Students are asked to follow institutional policies that apply to the library and its services.
 - Members of the opposite sex are not to sit beside each other on library couches.
 - Students must observe the institution's technology policy when using library technology.
 - High School classroom policies apply to library study halls, including no cell phone use.
- Students will be expected to respect fellow library patrons as well as library personnel.
 - Students need to maintain a quiet voice in the library.
 - Refusing to respect fellow students and/or library personnel may result in you being asked to leave the library, as well as, a report of your conduct given to appropriate administration.
- Students will be expected to practice the principles of Christian stewardship by responsibly using, maintaining and returning library equipment and resources.
 - All library resources that you wish to use outside the library must be checked out to you.
 - When you borrow library resources you are responsible to return them on time and in good condition. Fines/fees apply for cases where this doesn't happen.
 - No eating or drinking around library technology.

2. Library Hours

Monday		8:00 a.m.	4:00 p.m.
Tuesday Friday		8:00 a.m.	4:45 p.m.
Monday, Thursday	Tuesday,	7:30 p.m.	10:00 p.m.
Wednesday		8:30 p.m.	10:00 p.m.

Saturday

1:30 p.m.

4:30 p.m.

- The library will close for chapel on Tuesday and Friday from 10:15 a.m. - 11:05 a.m.
- The library will close during campus events as approved by the librarian.

3. Library Checkout Policies

- General collection resources and periodical back issues may be checked out for a two-week time period.
- Reserve collection resources may be checked out for twenty-four hours, unless otherwise indicated by faculty.
- Reference, archive and current periodical resources are only available for use inside the library.
- General and reserve collection resources may be renewed as long as no hold has been placed on the resource. Renewals may be made over the phone as well as in person.
- Library patrons may put a hold on a library resource that is currently checked out to them—this may be done in person or over the phone. A library resource cannot be renewed by the current borrower if a hold has been placed on the resource. In the case of multiple holds on a resource, faculty has priority. Otherwise, priority is based on a first come basis.

4. Library Fine/Fee Policies

General collection and periodical resources	15¢ per day fine
Reserve collection resources	\$1.00 per hour fine
Copies	5¢ per side

- Library patrons cannot borrow any library resources until all library fines are paid.
- 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. Any library patron who loses or damages a book must pay a replacement fee before borrowing any more library resources.

5. Library Disciplinary Procedures

- Step 1** The library worker will come to you and tell you how you are being disruptive and kindly ask you to stop
- Step 2** If you continue, this will be considered your first offense and you will be asked to leave the library for the day and will take a disruption slip with you to be signed by the social dean if you are on-campus and the academic dean if you are off-campus. You will not be allowed back in the library until the library has a signed copy of your disruption slip.
- Step 3** If there is a second offense you will not be allowed back in the library for a week and must follow the same procedures explained in Step 2.
- Step 4** If there is a third offense you will not be allowed back in the library for the rest of the semester except as agreed on by the Director of Student Life and Academic Dean.

V. 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.

A. 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.

1. 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:

- Warnings to the individual student
- Points
- Contact with parents as permission has been granted.
(for those under 21)
- Issuance of Demerits
- Room Restricted (Boarding Students)
- Probation
- Probation
- Suspension
- Expulsion

These are explained in fuller detail below.

2. 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, Director of Student Life, 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 are filed in the Registrar’s Office and remain a part of the permanent record unless removed by vote of the administration. (No more than

two 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.

a) Demerits, Types of Offenses

Demerits may be received by accumulating a number of lesser offenses. However, demerits will also be administered 1) for offenses that are more serious 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
- Women cutting or trimming hair
- Disrespect for authority
- Lying

b) Demerits, Penalties

When a student accumulates 10 demerits he is placed on probation. If 20 demerits are accumulated, the student is suspended from classes for one week. If the accumulated demerits reach 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**.)

3. 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.

a) 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.

b) Probation, Particular Explanations

When a student is placed on probation, his parents may be 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.

4. 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.
- 3) The absences resulting from suspension will be 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.

a) 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

B. 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)
 - 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. 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**.

C. 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 should park in the designated parking areas around 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 Director of Operation's Office without permission from the person in whose name the vehicle is registered in the Director of Operation'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.

D. Dormitory Decorum

1. Dormitory Life

Dormitory life is directed and supervised by the Director of Student Life, 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.

2. Student Oversight

All students of PVBI under age 25 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.

3. 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.

4. 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.

5. Visitors in Dormitory

No student may receive a visitor or visitors without first receiving permission from his/her Social Dean. (Commuting 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 women's dorm and female students may not call at or enter the men's dorm without first securing permission from their respective Social Dean.

6. Music in Dormitory

It is a special privilege for students to be permitted to have personal radios, CD players, Mp3 players, Bluetooth speakers, 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 devices 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 any device 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 devices must be turned off at 10:00 p.m., except on Friday and Saturday.

7. 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.

8. 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 7:30 to 10:00 p.m.
- 2) Wednesday evening services and whenever services are held in the Tabernacle 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.
- 4) Students may be granted permission to study together quietly. This permission must be secured from the Social Dean.
- 5) 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.
- 6) 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.
- 7) 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. The Juniors and Seniors who are not on academic probation, Sophomores who are maintaining at least a 3.0 cumulative average and Freshman who by their first semester have a 3.0 cumulative average may choose whether or not they would observe study hours. If a student is below a 2.0 average during a semester, he or she may lose the privilege. This policy will be managed by the Registrar's office in conjunction with the Director of Student Life.
- 8) Students who wish to study in the library during evening study hours must receive permission and a commuting slip from the Resident Assistant. Students may only go directly to the library and back and must remain in the library, except to go to the restroom or to return to the dormitory.

9. 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.

10. 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.

11. 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. Men are not to loiter at or near the entrance to the women's 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 Residence Halls by approval of the Director of Student Life, 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. Saturday through Thursday

and 11:00 p.m. Friday, 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 group devotions begins at 10:00 p.m. All students must be in their rooms by 10:45 p.m. Saturday through Thursday Lights must be out at 11:00 p.m. All students must be in their room by 11:30 p.m. on Friday, with lights out at 12:00 a.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) Male and Female students may not exchange personal laundry.

12. 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 RA's. 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 RA's 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) Students on Academic Probation will not be permitted to initiate a phone call during study hours.
- 8) Cell phone policy abuse could result in restriction of cell phone privileges.
- 9) The following disciplinary procedures may be followed for cell phone privilege abuse:
 - 1st Offense: Cell phone will be confiscated for a week during the night hours.
 - 2nd Offense: Cell phone will be confiscated for a week around the clock.

3rd Offense: Cell phone will be confiscated for a month around the clock.

4th Offense: Cell phone will be confiscated for the rest of the semester.

13. Off-Campus Short Trips, Dormitory Students

- 1) Students who 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 cannot 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) Requests for Friday evening or Saturday must be approved before 6:00 p.m. Friday.

14. 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 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.
- 7) Students may not leave the dorm from 11:00 pm to 5:00 am for any reason without special permission from the social deans.

15. 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 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.

A. 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.
- 10) Work students must maintain a 2.0 Grade Point Average to continue on the Work Scholarship Program.

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 pay-check 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 *Catalog*.

B. 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 Vaedictorian, but you can be a blessing.

VII. 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.

A. 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 School revivals are conducted each year along with an area IHC. 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.

B. 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.

C. 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.

D. 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 male students and female students via note-passing or other means is definitely forbidden.

E. Church Attendance

Christian Education is hardly complete without regular involvement in a local church.

1. Church Attendance, Commuting Students

We encourage all students to attend worship and church services regularly.

2. 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. Men will sit on one side and women 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. During severe weather, students may be permitted to stay in the dorm or attend the local Mountain Road church.
- 9) Cell phones must be turned *off* during church services unless being used to read the Bible/sermon notes.

3. Special Services

A variety of special services are scheduled during the school year. Among these are the Inter-Church Holiness Convention, Christmas Musical, 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.

F. 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.

G. 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 devices 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**.

VIII. 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.

A. 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	(Mon – Sun.)	12:30 - 1:10 p.m.
Dinner	(Mon. – Sun.)	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 weekends. 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) 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.
- 11) Commuting students and guests who eat in the Dining Center may purchase a meal. Students will not be permitted to charge meals.

B. Class Organizations

Students 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.

1. Class Officers

The officers for each class shall consist of President, Vice-President, Secretary, Treasurer, Chaplain, Reporter, Student Government 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 Government Representative will represent the class in the Student Government.
- 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.

2. Class Organizational Guidelines

Organizational guidelines include:

- 1) To be eligible for class office a student must have good Christian character and testimony and maintain at least a "C" (2.0 cumulative grade point average); except entering Freshmen. If a person is on Academic Probation, he must decline any position or relinquish his position if already elected.
- 2) 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 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.

3. 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. All funds from class projects should be counted and verified by signature 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, 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. Annual reports of cash

balance, income, and expense, must be submitted to the Business Office prior to June 1.

- 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.

C. Student Government

The Penn View Student Government is a representative agency of the students in the Institute. The Student Government 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 Student Government will be organized as follows:

- 1) Student Government members must exhibit exemplary Christian character and testimony. 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.
- 3) Each class that is not already represented by one or more of the officers will elect one representative to the Student Government.
- 4) The Student Government members will be elected to serve a term of one year.
- 5) The Student Government sponsor is the Director of Student Life. The sponsor will exercise general oversight of the Student Government's operation.

D. 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.

E. Student Services

The mission of this department is to provide holistic student services for the purpose of enhancing student life in at least three different aspects: academically, spiritually, and socially so that students will demonstrate development towards an integrated Christian lifestyle.

The department oversees co-curricular student services designed to enhance student life which includes experiences and activities, academic support, interpersonal relationships, ethical and spiritual development, and wellness. Students are encouraged to get involved in the many opportunities at Penn View Bible Institute. This involvement can provide a rich source of new friendships, new ideas and skills, and an enlightened understanding of yourself and others.

The Office of the Director of Student Life is the place to go for general information on just about anything in student life. Questions about policies and procedures relating to student and campus life can be referred to this office. The Director of Student Life administrates the Dean of Men and Dean of Women to oversee campus and dorm life, plan activities, create and implement policy, facilitate student services and maintain healthy campus life. The Director of Student Life office works with all Institute departments to assist students with in- and out-of-class needs. The department provides the following services:

1. Student Advice

- 1) Student receives guidance, mentoring, and advice from a diversity of staff and faculty relating to personal, social, spiritual, and academic life.
- 2) Resident deans for Men's and Ladies dormitories are available for student mentoring involving all aspects of campus life.

2. Food Services

- 1) Nutritious foods served three times daily and a special snack for dorm students on Sunday evenings.

3. Student Activities

- 1) Intramurals: Organized in house team activities including volleyball, softball, basketball, football, and soccer.
- 2) Winters activities: Sledding, Ice Skating on campus pond.
- 3) Student Government program for handling student grievances, special student-oriented events throughout the year, student lounge vending machines.
- 4) Fall and Spring all-school picnic.
- 5) Spring Basketball games where the Institute men play the High School men.
- 6) Weekend volleyball and basketball available for dorm students in Student Life Center.
- 7) Activity Room: Dedicated student lounge for social interaction, relaxation, and table games.
- 8) Church Attendance: Student opportunities to attend a variety of local churches in our area. This allows students to observe the dynamic of worship, experience spiritual transformation, and interact within the context of Christian fellowship.

4. Health Services

- 1) Health Services: School nurse on call for medical needs.
- 2) Area Orientation: maps provided for new students detailing area medical services.
- 3) Evaluation: Survey polling student life, activities, and social interaction on campus.

5. Student Housing

- 1) Adequate student residential halls with furnished rooms, dedicated lounge and snack areas, laundry facilities, and internet access.
- 2) Resident deans and assistants provide pleasant, comfortable residential atmosphere.
- 3) It is our policy to comply with the Americans with Disabilities Act (ADA) of 1990 as amended, Section 504 of the Rehabilitation Act of 1973, and other applicable federal and state laws and regulations that prohibit discrimination on the basis of disability. It is our policy to respond to requests for accommodation(s) from qualified individuals and provide reasonable accommodations necessary to ensure equal access to employment, education opportunities, programs, services, and activities in the most integrated setting appropriate.
- 4) Any student requesting special accommodations for the resident hall may obtain the Verification of disability form from the Director of Student Life office or from the Registrar.

F. 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.

1. Student Ministries

- 1) InterServe: InterServe provides a variety of student led ministry opportunities for the utilization of skills learned in class.
- 2) Nursing Home: Opportunities for students to minister through music, speaking, and personal visitation to a specific age group.
- 3) Prayer Station: A Street ministry venue for students to pray with different individuals who stop by a prayer booth.
- 4) Children's Bible Club: Student children's ministries opportunities within the local church. (Kid's club, Sunday School classes, Youth activities, etc)
- 5) University Evangelism: Student opportunities to witness to, hand out gospel literature, street preach, and spiritually interact with students at a local college or university.
- 6) Tract distribution: Student gospel literature distribution in local communities assigned by the ministerial director in conjunction with evangelism classes.
- 7) Ministerial Association: Student opportunities for supply preaching and teaching within the context of the local church.
- 8) 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 faculty.
- 9) School Functions: These include 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.

G. 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 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. 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.

H. 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.

I. 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 men will open the door and allow the ladies 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.

IX. 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.

A. Americans with Disabilities Act (ADA)

Penn View Bible Institute (PVBI) provides equal opportunity for all qualified persons without regard to disability in the recruitment of, admission to, participation in, treatment in or

employment in the programs and activities operated and sponsored by the Institute in compliance with the Americans with Disabilities Act of 1990 (ADA) and other related federal and state law.

1. Definitions

An individual with a disability is any person who (1) has a physical or mental impairment which substantially limits one or more major life activity/activities, (2) has a record of such impairment(s), or (3) is regarded as having such impairment(s).

With respect to post-secondary services, a qualified individual with a disability is a person who meets the academic and other eligibility standards requisite to admission or participation in the recipient's education program or activity.

2. General Policy

It is the policy of Penn View Bible Institute to comply with the Americans with Disabilities Act (ADA) of 1990 as amended, Section 504 of the Rehabilitation Act of 1973, and other applicable federal and state laws and regulations that prohibit discrimination on the basis of disability. Section 504 and the ADA require that no qualified individual with an appropriately documented, disclosed disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the Institute, or be subjected to discrimination by the Institute. Consistent with the requirements of the ADA, opportunities afforded generally to PVBI students are equally afforded to students with disabilities. PVBI is committed to provide appropriate academic adjustments and auxiliary aids and services necessary to afford an individual with a disability an equal opportunity to participate in its programs.

It is the policy of PVBI to respond to requests for accommodation(s) from qualified individuals and provide reasonable accommodations necessary to ensure equal access to employment, education opportunities, programs, services, and activities in the most integrated setting appropriate.

In regard to students and applicants for student status, PVBI shall not discriminate on the basis of disability in any academic program or activity associated with the Institute and will integrate students with disabilities into the Institute community to the fullest extent possible. Qualified applicants with disabilities will not be denied admission or subjected to discrimination in admission or recruitment to the Institute on the basis of their disability. In its recruitment efforts, the Institute shall not limit the number of persons with disabilities who may be admitted.

Applicants for admission may voluntarily self-identify as a person with a disability in the admissions process and will be routinely provided information on services available to students with disabilities at the Institute. A decision not to self-identify will not result in adverse treatment of the applicant but may result in accommodations not being provided.

In all cases in which a student or applicant for student status requests an accommodation based upon disability, advice and assistance may be sought for academic concerns from the Academic Dean's Office (570-837-1855 ext. 1127 or AcademicDean@pvbi.edu), or, for all non-academic concerns from the Director of Student Life Office (570-837-1855 ext. 1146 or DeanofStudents@pvbi.edu). Students and prospective students should be encouraged to contact Director of Student Life Office to secure information regarding services and accommodations that are available.

3. Confidentiality

Disability-related documentation is to be treated as confidential and is not to be released to anyone outside the area to which it was submitted or outside the direct chain of command unless determined to be provided on a need-to-know basis to other Institute personnel.

All medical information or other information related to an individual's request for accommodation is confidential and should be maintained in the Director of Student Life Office (for non-academic concerns) or Academic Dean's Office (for academic concerns).

4. Retaliation

The Institute shall not retaliate against any individual for filing a charge of discrimination, opposing any practice or act made unlawful by the ADA, for participating in any proceeding under the ADA, or for exercising rights or aiding or encouraging any other person in the exercise or enjoyment of his rights under the ADA. If subject to retaliation based on disability, the individual should report such action to the appropriate Administrator or to the HR Manager, who will commence an immediate investigation into the allegation. Students with concerns over retaliation related to academics should contact the Academic Dean's Office; students with concerns over retaliation related to non-academics should contact the Director of Student Life; employees with concern over retaliation of any kind should contact the HR Manager.

5. Harassment

It is the policy of the Institute to provide a professional environment for members of the Institute community. Harassment on the basis of any of the following is unlawful: race, color, gender, age, religion, national origin, citizenship, disability, or veteran status. If subjected to disability harassment, the individual should report such action to the appropriate Institute official—immediate supervisor, department chairperson, and appropriate administrator, or HR Manager—who will commence an immediate investigation into the allegation. If an individual has knowledge of disability harassment to another person or by another person, that individual should report such action to the appropriate person(s).

6. Specific Policies

- 1) No qualified student or applicant for student status shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity which the Institute sponsors or operates. Benefits and services to the individuals with disabilities must be in the most integrated setting appropriate to the person's needs and be equally as effective or equivalent to those provided to other Institute students.
- 2) When a specific accommodation is not possible, would require a fundamental alteration, or would result in undue financial and administrative burdens, exceptions to the policy may be granted by an appropriate official. Requests for exceptions must be in writing. Whenever an exception is granted, the Institute will try to identify another accommodation that will not pose such a hardship.
- 3) Fundamental Alteration: A change to an Institute program or service may constitute a fundamental alteration if it alters the essential purpose of the program or service or any of its components. In situations where a fundamental alteration can be documented, the Institute will try to identify another accommodation that does not require a fundamental alteration.

- 4) Undue Financial and Administrative Burdens: Undue financial and administrative burdens are created when a proposed course of action causes significant difficulty or expense. Because an institution must consider all resources available when reviewing claims of undue financial and administrative burdens, the decision to invoke undue financial and administrative burdens should be carefully weighed and sufficiently documented. In situations where undue financial and administrative burdens can be documented, the Institute will try to identify another accommodation that does not pose an undue burden.

7. Procedures For Requesting Accommodations

The Director of Student Life Office functions to provide information, reasonable accommodations and other assistance to students and applicants at PVBI with non-academic disabilities, while the Academic Dean's Office functions to provide information, reasonable accommodations and other assistance to students and applicants with academic disabilities. A student requesting accommodations must provide documentation from a case-appropriate licensed/certified professional to the Director of Student Life Office for review and determination.

- 1) The Americans with Disabilities Act of 1990, as amended, requires reasonable accommodation as a means of overcoming unnecessary barriers that prevent or restrict enrollment opportunities for otherwise qualified individuals with disabilities.
- 2) A person may request an accommodation during either the application process or at any point during their tenure as a student at PVBI.
- 3) To begin the process of receiving an accommodation under the ADA, students and applicants for student status must submit a written request to the Academic Dean's Office (for academic-related concerns), or the Director of Student Life Office (for non-academic-related concerns), delineating the nature of the request, the reason it is required, desired outcomes of the request, including completion dates.
- 4) A meeting will then be arranged by the respective office (Academic Dean's or Director of Student Life Office). During the initial meeting with the respective administrators, two things will be accomplished:
 - a) The appropriate administrator will determine what documentation from a licensed professional is needed to support the student or applicant's request for accommodation.
 - b) The responsibilities of the Institute and the student or applicant for student status will be clarified.
- 5) After reviewing the documentation and the facts of each request, the appropriate administrator will determine if the student/applicant is eligible for accommodations under the ADA.
- 6) The appropriate administrator will review the essential requirements of the program or expectation, the functional limitations of the disability, and the reasonableness of an accommodation. The appropriate administrator will then facilitate a discussion with the supervisor/dean/chaire and the student/applicant to determine what accommodations may be reasonable.
- 7) The appropriate administrator may seek advice from third-party experts when necessary. Only the Academic Dean's Office or the Director of Student Life Office will retain medical documentation, which will be kept in a separate confidential file and will share medical information on a need-to-know basis. Supervisors/deans/directors will be

informed of the functional limitations and the accommodation.

- 8) It is the responsibility of the appropriate administrator to determine the reasonable accommodation in a particular case after reviewing all the facts. The appropriate administrator will outline the process for providing the accommodation, both verbally and in writing, to the student/applicant and the department.
- 9) The student/applicant is responsible for contacting the appropriate administrator if reasonable accommodations are not implemented in an effective and timely manner or if the accommodations are not working. The appropriate administrator will work with the student/applicant and the department to resolve disagreements regarding recommended accommodations.
- 10) If a student/applicant with a disability cannot be reasonably accommodated, acceptance as a student, or continued enrollment will be considered on a case-by-case basis in accordance with state and federal laws.

8. Roles and Responsibilities

- 1) President: Has final authority for all decisions regarding the implementation of this policy.
- 2) Human Resources Manager: Is responsible for implementing procedures to provide for compliance with regard to employees and applicants for employment.
- 3) Director of Student Life: Coordinates non-academic disability-related support services and provides accommodations for enrolled qualified students with documented disabilities. Provides information on services for students with non-academic disabilities to potential students and their families and serves as a campus resource for matters concerning persons with non-academic disabilities. The Director of Student Life Office serves as the main point of contact on issues related to non-academic ADA compliance for all students at the Institute. If a student makes a non-academic disability-related complaint to an employee, that person must notify the Director of Student Life Office immediately so that the Director of Student Life Office can ensure appropriate resolution of the complaint and, where appropriate, be involved in facilitating such resolution.
- 4) Academic Dean: Coordinates academic-disability support services and accommodations for enrolled qualified students with documented disabilities. Provides information on services for students with academic disabilities to potential students and their families. The Academic Dean's Office serves as the main point of contact on issues related to academic ADA compliance for all persons involved in providing class instruction at the Institute. If a student makes a disability-related complaint to a person involved in providing class instruction, that person must notify the Academic Dean's Office immediately so that the Academic Dean's Office can ensure appropriate resolution of the complaint and, where appropriate, be involved in facilitating such resolution.
- 5) Director of Operations and Director of Maintenance Department: Provides technical support on matters involving Institute facilities and premises and is responsible for monitoring accessibility of Institute facilities and premises by persons who are disabled.

9. Grievance Procedure For Students With Disabilities

Grievances related to disabilities should proceed through the Student Grievance Policy and Procedure written in this Student Handbook.

10. Contact Information

Students with an academic disability should contact the Academic Dean's Office.

Students with any other disability should contact the Director of Student Life Office.

B. Family Educational Rights And Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to education records.

- 1) The student's right to inspect and review his/her education records within 45 days after the day Penn View Bible Institute (PVBI) receives the request for access.

A student should submit to the registrar a written request that identifies the record(s) the student wishes to inspect. The registrar will make arrangements for access and notify the student of the time and place where the records may be inspected.

- 2) The right to request the amendment of education records that the student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA.

A student who wishes to ask PVBI to amend a record should write the registrar, clearly identify the part of the record the student wants changed and specify why it should be changed.

If PVBI decides not to amend the record as requested, the Institute will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

- 3) The right to consent to disclosures of personally identifiable information.

PVBI discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by Penn View Bible Institute in an administrative, supervisory, academic, research or support staff position; or a person serving on the Board of Directors. A school official also may include a volunteer or contractor outside of PVBI who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and

maintenance of personally identifiable information from education records, such as an attorney, auditor or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for PVBI.

- 4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Institute to comply with the requirements of FERPA.

Written complaints or requests for additional information about FERPA should be submitted to the following address:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-5920

- 5) The following information is considered directory information.

The following information may be released without students' specific consent. Students may request in writing that this information be withheld, but they should understand that doing so may keep the Institute from assisting the student by automatically issuing information such as enrollment verifications for insurance purposes.

Full Name
Previous Name
Citizenship
Photograph
Gender
Address (local, home, email)
Residence Status
Enrollment Status
Advisor
Degree Program
Dates of Degrees
Expected Graduation Date
Student Standing
Dates of Attendance
Scholarship Types
Date and Place of Birth
Telephone Listings
Most Recent School Attended
Degrees and Awards Received
Participation in Officially Recognized Activities

X. MISCELLANEOUS

A. 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.

B. Winter 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.

C. Telephone

The official telephone numbers of Penn View Bible Institute are:

Main Office (and all extensions)	(570) 837-1855
Fax	(570) 837-1865

D. Personal Property

The school is not responsible for loss or theft of personal property in school facilities.

E. Publications

The *Pennorama* is the school yearbook. It is produced and edited by students with faculty and staff supervision. The following policy regards Senior Pictures for the yearbook:

- 1) Pictures must be submitted digitally.
- 2) The senior must be in dress clothes (no denim) and in compliance with the dress code as in the Student Handbook. Males must wear a suit jacket and tie.
- 3) The picture must be a portrait shot (chest and up).
- 4) There are to be no props in the picture.
- 5) The picture must not be faded to a lighter color on the edges.
- 6) With the exception of the photographer's mark, text is not to be included on the front of the picture.
- 7) The picture should be taken professionally. If the student requests, the senior picture taken by the school photographer may be used.

- 8) All pictures will be reviewed by the Administrative Committee.
- 9) A deadline to submit a senior picture will be established. If the picture has not been submitted by that date, the senior picture from the school photographer will be used.

F. 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	President
Faculty and Staff	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 Academic Dean. 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 Director of Student Life. If the student is still unhappy, he may speak with the Director of Operations, and then 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.

G. Student Grievance Process

Penn View Bible Institute offers a process through which students have opportunity to resolve any grievances. 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.

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.

1. Academic Grievances

Problems relating to academics and the classroom should first be taken to the professor involved. The next step would be to approach the Academic Dean. If the student is still unhappy, he may speak with the President. In the event the student is uncomfortable discussing the problem with Professor, he or she may proceed to step Two. Steps for working through this process are outlined as follows:

Step One

- 1) Student requests a meeting with his/her professor to discuss their problem.
- 2) Professor investigates the problem and provides a response to the student within five working days.
- 3) If student is not satisfied with resolution, he or she may proceed to next step.

Step Two

- 1) A written grievance is prepared by student and submitted to Academic Dean.
- 2) The Academic Dean reviews grievance and works to resolve situation and responds to the student by providing a written response within five working days.
- 3) The Academic Dean may either support or reverse the answer given in step one.
- 4) Student may proceed to step three if response does not satisfy the student.

Step Three

- 1) A written grievance is prepared by student and submitted to the President. The President further investigates and returns a written response within ten working days.
- 2) The President and/or Administrative Committee may either support or reverse the answer given in step two.
- 3) The President and/or Administrative Committee reflects the final decision of Penn View Bible Institute.

2. General Grievances

Problems relating to the dormitory should be directed to the Social Deans; the next step would be the Director of Student Life. Problems relating to the work program should be directed to the Work Program Director. If the student is still unhappy, he or she may speak with the department administrator, and eventually the President. In the event the student is uncomfortable talking with the immediate supervisor, he or she may go directly to the department administrator.

If the grievance is not work program or dormitory related, the student may go directly to step three and speak with the department administrator.

At the President's discretion, the problems may be referred to the Administrative Committee.

Step One

- 1) Student requests a meeting with his/her social dean to discuss their problem.
- 2) The Social Dean investigates the problem and provides a response to the student within five working days.
- 3) If student is not satisfied with the resolution, he or she may proceed to next step.

Step Two

- 1) A written grievance is prepared by student and submitted to Director of Student Life.
- 2) The Director of Student Life reviews grievance and works to resolve situation and responds to the student by providing a written response within five working days.
- 3) The Director of Student Life may either support or reverse the answer given in step one.
- 4) Student may proceed to step three if response doesn't satisfy the student.

Step Three

- 1) A written grievance is prepared by student and submitted to the Department Administrator.
- 2) The Department Administrator reviews grievance and works to resolve situation and responds to the student by providing a written response within five working days.
- 3) The Department Administration may either support or reverse the answer given in step two.
- 4) Student may proceed to four if response doesn't satisfy the student.

Step Four

- 1) A written grievance is prepared by student and submitted to the President. The President further investigates and returns a written response within ten working days.
- 2) The President may either support or reverse the answer given in step two.
- 3) The President and or Administrative Committee reflect the final decision of Penn View Bible Institute.

Every student's concern, complaint, problem, and grievance are important to the staff, faculty, and administration of Penn View Bible Institute. Each grievance shall be resolved in a timely fashion and as close to the source as possible.

XI. 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.

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Exhibit K

Christian Service Manual

Penn View Bible Institute

Christian Service Manual



Ministry that Transforms

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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 exists 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,

Stefan Paulus
Director of Christian Service Learning

Christian Service Learning Contact Information

Stefan Paulus
Director of Christian Service Learning

stefan.paulus@pvbi.edu
(570) 837-9581

Christian Service Learning: Its Purpose

Mission Statement:

Christian Service Learning (CSL) provides students with opportunities to minister and live out servanthood in the local church and community and an opportunity to report and reflect on those experiences among their peers.

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 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.
- 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. The President of the committee is appointed, from the student body, by the Director of CSL and the Academic Dean.

Students are voted into these positions.

- 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 for those enrolled in more than 6 credit hours per semester.

If you are involved in an internship program or student teaching 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).

P = Meets minimal requirements

F = Does not meet minimal requirements

CSL Assignment Report

(20 hours per semester)

Report forms are to be turned in the **second** 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.

Date: Year: _____ **Semester (circle one):** SPRING FALL

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	_____	Literature	_____
Opportunities	_____	Distributed	_____
Prayer Station	_____		

Music Information

Played Piano	_____	Sang in Choir	_____
Special Music	_____	Lead Singing	_____
Other	_____		

Effects of Ministry

Professions of Faith	_____
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Exhibit L

Student Services

Handbook

PENN  **VIEW**
BIBLE INSTITUTE



2020-21

**Student Services
Handbook**

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MISSION STATEMENT:

“Our mission is to provide holistic student services for the purpose of enhancing student life in at least four different aspects: spiritually, academically, physically, and socially so that students will demonstrate development towards an integrated Christian lifestyle.”

PURPOSE

“The Student Life department oversees co-curricular student services designed to enhance student life which includes experiences and activities, academic support, interpersonal relationships, ethical and spiritual development, and wellness. Students are encouraged to get involved in the many opportunities at Penn View Bible Institute. This involvement can provide a rich source of new friendships, new ideas and skills, and an enlightened understanding of yourself and others.”

PERSONNEL

Nicholas Rine—Director of Student Life

570-837-1855 Ext. 1420

717-679-5850 Cell Phone

Nick.Rine@pvbi.edu

Tim Ellis—Dean of Men

570-837-1855 Ext. 1155

814-494-7930 Cell Phone

Tim.Ellis@pvbi.edu

Lynnette Rine—Dean of Women

570-837-1855 Ext. 1140

517-416-0591 Cell Phone

Lynnette.Rine@pvbi.edu

PROGRAMS

The Student Life Department offers the following:

ADVISING

- Students receive guidance, mentoring, and advice from a diversity of staff and faculty relating to personal, social, spiritual, and academic life.
- The Men's and Ladies Resident deans are available for student mentoring involving all aspects of campus life.
- Students needing more professional counseling will be referred to Christian counseling professionals in the local area.

FOOD SERVICES

- Nutritious foods served three times daily in the Miller Dining Center, as well as a snack for dorm students on Sunday evenings.

STUDENT ACTIVITIES

- Intramurals: Organized in house team activities including volleyball, softball, basketball, football, soccer, and anything in between. Intramurals take place every Monday night.
- Winters activities: Sledding on the campus hill and Ice Skating on the campus pond.
- Student Government program for processing student grievances and special student-oriented events throughout the year.
- Fall and Spring all-school picnic

- The Gymnasium: The gymnasium offers students the chance to play basketball, volleyball, or watch from the sidelines on the bleachers.
- The Fitness Room: A state of the art workout room that is available to all Students.
- The Activity Room: A place to relax with friends, play ping pong, air hockey, foosball, and board games.

HEALTH SERVICES

- Health Services: School nurse on call for medical needs.
- Area Orientation: maps provided for new students detailing area medical services.

HOUSING

- Our campus provides adequate student resident halls with furnished rooms, dedicated lounges and snack areas, laundry facilities, and Wi-Fi internet access.
- The Resident deans provide a pleasant, comfortable, and safe atmosphere for the students.

DIRECTOR OF STUDENT LIFE OFFICE


- The Office of the Director of Student Life is the place to go for general information on campus life. The office is located on the first floor of the Mason/McIntire Student Life Center.
 - The Director of Student Life serves as the Administrator over both the Dean of Men and Women, oversees campus dorm life, plans activities, implements policy, facilitates student services, and maintains healthy campus life.
 - The Director of Student Life also works with all Institute departments to assist students with in- and out-of-class needs.
 - The Director of Student Life oversees the Work Scholarship Program.
- 

Exhibit M

**Residents Assistants
Handbook**



Residents Assistant Handbook

So many things that happen at Penn View rise and fall on who makes up the student body, and even more importantly who the leaders are of that student body. As an RA, you become one of those leaders. The Social Deans have a certain leadership role and take part in setting the overall tone of Dorm life, but it is the RA's and the leadership they bring that develops dorm life as a whole. The consistency with which you enforce the policies of Penn View is a statement about your character...what will your statement be? You become the Dean's arm extended as you interact with the other students socially and spiritually. You become an example of Christ-likeness (or the lack thereof) as you connect with students in daily life. **You become a leader.**

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Residents Assistant Responsibilities:

General Information

1. When necessary, R.A.s and Assistants are required to attend scheduled general meetings
2. On the day new students arrive for 1st semester, RAs are needed at 9am to welcome and assist new students
3. All Dorm policies are to be enforced and then reported. The Dean will be the one to enforce the policy.
4. Social Deans will administer discipline as necessary and let the R.A. know if necessary to fulfill their job.
5. **Anytime** the R.A. gives a warning or speaks to a student about an issue, report it to the Social Dean!
6. **Every Monday**, the R.A. must submit a weekly report for the last week specifying how the evenings went. If there is a serious offense that needs reported immediately, report the problem to the Social Dean the next morning. Submit all reports under the Social Dean's office door. Examples on the report can be "No problems." Or "Student 'A' would not go to their room after break and I told him to go." Etc.) If an R.A. is on duty for a partial week, he/she must submit a report for his/her time on duty the next Monday. Make sure you name and date your papers.
7. Permission from the Social Dean must be granted anytime the Assistant replaces the R.A. If you are going away for the weekend you must fill out a RA replacement form and have it approved by the Social Dean.
8. There is not to be discussion of problems between R.A.'s or fellow students. Any discussion of problems is to be with the Social Dean. The only exception is if the Assistant R.A. is replacing the R.A. The R.A. may need to share special instructions for the time of replacement.
9. Students are to be back to the Dorm by 10pm on Sunday, Labor Day, and anytime the Dorm has been closed.
10. If any Student is late in returning to Campus for any reason, the RA/Asst. RA must report the student's name and time of arrival on the weekly report to the Social Dean.
11. The Social Dean will be on call during evening hours. Every weekend, the Social Dean on duty will be specified on the weekend paper. During the times they are on call, RA's have full responsibility to assist students. These hours are Mon.-Thurs. 7:30p.m.-8:00a.m. and Fri. 5:00p.m.-Mon. 8:00a.m. If there is an emergency or any situation during these hours that you do not know how to handle ALWAYS get in touch with the Social Dean on duty.
12. You are accountable to your respective RA/Asst. RA. In the event you are in violation of the Handbook, it is the responsibility of your colleague to inform the Social Dean of the situation. This includes returning late to Campus, out of the dorm without permission, etc. Even though you are the RA/Asst. RA you still must come under the policies of the Student Handbook.
13. Mail is to be exchanged @ 10:15.
 - a. Men's R.A. will bring mail over to the ladies dorm front door and exchange mail.
 - b. There is to be no loitering.
14. When guys are in the upstairs lounge they must wear an outer garment. Ladies must wear robes. Students in the downstairs lobbies must wear Penn View dress code.
15. Students are not to hold conversation through dormitory windows. Guys are not to loiter at or near the entrance to the girls' dormitory and vice-versa.

16. Students who are sick **must inform the Social Deans** between 8:30 - 10:00 am or have someone else do it. They must stay in their room unless Social Deans give them permission to be out.
17. Music: There is to be no playing country, any rock - hard or soft, easy listening, improper love songs, or any religious that does not conform to what is good Christian music. This must be reported right away.
18. Students are not permitted to be alone with a student of the opposite sex after dark.
19. At no time are students of the opposite sex to be inside of a building alone. The only exception would be the common area inside the Student Life Center.
20. Inform the Social Dean if you need more student passes.

Permissions

1. RA's are permitted to approve groups of 5, over 20 mile, and church cut permissions
2. In order to maintain consistency, if a student says he/she received permission from another RA or the Social Dean, verify the permission with the individual who gave it
3. IF a high school student or a student under 18 is asking to leave campus, make sure there is at least one responsible person over 18 in that group before you grant permission.
4. Those under 18 are minors and require our responsibility. RA must sign the off campus short trip form & turn it into the Social Dean's communication box.
5. All RA's must check with the Dean first before permission is granted for students living in the dorm to spend the night in each other's room on Fri. & Sun. nights or anytime during a break when the dorm is open.

6. If you have given permission but students are not being respectful to the policies of the dorm, you may have them go back to their own rooms. If individuals not living in the dorm ask to spend the night in the dorm, the Social Dean must give permission.
7. Phone policy: Monday thru Thursday, Saturday, and Sunday phone curfew is 10:50pm. Friday phone curfew is 11:50pm.

To Dos

1. At dusk make sure blinds in public areas are closed.
2. Open blinds each morning.
3. Turn hall, lobby, and bathroom lights OFF at 11:00pm.
4. Turn hall and lobby lights ON each morning.
5. Each night after doing 10:30 room check. RA will need to check laundry room & make sure all laundry is out of the laundry room. If there is any laundry lying around put it on the free pile. (Do not take laundry out of washers & dryers) The person cleaning the laundry room will get rid of everything that is on the free pile every Fri.

Curfew and After Dark

1. After dark and anytime inside of the Dining Center, students of the opposite sex are permitted to fellowship in groups of 5 or more. Anything else requires special permission from the Social Dean. This applies to on and off campus.
2. Social Deans are the only ones permitted to give after curfew permissions.
3. R.A. will collect any high school student's cell phone at 10:50pm and places them where the Social Dean specifies.

4. At 10:30 the R.A. needs to check to make sure all students are in their own room
5. Evening Dormitory Guests must leave the dormitory by 7pm during the week and 10pm on weekends.

Study Hours

Study Hours Schedule

7:30-8:30 Study Hours

8:30-9:00 Study Hours Break (**passes required**)

9:00-10:00 Study Hours

10:00-10:30 Devotions

10:30-11:00 Students must be in their rooms

11:00 Lights out

1. Starting at 7:30pm a respectful noise level should be maintained for the remainder of the evening.
2. After devotions, study hours begin. Students may have a few minutes for:
 - a. Library and music passes, restroom break, etc.
 - b. Getting questions answered by Deans and R.A.
 - c. Getting permission for various things.
3. Students must have a pass to leave the dorm and enter the Library or Music Hall. You may sign them. Make sure that they are going to the library only for research and the music hall for practicing.
4. There is to be no loitering or visiting in the halls, lounges, or restrooms during study hours except by special permission of the R.A.
5. No high school student may place a telephone call during

study hours without first receiving permission from the R.A. in charge. Phone conversations must be kept under 15 minutes.

6. College students get two 15-minute calls on the school phone during study hours. *Students may not communicate with their boyfriend or girlfriend by phone (including cell phones) unless the Social Dean and/or R.A. grant permission. Phone calls may be made between the hours of 6:00am and 10:50pm except during times when cell phone use is prohibited during study hours. The only exception is during study hour breaks.*
7. Wednesday night study hours begin 15 minutes after returning from church. On Revival nights, study hours begin 15 minutes after the service. There is no 8:30-9:00 break.

Late Lights

1. Lights are to be out, during the week, at 11:00 except late lights (no showers are permitted during late lights)
1. Only if a student has been diligent in his studies may he have late lights. (No games, visiting, excessive phone calls, etc.)
2. During late lights there is no studying together, no games, no talking, no calls or texting.
3. Write down names of students who are not in rooms on time and whose lights aren't out. Put this information in your nightly report to the Dean.

Sundays

1. Quiet hours on Sunday begin at 1:30 and must be observed. Such things as reading, praying quietly, and sleeping are to be done.
2. Students are to be in their own room unless specific permission has been received from the RA.

3. The R.A. in charge needs to stay in the Dining Center and **inform students in the Dining Center at 1:25 that it is time to get in their rooms.**
4. After snack on Sunday night, students are to go straight to the dorm. Guys are to go in the door facing Dining Center not walk around.

Ladies Guidelines

1. There are to be no splits or slits, fingernail polish, lip gloss, make-up, or open shoes.
2. Ladies are not permitted to wear tight skirts or shirts, no see-through clothes, no low necks, no sleeves that show elbows.
3. Shoes are to be a medium height heel or less.
4. Only black, regular tan, or from the white family pantyhose is to be worn.
5. Skirts need to be of sufficient length to cover well below the knees.
6. If you have a question about dress code, please ask your Social Dean.

Activities:

1. Special permissions for activity extensions are given when the evening has been cut short by some other special campus event (revival, student government activities, etc.)
2. On an evening the activities have been extended, it is the responsibility of the Dorm RA's on duty to verify that the students who are not in the dorm at room check are at one of the specified activities.
3. The Dorm RA is responsible to verify each student has returned to his or her room after the activity is over.
4. Activities end 10 min. prior to curfew

5. Extensions will only be until 1AM.

Dining Center Clarification

1. Anyone wanting to talk privately with a person of the opposite sex in the Dining Center needs to get special permission from the Social Deans and there must be a 3rd person in the dining area. (This cannot include the cook or cook's helpers)
2. In an effort to encourage healthy relationships, students are encouraged to eat meals with a group of people. If the majority of the group leaves the table, feel free to finish your meal.
3. Outside of meal times, students are permitted to be in the Dining Center with an immediate group of 5. If it is not a group of 5, ladies must be on one side of the Dining Center and guys on the opposite side of the Dining Center.
4. Lunch times are from 12:30-1:00
5. Supper times are from 5:00-5:30

Assistant R.A. Job Description:

1. The Assistant R.A. is to follow the job description of the R.A. when they are on duty.
2. Assistant R.A.s should report any policy violation to the Social Dean.
3. If the Assistant is off duty but sees or hears anything during evening hours, they should report it to the R.A. (The R.A. then should include it in the evening report).

Exhibit N

Library

Handbook

Library Handbook



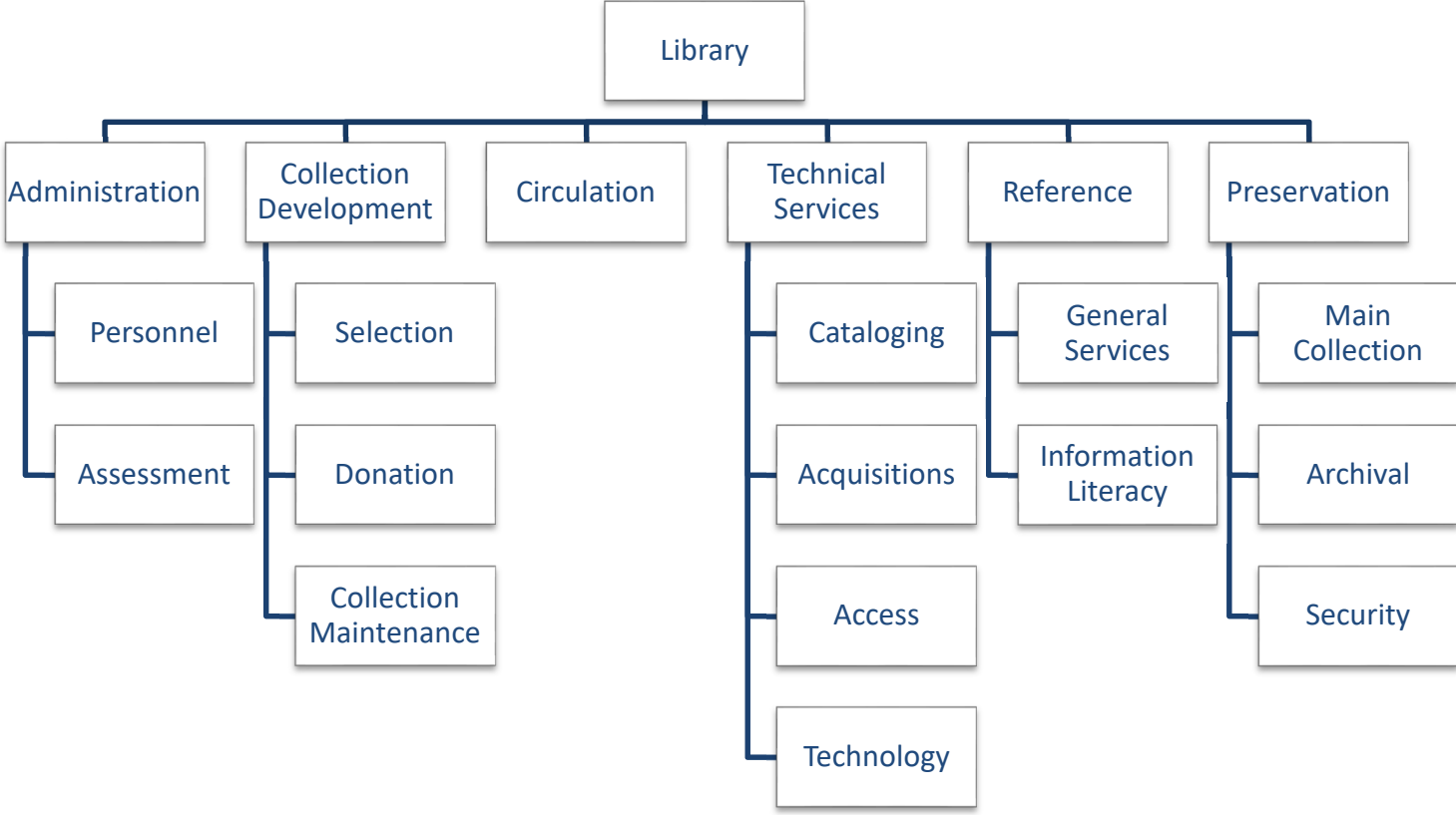
Penn View Bible Institute

2016

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Program Chart



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

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

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

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

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 Services

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

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.

1.1.1 Staff needs are determined by two processes: evaluation and budget.

1. If by formal or informal evaluation the librarian decides that additional staff or staff hours are needed, she will give a request to the academic dean for consideration.
2. On approval by the academic dean, the librarian through the library budget input (see 4.1.4) or the academic dean will send a proposal to the budget committee for addition to staff or staff hours.

Note: Institutional procedures allow for a proposed amendment of the budget to the Board of Directors after a fiscal year budget approval.

Procedure last updated: June 22, 2012

1.1.2 The Librarian collaborates with the Academic Dean and the Work Program Director to meet library staff needs.

1. As needed, the Librarian works with the Academic Dean to seek approval for additional library worker hours. Special permission may be sought in the case of additional work load and/or a special project.
2. The library has permission to hire up to three or four student workers per semester with a combination of no more than forty hours per week. If additional students/hours are needed, the librarian needs to collaborate with the academic dean and work program director for approval to add workers/time.
3. If workers are needed for the upcoming semester, the library will inform the work program director and will post that there are open library positions for which students may apply.
4. Students who are interested in a library position may email the librarian requesting an application—librarian@pvbi.edu. In addition to submitting an application, students must also submit a copy of their class schedule and how many hours they need to fulfill their financial obligations with the institution (approved work scholarship hours).
5. If the work program director recognizes a likely candidate for the library, he may recommend that the student apply for a library position.
6. The librarian will interview candidates for open library positions. The students will be made aware of work expectations and will be screened for willingness to fulfill these expectations.
7. As the library job requires training of many details, students who are hired to work in the library will be expected to work the entire semester.
8. The librarian will collaborate with the work program director in making the decision of which students will be working in the library for the upcoming semester. This decision will be based on the submitted application, the library's need of work hours, student's financial need, and student qualifications that match library needs.
9. The librarian will compile a semester work schedule and submit it to the academic dean, work program director, associate librarian, as well as student workers.
10. If the student worker desires to be considered for library work for the next semester, they must submit to the librarian a copy of the next semester's class schedule and hours needed to fulfill financial obligations.
11. The librarian will complete a review of the student workers at the end of each semester for consideration as workers for the next semester.
12. If there are any continuous or unresolved problems over the semester, this is the time to review them with the student. If the student is unwilling to be mentored in the problem areas then he may be considered incompatible for the library position.
13. If the student is not compatible for the library position, the librarian will communicate the incompatibility of the student worker with the student and the work program director and will start the hiring process for a new worker.

Student library workers must be willing and able to:

- work the entire semester
- work throughout the semester the hours that they have agreed on with the librarian
- find a replacement library worker that is approved by library supervision if not able to work
- follow supervisor's directions
- follow directions that require multiple steps
- pay attention to detail
- learn needed computer skills necessary for the job
- learn reference and preservation skills needed
- develop appropriate social skills
- fulfill requested cleaning duties
- lift books and boxes of books
- uphold library policies
- follow work dress code—casual dressy
- be responsible for care of library keys—not losing them and not loaning them out without library supervisor approval

Procedure last updated: August 13, 2012—Received input from Dr. Tim Cooley, Rex McDowell, and Ruth Faul. Sent on June 22, 2012 for input from Steve Davis and Benjamin McDowell. Met with Benjamin McDowell on July 5, 2012.

1.2.2 The Librarian in collaboration with the Academic Dean determines library hours based on class schedules and assessment data.

1. The librarian will discuss any proposed library hour changes with the Academic Dean and will make changes with his approval.
2. The librarian will periodically assess the student body to determine library hour needs.
3. The librarian may propose library hour changes based on library use statistics (gate count).

Notes:

Current library hours:

Monday –Friday	8:00 a.m.-4:45 p.m.
Monday, Tuesday, and Thursday	7:30 p.m.-10:00 p.m.
Wednesday	9:00 p.m.-10:00 p.m.
Saturday	1:30 p.m.-4:30 p.m.

The library will close for chapel on Tuesday and Friday from 10:20 a.m.-11:05 a.m.

The library will not close for lunch if a student worker can be found to cover for the associate librarian’s lunch period. If a worker cannot be found, the library will close from 12:00 p.m.-1:00 p.m. for lunch.

The library will close during campus events as approved by the librarian.

Library student workers will alternate covering of Saturday hours.

Gate count:

- Gate count is a record of each person that comes in to use the library.
- Gate count is recorded on the “Daily Recording Form.”
- Hash marks are used to keep count of each entry into the library during an hour period.
- C=College, H=High School, F/S=Faculty/Staff, CM=Community
- The library keeps a gate count for each day that the library is open.
- At the end of the month total each day and record on the monthly “Daily Recording” report form.

Procedure last updated: March 21, 2016

Time	8:00-9:00	9:00-10:00	10:00-11:00	11:00-12:00	Totals	DAILY TOTALS
Gate Count	C	C	C	C	C	
Reference Transactions	H	H	H	H	H	
Referral to Librarian	F/S	F/S	F/S	F/S	F/S	
	CM	CM	CM	CM	CM	High School
Time	12:00-1:00	1:00-2:00	2:00-3:00	3:00-4:00	Totals	Faculty/Staff
Gate Count	C	C	C	C	C	
Reference Transactions	H	H	H	H	H	
Referral to Librarian	F/S	F/S	F/S	F/S	F/S	Community
	CM	CM	CM	CM	CM	
Time	4:00-5:00	7:00-8:00	8:00-9:00	9:00-10:00	Totals	Reference Transactions
Gate Count	C	C	C	C	C	
Reference Transactions	H	H	H	H	H	
Referral to Librarian	F/S	F/S	F/S	F/S	F/S	Referral to Librarian
	CM	CM	CM	CM	CM	

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.

Penn View Bible Institute Library Assessment Instruments		
Type of Assessment	Assessment Cycle	Assessment Purpose
Library Satisfaction Survey	Spring semester of even year	To qualitatively assess the satisfaction of PVBI students and faculty in regards to the library environment and its services. LIBRARY GOALS 1,2,3,4,5
Yearly Library Report	Yearly	A report that is given to the Academic Dean and the Director of Institutional Effectiveness that details to what degree the library is fulfilling its goals. LIBRARY GOALS 1,2,3,4,5,6
Library Usage Reports/Assessments		
Gate Count	Yearly	A record of how many students, faculty and community come to the library daily. This assessment can be used to determine library hour and personnel needs as well as types of patron that are using the library.
Computer Use	Yearly	Used to monitor computer use and determine computer equipment needs. LIBRARY GOALS 3
Electronic Database Use	Yearly	Used to determine patron use of available electronic databases. LIBRARY GOAL 6
Circulation Statistics	Yearly	Used to determine how many and what types of resources are going out of as well as being used inside of the library. LIBRARY GOAL 2
State of Collection Reports/Assessments		
Total Titles	Yearly	To track growth of library resources. LIBRARY GOAL 1
Total Volumes	Yearly	To track growth of library

		resources. LIBRARY GOAL 1
Total Titles Added	Yearly	To track growth of library resources. LIBRARY GOAL 1
Total Volumes Added	Yearly	To track growth of library resources. LIBRARY GOAL 1
Total Titles by Classification	Yearly	To track growth of library resources as it relates to the curriculum. LIBRARY GOAL 1
Total Volumes by Classification	Yearly	To track growth of library resources as it relates to the curriculum. LIBRARY GOAL 1
Total Titles Added by Classification	Yearly	To track growth of library resources as it relates to the curriculum. LIBRARY GOAL 1
Total Volumes Added by Classification	Yearly	To track growth of library resources as it relates to the curriculum. LIBRARY GOAL 1
Special Collections	Yearly	To track growth of library resources. LIBRARY GOAL 1
Shelf List	Every 4 years or as needed	To assess the state of the collection and to update the accuracy of the library catalog. LIBRARY GOAL 5
Requisitions from Syllabi Bibliography	Yearly	To track growth of library resources and to track library and faculty collaboration in adding resources as relates to the curriculum. LIBRARY GOAL 1
Requisitions from Requests	Yearly	To track growth of library resources and to track the degree to which the library community contributes to library resource additions. LIBRARY GOAL 1

**Penn View Bible Institute
Daily Recording Form**

Date _____

Time	8:00-9:00	9:00-10:00	10:00-11:00	11:00-12:00	Totals	DAILY TOTALS
Gate Count	C	C	C	C	C	College
	H	H	H	H	H	
	F/S	F/S	F/S	F/S	F/S	High School
	CM	CM	CM	CM	CM	
Reference Transactions						Faculty/Staff
Referral to Librarian						
Time	12:00-1:00	1:00-2:00	2:00-3:00	3:00-4:00	Totals	
Gate Count	C	C	C	C	C	Community
	H	H	H	H	H	
	F/S	F/S	F/S	F/S	F/S	Reference Transactions
	CM	CM	CM	CM	CM	
Reference Transactions						Reference Transactions
Referral to Librarian						
Time	4:00-5:00	7:00-8:00	8:00-9:00	9:00-10:00	Totals	
Gate Count	C	C	C	C	C	Referral to Librarian
	H	H	H	H	H	
	F/S	F/S	F/S	F/S	F/S	
	CM	CM	CM	CM	CM	
Reference Transactions						
Referral to Librarian						

**Penn View Bible Institute
Daily Recording Form Totals**

Month/Year _____

Gate Count	C	
	H	
	F/S	
	CM	
Reference Transactions	Total	
Referrals to Librarian		

**Penn View Bible Institute
Circulation Reporting Form**

Date _____

000		100		200		300		400		500		600		700		800		900	
IT/R	IH	IT/R	IH	IT/R	IH	IT/R	IH	IT/R	IH	IT/R	IH	IT/R	IH	IT/R	IH	IT/R	IH	IT/R	IH
Total		Total		Total		Total		Total		Total		Total		Total		Total		Total	
Fiction		Audio		Periodicals		Reserve		Archive		Reference									
IT/R	IH	IT/R	IH	IT/R	IH	IT/R	IH	IT/R	IH	IT/R	IH	IT/R	IH	IT/R	IH	IT/R	IH	IT/R	IH
Total		Total		Total		Total		Total		Total		Total		Total		Total		Total	

IT/R=Initial Transactions & Renewals (when an item is checked out or renewed) IH=In-House (when an item is used in the library)

**Penn View Bible Institute
Circulation Reporting Form Totals**

Month/Year _____

000	Initial Transactions & Renewals	
	In-House	
100	Initial Transactions & Renewals	
	In-House	
200	Initial Transactions & Renewals	
	In-House	
300	Initial Transactions & Renewals	
	In-House	
400	Initial Transactions & Renewals	
	In-House	
500	Initial Transactions & Renewals	
	In-House	
600	Initial Transactions & Renewals	
	In-House	
700	Initial Transactions & Renewals	
	In-House	
800	Initial Transactions & Renewals	
	In-House	
900	Initial Transactions & Renewals	
	In-House	
Fiction	Initial Transactions & Renewals	
	In-House	
Audio	Initial Transactions & Renewals	
	In-House	
Periodicals	Initial Transactions & Renewals	
	In-House	
Reserve		
Archive		
Reference		

6. Give paperbacks a value of \$2.00 and Hardbacks \$4.00. **IRS laws prohibit the library and its employees from giving THE DONOR a monetary value on donated items.** The value on the donation form is for internal purposes only.
7. Staple together all donation forms as well as a copy of the thank you note together and file in the filing cabinet under folder named "Donations year" (e.g., Donations 2014).
8. Make a duplicate copy of forms and thank you note and give copy to the business office.
9. Continue processing the resources by following the book path outlined under procedure 4.2.2.

Procedure last updated: March 2015

2.2.3 Donations are screened for acceptance using the same selection criteria used to evaluate materials for purchase.

1. Go through books and sort into boxes of “have” and “don’t have.”
 - If we have the book, check to see if the donated book is better than what we have.
 - If the donated book is better, label the book as a replacement.
 - The books that we are not going to keep can go to book sale.
 - If the book is morally inappropriate throw it away.
2. The librarian, Mrs. Shelenberger, will go through the books that we don’t have and decide if we are going to keep them in the library.
 - Ask the librarian to build time into her schedule during campus visits to go through the don’t have books.
3. The librarian will sort through “don’t have” donation and keep books according to the following selection criteria (Policy 2.1.6):
 - 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
4. Periodicals and databases will be selected according to the following criteria (policy 2.1.7):
 - 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

Procedure last updated: March 2015

2.2.4 Donated items are withdrawn using the same criteria used to withdraw purchased materials.

1. Go through books and sort into boxes of “have” and “don’t have.”
 - If we have the book, check to see if the donated book is better than what we have.
 - If the donated book is better, label the book as a replacement.
 - The books that we are not going to keep can go to book sale.
 - If the book is morally inappropriate throw it away.
2. Library resources will be weeded based on the following criteria (policy 2.3.1):
 - 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

Procedure last updated: March 2015

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**

Weeding Procedures:

1. The librarian will make weeding decisions based on the above criteria:
2. Other library staff, institute personnel, and library patrons may make withdraw recommendations to the librarian by filling out the resource reconsideration form.
3. The librarian may consult affected faculty when making a weeding decision.
4. When an item is weeded, the first step is to enter the item information in the "Withdraws" spreadsheet (librarian/assistant librarian shared folder → "Withdrawn" folder → "withdraws" Excel spreadsheet). Enter the following information:
 - date withdrawn
 - title
 - call number
 - publisher
 - date
 - reason for withdraw
5. Stamp withdrawn beside all instances of the PVBI Library stamp (title page, page 25, inside back cover).
6. Remove the book from the library cataloging system (Remove from all of the following places that are relevant: card catalog, shelf list catalog, library database, CampusSIS.)
7. Mark through the barcode with a black marker
8. Dispose of the withdrawn item. If it is appropriate, box for addition to library sale items.

Procedure last updated: March 2015

Book Sale Procedures:

1. Choose a sale date
 - Do not have the sale for longer than two days—experience has shown that the most sales come from the first two days of a sale.
2. Create a flyer to advertise sale
 - Include the following information: days, dates, times, "only cash accepted" and "no early sales."
3. Price books

2.3.2 Replacement of lost or damaged resources is not always automatic. Weeding criteria will be reviewed to determine replacement.

- The library patron is responsible for paying replacement fees for any lost or damaged resource they borrowed.
- The librarian will determine whether the lost or damaged item will be replaced based on selection criteria (Policy 2.1.6).

Procedure last updated: March 2015

2.3.3 The library will make available resource reconsideration forms that must be filled out and signed by the submitter to receive consideration.

- If a patron has a concern about a library resource the library worker should give them a resource reconsideration form.
- The patron must COMPLETELY fill out the resource reconsideration form below for the librarian to consider the concern.
- The library worker must then submit this form to the librarian for consideration.

Penn View Bible Institute Library

Date: _____

If you have found library resources about which you have concerns, please fill out this form COMPLETELY to assure consideration by the library staff.

MATERIAL FOR CONSIDERATION

Author/Producer: _____ Publisher: _____

Title: _____

Dewey Number: _____ Date/Edition: _____

Type of material:

Book Magazine/Newspaper DVD/CD/Cassette

Other: _____

How much of the work did you read or view? All Portion

Please describe your concerns regarding this material:

|

What specific pages/sections illustrate your concerns:

CONTACT INFORMATION

Name: _____

Telephone: _____

Faculty Staff Student Other: _____

LIBRARY RESPONSE

- When a request is submitted, the librarian will take one of the following actions: removal of the resource if inappropriate, addition of a resource to balance the collection by providing alternative views, or no action at all.

Procedure last updated: March 2015

4.1.1 All library acquisitions must be approved by the Librarian.

1. All acquisition requests must be referred to the librarian.
2. The librarian will approve the requests based on the selection criteria and library budget.
3. The librarian will place the requests on an acquisition list and purchase according to need priority.
4. All library purchase requisitions that end up in the academic dean's office for approval and submission to the business office should originate from the librarian.

Procedure last updated: June 8, 2012—Received input from Dr. Tim Cooley, Rex McDowell and Ruth Faul.

4.1.3 The library will keep adequate records of acquisitions and purchasing information.

1. The library staff will keep a manila folder titled "Standing Orders."
2. When a requisition is submitted to the academic dean, a copy will be sent by the librarian to the associate librarian to be placed in the "Standing Orders" folder.
3. When a Purchase Order approval copy is sent to the library, it will be stapled behind the correlating Purchase Requisition.
4. If an order confirmation/receipt is sent, this will be stapled to the requisition paperwork.
5. When the order is received, the packing slip will be stapled to the requisition paperwork.
6. The library staff must check the order and with a red pen write the received date beside each line item on the requisition. If an item was canceled, write canceled beside that item.
7. When the order is completed, the order paperwork should be filed in the appropriate file.
8. Files should be created according to the following categories:
 - Books—"Requisitions-Books-Current Fiscal Year" (example: Requisitions-Books-2012-2013)
 - Periodicals—"Requisitions-Periodicals-Current Fiscal Year" (example: Requisitions-Periodicals-2012-2013)
 - Supplies—"Requisitions-Supplies-Current Fiscal Year" (example: Requisitions-Supplies-2012-2013)

Procedure last updated: June 20, 2012—Received input from Dr. Tim Cooley, Rex McDowell and Ruth Faul.

4.1.4 The library will collaborate with the business office to maintain appropriate practices in library ordering and payment.

Library Ordering and Payment Procedure:

1. The business office will provide the librarian with an institution credit card that may be used for approved online purchases.
2. When the business office approves a requisition, they will put a copy of the purchase order, including a purchase order number, in the library mailbox. They will also email a copy to the librarian.
3. If the requisition is a subscription, the business office will send it to the subscription company. Library staff should put a need date ahead of the subscription end date so that the subscription does not lapse before renewal.
4. The librarian will place the order with the institution credit card when she receives a copy of the approved purchase order with a PO number.
5. When the librarian places an order, she will send a copy of the order confirmation to the business office—send to Roxanne Shiery (roxanne.shiery@pvbi.edu).

Procedure last updated: December 5, 2012—Received input from Dr. Tim Cooley, Rex McDowell, Ruth Faul and Roxanne Sheirry. Sent request for input to the president, Alice Freer, Roxanne Shiery, and Mary Rine on June 20, 2012.

Library Budget Input Procedure:

1. When developing the institutional budget for the upcoming fiscal year, the business office will send a detailed library budget breakdown to the librarian for review. This breakdown will include the budgeted amount as well as current expenditure amount.
2. The librarian and associate librarian in collaboration with the academic dean will review the current library needs and will develop a budget proposal for the upcoming fiscal year that will be submitted to the business office for consideration.
3. This procedure will begin with the 2013-2014 proposed budget.

Procedure last updated: June 11, 2012—Received input from Dr. Tim Cooley, Rex McDowell, Ruth Faul and Roxanne Shiery. Sent request for input to the president, Alice Freer, Roxanne Shiery, and Mary Rine on June 20, 2012.

4.2.1 The library will use appropriate and available local and national cataloging standards.

The Penn View Library is currently using the following standards for cataloging:

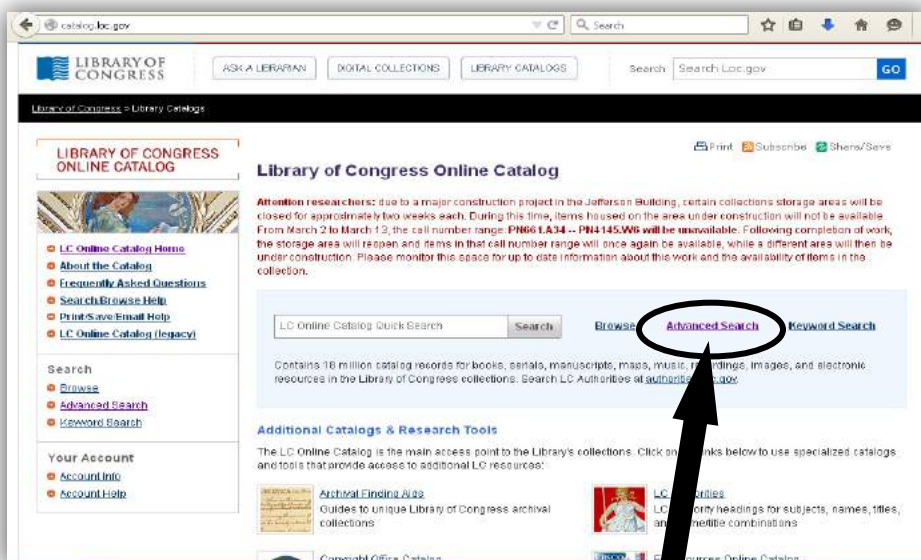
- Dewey Decimal Classification 22
- AACR2
- Library of Congress Subject Headings
- Cutter **Name version**

Procedure last updated: March 2015

6. Give paperbacks a value of \$2.00 and Hardbacks \$4.00. **IRS laws prohibit the library and its employees from giving THE DONOR a monetary value on donated items.** The value on the donation form is for internal purposes only.
7. Staple together all donation forms as well as a copy of the thank you note together and file in the filing cabinet under folder named "Donations year" (e.g., Donations 2014).
8. Make a duplicate copy of forms and thank you note and give copy to the business office.
9. For books that the librarian has instructed the library to keep, download record from Library of Congress into CampusSIS if possible. The record does not need to be an exact copy; details such as publisher, date, etc. can be changed to match Penn View's copy.
 - a. If no record for item is available in Library of Congress, than the cover, spine, title page, title verso, table of contents need to be scanned and saved in appropriate shared folder for the librarian to enter cataloging information into CampusSIS. Save in: Dropbox → Library workers → Cataloging → put in OPAC.

Instructions for downloading record for Library of Congress into CampusSIS:

1. Go to LOC home page (catalog.loc.gov)



2. Click advanced search

3. Enter enough information to limit your search and click search – normally last name of author and a few key words from the title.

Advanced Search

Search

frank slaughter all of these within Keyword Anywhere (GKEY)

AND OR NOT

mapmaker all of these within Keyword Anywhere (GKEY)

AND OR NOT


all of these within Keyword Anywhere (GKEY)

[Remove Limits](#)

4. When the correct record is found, highlight and copy LCCN (double clicking on the number is a good way to highlight as this will eliminate extra spaces)

The mapmaker; a novel of the days of Prince Henry, the Navigator.

< 1 of 1 >

 BOOK

[Request this Item](#)
[Print Record](#)
[Save Record](#)
[Email Record](#)
[Cite Record](#)
[Find It!](#)

Permalink:
<http://lcn.loc.gov/57012475>

XML Formats:
[MARCXML Record](#)
[MODS Record](#)

Full Record [MARC Tags](#) [Where to Request](#)

Personal name [Slaughter, Frank G. \(Frank Gill\), 1908-2001.](#)

Main title The [mapmaker](#), a novel of the days of Prince Henry, the Navigator.

Edition [1st ed.]

Published/Created Garden City, N.Y. Doubleday, 1957.

Description
320 p. 22 cm.

LC classification (full)
PZ3.S63165 Mar PS3537.L38

LC classification (partial)
[PZ3.S63165.PS3537.L38](#)

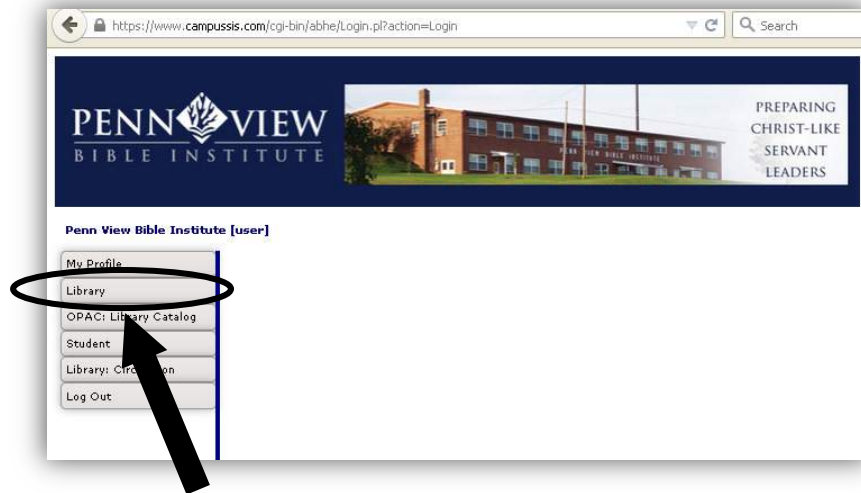
Subjects
[Bianco, Andrea--Fiction.](#)
[Henry, Infante of Portugal, 1394-1460--Fiction.](#)
[Cartographers--Fiction.](#)

Form/Genre
[Biographical fiction.](#)

LCCN
57012475

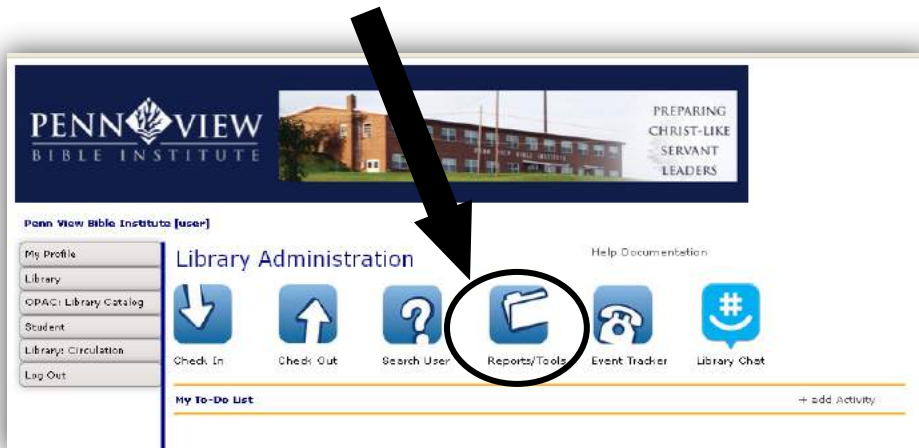
Other system no.
(OCoLC)1005708

5. Go to CampusSIS (pennview.campusis.com)



6. Click on library module

7. Click on reports and tools icon



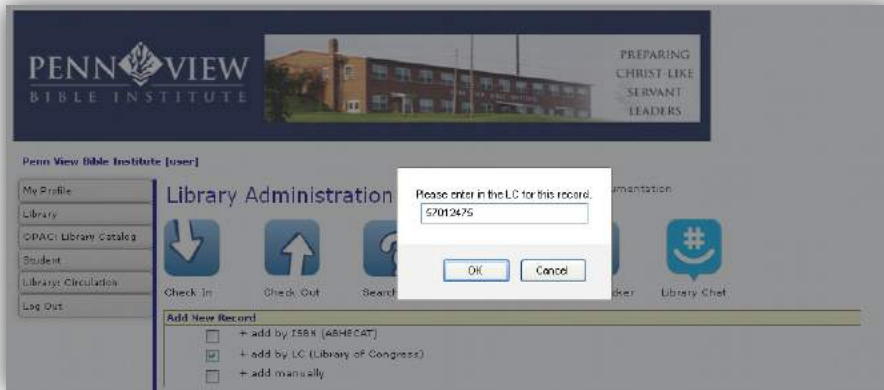
8. Click on create new record



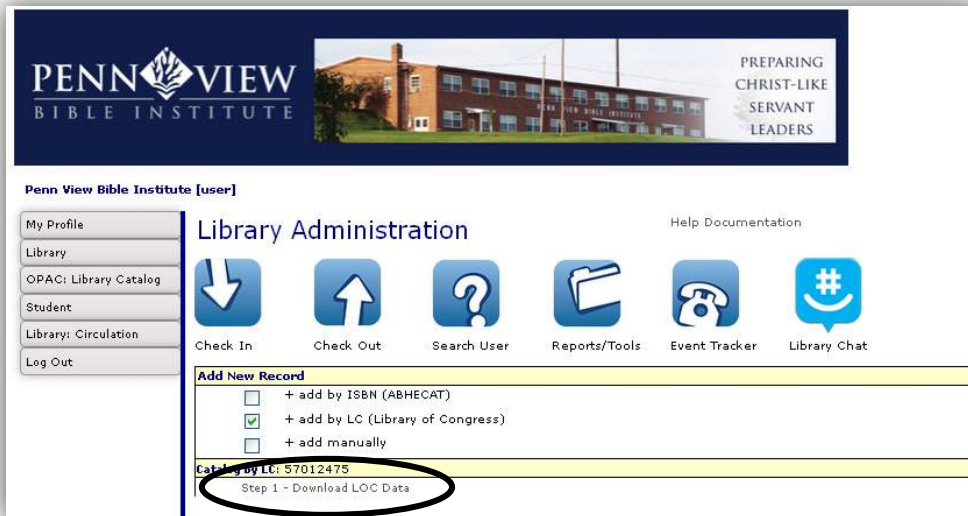
9. Check box "add by LOC"



10. Paste LCCN number in CampusSIS and click OK



11. Click "step 1 – download LOC data"



12. A text box showing the record of the downloaded resource will appear--confirm that it is the correct record and close box.



13. Click "step 2 – import LOC data"



10. If the book is paper back or has a dust jacket than it needs to be covered for preservation of resource; see covering procedure.
11. Identify book as a Penn View Library book. Stamp with Penn View Library stamp on top or bottom of title page, top or bottom inside back cover, top or bottom of page 25. **Do not stamp on top of any book information.**
12. Place "date due" slip inside back cover. Pertinent book information should not be covered, find an alternate place that does not cover pertinent information if necessary: first preference, in the back of the book; second, inside the front of the book.

13. The assistant librarian will place a book barcode on item. Barcode goes on the back of the book at the top right.
14. The librarian will review and complete cataloging data in CampusSIS.
15. The librarian will assign a Dewey and Cutter number.
16. The assistant librarian will right the Dewey and Cutter number with pencil on the title page.
17. The assistant librarian will place a barcode on the back of the book at the top, right hand corner.
18. The assistant librarian will ensure that the barcode is entered into CampusSIS.

Instructions for entering barcodes:

1. Search for book

The screenshot shows a web-based search interface titled "Online Catalog Search". On the left, there is a list of search criteria: Title, Author, Subject, ISBN, Dewey, and Barcode. To the right of each criterion is a checkbox. The "Title" checkbox is checked, while the others are unchecked. Below the search criteria, there are four radio buttons for search options: "with all of the words", "with the exact phrase", "with at least one of the words", and "without the words". The "with the exact phrase" option is selected. To the right of these options is a search input field containing the text "greek-english new testament". Below the input field is a blue "Search" button.

2. When correct book is found click edit

<input type="checkbox"/>	Greek-English concordance to the New Testament: (edit) (delete) Smith, J. B.			225.2 -
<input type="checkbox"/>	Greek-English concordance to the New Testament: (edit) (delete) Smith, J. B.			225.2 -
<input type="checkbox"/>	Greek-English Lexicon of the New Testament (edit) (delete) Thayer, Joseph Henry			R 487.4 T337g
<input type="checkbox"/>	Greek-English lexicon of the New Testament : (edit) (delete) -			487/.4 -
<input type="checkbox"/>	The Greek-English concordance to the New Testament (edit) (delete) Kohlenberger, John R.			225.48 K824g
<input type="checkbox"/>	The Greek-English New Testament : (edit) (delete) -			225.4/8 -

10 records found.

3. Dialog box will appear

without the words

Search Results Amazon Search

OPAC Search Fields

245 Title The Greek-English New Testament :
100 Author - +add Subject

Spine Labeling

LCCN BS1965 1975
Dewey 225.4/8
Cutter -

Import Record

LC 75004148 + LC Search
ABHECAT - + ISBN Search

Barcode Data +add Barcode
+ Manual Edit + Binary View

4. Click add barcode

5. Select classification type

OPAC Search Fields

245 Title The Greek-English New Testament :
100 Author - +add Subject

Spine Labeling

LCCN BS1965 1975
Dewey 225.4/8
Cutter -

Import Record

LC 75004148 + LC Search
ABHECAT - + ISBN Search

Barcode Data +add Barcode

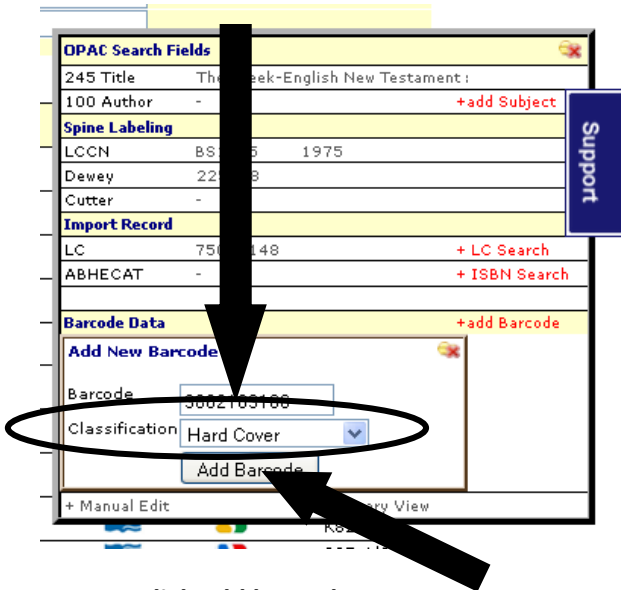
Add New Barcode

Barcode

Classification Hard Cover

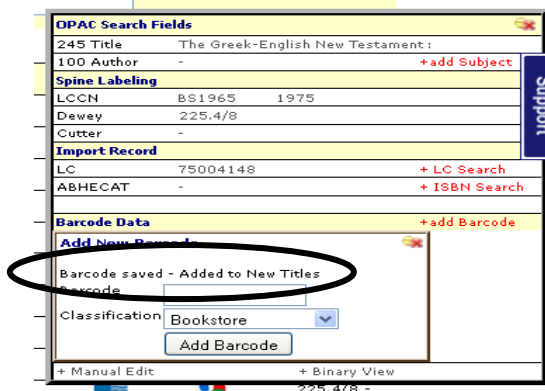
+ Manual Edit + Binary View
K824g

6. Click cursor in barcode field and scan barcode



7. Click add barcode

8. CampusSIS will say “Barcode saved - Added to New Titles” when barcode is successfully added



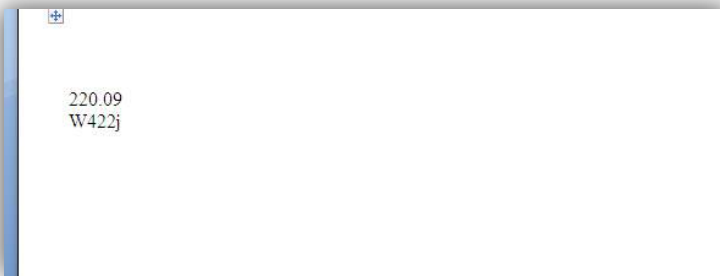
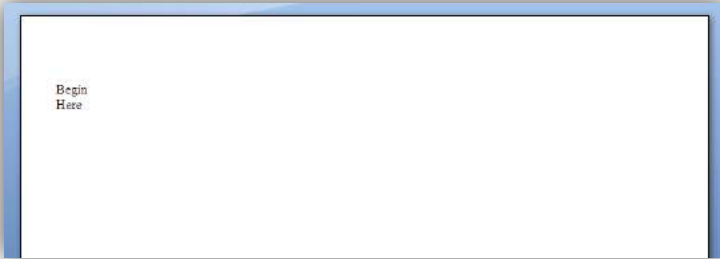
Enter information in the “books barcoded” spreadsheet (make sure you enter “yes” under the column “donation”) this is in Dropbox → Library Workers → Cataloging → Barcoded → “Books Barcoded”

19. The assistant librarian will print a label for the book and place it on the spine at one inch from the bottom of the spine (In the middle, if the spine is wider than the label. Starting at the left of the spine, if the spine is smaller than the label. On the front of the book, on the left hand side starting at the spine, if the book has a spiral spine.).

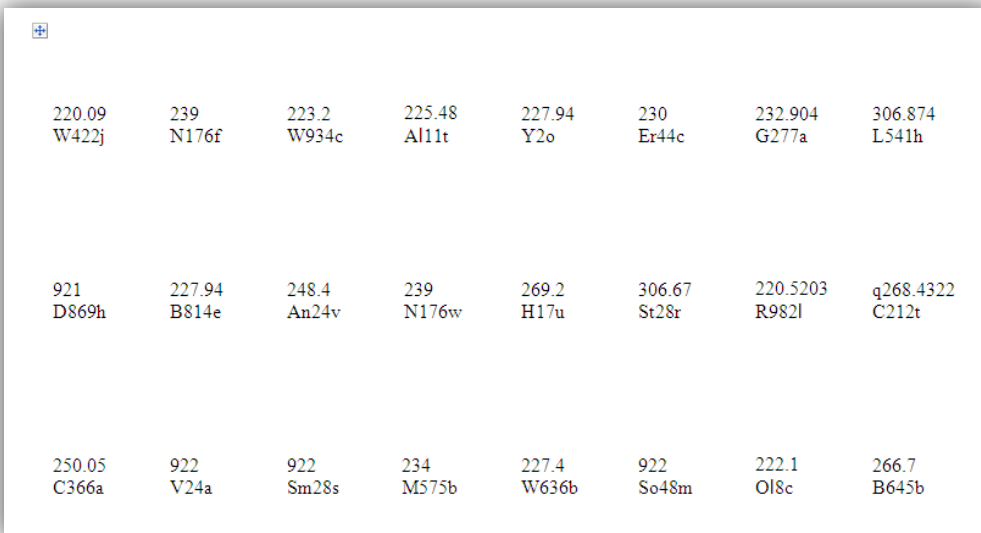
Instructions for creating spine labels:

- 1. Select the books that need labels printed; these can be found in the “put barcodes on these” folder: Dropbox → library workers → cataloging → put barcodes on these**

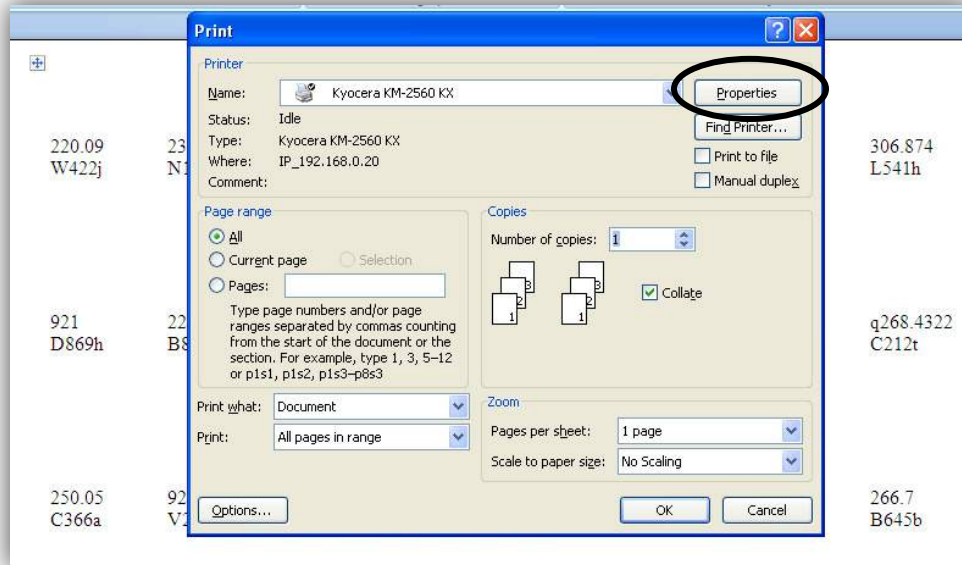
2. Make certain that the call number on the title page matches the one in CampusSIS (If it does not, with pencil rewrite the call number in the book so that it agrees with the one in CampusSIS.)
3. Open spine label document in Cataloging folder: Dropbox → library workers → Cataloging
4. Begin typing on the label that says “begin here”



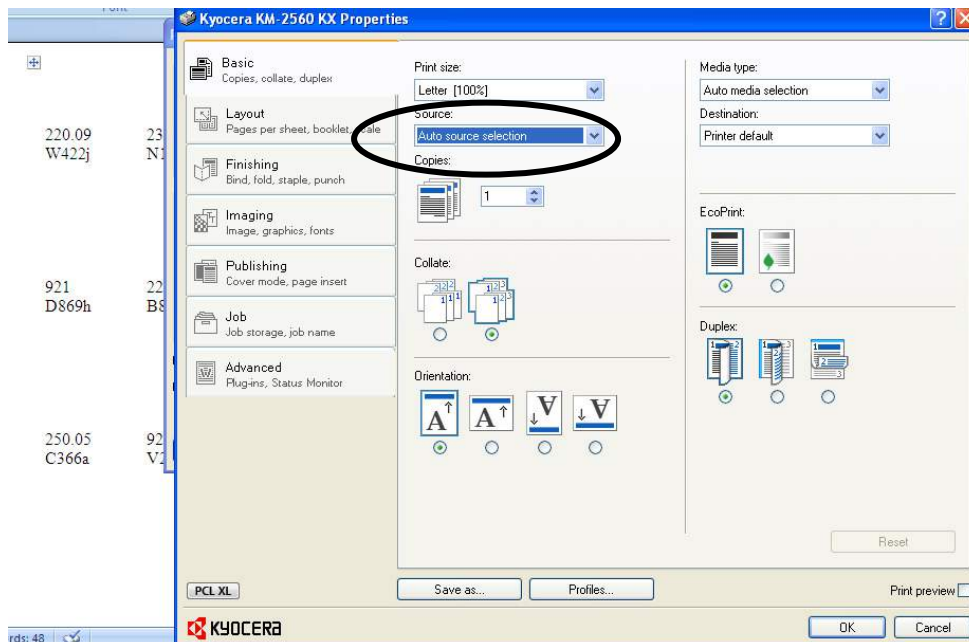
5. When all books are entered it should look similar to this example.



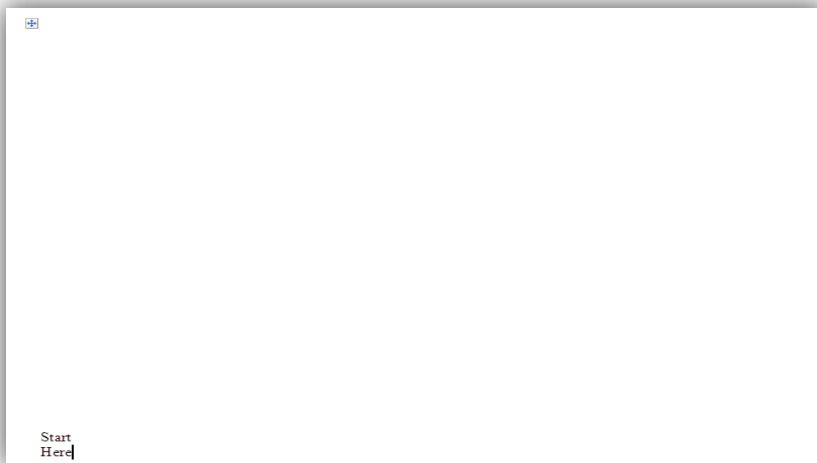
6. Prepare the labels for printing
 - a. When printing, print using the multipurpose tray
 - b. Click properties



- c. Change auto source detection to "mp tray"



- d. **Print a preview sheet on a plain piece of paper to make sure the print is aligned correctly**
 - e. **If everything is aligned correctly print on a sheet of labels**
 - f. **If the columns do not align correctly adjust them and print another preview sheet**
7. **After placing the labels on the books, delete the label information from the document and type “start here” on the first unused label on the list.**



Tips for printing labels

1. **Use 12 point font Times New Roman for everything except lower case L's .**
 2. **When using lower case L's, use 12 point font Albertus Medium.**
 3. **There are eight labels in a row, when selecting books it is best to work in multiples of eight.**
20. Cover label with color coding transparent tape if necessary:
- reference—red
 - fiction—blue
 - biography/autobiography—yellow
21. Cover spine label and transparent tape, if applied as according to step 19, with 1 ½ inch Flex-Armor book tape.

Procedure last updated: March 2015

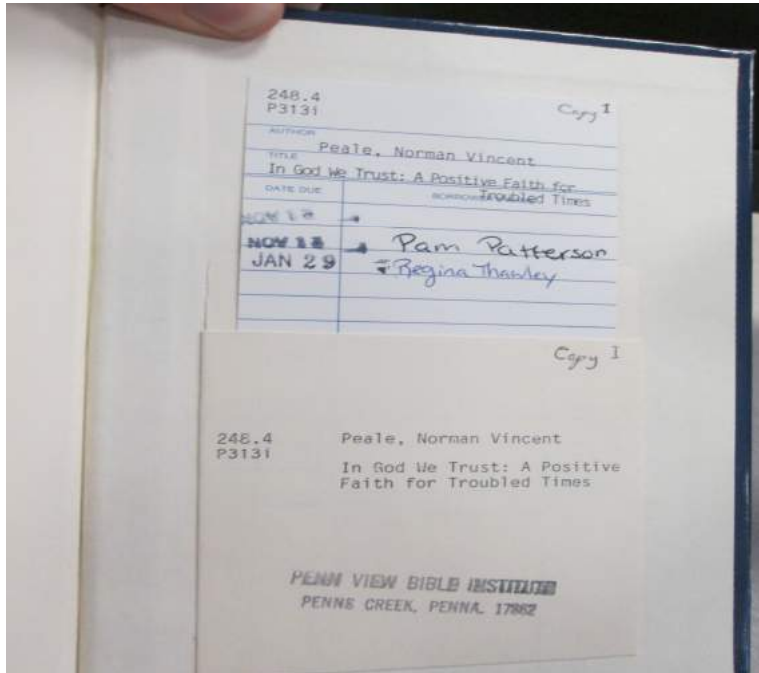
4.3.1 Library personnel will be trained to process and maintain resources in such a way as to provide ease of access.

See procedure under 4.2.2 for book path procedure.

Checking Out

Books

1. Remove borrower's card from pocket in the back of the book



2. Give borrower's card to patron to sign on the next available line
3. Stamp date due slip (also in the back of the book) with appropriate due date
4. Give patron the book(s) and verbally tell them when the book(s) are due

5. Take borrower's card and stamp it with the same date as that stamped date due slip

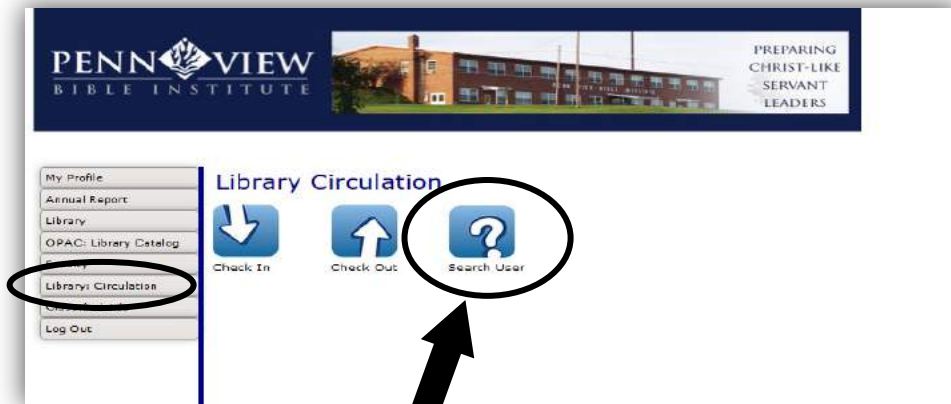


6. Place borrower's card in corresponding slot in the charging tray (cards are filed by date and then alphabetically by last name of author)



Through CampusSIS

1. Look up patron in CampusSIS
2. Go to "Library: Circulation" module

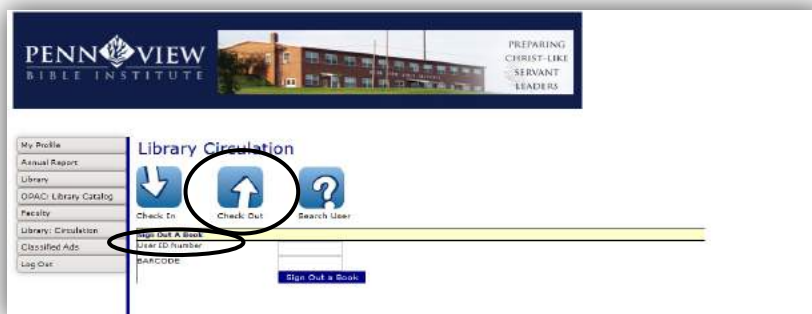


3. Click on "search user"

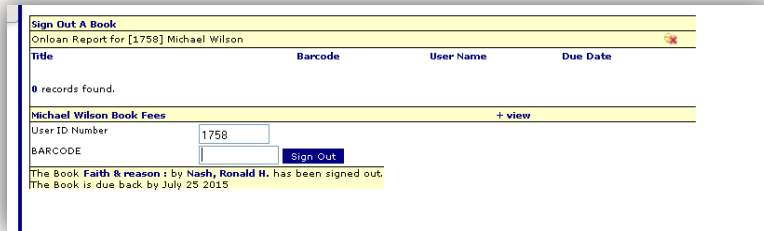
4. Type last or first name whichever is less common (use "Boolean search" on the right side of the screen if needed)



5. Once located copy patron identification number
6. Click on check out and enter patron identification number in the "user ID number"



7. Scan barcode or type in manually



8. Stamp date due slip with the date calculated by the computer and tell the patron the due date.

Checking In

Book

1. Look at the date due slip of the returned book
2. Go to that date in the charging tray
 - a. Cards are filed by date and then alphabetically by last name of author
 - b. Look for the last name of the author
 - c. If the card cannot be found look in the overdue section located at the back of the left side of the charging tray
 - d. If the card is still not found try looking approximately two weeks after the original date
3. When the card is found pull the card and place it in the pocket in the back of the book
4. Place book on cart to be reshelved. If it is a reserve book, place it on the reserve shelf.

In-house books

1. Collect any random unattended books from the library premises as well as books on the book cart.



2. Record all in-house book usage on the circulation reporting form
3. Reshelf books

In-house periodicals

1. Collect any random unattended periodicals from the library premises as well as any periodicals from the periodical return basket



2. Record all in-house periodical usage on the circulation reporting form
3. Reshelf periodicals

Through CampusSIS

1. Go to the "library: circulation" module in CampusSIS and click on "check in"



2. Scan or type in barcode

3. CampusSIS will show a message indicating that the book has been returned

Return A Book	
BARCODE	<input type="text"/> <input type="button" value="Return a Book"/>
Return Details	
The text Faith & reason : by Nash, Ronald H. has been returned.	

4. Reshelf book

5.1.1 The library will provide general reference services.

Reference services available:

- Professionally trained librarian
- Paraprofessionals trained through PVBI Reference Training Program
- “Ask Here PA” through Snyder County Library account

Procedure last updated: March 2015

Develop reference information on a library web page.

5.1.2 Professional staff will be available on site, through technological means, or by phone to provide reference service.

The librarian has reference training through her M.L.I.S degree. All library workers who have not received library reference training will go through the Penn View Library Reference Training Program as presented under policy 5.1.3.

The following contact information is available to all library workers through the Library Worker Training Manual. All library workers are to maintain a Skype account and are to be signed in while on duty so that they may communicate with the librarian as needed. The librarian stays signed into Skype at all times so that she may be available to library workers. Other means of communication are made available for the librarian if library workers need a more immediate means of contacting the librarian.

Librarian—**Angela Shelenberger** (email and Skype top preference of contact)

Home phone: 724.656.6865

Cell phone: 724.498.6656 (use very infrequently)

Email: librarian@pvbi.edu

Skype: academiclibrarian

Assistant Librarian—**Michael Wilson** (Email and cell phone top preference of contact)

Home phone: 814-349-4419 (Try if unable to reach through cell phone, especially on weekends)

Cell phone: 814.880.0521

Email: library@pvbi.edu

Skype: michael.wilson792

Procedure last updated: March 2015

5.1.3 Paraprofessional staff will be trained to deal with a variety of reference questions.

PVBI Reference Training Program:

The following Approachability, Interest, Listening and Inquiring, Searching and Follow Up sections are based on the “Guidelines for Behavioral Performance of Reference and Information Service Providers” by Reference and User Services Association, a division of the American Library Association.

Approachability

- Be in a visible location that makes patrons comfortable to come ask questions.
- Stop all other activities, acknowledge patron with a friendly greeting, make eye contact, and use welcoming body language when a patron approaches to ask a question.
- Ask “How may I help you?”
- Occasionally browse library to determine if any patrons need help—offer assistance using lines such as:
 - Are you finding what you need?
 - Can I help you with anything?
 - How is your search going?
- Help patron start the initial steps of their search, then move on to other patrons offering to provide more assistance if needed.
- Check back on patron’s progress.

Interest

- As a library worker you need to be committed to providing the most effective assistance despite your interest level in the patron’s informational need.
- Show interest by giving complete attention, facing the patron and maintaining eye contact throughout the reference transaction.
- Signal an understanding of the patron’s needs through verbal and non-verbal confirmation, such as nodding of the head, offering brief explanations, or asking additional questions to better understand the patron’s query.

Listening and Inquiring

- The listening and inquiring stage is critical to the success of the reference transaction. This stage is called the reference interview.
- The library worker should put the patron at ease by communicating in a receptive, cordial, and supportive manner.
- Don’t interrupt! Allow the patron to fully state their need in their own words before responding.

- ☑ Confirm that you have understood the patron's need by rephrasing the question or request.
- ☑ Use open-ended questions to encourage the patron to expand on the request or present additional information. Examples of open-ended questions:
 - Please tell me more about your topic.
 - What additional information can you give me?
 - How much information do you need?
- ☑ Use closed and/or clarifying questions to refine the search query. Examples of clarifying questions:
 - What have you already found?
 - What type of source do you need?
 - Do you need a book or an article?
 - Do you need current or historical information?
- ☑ Do not express your opinion about the subject matter or the nature of the question.

Searching

- ☑ Find out what the patron has already tried, and encourage the patron to contribute their ideas.
- ☑ Construct a competent and complete search strategy.
 - Select search terms that are most relevant to the information desired.
 - Verify spelling and other possible factual errors in the original query.
 - Identify appropriate sources that are most likely to contain information relevant to the patron's query.
- ☑ Explain the search strategy to the patron.
- ☑ Work with the patron to evaluate results, revise search terms, and identify other sources to try if the search is unsuccessful.
- ☑ Work with the patron to narrow or broaden the topic when too little or too much information is identified.
- ☑ Attempt to conduct the search within the patron's allotted time frame.
- ☑ Explain how to use sources when appropriate.
- ☑ Offer pointers, detailed search paths, and names of resources used to find the answer, so that the patron can learn to answer similar questions on their own, when appropriate.
- ☑ Recognize when to refer patrons for more help. This may mean a referral to the librarian (Mrs. Shelenberger), a specialized library, or community resources (such as the Snyder County library system).
- ☑ Ask the patron if additional information is needed after results are found.

Follow Up

- Ask the patron if their question has been completely answered.
- Encourage the patron to return if they have further questions by making a statement such as “If you don’t find what you are looking for, please come back and we’ll try something else.”
- Consult with other librarians or experts in the field when additional subject expertise is needed.
- Make the patron aware of other available reference pathways (email, etc.)
- Make arrangements with the patron, when appropriate, to set up an individual research appointment to continue researching the question.
- Refer the patron to other sources or institutions if the query has not been answered to the satisfaction of the patron.
- Take care not to end the reference interview prematurely.

Procedure last updated: March 2015

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.

Mission

The mission of the Penn View Information Literacy Program is for administration, faculty, and library to collaborate to develop students who have information literacy and critical thinking skills that impact current and future academic, personal and professional success.

Definition

Information Literacy is a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.

Goals based on ACRL Information Literacy Standards

1. The Information literate student determines the extent of information needed.
2. The information literate student accesses the needed information effectively and efficiently.
3. The information literate student evaluates information and its sources critically.
4. The information literate student incorporates selected information into one's knowledge base.
5. The information literate student uses information effectively to accomplish a specific purpose.
6. The information literate student understands the economic, legal, and social issues surrounding the use of information, and accesses and uses information ethically and legally.

Current procedures:

- Students are required on orientation day to apply for a Snyder County Library card.
- Students are taught in College Study Skills class how to use the library and research databases available on Power Library accessed through Snyder County library account.
- Students are required in College Study Skills and in Composition class to complete assignments using research databases.

Procedure last updated: March 2016

Program components to be developed:

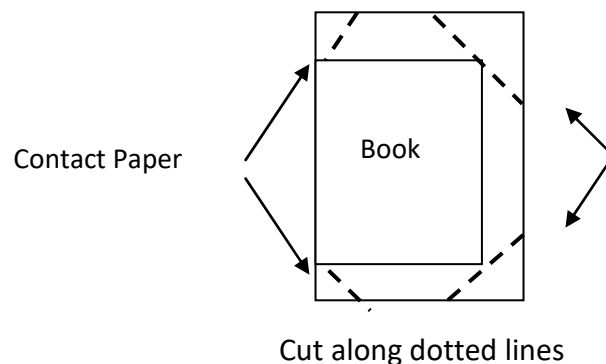
Librarian will complete a curriculum map to determine where in the curriculum we are currently meeting program goals.

Current Information Literacy Program structure and procedures will be presented to committee and faculty for development and approval.

6.1.1 Library personnel will be trained in handling and maintenance methods that will preserve library resources.

Covering Paperback Books Procedure:

1. Cover paperback books with contact paper
2. Cut 2 strips of contact paper approximately 2" wide and a little shorter than the height of the book
3. Remove the paper backing and center one piece over where the front cover and the pages meet:
 - Lay the book flat with the edges of the pages facing you and the spine facing away from you
 - Open the cover and place one half of the contact paper long ways on the first page and smooth it out, moving from the edge of the strip to where the pages meet the cover (NOTE: This piece is to reinforce the spine between the first page and the cover of the book.)
 - Repeat the same process between the back page and the back of the book
4. Cut a piece of contact paper approximately 2" wider and 2" taller than the book (the width includes the width of the front cover, the spine, and the back cover all together)
5. Remove the paper backing and lay the contact paper out flat
6. Place the front of the closed book on the contact paper leaving approximately 1" of contact paper at the top edge of the book, on the non-spine side of the book, and at the bottom of the book
7. Wrap the right side of the contact paper tightly around the spine and over the back cover, smoothing out the wrinkles as you go (if wrinkles form, pull the contact paper back and smooth it out again)
8. Cut the corners of the contact paper diagonally as illustrated below and save them



9. Cut diagonally towards the spine so the contact paper can be wrapped to the inside as illustrated above
10. Open the front cover and wrap the contact paper as tightly as possible to the inside of the cover
11. Place the cut off corners on the inside of the cover on each corner to give the corners more durability; it does not matter which corner is used

12. Turn the book over and repeat for the back cover
13. Cut off the pieces on each end of the spine so that the edge of the contact paper is even with the edge of the spine

Procedure last updated: June 14, 2012

Covering Dust Jacket Procedure:

1. Cover the dust jackets of hardback books with plastic covers
2. Measure the height of the book
 - If it is less than 8", use an 8" cover
 - If it is between 8" and 9", use the 9" cover
 - If it is between 9" and 10", use the 10" cover
 - If it is between 10" and 12", use the 12" cover
 - If it is between 12" and 14", use the 14" cover
 - If it is between 14" and 16", use the 16" cover
 - If the book is unusually wide for its height, use a taller cover than necessary in order to sufficiently cover the dust jacket flaps
3. Remove the dust jacket from the book
4. Lay out a book cover with the open edge at the top and the paper side up
5. Slide the dust jacket into the cover with the blank side of the dust jacket up
6. Center the dust jacket in the book cover
7. Make sure the bottom edges of the dust jacket are clear down to the bottom of the cover
8. Hold down the bottom corners of the book cover and the dust jacket with your elbows so that the jacket will stay clear down to the bottom (If you make adjustments to the placement of the cover, keep checking that the dust jacket is clear down to the bottom, as it has a tendency to move as you make adjustments.)
9. Fold the paper of the book cover down with the fold just below the top edge of the dust jacket
10. Remove the small paper covering the small sticky rectangle on the plastic of the book cover at the top
11. Fold the plastic down so the crease is tight against the top of the dust jacket
12. Press down on the plastic where the sticky section is
13. Place clear tape on top of the plastic about half way between the center and either edge to hold the plastic down tightly
14. Place the dust jacket with its book cover back on the book like it was originally; make sure the text of the book is right side up
15. Tape the dust jacket to the book cover
 - Close the book tightly so that the dust jacket stays in place
 - Cut a piece of string tape about 3" long
 - Slip the tape between the dust jacket and the outside of the front cover
 - Place the tape so that when it is wrapped around to the inside of the cover it will still be on the plastic but close enough to the edge of the dust jacket that the flaps do not curl up

- Leave half of the tape sticking out
- Before wrapping it to the inside, place another piece of string tape at the top of the book
- While holding the flap against the inside of the cover, wrap both pieces of tape to the inside
- Turn the book over and tape the back of the dust jacket to the back cover

Procedure last updated: June 14, 2012

Exhibit O

Technology Plan

Penn View Bible Institute

125 Penn View Drive
Penns Creek, PA 17862

PVBI Technology Plan

Revised March 10th, 2021

Douglas W. Gardei – Technology Specialist

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.*

About Our School:

Penn View Bible Institute offers Christian education from Kindergarten 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.

About our Technology Plan

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. Penn View's students, staff, 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 Bible Institute are committed to developing access to technology for all the students, teachers, and staff. The Administrative and support offices serve both the Academy and the Institute departments.

I. What Are We Trying To Achieve?

Penn View Bible Institute is striving to 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 & Staff Development Strategies</i>	<i>Classroom & 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 assign assignments that require the use of a 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.
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 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. 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. Integrate use of Moodle for online portions of classes. Integrate use of OasisSIS for student account needs.
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	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.	Utilize filtered Internet access and encourage Internet-based research — e.g. Google; 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. (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. Use Tools like Logos for research.
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 a fuller use of technology

II. How Will We Equip Staff to Maximize the New Technology?

How will we develop our staff?

Technical Staff

Technology Coordinator (Operations – Frank Heidler)

- ❖ Will develop and maintain the Technology Plan (with assistance from the Technology Specialist)
- ❖ Will evaluate the progress (with assistance from the Technology Specialist, President, Principal, 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 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.
- ❖ Assess our current technology environment to decide how to use our current technology, or what needs to be purchased or replaced to meet our goals.
- ❖ Will provide training and encouragement for faculty to use technology in the classroom and in assigned projects.

IT Assistant

- ❖ Assist Technology Specialist

Phone System and Network Consultants (Dale Stratton, Jeff Stratton)

- ❖ Will assist Technology Specialist in expanding and fully utilizing the telecommunications system
- ❖ Will provide technical support

Teaching Staff

- ❖ Will develop their own knowledge and skills in using technology
- ❖ 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 OasisSIS management software.
- ❖ Will receive training on how to use Moodle and other online tools such as Logos.

III. How Do We Assess Our Needs to Meet Our Goals.

During the past year an assessment of our current technology environment was conducted by the Technology Specialist working with the President, Principal, Staff, and Faculty. The assessment concluded that our current technology environment will meet only some of the needs required to fulfill the goals stated above. Areas that need to be upgraded or added to meet the rest of our goals are included in the chart below.

Examples			
Goal	Needs	Requested by	Recommended Action
Become familiar with up-to-date technology	Smart Projectors in every Classroom	Teachers	Purchase Projectors.
Achieve functionality in using current desktop operating systems, file management, word processors, spreadsheets, databases, graphics, accounting and bookkeeping	Computers Running Windows 10 1909 or Newer	Offices with aging machines	Purchase Windows 10 Computers with Office 2019. Update existing Machines with SSD drives
Get acquainted with the (filtered) Internet through classroom demonstrations (with proper supervision)	Internet Safety Class	IT Specialist, President, and Academic Dean.	Request a speaker to talk about internet safety during a chapel service

IV. What Equipment Do We Need?

Physical Infrastructure — Hardware, Wiring & Connections — Inventory & Needs

Current institute student enrollment at PVBI is 66 serviced by 16 teachers in 10 classrooms, 1 Library, 1 Choir Room, 9 Music Practice Rooms, 2 Dormitories, 1 Snack Shop, 1 Cafeteria, 1 Auditorium, and 18 offices which includes Administration and support staff.

Penn View Bible Institute has been purchasing and upgrading computer and network equipment. The Technology Coordinator and the Technology Specialist will meet to review the inventory and confer with the President and Academic Dean. The resulting *Time Line of Technologies to be Acquired* will enable the school to meet the stated goals more adequately, as approved by the President.

	Inventory (not including personal computers owned by staff)	Projected Acquisitions	06/01/2021 – 05/31/2022	06/01/2022 – 05/31/2023	06/01/2023 – 05/31/2024
Computer Network	2 Windows 2019 Domain servers in Main Campus 1 Windows 2019 Domain server in Elementary 1 Cisco Meraki Firewall/Filter in IT office. 1 Cisco Meraki Firewall/Filter in Elementary 6 Switches to service campus Network cabling and jacks in main campus buildings (including classrooms, offices, dormitories, cafeteria, and auditorium) 50 micron multimode fiber connecting Dorms, Tabernacle, M&M to Admin Building 62.5 micron fiber connecting Maintenance Department. VPN connection to Elementary Building 32 Ubiquiti Access Points 80 computers in offices, Libraries, Computer Lab, and classrooms including academy.	New Switches in Dorms and Tabernacle to connect to 10 Gigabit already installed fibers.	X		
Internet Connection	Cable connection for high-speed Internet access 40Mbps/1000Mbps internet connection. 15Mbps/100Mbps internet connection at Elementary.	Purchase internet monitoring hardware and software.	X		

	Inventory (not including personal computers owned by staff)	Projected Acquisitions	06/01/2021 – 05/31/2022	06/01/2022 – 05/31/2023	06/01/2023 – 05/31/2024
Phone System	2 Mitel 5000 HX Controller which manage calls and Voicemail with a total capability to handle 80 digital extensions, 4 analog extensions, and 300 IP extensions. Entire original campus has been cabled 9 phone lines 68 phones (including classrooms, tabernacle, & dorms) 3 fax machines	System to be upgraded to IP Phone in Dorms and Tabernacle to protect against Lightning Damage. Install 2 Analog Lines on Lower Campus for Credit Card machines and Elevator.	X X	or X	or X
Computer Lab	Currently institute students don't have access to a computer lab	Possibly move Computer Lab into larger room next to Library and merge Library computers to make a larger computer lab. Purchase 16 new student Computers and Monitors.	X X	or X or X	or X or X
Library	8 computers for students. 2 computers for librarians	Purchase 8 new student Computers and Monitors Purchase 2 new Computers and Monitors for Librarians.	X X	or X	
Classrooms	Teachers can borrow IT equipment on Request 2 classrooms have computers. (music department)	Provide laptop computers for classrooms where smart projectors are used.	X	X	X
Offices	1 computer – President 5 computers – Academic 3 computers – Academy 3 computers – Business 4 computers – Operations 4 computers – Music Department 3 computers – Public Relations 4 computers – IT 2 computers – Student Deans 2 computers – Student Life 1 computer - Nurse	Upgrade or replace an average of 2 computer per year Upgrade older computer's with SSD Drives Place Computer in M&M IT room. Provide mobile computer and tablets for maintenance department	X X X X	X or X	X
Projectors	3 Smart Projectors 5 "Desktop" Projectors (ceiling mounted) 1 High Power Projector (Gym) 1 Portable Projector	Service Projectors as needed. Install Projectors in classrooms as needed.	X X	X X	X X
Printers	4 Monochrome Digital Copiers 1 Color Digital Copier 13 Desktop Office Printers, many of which have scanning capabilities 1 Color Desktop Printer	Service of Copiers & Printers which includes replacing drums, toners, etc; either through contract service or through inhouse IT.	X	X	X
Software	Educational software Antivirus Software Internet Monitoring Software Business Office Software	Purchase or Upgrade Education Software as required. Purchase Antivirus Licenses When Required. Purchase and Implement Backup Software. Purchase QuickBooks 2021 before current version expires.	X X X	X	X X

V. How Will We Pay For It?

We plan to develop and optimize our use of existing infrastructure and expand the current network and phone system. Funding for these projects will be provided by our General Fund, and through donations for specific projects. Some network hardware can be partially funded through E-rate. The academy students are provided interactive materials from the Pennsylvania Department of Education through the Act 195 fund.

Schools and Library Division Funding (e-Rate):

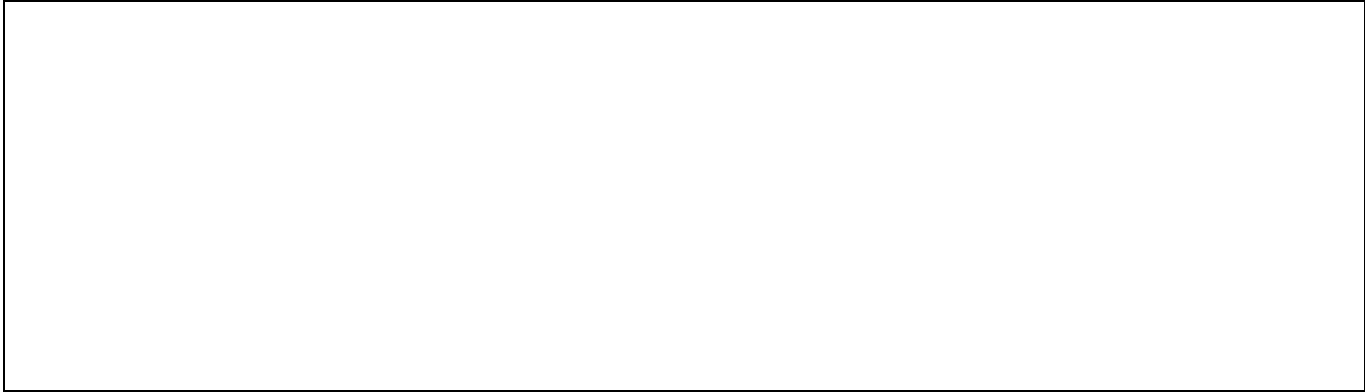
Penn View Bible Institute has been eligible for 80% e-Rate discount for qualifying IT hardware. We project similar funding for 2021-2022. Although e-Rate only covers equipment for K12, PVBI and PVCA use the same facilities and equipment so the discount can still apply. All e-Rate eligible items listed will require the remainder (20%) to be funded by the school.

Budgetary Funding:

After reviewing the technical needs for the school year, a budget is established for Technology out of our General Fund. This budget is decided or based on spending during previous years, and the technology needs for the upcoming school year. Funding for the General Fund is provided by student fees, donations, offerings during Public Relation Tours, two Auctions a year, Appeal Letters, Fund raising events like Walk-a-thon and Phone-a-thon and the offering during PVBI service at Penns Creek Camp.

Special Donations:

In the past, we have received donations for specific Technology projects. These donations include funding, materials and labor. We plan to include materials donated, or look into the possibilities of receiving additional donations.



Projected One-Time Expenses 2021 - 22				
Category	Description	Estimated Cost	Estimated eRate Portion	Estimated PVBI Portion
Internal Connections	Interior cabling* and termination. New Switches for Dorms & tabernacle	13,000.00	3,700.00	9,300.00
Computer Equipment	Upgrade Library Computers, Purchase of new monitors	6,000.00	-	6,000.00
Internet Firewall	5yr subscription (not due)			-
Virus Protection	3yr subscription (not due)			-
Business Office	Quickbooks 2021	2,100.00		
File Management	Backup System	3,000.00	-	3,000.00
Totals		24,100.00	3,700.00	18,300.00

* “Cabling” includes copper, fiber, conduit, and all other necessary materials.

Exhibit P

Enrollment Management Plan

PENN VIEW BIBLE INSTITUTE ENROLLMENT MANAGEMENT PLAN

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 for the purpose of promoting the Penn View Mission.

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 Enrollment Management program recruits appropriate prospects and supports the flow from admission to program completion, through obtaining information cards, hosting on-campus events, maintaining personal communication, and connecting with available financial aid.

Historically, PVBI has targeted mostly traditional, full-time, resident students. In addition, the school has recruited non-traditional part-time students with evening classes but the results have been minimal across the years. The priority continues to be the traditional student. Online studies are being developed, which will target non-traditional students.

I OVERVIEW OF PROCESS

A. Categorize the target population into specific groups

- **Prospect** – 5th grade and older with potential college interest and a desire to serve God
 - **Level A:** 5th - 8th grade with potential college interest and a desire to serve God
 - **Level B:** 9th - 12th grade or recent graduate (within 2 years) showing signs of developing college eligibility and of interest in serving God
- **Inquiry** – has submitted an information request form or given some indication of interest in Penn View
 - **Level A:** 5th - 8th grade
 - **Level B:** 9th - 10th grade
 - **Level C:** 11th -12th grade
 - **Level D:** Recent graduate (within 2 years)
- **High Interest** – 9th - 12th grade / recent graduate (within 2 years) who has indicated a level 3 or higher interest on an information request form (Scale is 1 to 5)
 - **Level A:** 9th -10th grade
 - **Level B:** 11th -12th grade
 - **Level C:** Recent graduate (within 2 years)

- **Applicant** – has submitted any part of the application packet
- **Complete** – has submitted a complete application
- **Accepted** – has been accepted to enroll
- **Student** – has enrolled for classes
- **Alumnus/a** – former student who has enrolled at least one semester
- **Graduate** – student who has graduated from a program of study

The goal is to recruit not just freshman-to-be, but graduates-to-be: — lifelong learners.

B. Establish an enrollment goal.

In the current setting, the enrollment goal is 95 students for Fall 2021 and up to 110 by Fall 2022. From Fall 2016 through Fall 2019, the average freshman to sophomore retention rate was 85%. Out of the Fall 2020 student body of 74 students, a projection of 50 returning is reasonable. In order to reach 95, we need to enroll 30 new freshmen and 15 new online students. Because a few may drop off in the late summer, the goal for new applications should be elevated to 40.

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall Projection 2021	Fall Projection 2022	Fall Projection 2023
High School Early Start	1	8	0	4	4	4	4	4
Freshman	26	34	47	21	21	30	40	50
Sophomore	17	14	6	22	10	18	21	28
Junior	9	8	12	7	17	8	12	16
Senior	17	6	8	10	7	15	8	10
Special	10	4	7	10	15	20	25	30
Total	80	74	80	74	74	95	110	138

C. Divide the enrollment goal into cumulative monthly applicant goals

Cumulative monthly goals have been set as follows:

	Fall as of 10/28/2020	Fall Projection 2021	Fall Projection 2022	Fall Projection 2023
	2020	2021	2022	2023
Prospects	1715	1896	2040	2145
Inquiries	1715	1836	1920	2040
High Interest Inquiries	592	634	663	704
Applicants (any part)	25	36	48	60
Application Complete	22	31	42	52
Accepted	22	31	42	52
New Enrollees	21	30	40	50

Each summer, the PR groups collect a surge of Connection Cards (typically about 1,000, many of which are from prospects who are already in the system). We collected 575 unique connection cards from October 1, 2019 through September 30, 2020. During that time, we entered 549 new inquiries (367 of these came from connection cards). The Central Pennsylvania Youth Convention committee provides contact information for all registered youth. Many on the list are already in our system. These are considered “prospects,” not “inquiries.”

because they have not directly asked us for information. We project that we can elicit an inquiry from 20% of these new “prospects.” The October 1 number is useful for planning the annual mailings.

Each year the prospects whose high school graduation date was more than two years earlier and who have not maintained contact are removed from mailings. This policy drops approximately 300 contacts from our mailing list each year.

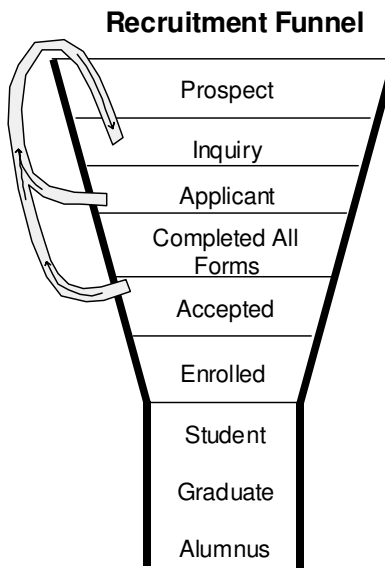
The most significant gap to close is moving high interest inquiries (prospects who are eligible to enroll for the fall term and have indicated interest level of 3 or higher on a scale of 5) to applicant status (any part of application). The following table demonstrates the ongoing flow of applications needed to achieve enrollment goals.

	<u>10 / month</u>
September	10
October	20
November	30
December	40
January	50
February	60
March	70
April	80
May	90
June	100
July (5 / month)	105
August (5 / month)	110

This creates a margin in case some applicants do not actually enroll. When the push for applications increases, the gap between Applicant (any part of application) and Enrollee will probably increase.

D. Advance the population through the categories from Prospects 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.



II STRATEGIES AND ACTIVITIES

E. Recruitment

The following strategies and activities are implemented in the effort to move individuals from one category to the next.

1. **Prospects (5th grade and older who show potential college interest and a desire to serve God.)**

Recruitment Strategies

- Since names and addresses are not available for most of this group, we target them through PR events and campus events. This includes attendees and face-to-face conversations at these events. These events typically include conservative holiness worship services. The prospect's presence at this type of event indicates probability (or at least potential) that spiritual commitment, goals, and interests are aligned with the institutional mission.
- Promotional materials sent to churches, schools, and camps also reach these potential prospects.
- Student Recruiter or PR groups visit Christian schools especially within 150-mile radius.
- Public Relations music groups minister in churches, Christian schools, and camps from Florida to Canada, and coast to coast.
- Public Relations representatives assist in youth camps.
- Harvest list of young people registered at Central PA Youth Convention

Recruitment Activities

	Recruitment Activity	Completed By	Time Frame
Step 1	Create and maintain attractive recruitment literature and tools	PR Director/ Recruiter	Yearly
Step 2	Hold approximately 300 PR services per year including churches, and camps. Send representatives to assist at 25 youth camps in Alabama, Colorado, Idaho, Indiana, Kansas, Michigan, Missouri, New Mexico, North Carolina, New York, Ohio, Oklahoma, Pennsylvania, South Dakota, and Tennessee.*	PR Director/PR Teams/Recruiter	Yearly
Step 3	Visit Christian schools and large conventions such as Youth Challenge East and Youth Challenge West, IHC, Outreach & Bus Convention, and Youth Conventions.	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	Enter information request cards into CampusSIS	PR Director/PR Teams/Recruiter	Ongoing
Step 6	Enter information from Central PA Youth Convention registrations Contact new inquiries to complete additional information requested on our Information Cards. If they indicate interest level of 3 or higher, class them as Inquiries.	PR Director/PR Teams/Recruiter	February

* An explanation of the number of PR services are as follow:

Three PR Groups are contracted annually for a minimum of 50 services each in the Spring and Fall semesters, and 50 each in the summer	300
Choir / Ensemble typically does 20 services in the Spring; not counting Campus Days, Spring Concert	22
Choir / Ensemble typically does 8 services in the Fall, not counting Christmas Musical (3 presentations)	11
Total	333

2. Inquiries (has submitted an information request form or given some indication of interest in Penn View.)

Recruitment Strategies

- PR personnel continue to interact with prospects (inquiries) at PR events and campus events.
- Inquiries continue to see promotional materials sent to churches, schools, and camps.
- Level A (5th – 8th Grade): 3 contacts per year currently 155
 - Birthday Card (hand-written) (Week in advance) 3 per week
 - Birthday text/facebook message (Day of) 3 per week
 - Merged Postcard (January) 1 bulk mailing per year
- Level B (9th – 10th Grade): 5 contacts per year. currently 307
 - Birthday Card (hand-written) (Week in advance) 6 per week
 - Birthday text/facebook message (Day of) 6 per week
 - Campus Days Brochure 1 bulk mailing per year (9th – Grads)
 - Campus Days postcard 1 bulk mailing per year (9th – Grads)
 - Facebook message or text (1 per year) 6 per week
 - Visit Christian Schools
- Level C (11th – 12th Grade): 8 contacts per year. currently 493
 - Birthday Card (hand-written) 10 per week
 - Birthday text/facebook message (Day of) 10 per week
 - Campus Days Brochure included above
 - Campus Days postcard included above
 - Hand written Campus Days postcard included above
 - Phone Call (1 per year) 10 per week
 - Facebook message or text (2 per year) 20 per week
- Level D (Recent Graduates): 4 contacts per year. currently 524
 - Birthday Card (hand-written) 10 per week
 - Birthday text/facebook message (Day of) 10 per week
 - Campus Days Brochure included above
 - Campus Days postcard included above
 - Facebook message or text (1 per year) 10 per week
- New Inquiries at Level B, C, or D:
 - Three contacts in first 6 weeks (text, phone call, facebook, email)
 - Enroll in the normal contact process
 - Include various brochures, program information, financial aid, etc.

Recruitment Activities

	Recruitment Activity	Completed By	Time Frame
Step 1	Send a welcome letter and email in response to all first time information request cards received.	Written by PR Director, completed by PR team	Upon initial entry into database
Step 2	Send postcard and email in response to all information request cards received.	Written by PR Director, completed by PR team	Upon entry into database
Step 3	Mail announcements for recruitment events	PR team	*See mailing schedules below
Step 4	Continue to target the young people at these events with recruitment literature and conversations	PR Director/PR Teams/Recruiter	Ongoing

The schedule of mailings is as follows:

Date	Occasion	Recipients	Media
Upon inquiry entry	Inquiries	All prospects who have completed an Information Card	An email, and letter or postcard from PR Director
September	Senior year acknowledgement	High school Seniors	Letter from PR Director
September	Fall Friend Day	Select Guests	Postcard student invitation
October	Promotion of Senior Days	High School Seniors	Postcard from PR Department
December	Open House	Grade 9 and older	Post Card from PR Department
January (middle)	General acknowledgement of their interest in the school	Grade 8 and younger	Postcard from PR Director
January (late)	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, handwritten postcard from PR contract students
	Promotion of Campus Days event	Pastors of churches in PR database	Bulk mailing, Campus Days brochure, letter from PR Director
March (middle)	Promotion of Campus Days event	Grade 9 and older	Bulk mailing, Campus Days brochure, letter from President

3. High Interest Inquiries (Inquiries who are high school seniors or recent graduates [within 2 years] and have indicated a level 3 or higher interest on an information request form.)

Recruitment Strategies

- Continue Recruitment Strategies from Inquiries Level B, C & D.
- Level A (9th - 10th Grade): 3 additional contacts per year currently 95
 - Phone Call (1 per year)
 - Facebook message or text (2 per year)
- Level B (11th - 12th Grade): 10 additional contacts per year currently 192
 - Phone Call (1 per year) included above
 - Facebook message or text (3 per year) 2 included above
 - In addition, contact every month until projected matriculation. 1,600 per month
Student Advocates (PR Contract students?) will be assigned to 15 inquiries each to nudge through the process.
 - Division Directors will make three contacts per year to each inquiry that is interested in their division.
- Level C (Recent Graduates): 10 contacts per year. currently 203

- Facebook message or text (2 per year) 1 included above
- In addition, contact every 2 months until projected matriculation. 850 per month
- Division Directors will make three contacts per year to each inquiry that is interested in their division.

- Content of contacts should be increasingly focused on his/her needs and interests.
- Email links to pages on PVBI website that answer questions regarding financial aid, tuition, fees, etc.

Recruitment Activities

	Recruitment Activity	Completed By	Time Frame
Step 1	Contact inquiries every two weeks, then weekly as above	Recruiter	Ongoing
Step 2	Mail applications for enrollment flyer to 12 th graders	Recruiter/ PR Secretary	Yearly in October
Step 3	Follow-up phone call to explain application packet	Recruiter/ PR Secretary	1 week after mailing
Step 4	Text message encouraging prospect to fill out application	Recruiter/ PR Secretary	2 weeks after mailing
Step 5	Continued weekly contact until application is received	Recruiter/ PR Secretary	Ongoing
Step 6	Recruitment contacts via Facebook, txt, phone, etc.	PR Director	Ongoing

4. Applicants (High interest prospects who have submitted an application.)

Recruitment Strategies

- Continue Recruitment Strategies from “Inquiries” and “High Interest Prospects”
- In addition, contact weekly for the last six months before projected matriculation. 1300 per year (Targeting 50 applications per year)
- Division Director will send letter 50 per year
- Content of contacts should be increasingly focused on applicant’s needs and interests.

Recruitment Activities

	Recruitment Activity	Completed By	Time Frame
Step 1	Continue to contact to see if they have any questions or concerns (financial, dorm, wifi, etc.)	Recruiter	Within a week of application
Step 2	Letter from Division Director	Division Director	Within two weeks of application

F. Admissions

The Admissions Office implements the Enrollment Management Plan to nudge prospects toward enrollment in an organized pattern. Recruitment efforts include the Director of Public Relations (PR), the Recruiter, the PR Secretary, the PR contract students, the Enrollment Manager/Registrar, the Academic Dean, the Division Directors, the President and others. Once a prospect submits an application the Admissions Office assumes major responsibility for that person, although the Recruiter and the Division Directors will continue making contact as the person moves toward enrollment.

Accepting High Quality Applicants

In striving to ensure that accepted students are aligned with the institutional Mission Statement, the Admissions Office gathers information on applicants as follows:

Admissions Objectives	Acceptable Performance	Measure
Ensure that accepted students align sufficiently with the Spiritual Objectives to begin studies	Applicants must know Christ as personal Savior or at least be willing to seek. (Only a few would be accepted on the second condition.) Means of <i>5 mostly true of me</i> on Wesleyan Wellness Profile (WWP) line item Means of <i>5 mostly true of me</i> on Student Survey (SS) line item	A written testimony of the student's spiritual journey is required with the Application for Admission. A specific question on the Application for Admission addresses the applicant's spiritual condition. The Academic Dean personally interviews any applicants who do not profess to be saved, regarding their attitude toward seeking salvation, before granting acceptance. If the applicant is unwilling to seek to be saved, admission would normally be denied. Three character references are requested with the Application: one from the student's pastor, two from general acquaintances. If the references raise questions, the school staff makes additional contact to ascertain whether the issue is significant enough to interfere with acceptance. After enrollment, the following measures further reflect on whether this objective was achieved. The President interviews each student at registration about spiritual life. After admission, WWP #1a, 1b, 1c follows up reflectively After admission, SS #1a, 1b, 1c, 1d, 1e, follows up reflectively
Ensure that accepted students align sufficiently with the Intellectual Objectives to begin studies	Student possesses a standard high school education and an indication of readiness for college studies	A high school diploma or General Educational Development (GED) certificate is required to ensure that accepted students will be able to undertake college level work. High school records often include standardized test scores, which provides additional insight related to the applicant's educational level. Scores from SAT (formerly Scholastic Aptitude Test) and/or ACT (American College Testing) are usually required. Scores from the Test of English as a Foreign Language (TOEFL) are required for non-native English speakers. After enrollment, the following measures further reflect on whether this objective was achieved. The ABHE Bible Exam administered during registration follows up reflectively. English placement testing is administered at registration to assess whether freshman need remedial grammar or are ready for one of the freshman English courses. Music placement testing is administered to assess whether music majors need remedial work in music theory.
Ensure that accepted students align sufficiently with the Social Objectives to begin studies	Students reflect sufficient social skills to be able to function in the college setting (at least in the professional judgment of the admissions personnel).	Specific questions on the Application for Admission address social connections. Specific questions on character references address social relationships. If these raise questions, the school staff makes additional contact to ascertain whether the issue is significant enough to interfere with acceptance. In certain cases, a personal interview may be required.

Processing Applications in Appropriate Manner

The Admissions Office is committed to demonstrate sincere care for all applicants and to process Applications expeditiously.

Admissions Objectives	Acceptable Performance	Measure
Process applications expeditiously	Appropriate turn-around in communication	Compare dates of key points of process and acceptance letter
Demonstrate care for applicants	Means of <i>6 satisfied</i> on Noel-Levitz Student Satisfaction Inventory (SSI) line items	SSI #4, 43 follow up reflectively

Ensuring Sufficient Documentation for Admissions Decisions

The Admissions Office collects the following artifacts in the applicants' files:

Admissions Objectives	Acceptable Performance	Measure
Collect appropriate documentation upon which to base admissions decisions	Application for Admission Form including personal testimony Character References High school records and indications of performance	Registrar/Enrollment Manager and Academic Dean examine the contents of the folders of applicants when considering each for acceptance. In selected cases, the President also reviews application folder.

The Academic Dean uses insights from each applicant's materials to guide academic advisement and to suggest strategies for study skills or remediation of learning limitations.

1. Applicants (High interest prospects who have submitted an application.)

Admissions Strategies

- Check for questions, concerns, or difficulties.
- Contact applicant to provide progress update each time a piece of the application is received.
- Send provisional acceptance letter when the application form itself is received.

Admissions Activities

	Recruitment Activity	Completed By	Time Frame
Step 1	Personal letter indicating application status and provisional acceptance.	Admissions Office	Day after application is received.
Step 2	Continued contact until entire application is received	Admissions Office	Semimonthly
Step 3	Application is processed and submitted for acceptance	Admissions Office	Ongoing
Step 4	Acceptance is determined If application is declined, notify PR office and Division Directors.	Academic Dean	Ongoing

2. Accepted (Applicants who have been accepted.)

Recruitment Strategies

- Check for questions, concerns, or difficulties.
- Contact applicant to acknowledge acceptance.

Recruitment Activities

	Recruitment Activity	Completed By	Time Frame
Step 1	Acceptance letter is mailed to applicant	Registrar	Ongoing
Step 2	Information is passed on to appropriate Divisional Directors	Enrollment Manager	Ongoing
Step 3	Dorm student information is passed on to Director of Student Life and appropriate Social Dean.	Enrollment Manager	Ongoing
Step 4	Work application is passed on to Director of Student Life.	Enrollment Manager	Ongoing
Step 5	Communicate dorm and work application status to applicants	Dir of Student Life	Ongoing

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 and Admissions Officer continue contact with those who are still interested.

G. Financial Aid

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. Penn View students are eligible to apply and they have frequently received scholarships from Evangelistic Faith Missions and Hope International Missions. God's Missionary Church, Inc. extends one full-tuition scholarship to a ministerial student each year.

The Work Scholarship program is need-based so the Application for Work Scholarship inquires about the student's financial status. The program offers three levels of support: \$1,000, \$1,300, or \$2,000 per semester. 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. The Director of Student Life approves applications with some consulting from the Academic Dean, and the Registrar communicates the approval to the student. The Director of Student Life also communicates with the student to facilitate beginning of work assignments.

H. Retention

1. Students (Applicants who have enrolled for classes on registration day.)

Retention Strategies

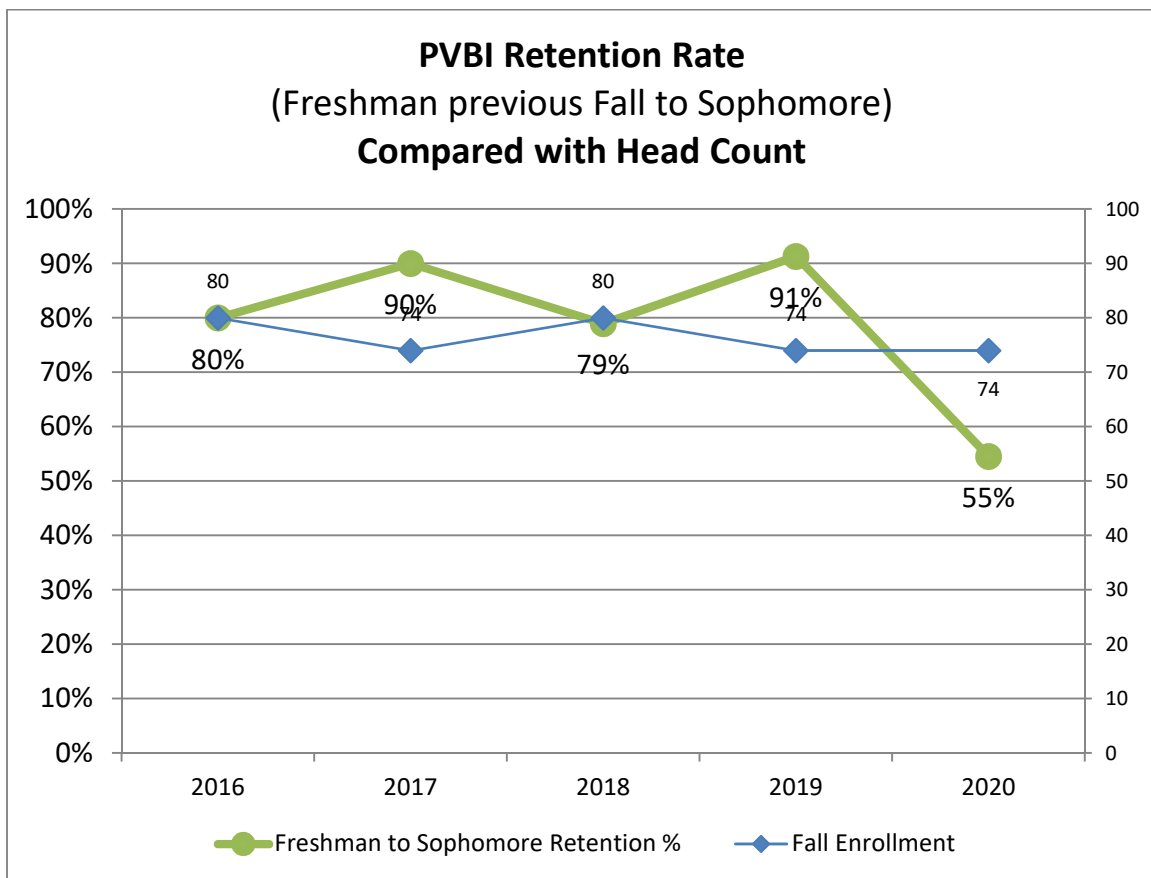
- Tinto (2004, as cited by Crockett, n.d.) recommended focusing retention efforts toward 1) providing support (e.g., tutoring, developmental courses, student groups, summer bridge programs, academic advising, personal counseling, freshman seminar), 2) connecting academic support to everyday life (e.g. supplemental instruction and linked classes), 3) effective assessment (e.g., entry assessment, early warning systems, student learning, student satisfaction, student engagement, educational outcomes, advising, teaching), 4) engaging students on learning (e.g., cooperative/collaborative teaching strategies, learning communities).

Tinto, V. (2004). "Student Retention and Graduation: Facing the Truth, Living with the Consequences". (Occasional Paper One) Pell Institute for the Study of Opportunity in Higher Education: Washington, D.C. (222.pellinstitute.org) as cited in Crockett, D. S. (n.d.). *The Ten Most Effective Retention Strategies for Community/Technical Colleges*. Retrieved from <http://docplayer.net/3064806-The-ten-most-effective-retention-strategies-for-community-technical-colleges-david-s-crockett.html>

PVBI prioritizes the following retention efforts:
1) Support students through

- a) academic advising from Division Directors, faculty members, and Academic Dean
- b) academic support for At-Risk students, including weekly meetings,
- c) freshman seminar (College Study Skills)
- d) remedial courses (for example, English Grammar and Elements of Music)
- 2) Connect students relationally to
 - a) faculty or staff persons through advisement and personal sharing
 - b) programs (New Student Orientation, Returning Student Orientation, Intramurals, Small Groups)
 - c) other students (general activities)
 - c) another student (for example, Residents Assistants)
- 3) Engage students academically through
 - a) courses that require practical implementation of learning
 - b) courses that require active learning styles (PV Online)
 - c) Christian Service Learning and other school-related ministry opportunities
- 4) Assess with view to improvement
 - a) students to identify At-Risk persons and implement support
(high school records, Noel-Levitz College Student Inventory)
 - b) programs to identify successes and weaknesses (focus groups)
 - c) instruction (Student Course Evaluations, Peer Review, Academic Dean)
- 5) Contact students who do not plan to return
 - a) conduct exit interviews to understand their concerns, possibly persuade them to return
 - b) identify financial concerns

- Historically, PVBI freshman-to-sophomore retention rate has been 70% or above. The Freshman-to-Sophomore retention rate decreased in Fall 2020, which could have been affected by COVID-19.



- Program completion rates calculated according to the ABHE Annual Report guidelines are low.

Enter Fall	# Entering Class	Complete in 150%	Annual Report	% Completions
2009	25	8	2015	32%
2010	21	9	2016	43%
2011	18	6	2017	33%
2012	16	3	2018	19%
2013	29	18	2019	62%
2014	12	3	2020	25%

We have sufficient data history to recognize that completion rates are low, but judging from numerous conversations with students, they are probably influenced by PVBI's non-degree status. Opportunities for employment in pastoral ministry, missions, Christian schools, and teaching music are more numerous than the PVBI graduates, affecting retention. Numbers of students state they have enrolled for personal growth, not necessarily graduation. A program start is often shifted as students desire to pick and choose rather than pursue a prescribed program.

Retention Activities

PVBI practices the following structured activities to facilitate Retention Strategies:

	Retention Activity	Completed By	Time Frame
Step 1	User-friendly Registration process: PR students are appointed to welcome students and to take them to the first station where they will be guided to begin the necessary forms for registration. The process is calculated to accomplish the necessary details, harvest the appropriate information, register the student in the appropriate courses, and deal with the student account. (Retention Strategy 1, 2)	Registrar; Academic Dean, Director of Public Relations, PR Students, Director of Student Life, President, Business Office	Registration Day
Step 2	Progress Chart outlines the projected course of study for their major. Registrar uses the charts to project student needs beforehand. Division directors review the Progress Chart when the students register. Occasionally the Academic Dean reviews the Progress Charts with individual students. (Retention Strategy 2)	Division Directors, Registrar, Academic Dean	Registration Day and following
Step 3	Noel-Levitz CSI identifies At-Risk students; Registrar arranges the administration; Coordinator of Institutional Effectiveness (CIE) coordinates use of results, Appointed staff members confer with those identified as At-Risk. All other students receive report of their results with an invitation to discuss if they wish. (Retention Strategy 1, 2, 4)	CIE, Registrar, Academic Dean, Director of Student Life	Registration Week and following
Step 4	Noel-Levitz SSI asks student to express how important various campus features are to them and to state how satisfied they are with those features. Results are discussed by faculty and other units of the institution to improve services and raise student satisfaction ratings. (Retention Strategy 4)	CIE, Registrar, Academic Dean, Director of Student Life Director of Operations	Even-numbered Fall Terms
Step 5	Student Course Evaluations are collected and tabulated. Results are communicated to each instructor and discussed with the Academic Dean to improve instruction and increase student satisfaction. (Retention Strategy 4)	Registrar, Academic Dean, Faculty Members	End of each semester
Step 6	Progress chart updated every semester indicating which courses have been completed. The revised chart is used to project student needs for the following semester. Division Directors communicate periodically with the students about their progress. (Retention Strategy 2)	Registrar, Division Directors	End of each semester

Step 7	Academic Assistance Meetings to identify methods to improve study skills and to develop personal discipline. (Retention Strategy 1, 2) Personal meetings with At-Risk students to support and to identify methods to improve study skills and to develop personal discipline. (Retention Strategy 1, 2)	At-Risk Advisor Administrators and Faculty	Every Monday and as appropriate Ongoing
Step 8	Student Services includes advising, student activities (Student Government, Intramurals, Penn Station, picnics), food and health services, housing, and the Dean of Students Office. Student Services endeavors to enhance Student Life spiritually, academically, physically, and socially. (Retention Strategy 2)	Director of Student Life, Social Deans, Director of Operations	Ongoing
Step 9	When a student requests a withdrawal form, a series of meetings is initiated to endeavor to understand that person's needs (perhaps financial concerns), possibly persuade the person to return, and to discover areas of the institution that need to be improved. (Retention Strategy 5)	President Academic Dean Director of Student Life Social Deans Relevant Faculty Business Office	As needed

Students who come, then discontinue attendance, are re-listed for contact if they are still interested and / or if they complete another information request.

I. Alumni Relations

To be developed

Graduates (Students who have completed their course of study and graduated)

Collect and update names, addresses, contact information

Send PVBI Today (quarterly)

Distribute email news

Alumni (Students who enrolled at least one semester)

Collect and update names, addresses, contact information

Send PVBI Today (quarterly)

Distribute email news

Annual Homecoming Event

III ASSESSMENT OF PLAN

A. Table of Assessment Data

<u>Institutional Reference and Unit Mission</u>	<u>Administrative Objectives / Outcomes</u>	<u>Means of Assessment and Criteria for Success</u>	<u>Summary of Data Collected</u>	<u>Use of Results</u>
<p><u><i>Institutional Mission</i></u> 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.</p> <p style="text-align: center;">↓</p> <p><u><i>Institutional Goals</i></u> <i>Spiritual Goal #2: To cultivate an increasingly intimate relationship with Christ and a holy character reflective of biblical teaching</i> <i>Practical Goal #2: To achieve entry-level proficiency in professional Christian service</i></p> <p style="text-align: center;">↓</p> <p><u><i>Unit Mission Statement</i></u> The Enrollment Management program recruits appropriate prospects and supports the flow from admission to program completion, through obtaining inquiry cards, hosting on-campus events, maintaining personal communication, and connecting with available financial aid.</p>	<p>1. To facilitate enrollment stability and growth through expanded recruitment</p> <p>2. To increase student success to program completion</p>	<p>1a. Obtain 1,000 inquiry cards per year (not counting multiple submissions)</p> <p>1b. Harvest 50 applications per year</p> <p>1c. Enroll 40 freshmen per year</p> <p>2a. Achieve 75% retention rate from Freshman to Sophomore.</p> <p>2b. Raise program completion rate to 45% by Spring 2019.</p>	<p>1a. Between 06/01/2019 and 05/31/2020, PR groups have collected inquiry cards from 525 unique prospects by 11/06/2019. There are seven months left to reach this goal. We also expect to harvest about 50 new prospects from a local youth convention in February 2020.</p> <p>1b. We received 21 (16 complete and 5 partial) applications for Fall 2019.</p> <p>1c. Enrolled 15 new freshmen for Fall 2019.</p> <p>2a. Twenty-one (21) out of twenty-three (23) first-time, full-time, "degree-seeking" freshmen in Fall 2018 returned in Fall 2019. We reached 91%!</p> <p>2b. Out of twenty-nine (29) full-time, first-time, "degree-seeking" freshmen in Fall 2013, eighteen (18) completed a program within 150% of the published time. That is 62%!</p>	<p>1a. PR groups will need to work diligently to reach the goal of 1,000 inquiry cards by May 31, 2020.</p> <p>1b. PR Director and Recruiter need to review and analyze the strategy of the Enrollment Management Plan.</p> <p>1c. Enrolling 15 out of 16 complete applications is a good ratio, but we fell far short of our goal. We need more applications!</p> <p>2a. Retention of 91% is phenomenal! A review of questions 8 and 9 on the recently administered WWP survey (especially those who answered "2" or "3" on question 10 -- indicating how many semesters they have attended) may provide insight on this encouraging statistic.</p> <p>2b. Congratulations! We surpassed our goal. This may be due to some policy changes as well as greater involvement from Division Directors. We will continue to encourage and support students in their process to complete their enrolled programs.</p>

Exhibit Q

Library Worker

Training Manual

Library Worker Training Manual



Penn View Bible Institute

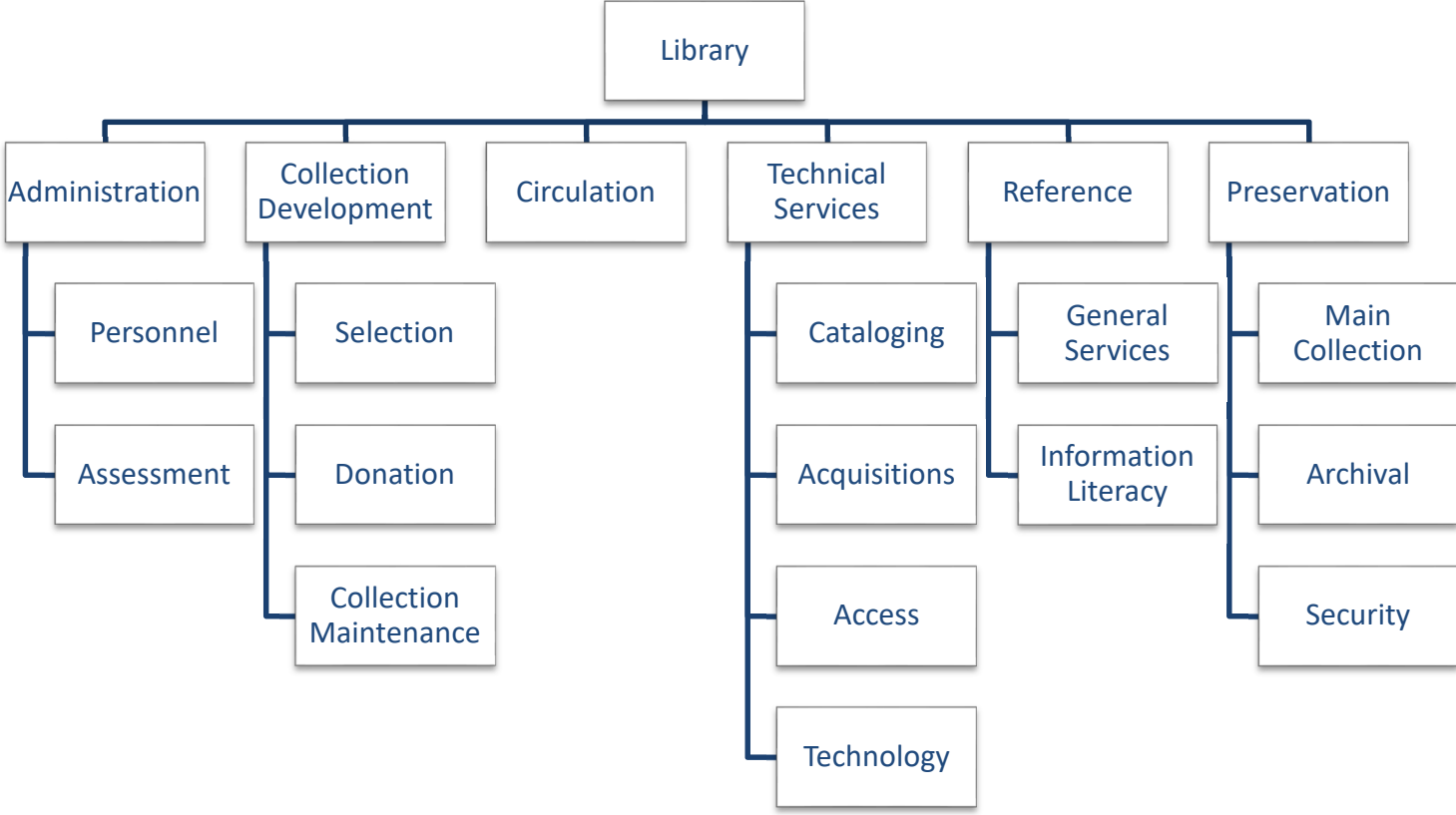
2015

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Program Chart



Library Mission

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.

1.0 Library Administration

Librarian Contact Information

Librarian—**Angela Shelenberger** (email and Skype top preference of contact)

Home phone: 724.656.6865

Cell phone: 724.498.6656 (used very little)

Email: librarian@pvbi.edu

Skype: academiclibrarian

Assistant Librarian—**Michael Wilson** (Email and cell phone top preference of contact)

Home phone: 814-349-4419 (Try if unable to reach through cell phone, especially on weekends)

Cell phone: 814.880.0521

Email: library@pvbi.edu

Skype: michael.wilson792

Emergency Contact

In the event that there would be a problem in the library below is a list of who to contact when.

Contacted persons are listed in priority of who should be called first. If you cannot get the first contact, move on to the next person on the list.

Problem with on-campus student:

1. Assistant librarian
2. Resident Assistant
3. Dorm Dean

Problem with off-campus student

1. Assistant librarian
2. Academic Dean

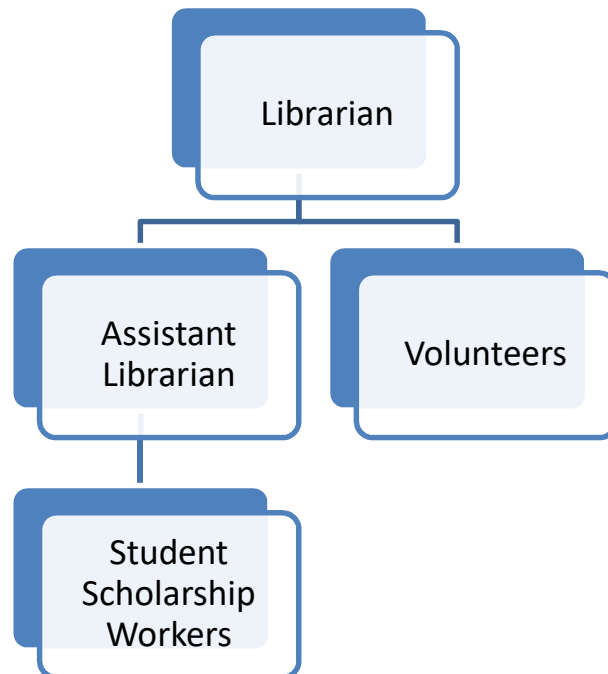
Problem with high school student

1. Assistant librarian
2. High school principal

Technology problem

1. Assistant librarian
2. IT Director

Chain of Command



Library Hours

Monday –Friday	8:00 a.m.-4:45 p.m.
Monday, Tuesday, and Thursday	7:30 p.m.-10:00 p.m.
Wednesday	8:30 p.m.-10:00 p.m.
Saturday	1:30 p.m.-4:30 p.m.

The library will close for chapel on Tuesday and Friday from 10:20 a.m.-11:05 a.m.

The library will not close for lunch if a student worker can be found to cover for the associate librarian's lunch period. If a worker cannot be found, the library will close from 12:00 p.m.-1:00 p.m. for lunch.

The library will close during campus events as approved by the librarian.

Library student workers will alternate covering of Saturday hours.

2.0 Collection Development

Recommendations

- The primary purpose of the library is to collect resources to meet the research and curriculum needs of the institution.
- The library is secondarily interested in meeting the needs and interests of individual faculty and students as they fall under the library selection criteria and as funds are available.
- As all collection development is under the direction of the librarian, all recommendations need to be given to the librarian.
- Recommendations need to be submitted to the librarian using the following forms:

<p>LIBRARY RESOURCE REQUEST FORM--FACULTY</p> <p>Name: _____</p> <p>Date: _____</p> <p>Class name: _____</p> <p>Date needed: _____</p> <p>Resource title: _____</p> <p>Author: _____</p> <p>Publisher: _____</p> <p>Date of Publication: _____</p> <p>ISBN# (if available): _____</p> <p>Why would you like this ordered? _____</p> <p>_____</p> <p>_____</p>
--

For Library Use Only
<p>Order Item: Yes/No</p> <p>Why not?</p> <p>Date Item Received:</p>

<p>LIBRARY RESOURCE REQUEST FORM--STUDENT/STAFF</p> <p>Name: _____</p> <p>Date: _____</p> <p>Resource title: _____</p> <p>Author: _____</p> <p>Publisher: _____</p> <p>Date of Publication: _____</p> <p>ISBN# (if available): _____</p> <p>Why would you like this ordered? _____</p> <p>_____</p> <p>_____</p>

For Library Use Only
<p>Order Item: Yes/No</p> <p>Why not?</p> <p>Date Item Received:</p>

- If librarian does not order request, then fill in appropriate library information and file the request form.
- If the librarian does order request, fill out appropriate library information, send a copy of the form to the requester and file the request form.

Donations

10. Send a thank you note to the donor.
- 11. Label all boxes with the donor's name as soon as they arrive.**
12. Go through books and sort into boxes of "have" and "don't have."
 - If we have the book, check to see if the donated book is better than what we have.
 - If the donated book is better, label the book as a replacement.
 - The books that we are not going to keep can go to book sale.
 - If the book is inappropriate throw it away.
13. The librarian, Mrs. Shelenberger, will go through the books that we don't have and decide if we are going to keep them in the library.
 - Ask the librarian to build time into her schedule during campus visits to go through the don't have books.
14. Enter the books that we are going to keep into the library donation form.
 - Save document as donors name and date (e.g., Stetler Frances 2014-8-1).
 - If donor is unknown or doesn't want to be known, just name the document anonymous and add date (e.g., Anonymous 2014-8-1).

Document path: Dropbox →Library workers →Donations → donations template (Excel spreadsheet)

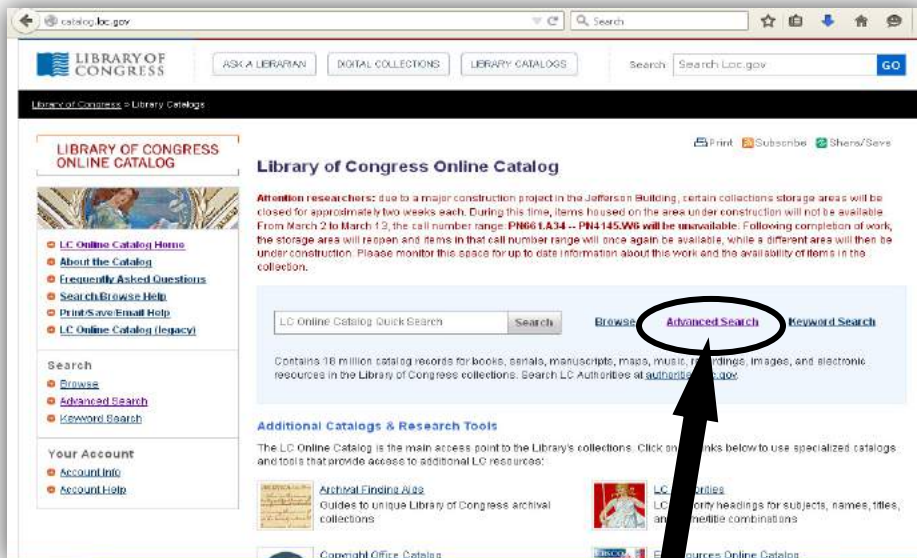
PVBI Library Donations		
Donor Name: _____		
Date: _____		
Price	Title	Author

15. Give paperbacks a value of \$2.00 and Hardbacks \$4.00. **IRS laws prohibit the library and its employees from giving THE DONOR a monetary value on donated items.** The value on the donation form is for internal purposes only.

16. Staple together all donation forms as well as a copy of the thank you note together and file in the filing cabinet under folder named "Donations year" (e.g., Donations 2014).
17. Make a duplicate copy of forms and thank you note and give copy to the business office.
18. For books that the librarian has instructed the library to keep, download record from Library of Congress into CampusSIS if possible. The record does not need to be an exact copy; details such as publisher, date, etc. can be changed to match Penn View's copy.
 - If no record for item is available in Library of Congress, than the cover, spine, title page, title verso, table of contents need to be scanned and saved in appropriate shared folder for the librarian to enter cataloging information into CampusSIS. Save in: Dropbox → Library workers →Cataloging → put in OPAC.

Instructions for downloading record for Library of Congress into CampusSIS:

1. Go to LOC home page (catalog.loc.gov)



2. Click advanced search

3. Enter enough information to limit your search and click search – normally last name of author and a few key words from the title.

Advanced Search

Search

frank slaughter all of these within Keyword Anywhere (GKEY)

AND OR NOT

mapmaker all of these within Keyword Anywhere (GKEY)

AND OR NOT


all of these within Keyword Anywhere (GKEY)

[Remove Limits](#)

4. When the correct record is found, highlight and copy LCCN (double clicking on the number is a good way to highlight as this will eliminate extra spaces)

The mapmaker; a novel of the days of Prince Henry, the Navigator.

< 1 of 1 >

 BOOK

[Request this Item](#)
[Print Record](#)
[Save Record](#)
[Email Record](#)
[Cite Record](#)
[Find It!](#)

Permalink:
<http://lcn.loc.gov/57012475>

XML Formats:
[MARCXML Record](#)
[MODS Record](#)

Full Record [MARC Tags](#) [Where to Request](#)

Personal name [Slaughter, Frank G. \(Frank Gill\), 1908-2001.](#)

Main title The [mapmaker](#), a novel of the days of Prince Henry, the Navigator.

Edition [1st ed.]

Published/Created Garden City, N.Y. Doubleday, 1957.

Description
320 p. 22 cm.

LC classification (full)
PZ3.S63165 Mar PS3537.L38

LC classification (partial)
[PZ3.S63165.PS3537.L38](#)

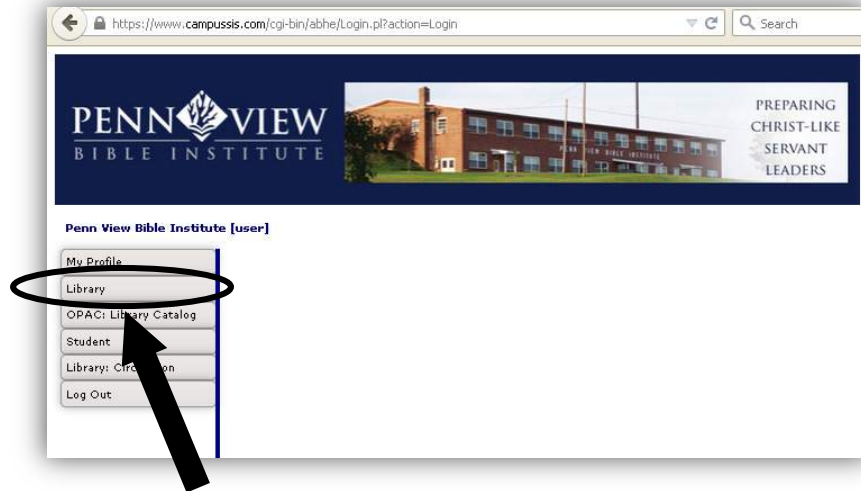
Subjects
[Blanco, Andrea--Fiction.](#)
[Henry, Infante of Portugal, 1394-1460--Fiction.](#)
[Cartographers--Fiction.](#)

Form/Genre
[Biographical fiction.](#)

LCCN
57012475

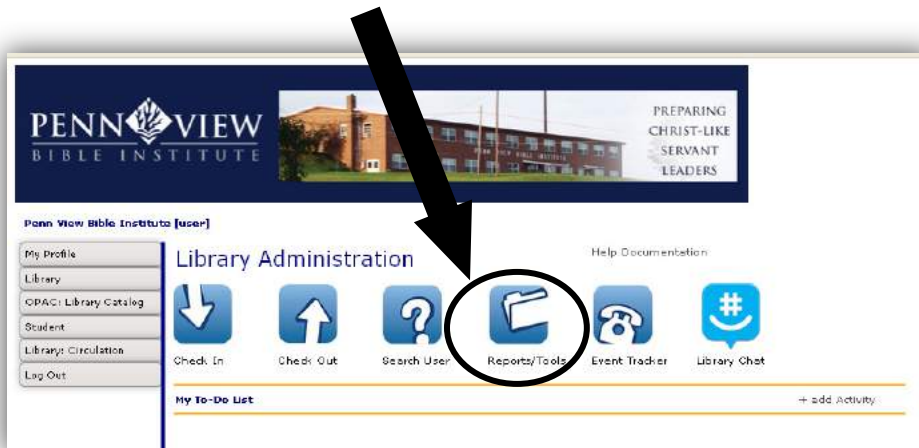
Other system no.
(OCoLC)1005708

5. Go to CampusSIS (pennview.campusis.com)

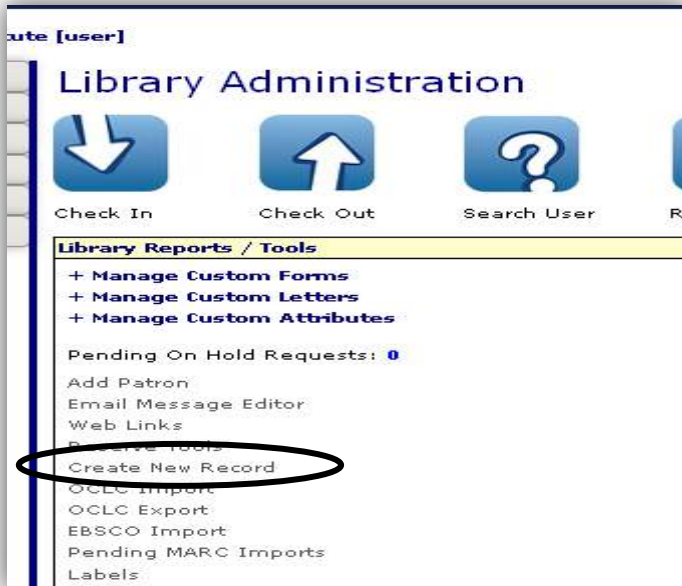


6. Click on library module

7. Click on reports and tools icon



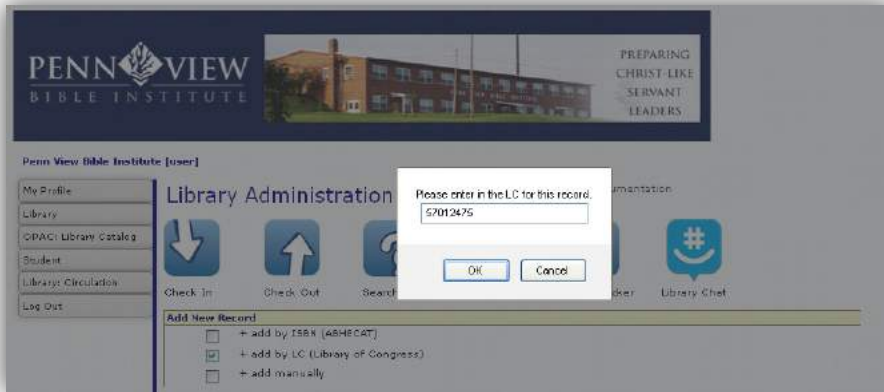
8. Click on create new record



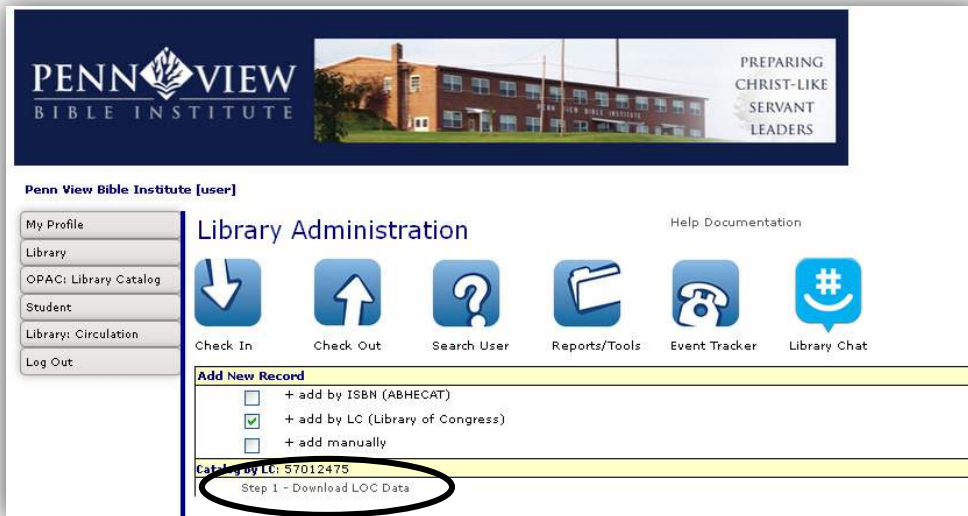
9. Check box "add by LOC"



10. Paste LCCN number in CampusSIS and click OK



11. Click "step 1 – download LOC data"



12. A text box showing the record of the downloaded resource will appear--confirm that it is the correct record and close box.



13. Click "step 2 – import LOC data"



19. If the book is paper back or has a dust jacket than it needs to be covered for preservation of resource; see covering procedure.
20. Identify book as a Penn View Library book. Stamp with Penn View Library stamp on top or bottom of title page, top or bottom inside back cover, top or bottom of page 25. **Do not stamp on top of any book information.**
21. Place "date due" slip inside back cover. Pertinent book information should not be covered, find an alternate place that does not cover pertinent information if necessary: first preference, in the back of the book; second, inside the front of the book.

22. The assistant librarian will place a book barcode on item. Barcode goes on the back of the book at the top right.
23. The librarian will review and complete cataloging data in CampusSIS.
24. The librarian will assign a Dewey and Cutter number.
25. The assistant librarian will right the Dewey and Cutter number with pencil on the title page.
26. The assistant librarian will place a barcode on the back of the book at the top, right hand corner.
27. The assistant librarian will ensure that the barcode is entered into CampusSIS.

Instructions for entering barcodes:

1. Search for book

The screenshot shows a web-based search interface titled "Online Catalog Search". On the left, there is a vertical list of search criteria: Title, Author, Subject, ISBN, Dewey, and Barcode. To the right of these criteria are checkboxes for each: "Search books with Title" (checked), "Search books with Author", "Search books with Subject", "Search books with ISBN", "Search books with Dewey", and "Search for Barcode". Below the criteria list, there are four radio button options for "Find Results": "with all of the words", "with the exact phrase", "with at least one of the words", and "without the words". To the right of these options is a search input field containing the text "greek-english new testament". Below the input field is a blue "Search" button.

2. When correct book is found click edit

<input type="checkbox"/>	Greek-English concordance to the New Testament: (edit) (delete) Smith, J. B.			225.2 -
<input type="checkbox"/>	Greek-English concordance to the New Testament: (edit) (delete) Smith, J. B.			225.2 -
<input type="checkbox"/>	Greek-English Lexicon of the New Testament (edit) (delete) Thayer, Joseph Henry			R 487.4 T337g
<input type="checkbox"/>	Greek-English lexicon of the New Testament : (edit) (delete) -			487/.4 -
<input type="checkbox"/>	The Greek-English concordance to the New Testament (edit) (delete) Kohlenberger, John R.			225.48 K824g
<input type="checkbox"/>	The Greek-English New Testament : (edit) (delete) -			225.4/8 -

10 records found.

3. Dialog box will appear

without the words

Search Results Amazon Search

OPAC Search Fields

245 Title The Greek-English New Testament :
100 Author - +add Subject

Spine Labeling

LCCN BS1965 1975
Dewey 225.4/8
Cutter -

Import Record

LC 75004148 + LC Search
ABHECAT - + ISBN Search

Barcode Data +add Barcode
+ Manual Edit + Binary View

4. Click add barcode

5. Select classification type

OPAC Search Fields

245 Title The Greek-English New Testament :
100 Author - +add Subject

Spine Labeling

LCCN BS1965 1975
Dewey 225.4/8
Cutter -

Import Record

LC 75004148 + LC Search
ABHECAT - + ISBN Search

Barcode Data +add Barcode

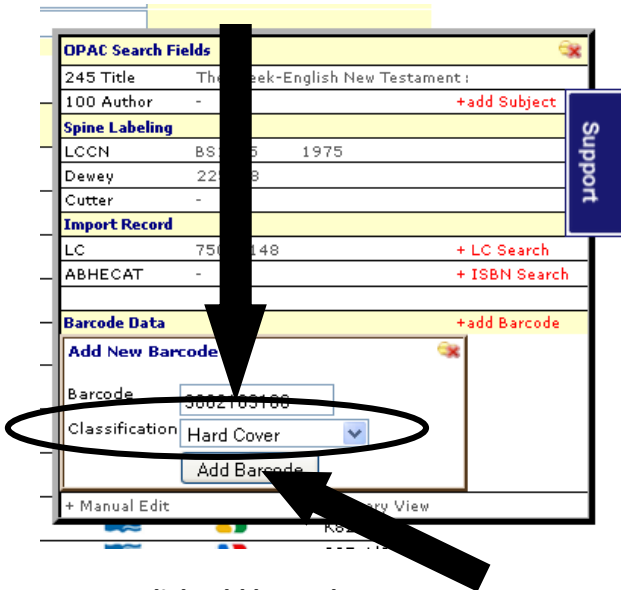
Add New Barcode

Barcode

Classification Hard Cover

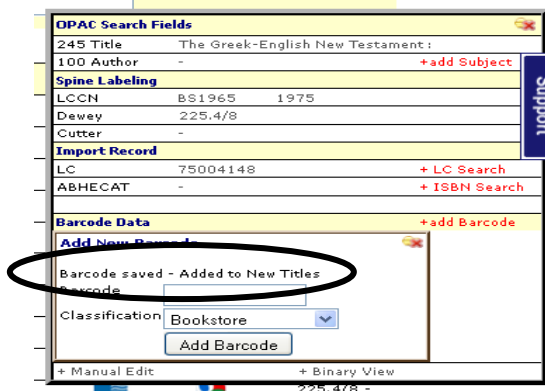
+ Manual Edit + Binary View
K824g

6. Click cursor in barcode field and scan barcode



7. Click add barcode

8. CampusSIS will say “Barcode saved - Added to New Titles” when barcode is successfully added



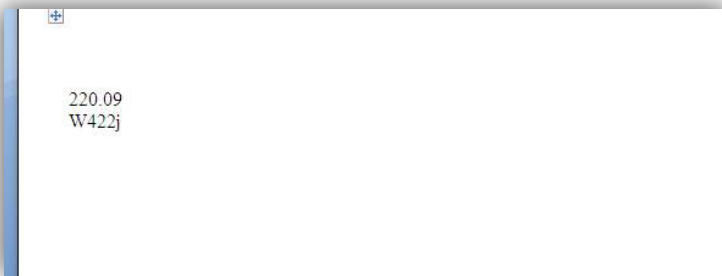
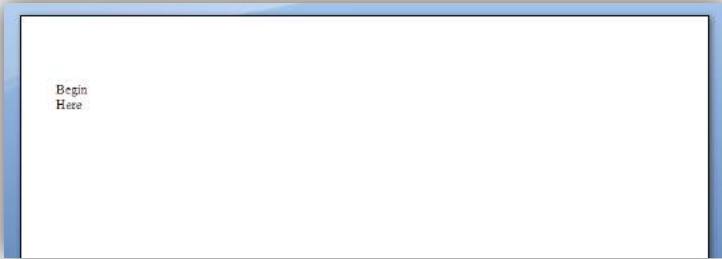
Enter information in the “books barcoded” spreadsheet (make sure you enter “yes” under the column “donation”) this is in Dropbox → Library Workers → Cataloging → Barcoded → “Books Barcoded”

28. The assistant librarian will print a label for the book and place it on the spine at one inch from the bottom of the spine (In the middle, if the spine is wider than the label. Starting at the left of the spine, if the spine is smaller than the label. On the front of the book, on the left hand side starting at the spine, if the book has a spiral spine.).

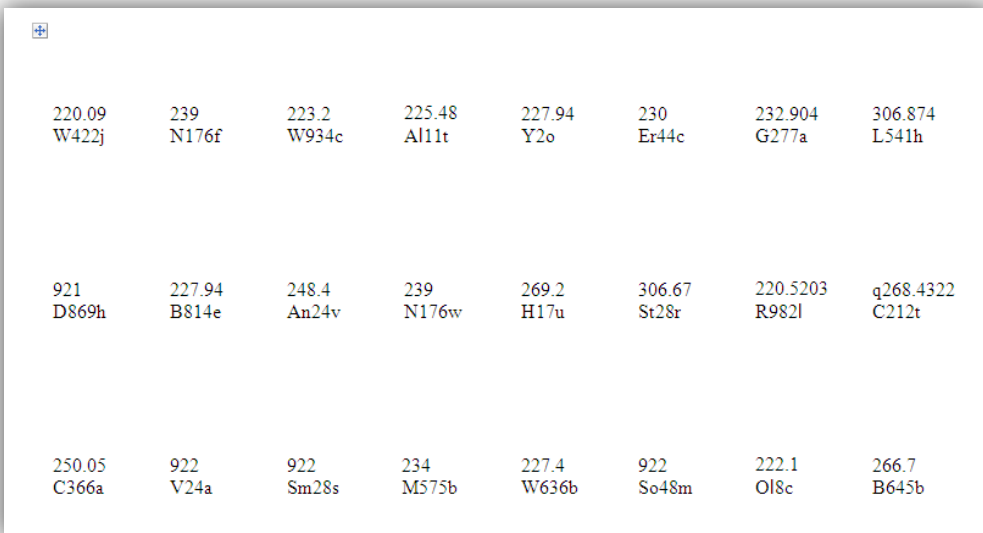
Instructions for creating spine labels:

- 1. Select the books that need labels printed; these can be found in the “put barcodes on these” folder: Dropbox → library workers → cataloging → put barcodes on these**

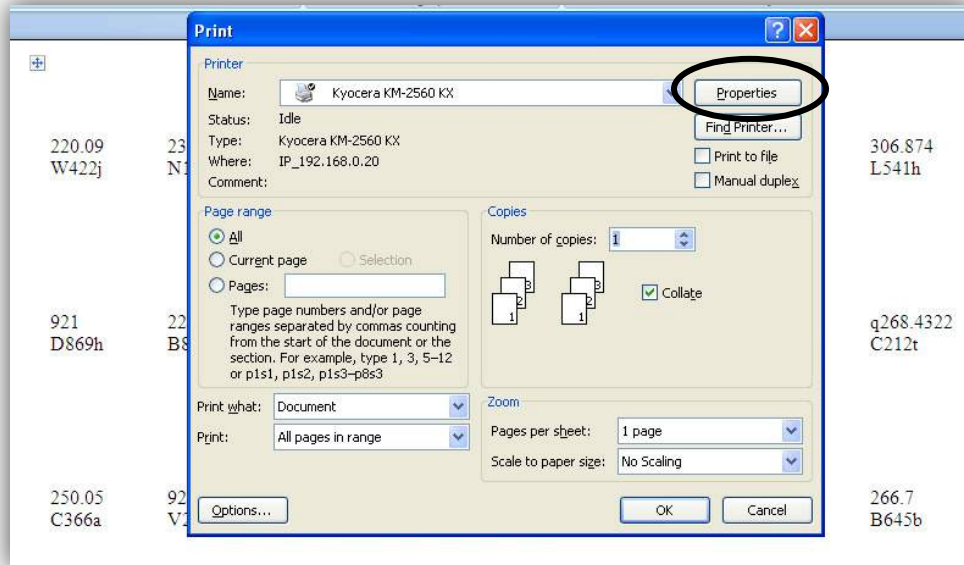
2. Make certain that the call number on the title page matches the one in CampusSIS (If it does not, with pencil rewrite the call number in the book so that it agrees with the one in CampusSIS.)
3. Open spine label document in Cataloging folder: Dropbox → library workers → Cataloging
4. Begin typing on the label that says “begin here”



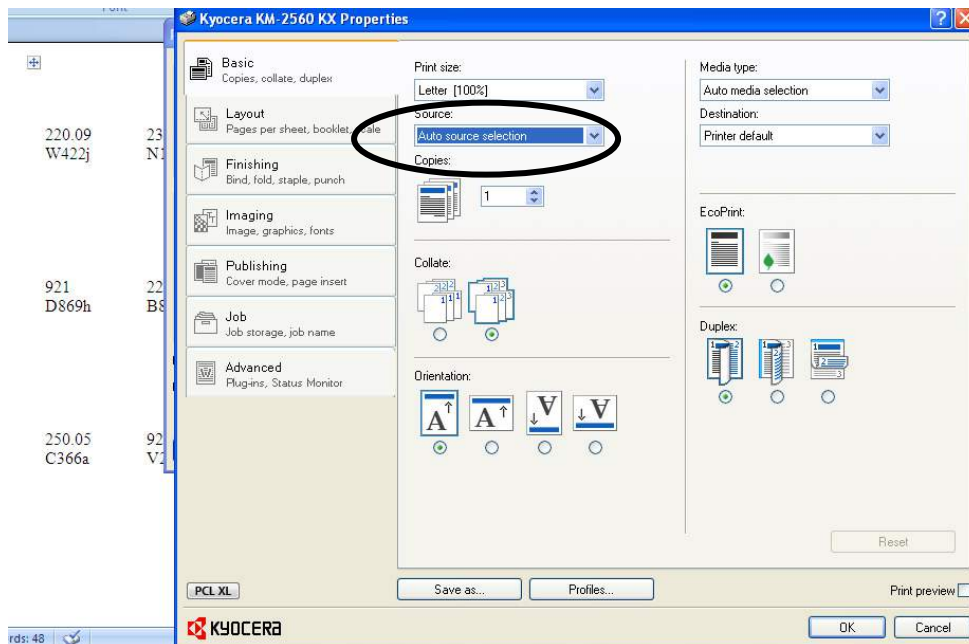
5. When all books are entered it should look similar to this example.



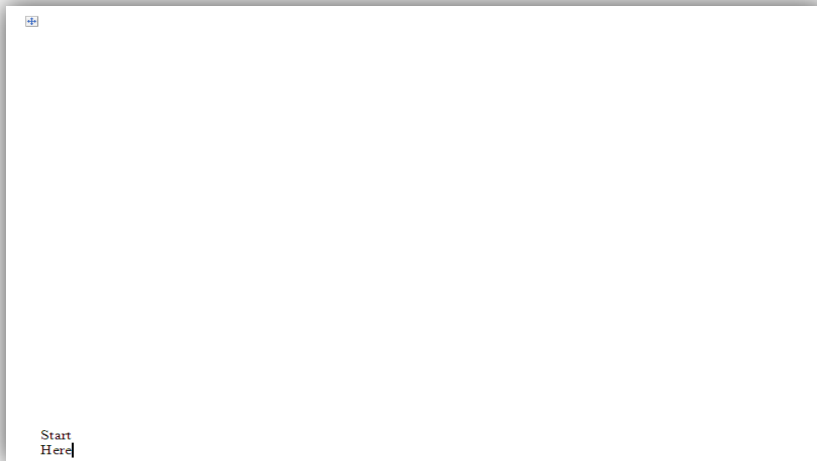
6. Prepare the labels for printing
 - a. When printing, print using the multipurpose tray
 - b. Click properties



- c. Change auto source detection to "mp tray"



- d. **Print a preview sheet on a plain piece of paper to make sure the print is aligned correctly**
 - e. **If everything is aligned correctly print on a sheet of labels**
 - f. **If the columns do not align correctly adjust them and print another preview sheet**
7. **After placing the labels on the books, delete the label information from the document and type “start here” on the first unused label on the list.**



Tips for printing labels

1. **Use 12 point font Times New Roman for everything except lower case L's .**
2. **When using lower case L's, use 12 point font Albertus Medium.**
3. **There are eight labels in a row, when selecting books it is best to work in multiples of eight.**

29. Cover label with color coding transparent tape if necessary:

- reference—red
- fiction—blue
- biography/autobiography—yellow

30. Cover spine label and transparent tape, if applied as according to step 19, with 1 ½ inch Flex-Armor book tape.

Weeding

9. The librarian will make weeding decisions 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
 - inappropriate material
10. Other library staff, institute personnel, and library patrons may make withdraw recommendations to the librarian by filling out the resource reconsideration form.
 11. The librarian may consult affected faculty when making a weeding decision.
 12. When an item is weeded, the first step is to enter the item information in the “Withdraws” spreadsheet (librarian/assistant librarian shared folder → “Withdrawn” folder → “withdraws” Excel spreadsheet). Enter the following information:
 - date withdrawn
 - title
 - call number
 - publisher
 - date
 - reason for withdraw
 13. Stamp withdrawn beside all instances of the PVBI Library stamp (title page, page 25, inside back cover).
 14. Remove the book from the library cataloging system (Remove from all of the following places that are relevant: card catalog, shelf list catalog, library database, CampusSIS.)
 15. Mark through the barcode with a black marker
 16. Dispose of the withdrawn item. If it is appropriate, box for addition to library sale items.

Resource Reconsideration

- If a patron has a concern about a library resource the library worker should give them a resource reconsideration form.
- The patron must COMPLETELY fill out the resource reconsideration form below for the librarian to consider the concern.
- The library worker must then submit this form to the librarian for consideration.

Penn View Bible Institute Library

Date: _____

If you have found library resources about which you have concerns, please fill out this form COMPLETELY to assure consideration by the library staff.

MATERIAL FOR CONSIDERATION	
Author/Producer: _____	Publisher: _____
Title: _____	
Dewey Number: _____	Date/Edition: _____
Type of material:	
<input type="checkbox"/> Book <input type="checkbox"/> Magazine/Newspaper <input type="checkbox"/> DVD/CD/Cassette	
Other: _____	
How much of the work did you read or view? <input type="checkbox"/> All <input type="checkbox"/> Portion	
Please describe your concerns regarding this material:	
What specific pages/sections illustrate your concerns:	

CONTACT INFORMATION
Name: _____
Telephone: _____
<input type="checkbox"/> Faculty <input type="checkbox"/> Staff <input type="checkbox"/> Student <input type="checkbox"/> Other: _____

LIBRARY RESPONSE

- When a request is submitted, the librarian will take one of the following actions: removal of the resource if inappropriate, addition of a resource to balance the collection by providing alternative views, or no action at all.

Lost/Damaged Resources

- The library patron is responsible for paying replacement fees for any lost or damaged resource they borrowed.
- The librarian will determine whether the lost or damaged item will be replaced.

3.0 Circulation

Circulation Policies

Resource Type	Circulation	Fine
General Collection	2 weeks	15¢/day
Reference	In-house use only	NA
Reserve	24 hours (unless otherwise specified by faculty)	\$1.00/hour
Archive	In-house use only	NA
Current Periodicals	In-house use only	NA
Back-Issue Periodicals	2 weeks	15¢/day

Patron Privileges

Faculty--may check out circulating resources for the length of a semester. At the end of the semester the resources need to be returned or renewed.

Staff--may check out resources according to the above stated circulation policies

Student-- may check out resources according to the above stated circulation policies

Community--must be approved for check out by assistant librarian or librarian. May check out resources according to the above stated circulation policies

Holds

- Library patrons may put a hold on a circulating library resource that is currently checked out.
- A library resource cannot be renewed by the current borrower if a hold has been placed on the resource.
- In the case of multiple holds on a resource, faculty has priority. Otherwise, priority is based on a first come basis.

Fines

- Library patrons must pay all fines before borrowing additional library resources.
- 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.

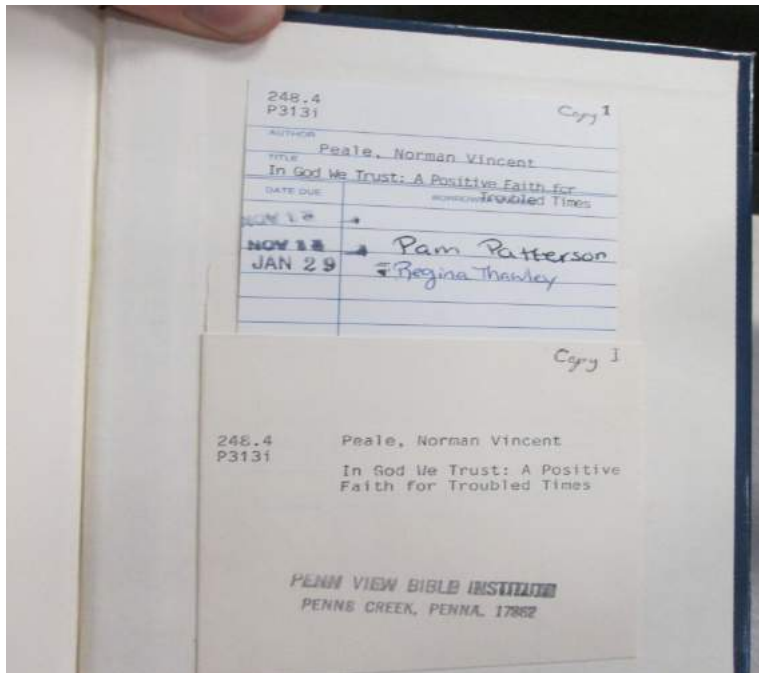
Lost/Damaged Resources

- The library patron is responsible for paying replacement fees for any lost or damaged resource they borrowed.
- 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.
- Fees for lost or damaged resources must be paid before additional resources may be checked out.
- Patron's who need to pay for lost or damaged resources should be referred to the assistant librarian or librarian.

Checking Out

Books

8. Remove borrower's card from pocket in the back of the book



9. Give borrower's card to patron to sign on the next available line
10. Stamp date due slip (also in the back of the book) with appropriate due date
11. Give patron the book(s) and verbally tell them when the book(s) are due

12. Take borrower's card and stamp it with the same date as that stamped date due slip

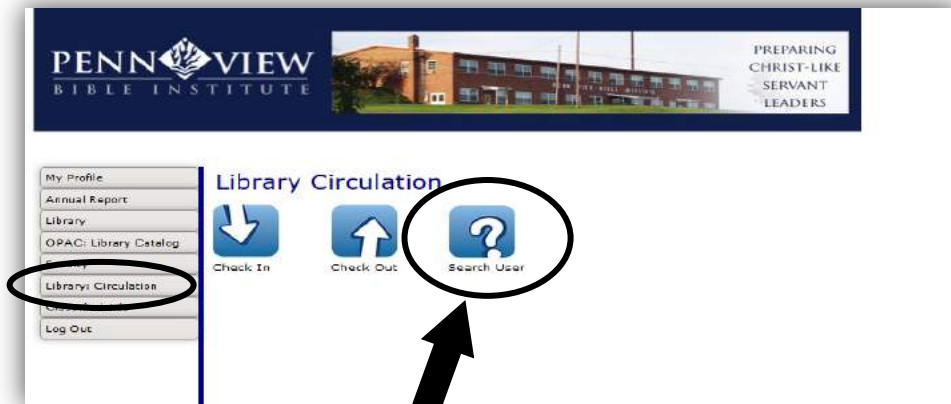


13. Place borrower's card in corresponding slot in the charging tray (cards are filed by date and then alphabetically by last name of author)



Through CampusSIS

9. Look up patron in CampusSIS
10. Go to "Library: Circulation" module

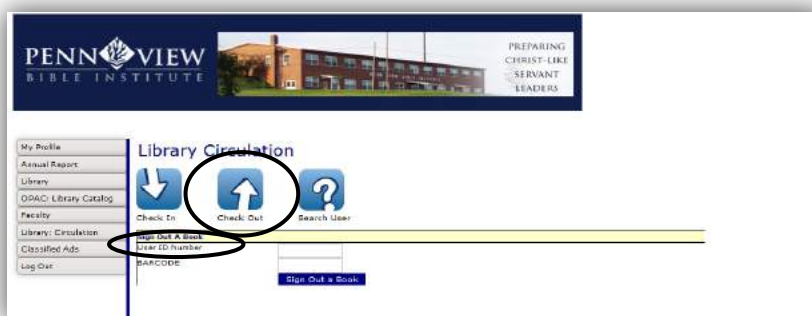


11. Click on "search user"

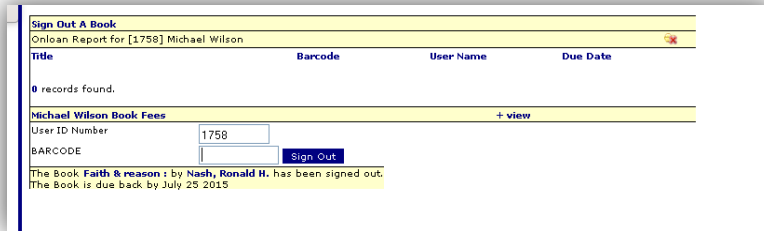
12. Type last or first name whichever is less common (use "Boolean search" on the right side of the screen if needed)



13. Once located copy patron identification number
14. Click on check out and enter patron identification number in the "user ID number"



15. Scan barcode or type in manually



16. Stamp date due slip with the date calculated by the computer and tell the patron the due date.

Checking In

Book

5. Look at the date due slip of the returned book
6. Go to that date in the charging tray
 - a. Cards are filed by date and then alphabetically by last name of author
 - b. Look for the last name of the author
 - c. If the card cannot be found look in the overdue section located at the back of the left side of the charging tray
 - d. If the card is still not found try looking approximately two weeks after the original date
7. When the card is found pull the card and place it in the pocket in the back of the book
8. Place book on cart to be reshelved. If it is a reserve book, place it on the reserve shelf.

In-house books

4. Collect any random unattended books from the library premises as well as books on the book cart.



5. Record all in-house book usage on the circulation reporting form

6. Reshelf books

In-house periodicals

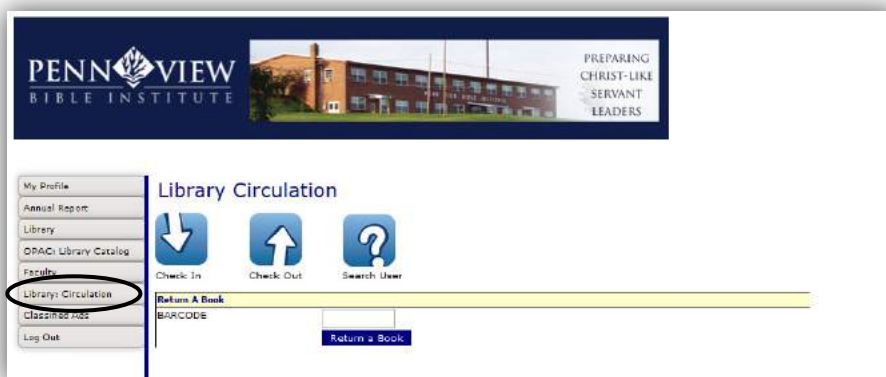
4. Collect any random unattended periodicals from the library premises as well as any periodicals from the periodical return basket



5. Record all in-house periodical usage on the circulation reporting form
6. Reshelf periodicals

Through CampusSIS

5. Go to the "library: circulation" module in CampusSIS and click on "check in"



6. Scan or type in barcode

- CampusSIS will show a message indicating that the book has been returned

Return A Book	
BARCODE	<input type="text"/> <input type="button" value="Return a Book"/>
Return Details	
The text Faith & reason : by Nash, Ronald H. has been returned.	

- Reshelf book

4.0 Technical Services

5.0 Reference

The following Approachability, Interest, Listening and Inquiring, Searching and Follow Up sections are based on the “Guidelines for Behavioral Performance of Reference and Information Service Providers” by Reference and User Services Association, a division of the American Library Association.

Approachability

- Be in a visible location that makes patrons comfortable to come ask questions.
- Stop all other activities, acknowledge patron with a friendly greeting, make eye contact, and use welcoming body language when a patron approaches to ask a question.
- Ask “How may I help you?”
- Occasionally browse library to determine if any patrons need help—offer assistance using lines such as:
 - Are you finding what you need?
 - Can I help you with anything?
 - How is your search going?
- Help patron start the initial steps of their search, then move on to other patrons offering to provide more assistance if needed.
- Check back on patron’s progress.

Interest

- As a library worker you need to be committed to providing the most effective assistance despite your interest level in the patron’s informational need.
- Show interest by giving complete attention, facing the patron and maintaining eye contact throughout the reference transaction.
- Signal an understanding of the patron’s needs through verbal and non-verbal confirmation, such as nodding of the head, offering brief explanations, or asking additional questions to better understand the patron’s query.

Listening and Inquiring

- The listening and inquiring stage is critical to the success of the reference transaction. This stage is called the reference interview.
- The library worker should put the patron at ease by communicating in a receptive, cordial, and supportive manner.
- Don’t interrupt! Allow the patron to fully state their need in their own words before responding.
- Confirm that you have understood the patron’s need by rephrasing the question or request.

- ☑ Use open-ended questions to encourage the patron to expand on the request or present additional information. Examples of open-ended questions:
 - Please tell me more about your topic.
 - What additional information can you give me?
 - How much information do you need?
- ☑ Use closed and/or clarifying questions to refine the search query. Examples of clarifying questions:
 - What have you already found?
 - What type of source do you need?
 - Do you need a book or an article?
 - Do you need current or historical information?
- ☑ Do not express your opinion about the subject matter or the nature of the question.

Searching

- ☑ Find out what the patron has already tried, and encourage the patron to contribute their ideas.
- ☑ Construct a competent and complete search strategy.
 - Select search terms that are most relevant to the information desired.
 - Verify spelling and other possible factual errors in the original query.
 - Identify appropriate sources that are most likely to contain information relevant to the patron's query.
- ☑ Explain the search strategy to the patron.
- ☑ Work with the patron to evaluate results, revise search terms, and identify other sources to try if the search is unsuccessful.
- ☑ Work with the patron to narrow or broaden the topic when too little or too much information is identified.
- ☑ Attempt to conduct the search within the patron's allotted time frame.
- ☑ Explain how to use sources when appropriate.
- ☑ Offer pointers, detailed search paths, and names of resources used to find the answer, so that the patron can learn to answer similar questions on their own, when appropriate.
- ☑ Recognize when to refer patrons for more help. This may mean a referral to the librarian (Mrs. Shelenberger), a specialized library, or community resources (such as the Snyder County library system).
- ☑ Ask the patron if additional information is needed after results are found.

Follow Up

- ☑ Ask the patron if their question has been completely answered.

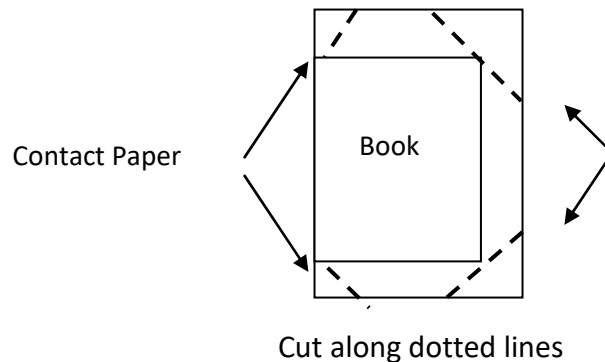
- ☑ Encourage the patron to return if they have further questions by making a statement such as “If you don’t find what you are looking for, please come back and we’ll try something else.”
- ☑ Consult with other librarians or experts in the field when additional subject expertise is needed.
- ☑ Make the patron aware of other available reference pathways (email, etc.)
- ☑ Make arrangements with the patron, when appropriate, to set up an individual research appointment to continue researching the question.
- ☑ Refer the patron to other sources or institutions if the query has not been answered to the satisfaction of the patron.
- ☑ Take care not to end the reference interview prematurely.

6.0 Preservation

Covering

Covering Paperback Books Procedure:

14. Cover paperback books with contact paper
15. Cut 2 strips of contact paper approximately 2" wide and a little shorter than the height of the book
16. Remove the paper backing and center one piece over where the front cover and the pages meet:
 - Lay the book flat with the edges of the pages facing you and the spine facing away from you
 - Open the cover and place one half of the contact paper long ways on the first page and smooth it out, moving from the edge of the strip to where the pages meet the cover (NOTE: This piece is to reinforce the spine between the first page and the cover of the book.)
 - Repeat the same process between the back page and the back of the book
17. Cut a piece of contact paper approximately 2" wider and 2" taller than the book (the width includes the width of the front cover, the spine, and the back cover all together)
18. Remove the paper backing and lay the contact paper out flat
19. Place the front of the closed book on the contact paper leaving approximately 1" of contact paper at the top edge of the book, on the non-spine side of the book, and at the bottom of the book
20. Wrap the right side of the contact paper tightly around the spine and over the back cover, smoothing out the wrinkles as you go (if wrinkles form, pull the contact paper back and smooth it out again)
21. Cut the corners of the contact paper diagonally as illustrated below and save them



22. Cut diagonally towards the spine so the contact paper can be wrapped to the inside as illustrated above
23. Open the front cover and wrap the contact paper as tightly as possible to the inside of the cover
24. Place the cut off corners on the inside of the cover on each corner to give the corners more durability; it does not matter which corner is used
25. Turn the book over and repeat for the back cover

26. Cut off the pieces on each end of the spine so that the edge of the contact paper is even with the edge of the spine

Covering Dust Jacket Procedure:

16. Cover the dust jackets of hardback books with plastic covers
17. Measure the height of the book
 - If it is less than 8", use an 8" cover
 - If it is between 8" and 9", use the 9" cover
 - If it is between 9" and 10", use the 10" cover
 - If it is between 10" and 12", use the 12" cover
 - If it is between 12" and 14", use the 14" cover
 - If it is between 14" and 16", use the 16" cover
 - If the book is unusually wide for its height, use a taller cover than necessary in order to sufficiently cover the dust jacket flaps
18. Remove the dust jacket from the book
19. Lay out a book cover with the open edge at the top and the paper side up
20. Slide the dust jacket into the cover with the blank side of the dust jacket up
21. Center the dust jacket in the book cover
22. Make sure the bottom edges of the dust jacket are clear down to the bottom of the cover
23. Hold down the bottom corners of the book cover and the dust jacket with your elbows so that the jacket will stay clear down to the bottom (If you make adjustments to the placement of the cover, keep checking that the dust jacket is clear down to the bottom, as it has a tendency to move as you make adjustments.)
24. Fold the paper of the book cover down with the fold just below the top edge of the dust jacket
25. Remove the small paper covering the small sticky rectangle on the plastic of the book cover at the top
26. Fold the plastic down so the crease is tight against the top of the dust jacket
27. Press down on the plastic where the sticky section is
28. Place clear tape on top of the plastic about half way between the center and either edge to hold the plastic down tightly
29. Place the dust jacket with its book cover back on the book like it was originally; make sure the text of the book is right side up
30. Tape the dust jacket to the book cover
 - Close the book tightly so that the dust jacket stays in place
 - Cut a piece of string tape about 3" long
 - Slip the tape between the dust jacket and the outside of the front cover
 - Place the tape so that when it is wrapped around to the inside of the cover it will still be on the plastic but close enough to the edge of the dust jacket that the flaps do not curl up
 - Leave half of the tape sticking out
 - Before wrapping it to the inside, place another piece of string tape at the top of the book
 - While holding the flap against the inside of the cover, wrap both pieces of tape to the inside
 - Turn the book over and tape the back of the dust jacket to the back cover

Exhibit R

Relative to Standard 2

RELATIVE TO STANDARD 2 – STUDENT LEARNING, INSTITUTIONAL EFFECTIVENESS, AND PLANNING

Substantiating the summaries under EE4 and EE5 in the Compliance Document, the following tables illustrate the use of multiple measures analyzing and validating Student Achievement of the Institutional Goals:

Spiritual Goals

Goals	Acceptable Performance Defined	Measure (means of assessment and date)	Results
1) To know Christ as personal Savior and to make a total consecration of one's life to Christ in entire sanctification.	<p>Students will give personal testimony of knowing Christ as personal Savior, in private conversation, in written testimony, or in public services, demonstrated by behavior and attitudes that do not contradict, as measured by:</p> <p>90% on SS line items Means of 5 mostly true of me on WWP line items Means of 4.5 mostly true on FSP line items</p>	<p><i>Student Survey (SS)</i> 2018</p> <p><i>Wesleyan Wellness Profile (WWP)</i> 2019</p> <p><i>Faculty/Staff Perception (FSP)</i> 2020</p>	<p>SS 2018 96.5% indicated that they have a personal assurance of salvation (#5); 92.9% indicated victory over sin in their life (#6); and 98.2% indicated that they are experiencing spiritual growth (#7).</p> <p>WWP 2019 Items #2i, 5a, 5c, 5d, 5e, 5g, 5h indicate that the students experience forgiveness of sins as well as ongoing assurance and victory over sin and are growing in grace. The mean for the above line items is 5.43. All the above line items have a mean above 5 with one exception: when indicating a "sense of nearness to God in prayer regularly" the mean was 4.56.</p> <p>Items #3a-j the students indicate their lives are consistent with this in that they are committed to the Bible, the Great Commission, prayer, and the church (mean = 5.63).</p> <p>FSP 2020 (Spiritual Goal #1) faculty and staff ratings yielded a mean of 5.08.</p>
2) To cultivate an increasingly intimate relationship with Christ and a holy character reflective of biblical teaching.	<p>Students will cultivate an increasingly intimate relationship with Christ and a holy character reflective of biblical teaching in private conversation, in written testimony, or in public services, demonstrated by behavior and attitudes that do not contradict, as measured by:</p> <p>90% on SS and WWP line items 75% of students will practice personal prayer two or more times a week on WWP line item Means of 5 mostly true of me on WWP line items Means of 4.5 mostly true on FSP line items</p>	<p><i>Student Survey (SS)</i> 2018</p> <p><i>Wesleyan Wellness Profile (WWP)</i> 2019</p> <p><i>Faculty/Staff Perception (FSP)</i> 2020</p>	<p>SS 2018 Question 6 asks students to evaluate personal spiritual victory over sin in their Christian life. Their response equaled 92.9%.</p> <p>Question 7 asks "Are you growing in grace?" Responses were 98.2% in affirmative.</p> <p>WWP 2019 Items 7a, 7b, 7c, 7d indicate that 93% of students are practicing personal prayer two or more times per week; 91% reported having devotional Bible reading 2 or more times per week; 93% attend church two or more times per week; and 100% attend chapel two or more times per week. All are above the 75% or 90% benchmark.</p> <p>Item 3c "I have chosen personally to serve the Lord" earned a mean of 5.83.</p> <p>FSP 2020 (Spiritual Goal #2) faculty and staff ratings yielded a mean of 5.13.</p>

Goals	Acceptable Performance Defined	Measure (means of assessment and date)	Results
3) To cultivate a love for the Bible as the Word of God, as the source of our knowledge of salvation, as the source of our worldview, and as the guide for holy living.	<p>Students will practice regular personal devotional Bible reading two or more times a week, as measured by:</p> <p>75% on WWP items Means of <i>5 mostly true of me</i> on WWP line items</p> <p>Means of <i>4.5 mostly true</i> on FSP line item</p>	<p><i>Wesleyan Wellness Profile (WWP) 2019</i></p> <p><i>Faculty/Staff Perception (FSP) 2020</i></p>	<p>WWP 2019 Item #7b indicated 91% have devotional Bible reading two or more times per week</p> <p>Items #2o, 3a, b, d, e (mean = 5.73) indicated that students believe the Bible teaches us how to live and that they are committed to live, read, and obey the Bible.</p> <p>Items #4a-o (mean = 5.35) students indicated they are consistently being Christ-like in their time, talents, choices, finances, ethics, and outward appearance. One exception is notable. When asked whether they are "witnessing when opportunities arise" (#4m), the mean is 4.57. There has been a consistent increase from 3.90 in 2012.</p> <p>FSP 2020 (Spiritual Goal #3) faculty and staff ratings yielded a mean of 5.29.</p>

Intellectual Goals

Goals	Acceptable Performance Defined	Measure (include means of assessment and date)	Findings/Issues Results
1. To understand basic Bible content and doctrine.	<p>Demonstration of Biblical worldview</p> <p>At or above national norm on ABHE Bible Exam</p> <p>Means of <i>5 mostly true of me</i> on WWP line items</p> <p>75% of students will practice regular personal devotional Bible reading two or more times a week</p> <p>Means of <i>4.5 mostly true</i> on FSP line item</p>	<p><i>ABHE Bible Exam</i> administered to entering freshmen and graduating seniors</p> <p><i>Wesleyan Wellness Profile (WWP) 2019</i></p> <p><i>Faculty/Staff Perception (FSP) 2020</i></p>	<p>Composite of all PVBI entering freshmen from 2014 to 2019 yields a total ABHE Bible exam score of 49.38% for our Institution compared to the ABHE National norms of 45.67%.</p> <p>Graduating PVBI seniors have, in the same time span, yielded a total exiting ABHE exam score of 66.05% compared to the ABHE National norm of 62.19%.</p> <p>WWP 2019 (#2a-p, 3a, 3b, 4b) by a mean of <u>5.78</u> the students indicate their belief in a Biblical Worldview in relation to God's character, the Trinity, personal relationship with God and growth, salvation, sin, heart purity, Heaven and Hell, and life purpose. They are also committed to live by the Bible as the inspired Word of God and be obedient to what they know of Scripture.</p> <p>(7b) identifies 91% of students practice Devotional Bible Reading 2 or more times per week</p> <p>FSP 2020 A mean of <u>5.10</u> indicating that students "understand basic Bible content and doctrine" as per Intellectual Goal #1</p>

Goals	Acceptable Performance Defined	Measure (include means of assessment and date)	Findings/Issues Results
2. To construct a biblical worldview	<p>Demonstration of Biblical worldview</p> <p>Means of <i>5 mostly true of me</i> on WWP line items</p> <p>Means of <i>4.5 mostly true</i> on FSP line item</p>	<p><i>Wesleyan Wellness Profile (WWP) 2019</i></p> <p><i>Faculty/Staff Perception (FSP) 2020</i></p>	<p>WWP 2019</p> <p>(#2a-p) by a mean of <u>5.86</u>, the students indicate their belief in a Biblical Worldview in relation to God's character, the Trinity, personal relationship with God and growth, salvation, sin, heart purity, Heaven and Hell, and life purpose.</p> <p>(#3a-j) with a mean of <u>5.63</u> the students indicate that they have chosen: (a) to serve the Lord personally, (b) to make a habit of choosing God's will, and (c) to choose the best in spite of short term consequences, and are committed: (a) to the Bible as inspired, (b) to live by the Bible and the Great Commission, (c) to reading the Bible and praying regularly, (d) to church attendance, and (e) to support the kingdom by monetary giving.</p> <p>(#4a-o) with a mean of <u>5.35</u> the students indicate they are consistently being Christ-like in their time, talents, choices, finances, ethics, and outward appearance.</p> <p>(#5a-q) with a mean <u>5.35</u> of the above line items indicate that the students experience forgiveness of sins as well as ongoing assurance and victory over sin and are growing in grace. Also, they indicate a fellowship with Christians and people from a variety of ethnicity, gender, and culture. They indicate an acceptance of themselves and forgiveness of others.</p> <p>(#6a-e) with a mean of <u>5.43</u> the students indicate they are sympathetic toward the poor, sick, fatherless, widows, and elderly. This compassion causes them to serve others in specific actions.</p> <p>The 2020 FSP indicates a mean score of <u>5.24</u> as a composite of input from both faculty and staff for Intellectual Goal #2</p> <p>Faculty reviewed student worldview papers and "found a reasonable depth of worldview, including concepts of God and the Bible, grounded in a Christian worldview" (Faculty Meeting Minutes, May 29, 2020).</p>

Goals	Acceptable Performance Defined	Measure (include means of assessment and date)	Findings/Issues Results
<p>3. To obtain general knowledge and to develop intellectual skills of inquiry, analysis, critical thinking, written and oral communication, and ethical reasoning.</p>	<p>Minimum of 2.0 GPA in general education courses</p> <p>Competence in communication and in problem-solving skills as judged by the faculty</p> <p>Means of 5 mostly true on SS line items</p> <p>Means of 6 satisfied on SSI line items</p> <p>Means of 4.5 mostly true on FSP line item</p>	<p><i>Student/Course Data</i></p> <p><i>Faculty evaluation of student papers</i></p> <p><i>Student Survey (SS) 2018</i></p> <p><i>Student Satisfaction Inventory (SSI) 2018</i></p> <p><i>Faculty/Staff Perception (FSP) 2020</i></p>	<p>Data from Registrar's Office record a <u>3.21</u> GPA for Gen Ed courses in the 2019-2020 academic year (even with the transition to on-line classes with the COVID19 issue)</p> <p>Faculty evaluated upper-level student papers and rendered evaluative statements recognizing some areas for improvement, but also satisfaction for the most part, as well as substantial depth of worldview. (Faculty Minutes 2019-05-30, 2020-05-29)</p> <p>SS 2018—line items: 3a) 86.2% Yes, courses are demanding 3b) 93.1% Yes, courses require learning new knowledge 3c) 91.4% Yes, courses require deeper and critical thinking skills 3d) 87.9% Yes, courses require organizing new ideas 3e) 72.4% Yes, courses require new writing skills</p> <p>4) indicates that estimated weekly study time is appropriate with most full-time students spending 11-20 hours</p> <p>9a) 87.9% of students indicate that academic courses have contributed to their spiritual growth</p> <p>15) 91.3% of students state their grades have been "C" average or above</p> <p>17) 88% of students have been significantly accomplishing their educational goals</p> <p>SSI 2018 #39 "I am able to experience intellectual growth here" Satisfaction <u>6.38</u> #41 "Commitment to academic excellence on this campus" Satisfaction <u>6.23</u> #44 "Academic support services meet student needs" Satisfaction <u>5.77</u> #53 "Faculty consider student differences as they teach" Satisfaction <u>5.76</u> #58 "Quality of instruction in most classes is excellent" Satisfaction <u>6.15</u></p> <p>A mean score of <u>5.17</u> is the faculty/staff perception of Intellectual Goal #3</p>

Goals	Acceptable Performance Defined	Measure (include means of assessment and date)	Findings/Issues Results
<p>4. To establish an adequate intellectual foundation for professional ministry.</p>	<p>80% of students will practice relevant ministry skills with satisfactory performance</p> <p>Means of <i>6</i> satisfied on SSI line items</p> <p>Means of <i>4.5</i> mostly true on FSP line item</p>	<p>Christian Service Learning reports</p> <p><i>Student Satisfaction Inventory (SSI) 2018</i></p> <p><i>Faculty/Staff Perception (FSP) 2020</i></p> <p><i>Graduates Survey (GS) 2020</i></p> <p>Professional studies proficiency is measured more specifically in each program.</p>	<p>CSL reports from Spring 2020 indicated 100% achieved satisfactory performance</p> <p>SSI (2018) #8 “Content of the courses within my major is valuable” was rated as Important with a mean of <u>6.76</u> with a Satisfaction of <u>5.98</u>. #16 “Instruction in my major field is excellent” received a rating of Importance with a mean at <u>6.80</u> with a Satisfaction of <u>6.34</u>. Overall Institutional Effectiveness yielded a mean of <u>6.55</u> in Importance, while Satisfaction was <u>6.11</u>.</p> <p>FSP (2020) Combined Faculty and Staff scored a mean of 5.38 for Intellectual Goal #4</p> <p>Q35 My program has prepared me for ministry. 30% of graduates indicated “Strongly Agree” while 60% marked “Agree”.</p> <p>Q38 My program was intellectually challenging and stimulating. 50% of students responded with “Strongly Agree” while 40% stated “Agree”</p>

Goals	Acceptable Performance Defined	Measure (include means of assessment and date)	Findings/Issues Results
<p>2. To develop communication skills, professional courtesy, and a culture of mutual understanding</p>	<p>Means of <i>5 mostly true of me</i> on SS line items</p> <p>Means of <i>5 mostly true of me</i> on WWP line items</p> <p>Means of <i>4.5 mostly true</i> on FSP line item</p>	<p><i>Student Survey (SS)</i> 2018</p> <p><i>Wesleyan Wellness Profile (WWP)</i> 2019</p> <p><i>Faculty/Staff Perception (FSP)</i> 2020</p>	<p>SS 2018 Q.1 addresses “How important each of the following desires were in your deciding to come to Bible College”. Line item “d”, (I wanted to become effective in ministry), relates to this goal with a mean of <u>5.38</u>.</p> <p>WWP 2019 Item #1, Indicating “desires in decision to attend Bible college”, line item “c”, (I wanted to become effective in ministry) indicates a mean of <u>5.57</u>. Item #3 deals with Commitment in areas of the student’s life. Line items d and f consider “live by the Great Commission” and “regular church attendance” yielding a mean of <u>5.72</u>. Item #4 asks students to “Think about how your beliefs are reflected in your daily life” (i.e. character). Line items d, h, j, k, m—arenas of communication, courtesy, and understanding—express a mean of <u>5.15</u>. Item #5 asks students to “Think about their relationships with God and with other people (Communion). Line items b, i, j, l, p, q expresses various activities that help to develop interaction in social arenas with a mean of <u>5.27</u>. Item #6 addresses students’ “compassion” toward other people”. Line item “a” (I practice serving Christ by serving others) meets the parameters of Social Goal # 2 by a mean of <u>5.39</u>. Item #8 deals with “Various components of the Bible college experience have contributed to your spiritual growth”. These line-items cover “fellowship with other students”, “Dormitory life”, Campus atmosphere”, and “School related ministry practice or Christian service”. The mean of that composite is <u>4.54</u> (above the 4.5 mean appropriate when respondents are rating someone else). Item #9 asks the students to “Think about the students and faculty around you, the general campus atmosphere.” Line items “d” and “f” address social interactions that help in personal development. With a mean score of <u>4.88</u>, 76% of students entered a <i>5 mostly true</i> or <i>6 very true</i> on “d” (students are quick to help each other), while 61% marked <i>5 mostly true</i> or <i>6 very true</i> on “f” (students make each other feel loved and accepted). This is above the 4.5 mean appropriate when respondents are rating someone else.</p> <p>FSP 2020 The faculty and staff assigned a mean of <u>5.14</u> to Social Goal #2.</p>
<p>3. To become a responsible member of social structures such as family, church, nation, and world.</p>	<p>80% of students will be active in Christian service</p> <p>Means of <i>5 mostly true of me</i> on WWP line items</p> <p>Means of <i>4.5 mostly true</i> on FSP line item</p>	<p><i>Christian Service Learning (CSL)</i> reports</p> <p><i>Wesleyan Wellness Profile (WWP)</i> 2019</p> <p><i>Faculty/Staff Perception (FSP)</i> 2020</p>	<p>CSL reports from Spring 2020 indicated 100% ## achieved satisfactory performance.</p> <p>WWP 2019 Item 9 asks the students to “Think about the students and faculty around you, the general campus atmosphere”. Line item “a” states “The students are devoted to serving the Lord”, yielding a mean score of <u>5.02</u>.</p> <p>FSP 2020 In this iteration of FSP, the faculty and staff gave a mean of <u>5.36</u> for Social Goal #3.</p>

Practical Goals

Goals	Acceptable Performance Defined	Measure <small>(include means of assessment and date)</small>	Findings/Issues Results
<p>1. To apply the biblical worldview in problem-solving and in decision-making that includes seeking divine guidance.</p>	<p>Majority of seniors will have a sense of direction what they will be doing after they graduate</p> <p>80 % of graduates will “Agree” or “Strongly Agree” with applicable items in the Graduate Survey</p> <p>Means of 5 mostly true of me on WWP line items</p> <p>Means of 4.5 mostly true on FSP line item</p>	<p>Senior Exit Interviews (semi-structured)</p> <p><i>Graduate Survey 2020</i></p> <p><i>Wesleyan Wellness Profile (WWP) 2019</i></p> <p><i>Faculty/Staff Perception (FSP) 2020</i></p>	<p>Informal conversations have occurred that suggest we are meeting this goal, but not structured, documented interviews just for this purpose.</p> <p>GS 2020 Q84: “My Christian worldview developed.” 86% responded that they “Agree” or “Strongly agree.”</p> <p>WWP 2019 Item 2o, COGNITIVE, reads “I believe the Bible teaches us how we should live”. Mean = <u>5.90</u> Item 3 deals with COMMITMENT, and line item #3i states, “I make it a habit to choose what God would want me to choose.” Mean = <u>5.48</u> Item 4 deals with CHARACTER, asking students to “Think about how your beliefs are reflected in your daily life.”. The mean of line items (a-o) for character is <u>5.35</u>.</p> <p>FSP 2020 Students scored a mean of <u>5.14</u> on this Institutional Goal.</p>
<p>2. To achieve entry-level proficiency in professional Christian service.</p>	<p>80% of students will be active in Christian service</p> <p>Means of 5 mostly true of me on SS line items</p> <p>Means of 5 mostly true of me on WWP line items</p> <p>80% of graduates will “Agree” or “Strongly Agree” with applicable items in the Graduate Survey</p> <p>Means of 4.5 mostly true on FSP line item</p>	<p><i>Christian Service Learning (CSL) reports</i></p> <p><i>Student Survey (SS) 2018</i></p> <p><i>Wesleyan Wellness Profile (WWP) 2019</i></p> <p><i>Graduate Survey 2020</i></p> <p><i>Faculty/Staff Perception (FSP) 2020</i></p>	<p>CSL reports from Spring 2020 indicated 100% achieved satisfactory performance.</p> <p>SS 2018 Item 1, line item “d” states, “I wanted to become effective in ministry” as “Important . . . in your deciding to come to Bible college”. The mean was <u>5.38</u>.</p> <p>WWP 2019 Item 6 asks the student to “Think about your compassion toward other people.” The six line-items for this part of the WWP yields a mean of <u>5.43</u>.</p> <p>Question 33 expresses: “The opportunity to participate in relevant field experiences (for example, internships, student teaching) has been adequate.” 100% said they “Agree” or “Strongly agree.”</p> <p>Questions 46 and 47 deal with Christian Service assignments. Neither yielded our desired performance with “Assignments related well to my program” at 50% while “I had adequate supervision and support in my CS assignments” was only 37.5%. This information will be given to the CSL director, Academic Dean, and other appropriate personnel to generate adjustments to better meet student needs for this Institutional Goal.</p> <p>FSP 2020 Students scored a mean of <u>5.71</u> on this Institutional Goal.</p> <p>Graduates’ Employer Satisfaction Survey to be developed.</p>

Exhibit S

Library Databases

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This comprehensive e-resource draws on the connections between the environment and a variety of disciplines such as agriculture, education, law, health and technology. Topics covered include:

- Global climate change
- Green building
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- Sustainable agriculture
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- Recycling

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Discover reliable health information through access to full-text articles of nursing and allied health journals, pamphlets, newsletters, periodicals, newspapers, encyclopedias, and more. This comprehensive consumer health resource provides accurate, authoritative information on a full range of health-related issues, including diseases, disorders, traditional and alternative therapies, and current hot topics. Content is added daily to ensure that researchers receive the most up-to-date health content.

A broad collection of full-text reference works is included, providing access to such texts as:

- The Gale Encyclopedia of Medicine

- The Gale Encyclopedia of Alternative Medicine
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- The Gale Encyclopedia of Cancer
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High School

Secondary school students will have access to age-appropriate content from magazines, journals, newspapers, reference books, and engaging multi-media covering a wide range of subjects, from science, history, and literature to political science, sports, and environmental studies.

- Over 2,300 periodicals with more than 2,000 in full-text
- More than 59,000 images
- Over 1,700 audio files
- Over 4,900 videos
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Informe Académico proporciona acceso a periódicos y revistas especializadas de lengua española y portuguesa. La base de datos ofrece una amplia gama de contenidos sobre América Latina.

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Discover literature content from more than 150,000 full-text poems, 840,000 poem citations and excerpts, 7,100 full-text short stories and novels, 3,800 full-text essays published in the 16th-20th centuries, 2,400 full-text speeches, and 1,250 full-text plays. It also includes biographies, work summaries, photographs, and a glossary. Within LitFinder's collection, users can access works from over 80,000 authors from 660 nationalities.

Find everything from the sonnets of Shakespeare to the poetry of Maya Angelou, the poetry of the 13th century to contemporary poems by African American women, the inaugural speeches of George Washington through George W. Bush, short stories by Edgar Allan Poe to stories by up-and-coming writer Elizabeth Weld, or essays on such subjects as the arts, science, and religion.

LISTA

This e-resource indexes more than 700 journals in library science & technology plus books, research reports and proceedings. Coverage extends back as far as the mid-1960's. Subjects include:

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- Cataloging
- Classification
- Information management
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Middle School

Discover reliable and trusted information on a variety of topics to support middle school student research for government, U.S and world history, geography, literature, sciences, and social issues. Research In Context offers cross-curricular content aligned to national and state standards, and presents material organized into a highly visual and topic portal approach to quickly find answers.

This unique database provides stellar support for papers, projects, and presentations while reinforcing the development of critical thinking and problem solving skills, communication, collaboration, creativity, and innovation.

- Topic Portals: More than 335 topic portal pages to present material in the way most useful for students, and continuously updated
- Reference: Contains more than 128 reference titles from Gale, UXL, Lucent, and Primary Source Media for reference articles, topic overviews, critical essays, and plot summaries
- Magazines: More than 1,240 full-text periodicals providing more than 2 million articles
- News: Over 1.5 million news results from sources such as KidsPost, Cross Currents, USA Today, CNN Wire, and more
- Multimedia: Over 150,000 images; nearly 12,800 videos, and more than 165,200 audio clips from a variety of sources including the History Channel/A&E, AP Video News, NASA, UPI Photo Collection, and NPR programs.
- Biographies: 51,300+ biographies from UXL Biographies, Newsmakers, Scientists: Their Lives & Works, Discovering Biography, Encyclopedia of World Biography, and more.
- Primary Sources: 3,200+ core primary documents, including government documents, court testimony, letters, legislation, memoirs, and more.
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Browse and read full-text newspapers from more than 2,300 major U.S. regional, national, and local newspapers, plus leading titles from around the world, or search articles instantly by title, headline, date, author, newspaper section, or other fields. InfoTrac Newsstand also includes thousands of images, radio and TV broadcasts, and transcripts.

- Includes more than 150 leading magazines/journals, including *The Economist*, *Harper's Magazine*, *The News Statesman*, and *The Spectator*
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- Almost 400 newswires, including *Al Jazeera America*, *AP Online*, *PR Newswire*, *United Press International*, and *CNN Wire* in both English and Spanish
- No embargo for 94% of titles
- Over 195 million articles

Pennsylvania Job Resources

Discover job resources for Pennsylvania job seekers and employers. These Pennsylvania government provided resources are designed to help you find a good career, review job openings, and match you with employers.

Resources for veterans are available too that will help veterans transition into the work force by translating their existing military skills into civilian terms.

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PA Online Learning is a FREE growing collection of tutorials on how to use software, social media, and library resources, such as POWER Library! Explore now and check back later to see how it grows! Selecting the link will take you to directly to PA Online Learning.

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Search many of the Gale e-resources available in POWER Library in one place! Find articles and information from the following e-resources:

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- General OneFile
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Perform research from hundreds of full text science encyclopedias, reference books, periodicals, and other reliable sources. View more than 280,000 high-quality science images from sources such as UPI, Getty, NASA, National Geographic and the Nature Picture Library.

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Explore science from over 230 full-text eBooks! This collection of reference titles covers a wide variety of topics such as animals, biology, climate change, computing, engineering, experiments, life science, nature, oceans, physical science, and weather. Find titles such as:

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- Arctic Thaw, Climate Change and the Global Race for Energy Resources
- Bioluminescence, Nature and Science at Work
- Blades of Green, Adventures in Backyard Habitats
- Climate Migrants, On the Move in a Warming World
- Drones and Flying Robots
- Fun Experiments with Light, Periscopes, Kaleidoscopes, and More
- Ocean Engineering and Designing for the Deep Sea
- Our Energy Future, Introduction to Renewable Energy and Biofuels
- Space Junk, The Dangers of Polluting Earth's Orbit

Small Engine Repair Reference Center

Find detailed repair guides for all types of small engines. Offers assistance in providing routine maintenance (tune-ups, brake service) as well as extensive repairs such as engine and transmission disassembly. Search by product type, brand, model/engine type, specific area of model/engine type and model numbers.

Teacher Reference Center

This e-resource for teachers provides indexing and abstracts for 280 peer-reviewed journals. Subject content includes:

- Assessment
- Best practices
- Continuing education
- Current pedagogical research

- Curriculum development
- Higher education
- Instructional media
- Language arts
- Literacy standards
- School administration
- Science & mathematics
- Teacher education

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Learn about people, places, nature, history, and science from videos and eBooks on topics such as American Indians, Ancient Civilizations, Farm to Table, The Civil War, Continents, The Thirteen Colonies, U.S. Government, Disasters, Earth Science, Experiments, Extreme Science, Nature, and many more.

Exhibit T

Faculty and Staff

Contract

Faculty/Staff Contract

AGREEMENT

The Board of Directors of Penn View Bible Institute (PVBI) does hereby enter into an agreement with «**First_Name**» «**Last_Name**» to accept and fill the position(s) of «**Position**» at Penn View Bible Institute for the academic or contract year beginning «**Start_Date**» and ending «**End_Date**» 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:

Base Salary:	« Base_Salary » per pay period (bi-weekly)
Vacation Days:	« Vacation_Pay »
Sick Days:	« Sick_Days »
Personal Days:	« Personal_Days »
Holidays:	« Holidays »
Children's Tuition:	« Childrens_Tuition »
Other:	« Other »

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.

PVBI

DATE

EMPLOYEE

DATE

Exhibit U

Emergency Management Plan

Penn View Bible Institute & Christian Academy

Penn View Emergency Management Plan

Contingency Plans for Critical Incidents

Abstract

An Emergency Management Plan is an important part of providing safety and security to any organization. This particular EMP was designed for Penn View Bible Institute & Christian Academy because any school with students and staff are an integral part of the community and must be properly prepared for an emergency. Thoughtful planning and preparation can help insure the safety of students and staff should an emergency arise. In order for Penn View to be effective during emergency situations, they must have a comprehensive and thoroughly communicated plan of action for the staff and students to follow. This Emergency Management Plan is specific to Penn View Bible Institute and Christian Academy and gives procedures for things such as evacuations, lock-downs, shelters, safe-cover, and communication. It also outlines how it can effectively be implemented throughout the school to provide safety and security to everyone.

Keywords: Emergency Management Plan, leadership, communication, procedures

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I. Background

A. Nature of the Organization

Penn View Bible Institute is a fully accredited four-year Bible College and Christian Academy governed by God's Missionary Church, Inc. It is located in the little village of Penns Creek, on a lovely rural setting of nearly 50 acres in central Pennsylvania. It has been training full-time Christian workers since 1966 with students coming from 31 different states, 9 foreign countries, and 30 different church denominations. Preachers, missionaries, musicians, Christian school teachers, children's workers and general Bible workers have all graduated from her halls and are in high demand across the holiness movement and around the world. Graduates are actively ministering in 15 different countries outside the United States

B. History of the Organization

During the God's Missionary Church conference of 1965, after many 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. On August 4, 1965, during the annual Penns Creek Camp Meeting, they walked to the top of the hill and joined together in a season of prayer. By faith, they claimed the ground for God's work and a school. Rev. Arthur Thomas exclaimed, "What a view" and Rev. Paul Miller proclaimed, "And you could call it Penn View". The General Board was authorized to buy the land and before the next General Conference, the land had been purchased for \$4,000.00. A ground-breaking service took place on July 31, 1966, the closing day of that year's camp. As a large number of people walked to the hill-top, one man remarked, "It looks like the children of Israel marching toward the land of Canaan." The Lebanon Valley Gospel

Band played a few appropriate numbers. General Superintendent, Rev. George I. Straub, called on Rev. Truman Wise to read the Scripture and while he read from II Chronicles 6, God placed His visible seal on the school. Rev. Arthur Thomas stood on the back of an old station wagon and took a picture with a Polaroid camera of Rev. Wise reading the Scripture. Opening the camera, the photographer seemed to hear a voice saying, "This is the seal of my approval upon the school." When the picture developed, a phenomenal flame like forked-lightning hovered over the Bible and was seen on the picture. God had clearly made it known that He was pleased and that His presence would continue with them. Rev. Steve D. Herron, the President of Hobe Sound Bible College at that time, was that year's camp evangelist and he raised the first \$25,000.00 that afternoon for the school.

C. Physical Plant of the Organization

Penn View Bible Institute and Christian Academy is a physical place with a distinct lower campus and upper campus as well as a separate elementary campus. The physical plant includes nine significant buildings along with 20 staff and faculty residences.

- The *Administration/Classroom Building* is a large brick building on the top of the hill of upper campus. It houses all the Administrative offices, college classrooms as well as the high school.

- The *Hallam Memorial Building* is the other main brick building on upper campus and it is currently used as a faculty residence.

- The *G.I Straub Memorial Tabernacle* is a large 1,000 seat facility located on lower campus. It is used for chapel, special services and conventions, camp meeting, revivals, musicals, and commencements.

- The *Miller Dining Center* is a fully functioning brick 300 seat modern dining facility that provides three meals a day to students, faculty, staff, and their families. It is located on lower campus.

- The *Mason/McIntire Student Life Center* is a 25,000-square foot steel structure building that houses a regulation gymnasium, student café, commons area, and exercise rooms. It also encompasses the Bradley Spitler Memorial Music Wing which houses all the music classrooms, choir & orchestra rooms, music offices, music practice rooms, music library, and a mini music recital room.

- The *Men's Dormitory Residence* is called Plank Hall and is a two-story original building from the early days. It houses 28 dorm rooms, 6 bathrooms, a laundry room in the basement, as well as a Dean of Men 5-bedroom apartment.

- The *Woman's Dormitory Residence* is called Zechman Hall and is a modern two story brick building built in 2000. It houses 24 rooms, 16 bathrooms, a laundry room in the basement, as well as a Dean of Woman 4-bedroom apartment.

- The *Penn View Christian Academy Elementary Building* is located across the street from lower campus. It is used by the Pre-Kindergarten through 6th grade elementary students. It is a 15,000 square feet facility.

- The *Maintenance Building* is located at the rear of the campus and is a 3-bay garage. It houses a maintenance office and wood working shop.

- There are also twenty staff and faculty residences throughout the upper and lower campus as well as twenty white camp meeting cottages.

- There is an Athletic Field including two outdoor basketball/volleyball courts and two softball diamonds.

II. Summary of Plan

The organizational plans described in the following pages are designed to be applied to any emergency. When an emergency begins, the President, Rev. Daniel P. Durkee (Incident Commander), will activate emergency procedures. In his absence, the chain of command referenced below and elsewhere in this manual will be in effect. The chain of command is as follows:

1. Dan Durkee, President
2. Frank Heidler, Director of Operations
3. Nick Rine, Director of Student Life (*if primary incident is dormitory related*)
4. Tim Cooley Sr., Academic Dean (*if primary incident is college related*)
5. Bernice DeStefano, Academy Principal (*if primary incident is academy related*)
6. Wesley McDonald, Director of Public Relations
7. Roxanne Shiery, Director of Finance

There are four basic procedures that can be put in place in the event of an emergency:

1. Evacuation/Relocation
2. Active Shooter
3. Bomb Threat/Shelter in Place
4. Lockdown

The Primary Command Post is the Main Administrative Office. In the event that additional space is needed or the Main Administrative Office is not available, the High School Office will serve as the Secondary Command Post.

In general, the following steps will take place in emergencies and will be initiated by the first individual discovering or receiving information about the incident:

1. Take immediate action to protect students, staff, faculty, and property
2. Notify Incident Commander by calling Main Administrative Office at phone number 0 or 1000
3. Contact the school medical staff at phone number 1117 to report any injuries. KEEP CALLS BRIEF Then:
4. The teachers at each grade are to contact the main office 0 or 1000 to report missing students. In the event of a lockdown emergency, report students who have sought safety in your room who are not part of your regular group. KEEP CALLS BRIEF
5. Incident Commander makes a determination as to the level of threat to health and safety and makes appropriate announcement
6. The Incident Management Team makes decisions to reduce risk exposure or remedy the incident. A plan from among those that follows may be selected and implemented, or modified and implemented.

The Incident Management team is comprised of the following: Rev. Daniel P. Durkee, Mrs. Bernice DeStefano, Dr. Tim Cooley Sr., Rev. Frank Heidler, Rev. Nick Rine, Rev. Wesley McDonald, and Ms. Roxanne Shiery

IN THE EVENT THAT A CRITICAL INCIDENT REQUIRES A SCHOOL EVACUATION, SCHOOL EMPLOYEES WILL BE ISSUED GREEN VESTS SO THAT EMERGENCY RESPONDERS CAN IDENTIFY STAFF. MRS. CRYSTAL MASON AND/OR AVAILABLE STAFF WILL ISSUE VESTS THAT ARE KEPT IN THE EMERGENCY KIT.

The school maintains three emergency kits. The kit in the main office/command center and elementary main office is for logistics support, and contains the following:

- Radios
- 25 Green Vests
- Class and Homeroom Lists of Students
- A list of all Staff
- Emergency First Aid Kit
- A Copy of the Emergency Plan
- Bullhorn
- 2 Air horns
- A Master Key

A third emergency kit is maintained in the Nurse's Office. This kit contains first aid supplies only.

All staff should first respond to the emergency announcement and take the specified action. When it is safe, all available staff will be summoned to the Command Center (Main Administrative Office).

Incident Management Team: Administrators, Office Staff, Maintenance Staff

If the nature of the emergency prevents any of the above staff from reporting, they should contact the main office.

In the event that parents need to be contacted, Mrs. Crystal Mason will be authorized to initiate a message. The incident commander or their designee will prepare the message.

Command Center Responsibilities

Incident Commander (President Dan Durkee, 1121)

1. Makes all decisions in conjunction with management team
2. Deploys support staff
3. Announces emergency response
4. Serves as contact person for emergency responders

Main Office Secretary (Mrs. Crystal Mason, 1000)

1. Takes roll of missing students communicated by staff.
2. Contacts locations for an alternate assembly area if an emergency evacuation is necessary.
3. Assigns available staff to get roll from teachers (if possible/necessary).
4. Makes necessary phone calls from emergency list.
5. Has responsibility for Emergency Kit.
6. Assigns personnel to distribute vests to staff.
7. Relays all necessary information to Incident Management team.
8. Accounts for all regular and substitute staff.
9. Accounts for all visitors to the building.
10. Initiates emergency parent calls with all support staff members making calls from emergency numbers in binder.
11. List of students with medical needs updated regularly for emergency bag.

School Medical Staff (Mrs. Joy McDonald, 1117)

1. Remain in nurse's office awaiting instructions from Incident Management Team
2. Takes phone calls from staff reporting injuries
3. Compiles list of injured; develops Triage based on information provided.

Maintenance Coordinator (Mr. Micheal Edwards)

Shut down responsibilities, if necessary. The Maintenance Director, Mr. Micheal Edwards 4510, will be called to shut down all necessary systems. In the event that Mr. Edwards isn't available, the maintenance person available at the time will attempt to shut down all necessary systems.

Emergency Media/Technology Coordinator (Mr. Wesley McDonald 1131)

1. Initiates emergency parent call list with message from incident commander.
2. Communicates critical information to staff via e-mail if requested by Incident Response Team.
3. Communicates information to parents via website if requested by the incident Response Team

General Rules

1. Provide for the safety of the students, staff, and visitors within the facility or on the school property.
2. Accountability for students is critical.
3. The following must be taken when evacuating the building
 - a. Roll book and list of students with medical needs in front cover (updated monthly)
 - b. Register (visitors, vendors, maintenance service, etc.)
 - c. Absentee list
 - d. Staff List
4. Take steps to assess the injured and/or persons with special needs.

5. Call parents immediately if a student is involved in:
 - a. Accident
 - b. Injury / Sickness
 - c. Object of police interest
 - d. Any attempt at removal of a student from facility or grounds
 - e. Sexual assault or solicitation
6. Notify proper authorities if one or more events above have taken place.
7. Notify the Chairman of the Board by telephone or messenger.
8. Provide shelter for students, staff, or visitors if outside for extended period of time.
9. Provide a safe area at least 500 ft. from the facility or emergency site.
10. President or designee will initiate any school closing.
11. School Nurse/Incident Commander will determine if medical assistance should be called.

III. Literature Review

This literature review begins with a serious look at what is happening in our world today, which demonstrates the importance and need for schools to have an established emergency management plan. Having an effective emergency management plan has become even more essential due to the increase of natural disasters and school shootings in today's culture.

According to Justin Healey's book, *Extreme Weather and Natural Disasters*, the UN Intergovernmental Panel on Climate Change (IPCC) urged countries to make disaster management plans to adapt to the growing risk of extreme weather.

- Observations since 1950 show changes in some extreme events, particularly daily temperature extremes, and heatwaves.
- It is likely that the frequency of heavy precipitation will increase in the 21st century over many regions.
- It is virtually certain that increases in the frequency of warm daily temperature extremes and decreases in cold extremes will occur throughout the 21st century on a global scale.
- It is very likely – 90-100% probability that heatwaves will increase in length, frequency, and/or intensity over most land areas.
- It is likely that the average maximum wind speed of tropical cyclones (also known as typhoons or hurricanes) will increase throughout the coming century.
- There is evidence, providing a basis for medium confidence, that droughts will intensify over the coming century in southern Europe and the Mediterranean region, central Europe, central North America, Central America and Mexico, northeast Brazil, and southern Africa.
- It is very likely that average sea level rise will contribute to upward trends in extreme sea levels in extreme coastal high water levels
- Projected precipitation and temperature changes imply changes in floods.
- According to the *Journal of Child and Family Studies*, gun related violence in the United States has been characterized as an epidemic and a public health crisis with a substantial financial burden estimated to be \$174 billion in 2010.
- There is a significant increase in mass school shootings in recent years according to the *Journal of Child and Family Studies*.
- According to an academic article in the *Education Week*, creating a safe environment is best achieved through an ongoing process of carefully refining how staff prepare for unexpected events. And inviting the public, especially parents into that process, helps build their confidence in times of crisis.

(*Modern Language Assoc.*) Healey, Justin. *Extreme Weather and Natural Disasters*. Spinney Press, 2012.

Historical Examination of United States Intentional Mass School Shootings in the 20th and 21st Centuries: Implications for Students, Schools, and Society.

What Principals Can Do to Keep Schools Safe Amid Shooting Fears. By: Evie, Blad, *Education Week*, 02774232, 10/17/2018, Vol. 38, Issue 9

IV. Methods of Obtaining Information

The methodology used for this particular paper involved a number of internal and external sources in order to obtain the necessary information needed to prepare an Emergency Management Plan that reflects something that is well rounded and inclusive.

A. Internal people

There were several internal people of Penn View Bible Institute & Christian Academy that were interviewed to provide insight in developing an effective Emergency Management Plan for the school.

- Seven administrators
- Faculty members
- Staff members
- Board members
- Students
- Parents of students

B. External people

There were several external people associated with Penn View Bible Institute & Christian Academy that were interviewed to provide insight in developing an effective Emergency Management Plan for the school.

- County, State, & National Emergency Management Personnel
- School District Officials
- Law Enforcement Personnel
- Fire Personnel
- Local EMS Personnel

C. Methods

There were several ways that an interview was conducted in developing an effective Emergency Management Plan for the school.

- Face-to-face meetings
- Email
- Phone call
- Texting
- Video Conferencing

PVBI Emergency Management Plan

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5. Incident Commander makes a determination as to the level of threat to health and safety and makes appropriate announcement
6. The Incident Management Team makes decisions to reduce risk exposure or remedy the incident. A plan from among those that follows may be selected and implemented, or modified and implemented.

The Incident Management team is comprised of the following: Rev. Daniel P. Durkee, Mrs. Bernice DeStefano, Dr. Tim Cooley Sr., Rev. Frank Heidler, Rev. Nick Rine, Rev. Wesley McDonald, and Ms. Roxanne Shiery

IN THE EVENT THAT A CRITICAL INCIDENT REQUIRES A SCHOOL EVACUATION, SCHOOL EMPLOYEES WILL BE ISSUED GREEN VESTS SO THAT EMERGENCY RESPONDERS CAN IDENTIFY STAFF. MRS. CRYSTAL MASON AND/OR AVAILABLE STAFF WILL ISSUE VESTS THAT ARE KEPT IN THE EMERGENCY KIT.

The school maintains three emergency kits. The kit in the main office/command center and elementary main office is for logistics support, and contains the following:

- Radios
- 25 Green Vests
- Class and Homeroom Lists of Students
- A list of all Staff
- Emergency First Aid Kit
- A Copy of the Emergency Plan
- Bullhorn
- 2 Air horns
- A Master Key

A third emergency kit is maintained in the Nurse's Office. This kit contains first aid supplies only.

All staff should first respond to the emergency announcement and take the specified action. When it is safe, all available staff will be summoned to the Command Center (Main Administrative Office).

Incident Management Team: Administrators, Office Staff, Maintenance Staff

If the nature of the emergency prevents any of the above staff from reporting, they should contact the main office.

In the event that parents need to be contacted, Mrs. Crystal Mason will be authorized to initiate a message. The incident commander or their designee will prepare the message.

Command Center Responsibilities

Incident Commander (President Dan Durkee, 1121)

1. Makes all decisions in conjunction with management team
2. Deploys support staff
3. Announces emergency response
4. Serves as contact person for emergency responders

Main Office Secretary (Mrs. Crystal Mason, 1000)

1. Takes roll of missing students communicated by staff.
2. Contacts locations for an alternate assembly area if an emergency evacuation is necessary.
3. Assigns available staff to get roll from teachers (if possible/necessary).
4. Makes necessary phone calls from emergency list.
5. Has responsibility for Emergency Kit.
6. Assigns personnel to distribute vests to staff.
7. Relays all necessary information to Incident Management team.
8. Accounts for all regular and substitute staff.
9. Accounts for all visitors to the building.
10. Initiates emergency parent calls with all support staff members making calls from emergency numbers in binder.
11. List of students with medical needs updated regularly for emergency bag.

School Medical Staff (Mrs. Joy McDonald, 1117)

1. Remain in nurse's office awaiting instructions from Incident Management Team
2. Takes phone calls from staff reporting injuries
3. Compiles list of injured; develops Triage based on information provided.

Maintenance Coordinator (Mr. Michael Edwards)

Shut down responsibilities, if necessary. The Maintenance Director, Mr. Micheal Edwards 4510, will be called to shut down all necessary systems. In the event that Mr. Edwards isn't available, the maintenance person available at the time will attempt to shut down all necessary systems.

Emergency Media/Technology Coordinator (Mr. Wesley McDonald 1131)

1. Initiates emergency parent call list with message from incident commander.
2. Communicates critical information to staff via e-mail if requested by Incident Response Team.
3. Communicates information to parents via website if requested by the incident Response Team

General Rules

1. Provide for the safety of the students, staff, and visitors within the facility or on the school property.
2. Accountability for students is critical.
3. The following must be taken when evacuating the building
 - a. Roll book and list of students with medical needs in front cover (updated monthly)
 - b. Register (visitors, vendors, maintenance service, etc.)
 - c. Absentee list
 - d. Staff List
4. Take steps to assess the injured and/or persons with special needs.

5. Call parents immediately if a student is involved in:
 - a. Accident
 - b. Injury / Sickness
 - c. Object of police interest
 - d. Any attempt at removal of a student from facility or grounds
 - e. Sexual assault or solicitation
6. Notify proper authorities if one or more events above have taken place.
7. Notify the Chairman of the Board by telephone or messenger.
8. Provide shelter for students, staff, or visitors if outside for extended period of time.
9. Provide a safe area at least 500 ft. from the facility or emergency site.
10. President or designee will initiate any school closing.
11. School Nurse/Incident Commander will determine if medical assistance should be called.

II. EVACUATION ANNEX

A. Purpose

This annex focuses on the courses of action that the school will execute to evacuate school buildings and grounds. Included are school policies and procedures for on-site and off-site evacuation including evacuation routes, transportation needs, and sheltering sites.

B. Scope

Evacuation should take place if it is determined that it is safer outside than inside the building (fire, explosion, intruder, hazardous material spill) and staff, students and visitors can safely reach the evacuation location (playground, ballfield, or off-site location in the community) with less danger.

Additional Functional Annexes that may be used in “Evacuation” include: Communications, Shelter-In-Place, Accounting for All Persons, and Reunification.

C. Concept of Operations

1. General

- Faculty shall remain with students until relieved of their responsibility by the building Incident Commander/next in chain of command.
- When both the school and the parents' homes are located within the declared emergency area the students will be evacuated to a location where they will be protected until released to their parents or guardians. Predefined assembly area locations include:
 - [Mountain Rd. God’s Missionary Church]
 - [God’s Missionary Church Headquarters Building]
 - [Millmont God’s Missionary Church]
 - [Beavertown God’s Missionary Church]
- Secretaries from the Administration Office, Dining Center Employees, and Work Program personnel shall report to the assembly area to receive direction from the administrator/designee in charge at that sight.
- Maintenance Staff will assist in traffic control until such time as police/fire police arrive on scene.
- When the school is outside a declared community evacuate area, and the student's home is inside the community evacuation area, students will be kept at school until return to parent/guardian arrangements can be made.
- School buses available from the Midwest School District of Middleburg, PA may be used to evacuate students from an affected building.
- At the direction of the Incident Commander, students who walk to/from school may be permitted to walk home if their safety is assured and it is certain a parent or guardian is home.

- Local news media will be utilized in disseminating information about the crisis. See Communications Annex.
- The President, Director of Operations, Principle, Police, Fire and County Emergency Management will communicate and collaborate throughout the evacuation process.

2. School Incident Commander/Director of Operations/Principal

Before Evacuation

- Annually review this annex; and likewise review annex after any like drill or event.
- Maintain communications and collaborative partnerships with external entities supporting this process.
- Annually review, negotiate, and update all external supporting entities Memorandums of Understanding.
- Ensure annex based role & responsibilities are trained to staff, students, and external partners.

During Evacuation

- Call or designate another to immediately call public safety (911) (police, fire and emergency responders) to give notice the school will be evacuated.
- Notify appropriate staff that an evacuation of the school will occur.
- Determine or refine evacuation routes based on location of the incident and type of emergency.
- Communicate any changes in evacuation routes to staff and public safety personnel (911).
- Communicate the need to evacuate the building, or a specific area of the building, to the staff and other occupants by activating the fire alarm; by a public-address system; or bullhorn.

Make the following announcement:

YOUR ATTENTION, PLEASE. WE NEED TO EVACUATE THE BUILDING. TEACHERS TAKE YOUR STUDENTS TO [THE DESIGNATED] ASSEMBLY AREA. TEACHERS TAKE YOUR GO-KIT & CLASS ROSTER. UPON ARRIVAL AT THE ASSEMBLY AREA, TAKE A HEADCOUNT AND CALL THE INCIDENT COMMAND POST.

- Designate as needed additional staff, equipped with assigned radios and/or cell phones, to assist evacuation.
- Assign staff to walk the evacuation route in advance to ensure the path and assembly areas is safe; including free from suspicious packages, devices, or persons.
- Monitor the situation and provide updates and additional instructions as needed.
- During inclement weather, consider requesting buses for sheltering students.

- Communicate when it is safe to re-enter the building or re-occupy a section of the school by bell system, radio transmission, public address system, designated runner staff, or bull horn.
- Consult Communications Annex for community/parent notice, as appropriate.
- When safe, give “All-Clear” announcement using the building Public Address system, 2-way radio, telephone, and/or megaphone:

YOUR ATTENTION PLEASE. THE EMERGENCY SITUATION HAS
CLEARED; WE ARE “ALL-CLEAR, REPEAT, WE ARE “ALL-CLEAR.”
RETURN TO NORMAL SCHOOL FUNCTION.

After Evacuation

- Report status to district/diocese leads, external partners, and Emergency Management.
- Refer to Communications Annex for guidance relative to community, media, and parent communication.
- Ensure After Action Reporting is completed to incorporate lessons learned into this plan.

3. Teachers

Before Evacuation

- Annually review this annex; and likewise review annex after any like drill or event.
- Ensure emergency exit routes diagrams are posted near the light switch inside each room.
- Regularly inventory, update, and maintain area Go-Kit’s
- Maintain communications and collaborative partnerships with fellow staff supporting this process.
- Maintain current student rosters and internal/external telephone contact lists.
- Ensure annex based roles & responsibilities are trained to support staff and students.

During Evacuation

- Take Go-Kit, class roster, phone lists, first-aid kit and other emergency supplies with you.
- Instruct students to exit the building using the designated emergency exit routes or as directed by the School Incident Commander/Director of Operations/Principal.
- Upon exiting the classroom do not lock classroom doors, close door and turn off lights.
- Do not stop to retrieve student or staff belongings.
- Help those needing special assistance.
- Check the bathrooms, hallways and common areas for visitors, staff or students while exiting.
- Go to designated evacuation assembly area.

- Upon arrival at the designated assembly check for injuries to person in your care. Report all injuries to the Incident Command Post.
- Account for all students. Immediately report any additional or missing students to the School Incident Command Post.
- Care for students and keep them quiet and calm.
- Wait additional instruction.

After Evacuation

- Monitor the emotional/mental health of students and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.

4. Office Staff

Before Evacuation

- Annually review this annex; and likewise review annex after any like drill or event.
- Ensure emergency exit routes diagrams are posted near the light switch inside each room.
- Regularly inventory, update, and maintain area Go-Kit's
- Maintain communications and collaborative partnerships with fellow staff supporting this process.
- Maintain current student rosters and internal/external telephone contact lists.
- Ensure annex based roles & responsibilities are trained to support staff and students.

During Evacuation

- Take office Go-Kit, telephone lists, visitor logs, and student sign out sheets to designated evacuation assembly area.
- Gather headcount information from teachers/staff and inform the School Incident Commander/Principal of any missing or injured students or staff.

After Evacuation

- Monitor the emotional/mental health of students and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.

D. Other Special Procedures

1. Buses Utilized

When an evacuation of the school is declared and buses are utilized, time may or may not permit the utilization of normal after-school dismissal procedures.

- Should time permit and the safety of the students is assured, students will be dismissed following the normal after-school procedures.

- Should time not permit the normal after-school dismissal procedures, students will board buses as they arrive with no regard to normal bus assignments. Students will board each bus, 63 students per bus. The Incident Commander/Director of Operations or designee will assign two faculty members to supervise each bus. The students will be evacuated to another location for family reunification.

2. Buses Not Utilized

When an evacuation of the school is declared and time does not permit the use of buses, faculty and students will follow the evacuation procedures as directed by the Incident Commander/Director of Operations/ or designee.

3. Students with Physical Disabilities and Special Needs

Teachers assigned to students with disabilities impacting the student's ability to are responsible for their evacuation in accordance with these guidelines. The Principle will ensure training provided to those faculty assigned to assist disabled or challenged students during an evacuation. Challenged students will exit the building following the building's fire procedures.

Faculty Responsibilities:

- Supervise and/or assist the evacuation of the student with physical disabilities.
- Pre-assign another teacher to evacuate non-disabled classroom students. An accurate class roll must be provided to this specified teacher. The name of the designated teacher will also be recorded on the other class attendance report.
- In the event of an evacuation, supervise and/or assist the movement of the student with physical disabilities to the nearest stairwell. Follow one of the procedures below;
- Submit information to the Superintendent to ensure compliance and to arrange for subsequent training and in-service.

Procedure 1 — Students who Use Wheelchairs:

1. Seek student and/or staff volunteers to assist stairwell evacuation.
2. Leave the student in the chair, already in a mode of transport.
3. Secure the student with the chair's waist belt. If there is no waist belt, secure the student in the chair using alternate means (i.e. other kind of belt, necktie).
4. Be sure the chair brakes are off.
5. Reassure the student by explaining what you are about to do.
6. Give them instructions to:
 - a. Be calm and remain in the chair
 - b. Keep arms folded across the chest
 - c. DO NOT grab handrail or volunteers.
7. Tilt the chair about 10 to 20 degrees back. Guide the chair down the stairs feet first.
8. DO NOT LIFT THE CHAIR - Let the large rear wheels touch the steps bearing weight.

9. The volunteers should lift use their legs, not lift with their back.

10. DO NOT RUSH - Descend the stairs slowly. Under most conditions, there is no need to hurry.

Procedure 2 – Other Students with Physical Disabilities:

- Proceed with the descent providing assistance through an arm/shoulder support or one-to-one person arm carry (Example: student wearing a leg cast).

III. REVERSE EVACUATION ANNEX

A. Purpose

Reverse evacuation should occur when students are outside for physical education classes or recess and conditions are safer inside the building than outside, generally when conditions involve severe weather, community emergencies, or a hazardous material release outside of the school building.

B. Scope

Reverse evacuation should take place if it is determined that it is safer inside than outside the building (hazardous weather, dangerous animal, suspicious person, police chase, explosion, or hazardous material spill) and staff, students and visitors can safely return to the school building.

Additional Functional Annexes that may be used in reverse evacuation include: Communications, Shelter-In-Place, Drop Cover & Hold, Accounting for All Persons, and Family Reunification.

C. Concept of Operations

1. School Incident Commander/Principal

Before Reverse Evacuation

- Annually review this annex; and likewise review annex after any like drill or event.
- Maintain communications and collaborative partnerships with external entities supporting this process.
- Ensure annex based role & responsibilities are trained to staff, students, and external partners.

During Reverse Evacuation

- Order a students and staff outside to move inside the building. Use the building public address system, megaphone, 2-way radio, telephones or runners to gather students and staff inside.

Make the following announcement:

YOUR ATTENTION, PLEASE. WE NEED TO REVERSE EVACUATE INTO THE BUILDING. TEACHERS AND STAFF OUTSIDE THE BUILDING, TAKE YOUR STUDENTS INSIDE THE BUILDING IMMEDIATELY. UPON RETURN TO HOME CLASSROOMS, TEACHERS TAKE CLASS HEADCOUNT AND CALL RESULTS TO THE OFFICE.

- Order staff to close and lock all exterior windows and doors.
- Notify public safety by calling 911: police, fire and emergency services responders, as appropriate.
- Notify the district office of the situation.

- Designate staff to monitor radio, Internet, and other media for information on incident conditions.
- Maintain contact with public safety officials and consult on whether additional procedures should be activated due to changing conditions of the incident.
- When safe, give “All-Clear” announcement using the building Public Address system, 2-way radio, telephone, and/or megaphone:

YOUR ATTENTION PLEASE. THE EMERGENCY SITUATION HAS
CLEARED; WE ARE “ALL-CLEAR, REPEAT, WE ARE “ALL-CLEAR.”
RETURN TO NORMAL SCHOOL FUNCTION.

After Reverse Evacuation

- Report status to district/diocese leads, external partners, and Emergency Management.
- Refer to Communications Annex for guidance relative to community, media, and parent communication.
- Ensure After Action Reporting is completed to incorporate lessons learned into this plan.

2. Teachers

Before Reverse Evacuation

- Annually review this annex; and likewise review annex after any like drill or event.
- Maintain communications and collaborative partnerships with fellow staff supporting this process.
- Ensure annex based roles & responsibilities are trained to support staff and students.

During Reverse Evacuation

- Immediately move students back to classrooms or safe areas using the closest entry.
- Ensure no students or staff remain outside the building.
- Close and lock all exterior doors and windows.
- If movement into the building would present a danger, teachers and staff outside will direct students to designated assembly areas or off-site assembly areas.
- Upon arrival in classroom, or assembly area, teachers will take attendance and account for all students and report any missing or injured students to the School Incident Commander/Principal.
- Wait for further instructions from the School Incident Commander/Principal or from a public safety official.
- Care for students and keep them quiet and calm.
- Wait additional instruction.
- Monitor the main entries until the “All Clear” is given.

After Reverse Evacuation

- Monitor the emotional/mental health of students and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.

IV. LOCK-DOWN ANNEX

A. Purpose

This annex describes the courses of actions followed to protect school students, staff, and visitors from a possible imminent threat to those in and around the building. The primary objective of a “Lock-Down” is to quickly ensure all school staff, students, and visitors are secured in the school building away from the outside danger.

B. Scope

The primary objective of a lockdown is to quickly ensure all school staff, students, and visitors are secured in the rooms away from immediate danger. Examples of “Lock-Down” inside building imminent threat issues included: armed intruder, dangerous animal, or suicidal student.

Additional Functional Annexes that may be used in Lock-Down include: Communications, Evacuation, Shelter-In-Place, Accounting for All Persons, and Family Reunification.

C. Concept of Operations

1. General Lock-Down Procedures

- In the event of possible imminent threat to students, staff, and visitors in and around the building our principle to act quick and go high.
- In the face of a possible imminent threat we will defer to more stringent Lock-Down protocol knowing we can deescalate to a more relaxed protective action states like “Keep-Out” or “Stay-Put,” as developing information or conditions allow.

2. School Incident Commander/Director of Operations or designee

Before Lock-Down

- Annually review this annex; and likewise review annex after any like drill or event.
- Maintain communications and collaborative partnerships with external entities supporting this process.
- Ensure annex based role & responsibilities are trained to staff, students, and external partners.

During Lock-Down

- Make the following announcement using the building Public Address system, 2-way radio, telephone, and/or megaphone:

YOUR ATTENTION PLEASE. WE ARE EXPERIENCING AN EMERGENCY SITUATION AND WE ARE NOW UNDER “LOCK-DOWN.” REMAIN IN “LOCK-DOWN” STATE UNTIL “ALL-CLEAR” NOTICE IS GIVEN. REPEAT, WE ARE IN CONDITION “LOCK-DOWN”.

- Designate staff to call 911 and report the following:

The name and address of the school; describe the emergency; state, “The school is in “Lock-Down;” provide intruder description and weapon(s), as relevant, provide known injured information, and identify the location of the school command post.

Direct the staff to stay on the phone with 911 to provide updates and additional information.

- Notify staff and classes outside the school to immediately move to the off-site assembly area(s), account for the students and be prepared to move to a relocation site.
- Notify the transportation director or contractual bus service to stop all inbound buses and redirect them to designated relocation site(s).
- Notify district office.
- Establish Incident Command and staff Command Post.
- Assign staff person to meet first responders with copy of school EOP and floorplans.
- Gather information from internal and external sources to determine continuation or de-escalation of lock-down status.
- Consider the need to transition to Evacuate parts or all of the school.
- Consider the need to transition to Keep-Out or Stay-Put status.
- When safe, give “All-Clear” announcement using the building Public Address system, 2-way radio, telephone, and/or megaphone:

YOUR ATTENTION PLEASE. THE EMERGENCY SITUATION HAS
CLEARED; WE ARE “ALL-CLEAR, REPEAT, WE ARE “ALL-CLEAR.”
RETURN TO NORMAL SCHOOL FUNCTION.

- Notify public safety by calling 911: police, fire and emergency services responders, as appropriate.
- Notify the district office of the situation.
- Consult Communications Annex for community/parent notice, as appropriate.

After Lock-Down

- Report status to district/diocese leads, external partners, and Emergency Management.
- Refer to Communications Annex for guidance relative to community, media, and parent communication.
- Ensure After Action Reporting is completed to incorporate lessons learned into this plan.

3. Teachers

Before Lock-Down

- Annually review this annex; and likewise review annex after any like drill or event.
- Maintain communications and collaborative partnerships with fellow staff supporting this process.

- Ensure annex based roles & responsibilities are trained to support staff and students.

During Lock-Down

- Clear the hallway and bathrooms by your room, move everyone into the common room or classroom.
- Lock doors and turn off lights.
- Continue to Secure Classroom:
 - Open exterior window blinds.
 - Place room number sign in exterior window.
 - Obscure or cover windows from the hallways into the classroom.
 - As practical, move large objects in front of the door to barricade door. All moveable items such as chairs should be used as well.
- Place students in area of room, or adjoin room, that provides the greatest protection from gunfire.
- Take attendance and prepared to notify Command Post of missing students or additional students, staff or guests sheltering in room.
- Seek calm and keep quiet.
- As possible, report status to Command Post by use text message or email.
- If confronted by in-room threat, staff and students may utilize methods to fight or distract the intruder's ability to cause harm; such as making loud noises, hitting, or throwing objects at the face of the intruder.
- If flight (RUN) is required, guide students to assembly site and report status to Command Post.
- Keep everyone inside room until the Incident Commander gives the "All Clear" signal; unless a life-threatening situation exists and a means to safe exit is available through a window or other safe passage.

After Evacuation

- Monitor the emotional/mental health of students and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.

4. Office Staff

Before Lock-Down

- Annually review this annex; and likewise review annex after any like drill or event.
- Regularly inventory, update, and maintain area Go-Kit's
- Maintain communications and collaborative partnerships with fellow staff supporting this process.
- Maintain current student rosters and internal/external telephone contact lists.

- Ensure annex based roles & responsibilities are trained to support staff and students.

During Lock-Down

- Monitor phones and wait for additional procedures from district office and Incident Commander.
- Prepare to take office Go-Kit, telephone lists, visitor logs, and student sign out sheets to Command Post.
- Remotely check status of classrooms via PA, telephone, computer, or other method.
- Assist the principal or Incident Commander to establish the school command post.
- In Command Post monitor phones and refer information to/from the Incident Commander.

After Lock-Down

- Monitor the emotional/mental health of students and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.

5. Maintenance Staff

Before Lock-Down

- Annually review this annex; and likewise review annex after any like drill or event.
- Regularly inventory, update, and maintain area Go-Kit's
- Ensure annex based roles & responsibilities are trained to support staff and students.

During Lock-Down

- Monitor radio and wait specific instruction from Incident Commander.
- Close and lock all delivery doors.
- Direct any contractors, delivery drivers, vendors or repairmen located inside the building into a safe area and lock the door.
- Obtain master key(s) for first responders.

After Lock-Down

- Monitor the emotional/mental health of students and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.

D. Other Special Procedures

While evaluating a possible imminent threat to students, staff, and visitors in or around the building, other lesser degrees of movement restricting protective actions may be employed to meet the nature of the risk or threat. Lesser degrees of movement protective actions include "Keep-Out" and "Stay-Put." The use of "Keep-Out" or "Stay-Put" protective actions may be used after the call for "Lock-Down," or may be used at the onset of specific emergency events.

Being less restricting of movement but like “Lock-Down,” these protective actions have been included in this annex. Due to these likenesses, the above role-based actions can be similarly applied when the need to step-down from “Lock-Down” to “Keep-Out” or “Stay-Put,” or such first use presents.

1. “Keep-Out” Call

“Keep-Out” procedures are used to protect school students, staff, and visitors from a possible threat located *outside* of the school building or school complex. Examples of outside building/complex threats resulting in “Keep-Out” actions include: in area police chase or pursuit; outside dangerous animal; or near grounds area suspicious person.

Standard steps taken in “Keep-Out” include: reverse evacuate students and staff outside the building; lock all exterior doors; close shades on all exterior windows; open shades on all interior hall and door windows; continue interior school movements; continue in-classroom instruction; and remain in “Keep-Out” state until “all clear” protocol is followed.

Like detailed above, in the need to call “Keep-Out” the Incident Commander will make the following announcement by building Public Address system, 2-way radio, telephone, and/or megaphone:

YOUR ATTENTION PLEASE. WE ARE EXPERIENCING AN EMERGENCY SITUATION AND WE ARE NOW UNDER “KEEP-OUT.” REMAIN IN “KEEP-OUT” STATE UNTIL “ALL-CLEAR” NOTICE IS GIVEN. REPEAT, WE ARE IN CONDITION “KEEP-OUT.”

2. “Stay-Put” Call

“Stay-Put” actions are followed to restrict the movement of school students, staff, and visitors away from hallways and common areas. Examples of needs resulting in calling a “Stay-Put” state include: contraband locker searches; sweeps for possible suspicious packages; or general health/safety issues in common areas or hallways.

Standard steps taken in “Stay-Put” include: reverse evacuate students and staff from outside the building; require students to report to their classroom; preventing students and staff from leaving classrooms; continue in-classroom instruction; and remain in “Stay-Put” state until “all clear” protocol is followed.

Like detailed above, in the need to call “Stay-Put” the Incident Commander will make the following announcement by building Public Address system, 2-way radio, telephone, and/or megaphone:

YOUR ATTENTION PLEASE. WE ARE EXPERIENCING AN EMERGENCY SITUATION AND WE ARE NOW UNDER “STAY-PUT.” REMAIN IN “STAY-PUT” STATE UNTIL “ALL-CLEAR” NOTICE IS GIVEN. REPEAT, WE ARE IN CONDITION “STAY-PUT.”

V. SHELTER-IN-PLACE ANNEX

A. Purpose

This annex defines the tactical course of actions necessary to protect occupants when a non-violent threat is occurring or may occur outside the building that may or may not require movement to another location.

B. Scope

The primary objective of a “Shelter-in-Place” is a precaution aimed to keep the occupants safe while remaining indoors from a *hazardous material* (or similar event that requires respiratory protection) incident.

Additional Functional Annexes that may be used in “Shelter-in-Place” include: Communications, Evacuation, Accounting for All Persons, and Family Reunification.

C. Concept of Operations

1. School Incident Commander/Director of Operations or designee

Before Shelter-in-Place

- Annually review this annex; and likewise review annex after any like drill or event.
- Maintain communications and collaborative partnerships with external entities supporting this process.
- Ensure annex based role & responsibilities are trained to staff, students, and external partners.

During Shelter-in-Place

- Determine and direct “in-classroom” or “common-area” Shelter-in-Place location(s).
- Immediately order a students and staff outside to move inside the building.
- Make the following announcement using the building Public Address system, 2-way radio, telephone, and/or megaphone:

YOUR ATTENTION PLEASE. THERE IS A SITUATION REQUIRING YOU TO “SHELTER-IN-PLACE.” REMAIN IN “SHELTER-IN-PLACE” STATE UNTIL “ALL-CLEAR” NOTICE IS GIVEN. REPEAT, WE ARE IN CONDITION “SHELTER-IN-PLACE.”

- Order staff to close and lock all exterior windows and doors.
- Notify public safety by calling 911: police, fire and emergency services responders, as appropriate.
- Notify the district office of the situation.
- Designate staff to monitor radio, Internet, and other media for information on incident conditions.

- Maintain contact with public safety officials and consult on whether additional procedures should be activated due to changing conditions of the incident.
- Consult Communications Annex for community/parent notice, as appropriate.
- When safe, give “All-Clear” announcement using the building Public Address system, 2-way radio, telephone, and/or megaphone:

YOUR ATTENTION PLEASE. THE EMERGENCY SITUATION HAS
CLEARED; WE ARE “ALL-CLEAR, REPEAT, WE ARE “ALL-CLEAR.”
RETURN TO NORMAL SCHOOL FUNCTION.

After Shelter-in-Place

- Report status to district/diocese leads, external partners, and Emergency Management.
- Refer to Communications Annex for guidance relative to community, media, and parent communication.
- Ensure After Action Reporting is completed to incorporate lessons learned into this plan.

2. Teachers

Before Shelter-in-Place

- Annually review this annex; and likewise review annex after any like drill or event.
- Maintain communications and collaborative partnerships with fellow staff supporting this process.
- Ensure annex based roles & responsibilities are trained to support staff and students.

During Shelter-in-Place

- Close all exterior doors and windows.
- Clear the hallway and bathrooms by your room, move everyone into the common room or classroom.
- Turn off in-room fans, heating, and air conditioning systems.
- Continue to Secure Classroom:
 - Open exterior window blinds.
 - Place room number sign in exterior window.
 - Open all blinds hallways windows to room.
 - Use duct tape and plastic sheeting to seal all vents, windows, and doors.
- Place students in area of room, or adjoin room, that provides the greatest protection from airborne contaminants.
- If available, guide students and staff to cover nose and mouth with respiratory mask, handkerchief, towel, or cloth.
- Take attendance and prepare to notify Command Post of missing students or additional students, staff or guests sheltering in room.

- Seek calm and keep quiet.
- As possible, report status to Command Post by landline phone.
- Prepare to shelter-in-place for extended periods including arrangements for food/water, sleeping, hygiene, medical needs, etc.
- Keep everyone inside room until the Incident Commander gives the “All Clear”.

After Shelter-in-Place

- Monitor the emotional/mental health of students and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.

3. Maintenance Staff

Before Shelter-in-Place

- Annually review this annex; and likewise review annex after any like drill or event.
- Regularly inventory, update, and maintain Shelter-in-Place needed items: duct tape, plastic sheeting, respiratory masks.
- Ensure annex based roles & responsibilities are trained to support staff and students.

During Shelter-in-Place

- Close doors and windows.
- Turn off school-wide HVAC (heating, ventilation and air conditioning)
- Monitor radio and wait specific instruction from Incident Commander.

After Shelter-in-Place

- Direct building decontamination actions.
- Replenish utilized materials or supplies.
- Monitor the emotional/mental health of students and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.

VI. SAFE-COVER ANNEX

A. Purpose

This annex defines the tactical course of actions necessary to protect students, staff, and visitors when a non-violent threat is occurring or may occur outside the building requiring movement to a structurally safe location.

B. Scope

This is a precaution aimed to keep the occupants safe while remaining indoors from primarily a weather related (tornado, winter storm, etc.) event.

Additional Functional Annexes that may be used in “Safe-Cover” include: Communications, Evacuation, Accounting for All Persons, and Family Reunification.

C. Concept of Operations

1. School Incident Commander/Director of Operations or designee

Before Safe-Cover

- Annually review this annex; and likewise review annex after any like drill or event.
- Maintain communications and collaborative partnerships with external entities supporting this process.
- Ensure annex based role & responsibilities are trained to staff, students, and external partners.

During Safe-Cover

- Make the following announcement using the building Public Address system, 2-way radio, telephone, and/or megaphone

YOUR ATTENTION PLEASE. THERE IS A SITUATION REQUIRING YOU TO “SAFE-COVER.” REMAIN IN “SAFE-COVER” STATE UNTIL “ALL-CLEAR” NOTICE IS GIVEN. REPEAT, WE ARE IN CONDITION “SAFE-COVER.”
- Direct all students, staff, and visitors to move away from all glass window and doors and gather in the in-building structurally safe location.
- Notify public safety by calling 911: police, fire and emergency services responders, as appropriate.
- Notify the district office of the situation.
- Designate staff to monitor radio, Internet, and other media for information on incident conditions.
- Maintain contact with public safety officials and consult on whether additional procedures should be activated due to changing conditions of the incident.
- Consult Communications Annex for community/parent notice, as appropriate.

- When safe, give “All-Clear” announcement using the building Public Address system, 2-way radio, telephone, and/or megaphone:

YOUR ATTENTION PLEASE. THE EMERGENCY SITUATION HAS CLEARED; WE ARE “ALL-CLEAR, REPEAT, WE ARE “ALL-CLEAR.” RETURN TO NORMAL SCHOOL FUNCTION.

After Safe-Cover

- Report status to district/dioocese leads, external partners, and Emergency Management.
- Refer to Communications Annex for guidance relative to community, media, and parent communication.
- Ensure After Action Reporting is completed to incorporate lessons learned into this plan.

2. Teachers

Before Safe-Cover

- Annually review this annex; and likewise review annex after any like drill or event.
- Maintain communications and collaborative partnerships with fellow staff supporting this process.
- Ensure annex based roles & responsibilities are trained to support staff and students.

During Safe-Cover

- Close and lock all exterior doors and windows.
- Take Go-Kit, class roster, phone lists, first-aid kit and other emergency supplies with you.
- Instruct students to exit the room using the designated routes to the designated in-building structurally safe location.
- Upon exiting the classroom do not lock classroom doors when, close door and turn off lights.
- Do not stop to retrieve student or staff belongings.
- Help those needing special assistance.
- Check the bathrooms, hallways and common areas for visitors, staff or students while exiting.
- Go to designated in-building structurally safe location.
- Upon arrival at the designated in-building structurally safe location check for injuries to person in your care. Report all injuries to the Incident Command Post.
- Account for all students. Immediately report any additional or missing students to the School Incident Command Post.
- Care for students and keep them quiet and calm.
- Wait additional instruction.

- Prepare to Safe-Cover for extended periods including arrangements for food/water, sleeping, hygiene, medical needs, etc.
- Keep everyone in place room until the Incident Commander gives the “All Clear” or gives other movement guidance.

After Safe-Cover

- Monitor the emotional/mental health of students and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.

3. Maintenance Staff

Before Safe-Cover

- Direct engineering determination of best in-building structurally safe location(s).
- Provide determination of best in-building structurally safe location(s) information to Incident Commander.
- Annually review this annex; and likewise review annex after any like drill or event.
- Ensure annex based roles & responsibilities are trained to support staff and students.

During Safe-Cover

- Turn off school-wide utilities (gas & power) and HVAC (heating, ventilation and air conditioning)
- Monitor radio and wait specific instruction from Incident Commander/Director of Operations or designee.

After Safe-Cover

- Direct building inspection, including natural gas, water, and electrical systems for damage,
- Return service of utilities and HVAC as soon as practical.
- Monitor the emotional/mental health of students and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.

VII. DROP, COVER, AND HOLD ANNEX

A. Purpose

This annex defines the tactical course of actions necessary to protect students, staff, and visitors when an exterior threat is occurring or may occur outside the building *with limited or no warning, making movement to another location is not possible.*

B. Scope

This is a precaution aimed to keep the occupants safe while remaining indoors from an event with limited or no warning; such as: sudden weather event or earthquake.

Additional Functional Annexes that may be used in “Drop, Cover, & Hold” include: Communications, Evacuation, Accounting for All Persons, and Family Reunification.

C. Concept of Operations

1. School Incident Commander/Director of Operations or designee

Before Drop, Cover, & Hold

- Annually review this annex; and likewise review annex after any like drill or event.
- Maintain communications and collaborative partnerships with external entities supporting this process.
- Ensure annex based role & responsibilities are trained to staff, students, and external partners.

During Drop, Cover, & Hold

- Immediately order a students and staff outside to move inside the building.
- Make the following announcement using the building Public Address system, 2-way radio, telephone, and/or megaphone

YOUR ATTENTION PLEASE. THERE IS A SITUATION REQUIRING YOU TO “DROP, COVER, & HOLD.” REMAIN IN “DROP, COVER, & HOLD” STATE UNTIL “ALL-CLEAR” NOTICE IS GIVEN. REPEAT, WE ARE IN CONDITION “DROP, COVER, & HOLD.”

- Direct all students, staff, and visitors to move away from all glass window and doors as practical.
- Notify public safety by calling 911: police, fire and emergency services responders, as appropriate.
- Notify the district office of the situation.
- Designate staff to monitor radio, Internet, and other media for information on incident conditions.

- Maintain contact with public safety officials and consult on whether additional procedures should be activated due to changing conditions of the incident.
- Consult Communications Annex for community/parent notice, as appropriate.
- When safe, give “All-Clear” announcement using the building Public Address system, 2-way radio, telephone, and/or megaphone:

YOUR ATTENTION PLEASE. THE EMERGENCY SITUATION HAS
CLEARED; WE ARE “ALL-CLEAR, REPEAT, WE ARE “ALL-CLEAR.”
RETURN TO NORMAL SCHOOL FUNCTION.

After Drop, Cover, & Hold

- Report status to district/diocese leads, external partners, and Emergency Management.
- Refer to Communications Annex for guidance relative to community, media, and parent communication.
- Ensure After Action Reporting is completed to incorporate lessons learned into this plan.

2. Teachers

Before Drop, Cover, & Hold

- Annually review this annex; and likewise review annex after any like drill or event.
- Maintain communications and collaborative partnerships with fellow staff supporting this process.
- Ensure annex based roles & responsibilities are trained to support staff and students.

During Drop, Cover, & Hold

- Instruct students and staff to immediately drop to the floor.
- Instruct students and staff to take cover under sturdy desk to table, as practical.
- Instruct students and staff to hold onto something sturdy and stay put until the event subsides.
- As event subsides, prepare for possible need to move to a safer location.
- Seek calm and keep quiet.
- Take attendance and prepared to notify Command Post of missing students or additional students, staff or guests sheltering in room.
- As possible, report status to Command Post by landline.
- Prepare to Drop, Cover, & Hold for extended periods including arrangements for food/water, sleeping, hygiene, medical needs, etc.
- Keep everyone in place room until the Incident Commander gives the “All Clear” or Incident Commander gives other movement guidance.

After Drop, Cover, & Hold

- Monitor the emotional/mental health of students and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.

3. Maintenance Staff

Before Drop, Cover, & Hold

- Annually review this annex; and likewise review annex after any like drill or event.
- Ensure annex based roles & responsibilities are trained to support staff and students.

During Drop, Cover, & Hold

- Turn off school-wide utilities (gas and power) and HVAC (heating, ventilation and air conditioning)
- Monitor radio and wait specific instruction from Incident Commander.

After Drop, Cover, & Hold

- Direct building inspection, including natural gas, water, and electrical systems for damage,
- Return service of utilities and HVAC as soon as practical.
- Monitor the emotional/mental health of students and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.

D. Other Special Procedures

1. Outdoor Procedure

When outdoors, students/staff should:

- Move away from buildings, streetlights and utility wires.
- Drop to the ground.
- Cover their face and head with their arms.
- When directed by the Principal/designee and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.

2. Moving Vehicle Procedure

When in a moving vehicle, drivers/staff should:

- Stop as quickly as safety permits.
- Instruct all students/staff to stay in the vehicle.
- When it is safe to do so, proceed cautiously or evacuate the vehicle.

VIII. HOLD-STUDENTS ANNEX

A. Purpose

This annex defines the tactical course of actions necessary to protect students, staff, and visitors when a non-violent threat is occurring outside the building that does not threaten the safety of occupants who remain indoors, but is unsafe outside of the building.

B. Scope

This is a precaution aimed to keep the occupants safe and remaining indoors from a weather related (severe storm, heavy snow, etc.) *incident after normal dismissal hours*.

Additional Functional Annexes that may be used in “Hold-Students” include: Communications, Accounting for All Persons, and Family Reunification.

C. Concept of Operations

1. School Incident Commander/Director of Operations or designee

Before Hold-Students

- Annually review this annex; and likewise review annex after any like drill or event.
- Maintain communications and collaborative partnerships with external entities supporting this process.
- Ensure annex based role & responsibilities are trained to staff, students, and external partners.

During Hold-Students

- Make the following announcement using the building Public Address system, 2-way radio, telephone, and/or megaphone

YOUR ATTENTION PLEASE. THERE IS A SITUATION REQUIRING YOU TO “HOLD-STUDENTS.” REMAIN IN “HOLD-STUDENTS” STATE UNTIL “ALL-CLEAR” NOTICE IS GIVEN. REPEAT, WE ARE IN CONDITION “HOLD-STUDENTS.”
- Notify public safety by calling 911: police, fire and emergency services responders, as appropriate.
- Notify the district office of the situation.
- Designate staff to monitor radio, Internet, and other media for information on incident conditions.
- Maintain contact with public safety officials and consult on whether additional procedures should be activated due to changing conditions of the incident.
- Consult Communications Annex for community/parent notice, as appropriate.
- Notify bus service providers and consider transpiration impacts.

- When safe, give “All-Clear” announcement using the building Public Address system, 2-way radio, telephone, and/or megaphone:

YOUR ATTENTION PLEASE. THE EMERGENCY SITUATION HAS CLEARED; WE ARE “ALL-CLEAR, REPEAT, WE ARE “ALL-CLEAR.” RETURN TO NORMAL SCHOOL FUNCTION.

After Hold-Students

- Report status to district/diocese leads, external partners, and Emergency Management.
- Refer to Communications Annex for guidance relative to community, media, and parent communication.
- Ensure After Action Reporting is completed to incorporate lessons learned into this plan.

2. Teachers

Before Hold-Students

- Annually review this annex; and likewise review annex after any like drill or event.
- Maintain communications and collaborative partnerships with fellow staff supporting this process.
- Ensure annex based roles & responsibilities are trained to support staff and students.

During Hold-Students

- Close and lock all exterior doors and windows.
- Account for all students. Immediately report any additional or missing students to the School Incident Command Post.
- Care for students and keep them quiet and calm.
- Wait additional instruction.
- Prepare to Hold-Students for extended periods including arrangements for food/water, sleeping, hygiene, medical needs, etc.
- Keep everyone in place room until the Incident Commander gives the “All Clear” or Incident Commander gives other movement guidance.

After Hold-Students

- Monitor the emotional/mental health of students and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.

3. Office/Maintenance Staff

Before Hold-Students

- Annually review this annex; and likewise review annex after any like drill or event.
- Ensure annex based roles & responsibilities are trained to support staff and students.

During Hold-Students

- Prepare for after hour food, water, and possible overnight needs of students, staff, & visitors.
- Monitor and attend to medial needs of students, staff, and visitors (Medical).
- Monitor radio and wait specific instruction from Incident Commander.

After Hold-Students

- Replenish supplies used in the event.
- Monitor the emotional/mental health of students and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.

IX. ACCOUNTING FOR ALL PERSONS ANNEX

A. Purpose

This annex defines the tactical course of actions necessary to accounting for the whereabouts and well-being of students, staff, and visitors, and identifying those who may be missing.

B. Scope

Faculty and staff assigned student supervision at the time of an emergency must account for each student assigned to them. The name of each student in a class or study hall must be listed in the teacher's grade book. This grade book should accompany the teacher when an evacuation is declared. Roll call will be taken and an attendance report completed by each teacher who has an assigned supervisory activity at the time of the protective action event. This will include all students who are on the roll, but are not physically present in class. As soon as the teacher has completed his or her check of the roll, and conditions permit, the report will be forwarded to Incident Command.

1. General

When the protective actions order is given, the teacher will follow the following steps. Student accountability is the responsibility of the teacher.

- Attendance report forms will be kept in plan books by each teacher to have them ready during an emergency.
- All faculty members who do not have a supervisory assignment at the time of an incident will report available to support the incident to Incident Command.
- Should a parent or guardian arrive to withdraw a student from the building, the parent or guardian will follow reunification procedures for the release of students.
- Building secretaries shall be responsible for bringing administrative Go-Kits, including all items needed for reunification students.

2. School Incident Commander/Principal

Before Accounting for All Persons

- Annually review this annex; and likewise review annex after any like drill or event.
- Maintain communications and collaborative partnerships with external entities supporting this process.
- Ensure annex based role & responsibilities are trained to staff, students, and external partners.

During Accounting for All Persons

- Communicate the need to Account for All by a public-address system; or bullhorn.

Make the following announcement:

YOUR ATTENTION, PLEASE. DUE TO THE CURRENT STATE OF EMERGENCY WE NEED TO “ACCOUNT FOR ALL PERSONS.” TEACHERS AND STAFF CONDUCT “ACCOUNTING FOR ALL PERSONS” AND REPORT RESULTS TO INCIDENT COMMAND BY [XXXX] MEANS. REPEAT, “ACCOUNT AND REPORT FOR ALL PERSONS.”

- Designate as-needed additional staff, equipped with assigned radios and/or cell phones, to assist accounting for all persons.
- Monitor the situation and provide updates and additional instructions as needed.
- Direct staff to locate and report unaccounted students and staff.
- Report missing students and staff to law enforcement.
- Inform district of status of accounting.
- Consult Communications Annex for community/parent notice, as appropriate.

After Accounting for All Persons

- Report status to Chairman of the Board, external partners, and Emergency Management.
- Refer to Communications Annex for guidance relative to community, media, and parent communication.
- Ensure After Action Reporting is completed to incorporate lessons learned into this plan.

3. Teachers/Staff

Before Accounting for All Persons

- Annually review this annex; and likewise review annex after any like drill or event.
- Maintain current student rosters and internal/external telephone contact lists.
- Ensure annex based roles & responsibilities are trained to support staff and students.

During Accounting for All Persons

- Take role of students and staff.
- Immediately report any additional or missing students to the School Incident Command Post.
- Care for students and keep them quiet and calm.
- Wait for additional instruction.

After Accounting for All Persons

- Monitor the emotional/mental health of students and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.

4. Office Staff

Before Accounting for All Persons

- Annually review this annex; and likewise review annex after any like drill or event.
- Regularly inventory, update, and maintain area Go-Kit's; including, forms or other tools used to report, record, and resolve student and staff attendance.
- Maintain communications and collaborative partnerships with fellow staff supporting this process.
- Maintain current student rosters and internal/external telephone contact lists.
- Ensure annex based roles & responsibilities are trained to support staff and students.

During Accounting for All Persons

- Gather headcount information from teachers/staff and inform the School Incident Commander/Director of Operations/Principal of any missing or injured students or staff.

After Accounting for All Persons

- Monitor the emotional/mental health of students and refer for crisis counseling.
- Support After Action Reporting by providing lessons learned for plan improvement.

X. COMMUNICATIONS ANNEX

A. Purpose

This annex includes communication and coordination during emergencies and disasters (both internal communication and communication with external stakeholders, as well as the communication of emergency protocols before an emergency and communication after an emergency. Additionally, procedures shall be included for emergency notification of persons in a parental relation.

B. Scope

The School EMP include policies and procedures governing school incident communications with emergency responders, as well as with students, parents, staff, the school community and the media before, during, and after the incident.

Templates for statements/press releases, the communication plan and media contacts at the major television, Internet, and radio stations are maintained by the Public Relations Office and located in the Business and President office.

1. Responsibilities

To implement the communications procedures all staff will be trained on the communications procedures in this annex.

2. Specialized Procedures

Before an Incident

Communicating with the larger school community begins before an incident occurs. In the event of an incident, parents/guardians, media, and first responders will require clear and concise messages from the school about the incident, what is being done about it, and the safety of the children and staff.

Before an incident occurs, the school will:

- Develop a relationship with parents/guardians so that they trust and know how to access alerts and incident information.
- Inform parents/guardians about the school's Emergency Management Plan, its purpose, and its objectives. Information will be included in the school newsletter and a presentation delivered at Back-to-School Nights, PTF's, and general assemblies.
- Be prepared with translation services for non-English-speaking families and students with limited English proficiency.
- Maintain a list of contacts for the major television, radio stations, Web sites, and social media outlets

During an Incident

3. Internal Communications

Faculty and staff will be notified by the Incident Commander when an incident occurs and kept informed as additional information becomes available and as plans for management of

the situation evolve. The following practices will be utilized to disseminate information **internally** when appropriate:

- **Telephone One Call:** A telephone One Call is a simple, widely used system for notifying staff of an incident when they are not at school. The One Call originates with the Director of Operations/Principal, who contacts the groups of people who need to be informed.
- **Morning Faculty Meeting:** As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.
- **End-of-Day Faculty Meeting:** As appropriate, updated information and a review of the day's events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.
- **Public Address System.**
- **School Messenger:** Email, Voice, Mass One Call, and SMS notification system(texts).
- **Two-Way Radio System:** School Incident Command will use the following Emergency Radio Channels for the listed functions.

Radio Channel:	Channel Frequency:	Channel Purpose:
1		School Incident Command
2		Tac 1 – Group Function Assigned by IC
3		Tac 2 – Group Function Assigned by IC
4		Tac 3 – Group Function Assigned by IC
5		Tac 4 – Group Function Assigned by IC

4. Communication Between School Officials and Students

Communication of emergency information between school officials will primarily take place through the school's public address system or face-to-face between faculty and students. Other methods of communication with students may include the following:

- Public Address System
- Face to face classroom visit
- Assembly
- Email
- School Messenger

5. External Communications – Parents

School Incident Command will communicate with parents during an incident by:

- Before an incident occurs, the school will:
 - Inform parents on how to access alerts and incident information.

- Inform parents that the school has developed an Emergency Management Plan (EMP), its purpose and its objectives. **Detailed response tactics should not be shared if they will impede the safe response to an incident.**
- Information will be included in the **School Newsletter and Student-Parent Handbook.**
- Translation services for non-English-speaking families and students with limited English proficiency, should be considered.
- In the event of an incident, the school will:
 - Disseminate information by notification systems to inform parents about what is known to have happened.
 - Implement a plan to manage phone calls and parents who arrive at the school.
 - Describe how the school is handling the situation.
 - Provide a phone number, web site address or recorded hotline where parents can receive updated incident information.
 - Inform parents and students when and where school will resume.
- After an incident, school administrators will schedule, and attend an open question and answer meeting for parents/guardians as soon as possible.

6. Emergency School Closing/Early Dismissals

In the case of severe weather conditions, it may become necessary to close school for the day, or duration of the storm. Every effort will be made to notify parents, students, staff, and the public at the earliest possible hour using the school notification system. School closings will be announced on the school website, and over the following radio, television, and social media venues:

TV Station Name	TV Station Name	TV Station Name
Radio Station Name	Radio Station Name	Radio Station Name
School Messenger	Facebook Site	Twitter Address

7. External Communications – Media

School Incident Command will communicate with the media during an incident by:

- Designating a Public Information Officer.
- Establishing an off-campus briefing area for media representatives.
- Determining the need to establish or participate in a Joint Information Center.
- Coordinating messages with all incident partners.
- Requesting the media contacts broadcast the School’s external communications plans, including the information hotline for parents and guardians.

Communication is a critical component of crisis management. Staff, students, parents and community expect accurate information. During a crisis, it is quite likely that the media will be

present. In fact, much of what the community knows about a crisis will come through the media. Therefore, it is vital that the school and the media work cooperatively. Once the emergency situation or crisis is stabilized, the President, or designee, shall prepare a statement for the press based upon information provided on the *Crisis Management and Information Sheet*. This individual will represent the school to the media. Staff should refer reporters to the school spokesperson.

In the event of an incident, the School Incident Commander or the emergency responder Incident Commander (in the event command has been transferred), will coordinate with the public information officer and/or participate in a joint information effort to:

- Establish a media site and reception area away from the school and any established Incident Command Post, Evacuation site or Reunification site.
 - Determine a media location for low impact events (such as a water main break, heat loss) and high impact events (such as an active shooter incident) when media interviews at the school would be deemed impracticable due to the nature and severity of the incident.
 - Low Impact events can be handled at the School Administrative Offices or similar type facilities as the number of media outlets and duration of media coverage can be expected to be low.
 - High Impact events can be handled at a community center, park or other facility that is of appropriate size to accommodate a large number of media outlets for an extended duration. **DO NOT** use government facilities (fire stations, etc.) as this will interfere with government administration and operations.
- Pre-designated Media Staging Sites:

Location and Address	High or Low Impact Site
	LOW
	HIGH

- Provide regular updates to the media and school community.
- The School Public Information Officer will work with other PIO’s from responding agencies and establish a Joint Information System to minimize mixed messages.
- **Provide only information that has been approved to be released by the Incident Commander in charge of the scene.**
- Monitor the release of information and correct misinformation. Coordinate messages with the Incident Commander or PIO.

The following considerations and suggestions may be helpful when working with the media.

- The primary communication goal should be to keep the public informed about the crisis while maintaining student privacy and as little interruption to the educational process as possible.

- As soon as possible, give the President a clear and concise statement of the basic facts so that he or she can prepare the school's official statement (See Crisis Assessment and Information Sheet). News people will always want to know who, what, where, why and how. "Facts" should be consistent in all contacts with news media.
- If reporters and cameras arrive at school while students are in class, guide reporters' activities so that they will not disrupt the educational process. Reporters may be permitted on campus, but they should not be permitted to enter classrooms during an emergency situation.
- Don't presume to tell a reporter what is or isn't newsworthy. That decision is made by the reporter and his or her editor. And never lie to a reporter. Tell the news quickly; get it over with. It may be your only chance to set the record straight.

8. Rumor Control

In addressing rumors, the most effective strategy is to provide facts as soon as possible. To combat rumors, the Incident Commander or Designee will:

- Provide appropriate information to internal groups including administrators, teachers, students, custodians, secretaries, instructional assistants, Dining Center workers, and bus drivers. These people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.
- Hold a faculty/staff meeting before staff members are allowed to go home so that what is (and is not) known can be clearly communicated.
- Designate and brief personnel answering calls to help control misinformation.
- Conduct briefings for community representatives directly associated with the school.
- Enlist the help of the media to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.

9. After an Incident

After the safety and status of staff and students have been assured, and emergency conditions have abated following an incident, staff/faculty will assemble to support the restoration of the school's educational programs. Defining mission-critical operations and staffing will be a starting point for the recovery process. Collecting and disseminating information will facilitate the recovery process.

After an incident, School Administration will:

- Schedule and attend an open question-and-answer meeting for parents and guardians as soon as possible.
- Conduct public meetings as needed. These meetings are designed to provide the opportunity for people to ask questions and receive accurate information.
- Conduct a comprehensive assessment of the physical and operational recovery needs.
- Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
- Examine critical information technology assets and personnel resources, and determine the impact on the school operations for each asset and resource that is unavailable or damaged.

- Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for State and Federal assistance.
- Provide detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies.
- Arrange for ongoing status reports during the recovery activities to: (a) estimate when the educational program can be fully operational; and (b) identify special facility, equipment, and personnel issues or resources that will facilitate the resumption of classes.
- Educate school personnel, students, and parents on available crisis counseling services.
- Identify recordkeeping requirements and sources of financial aid for State and Federal disaster assistance.
- Establish absentee policies for teachers/students after an incident.
- Establish an agreement with organizations to provide counseling to students and their families after an incident.
- Develop alternative teaching methods for students unable to return immediately to classes: correspondence classes, videoconferencing, telegroup tutoring, etc.
- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).
- Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.

10. Communication Tools

Some common internal and external communication tools that the school may use include the following:

- **Standard telephone:** The school has designated a school telephone number [570-837-1855] as a recorded “hotline” for parents to call for information during incidents. The goal is to keep other telephone lines free for communication with first responders and others.
- **Mobile communication technology:** Mobile devices may be the only tool working when electric service is out; they are useful to faculty/staff in route to or from a site. Texting can be very useful.
- **Public Address/Intercom systems:** The intercom system includes teacher-initiated communication with the office using a handset rather than a wall-mounted speaker.
- **Bullhorns and megaphones:** A battery-powered bullhorn is part of the school’s emergency to-go kit to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.
- **Two-way radio:** Two-way radios provide a reliable method of communication between rooms and buildings at a single site. All staff will be trained to understand how to operate the two-way radio.
- **Computers:** A wireless laptop computer may be used for communication both within the school and to other sites. Email may be a useful tool for updating information for staff and other people in an affected area. An assigned staff member(s) will post information such as school evacuation, closure, or relocation on the home page of the school Web site.

- **Fax machines:** Possible uses include off-campus accidents where lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated. Medical information, release forms, and authorizations include the designated fax number.
- **Alarm systems:** Bells or buzzers are in place and sound in different ways to signal different types of incidents – for example, fire, lockdown, or special alert (with instructions to follow). All staff/faculty, support staff, students, and volunteers will be trained on what the sounds mean and how to respond to them.
- **Whistles:** Whistles should be included in crisis kits in order to signal a need for immediate attention or assistance.

Exhibit V

**Acceptable Use Policy -
Technology**

PLEASE KEEP
FOR YOUR
RECORDS

Penn View Bible Institute

Student Network, Internet, & Email Acceptable Use Policy

August 2020

PLEASE KEEP
FOR YOUR
RECORDS

Internet access and electronic mail are educational tools provided by Penn View Bible Institute (Penn View) to facilitate research, communication, and awareness of computer use. To help ensure that these tools are used appropriately and that students have a safe, healthy experience learning and using them, Penn View has developed the following acceptable use policy with guidelines and safety measures.

- ❖ This form must be read and kept by all new and returning students at Penn View at the beginning of each school year. Every student is also required to fill out a Student Network, E-mail, and Internet Access Sign Up Sheet.
- ❖ All students under 18 years of age require the signature of a parent or guardian.
- ❖ 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.
- ❖ Personal Devices should be protected with a password when not in use and left unattended. Personal Devices will be associated with their owner. Students are responsible for any activity that may happen with their device if borrowed.
- ❖ Students are encouraged to purchase a USB storage device (ie. Thumb Drive) to save their work. Penn View cannot guarantee your files will be available if you save them to the school computers.
- ❖ Penn View is providing students with strictly filtered and monitored Internet access in an open room setting through a highly controlled service designed specifically for educational purposes.
- ❖ PVBI provides computers are for schoolwork, not entertainment.
- ❖ If a website you need to access is blocked, please fill out a Website Unblock Request Form. Please provide all the information requested.
- ❖ Student usage of the Internet may be used
 1. Library (during regular library hours).
 2. Wherever Penn View Wi-Fi is available.
 3. Computer lab when a staff person is present.
 4. Classroom with Instructors permission and presence.
 5. During approved hours.
- ❖ The computer lab is off limits when no staff member is present.
- ❖ Students are not allowed to unplug or disassemble school computers. If a new keyboard or mouse is needed, contact the IT department.
- ❖ 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 time deemed necessary and may be without notice.
- ❖ Student use of any staff computer or in a staff member's office is forbidden without the staff member's permission and presence.
- ❖ Installing your own wireless access point to Penn View's network is forbidden.
- ❖ Each student will receive a specific username 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. If parents of minors' desire, they may receive their student's password.
- ❖ At no time shall any person make use of a username that was not directly assigned to him or her.
- ❖ At no time shall any student log another student onto the network using their login.
- ❖ Students should log off when they are done with their computer or need to leave the computer unattended.
- ❖ Students will observe posted time limits to make the computers available for others.
- ❖ 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 inappropriate or offensive.
- ❖ Sites deemed inappropriate or dangerous to the spiritual well-being of students are blocked.
- ❖ Email is not to be used to create any offensive or disruptive messages which 1) 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, which are found in the *Student Handbook*.
- ❖ 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.
- ❖ 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.
- ❖ Authorized representatives of the school intend to and will 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 including attachments created and received; as well as web sites and multimedia viewed or downloaded.
- ❖ Use of programs or other tactics to bypass the internet filter or other monitoring software is strictly forbidden. This includes connecting to neighboring Wi-Fi which have their own internet connection or using tethering.
- ❖ Penn View reserves the right to suspend or change user accounts or passwords or remove devices from our network at our discretion at any time with or without notice.
- ❖ Any violations of the school's acceptable use policy is traceable and violators will receive discipline. Disciplinary measures may involve, but may not be limited to, verbal warning, suspension of Internet/email privileges or revocation of access to school computers, or even suspension or expulsion from school.
- ❖ Request for IT equipment for a class, chapel, or event must be submitted no later than 24 hours before needed. Request for equipment is on a first come first serve bases.
- ❖ Penn View reserves the right to change this policy at any time, as may be required under current circumstances.
- ❖ Students who accidentally access inappropriate material are required to report it to their instructor, administrator, or the technology specialist.
- ❖ Students who need help understanding this policy or who discover a violation of this policy should notify the Technology Specialist, Dean of Students, or the President.

For Office Use:

IT: _____ Registrar _____

Exhibit W

Guidelines for Online Courses



Guidelines for Online Courses
Approved by PVBI Faculty May 27, 2020

Course Calendar and Assignment Patterns

1. Course terms of 8 weeks (8 modules).
2. Weeks to begin on Tuesday and conclude on the following Monday at 11:59 pm.
3. Presentation of content each week through either assigned reading or video/audio recorded presentations.
4. One or two forums each week with "initial posts" due by Thursday at 11:59 pm and two "interactive posts" by the following Monday.
5. One or two other assignments such as essays, short written assignments, and papers, due by Monday at 11:59 pm.
6. Student Presentations (if assigned) due by Thursday so classmates can view and respond. (This could replace a discussion forum.)
7. Penn View Online (Moodle) as the learning management software for all courses. We will use a template and have one person do the actual setup for all courses to provide a basic pattern that will be familiar to students.
8. Course grades based on 1000 points with a designated number of points for each assignment. For example, 25 points for a discussion forum (13 points for initial post; 12 points for two interaction posts. Larger papers can be 100 points; smaller assignments 50 points.

Faculty Commitments

1. Publish an opening welcome announcement, then a weekly announcement, friendly and encouraging in tone, perhaps recapping weekly details.
2. Provide students with his/her PVBI email address and a phone number for texting or voice calls.
3. Log in to Penn View Online every day and CampusSIS every week.
4. Respond to emails, texts, and phone calls within 24 hours (not including Sundays).
5. Provide a statement of hours when they are typically available by phone, text, or email.
6. Commit that if they will be away from Internet for more than a day, they will let the students in the class know in advance.
7. Respond at least twice in each forum in order to be visibly present and interactive, pressing students to deeper analytical/critical thinking.
8. Provide meaningful feedback with grading.
9. Report all instances of plagiarism to the Academic Dean.
10. Report attendance for each week. If no assignments are submitted for a grade during a week, the student will be reported absent for that week. If a student is absent more than two weeks, the instructor will notify the Registrar to withdraw the student from the course.
11. Provide grades and feedback within 5 to 7 days on assignments submitted by the due date.
12. Submit final grades within 14 days of the ending date for the course.

Student Commitments

1. Have access to a computer that can submit written assignments in MS Word(R) or PDF format.
2. Have Internet access.
3. Check communication at least every other day (not including Sunday).
4. Submit assignments on time. Discuss alternatives in advance with the instructor if possible (otherwise receive a late penalty).
5. Discuss any concerns and questions with the instructor.

- Participation for each week is recorded based on submitting assignments. If no assignments are submitted for a week, the student will be recorded absent for that week.

Recommendation to Students for Online Study

- Pray often for success in learning and applying what you learn to life.
- Establish regular times for schoolwork.
- Set personal deadlines before the official deadline for assignments.
- Create to-do lists or a personal calendar of requirements.
- Post as early as possible during the week; it gives you an advantage in the forums.

Rubric for Discussion Forums

Discussion Forum Rubric (25 points total)				
Initial Post (13 points total – 50%)				
13-12 points	11-9 points	8-6 points	5-0 points	Score
Initial response is posted no later than Thursday.	Initial response is posted no later than Friday.	Initial response is posted no later than Saturday.	Initial response is posted no later than Monday, the last day of the week.	
and fulfills all requirements below	and fulfills most requirements below	and fulfills some requirements below	and fulfills few of the requirements below	
<p>The following actions are considered substantive for INITIAL posts:</p> <ol style="list-style-type: none"> The response was well researched, and it involved thoughtful, detailed analysis. The writing has a professional tone. Definitions and terms from the reading assigned were applied in the post. The post should contain 200-300 words. Proper grammar, spelling, punctuation, and standard English are used. Resources are provided to support your opinions and may be required by the instructor. 				
Interaction Posts (12 points total – 50%)				
12-11 points	10-7 points	6-1 points	0 points	Score
There are at least two substantive interactions with other posts posted on <i>separate</i> days.	There is one substantive interaction and one or more somewhat substantive.	There is one substantive interaction or two somewhat substantive.	There is no substantive interaction with other students.	
<p>The following actions are considered substantive for INTERACTION posts:</p> <ol style="list-style-type: none"> The post should contain 50-150 words. Proper grammar, spelling, punctuation, and standard English are used. At least one of these options was clearly used in the interaction. <ol style="list-style-type: none"> A question that is probing. An insight gained from reading a post. An opinion on the conversation that is substantiated with an outside resource. A personal experience that validates or disagrees with statement posted. Submit a suggestion that assists a colleague. An expansion on the post with more details about the subject matter. 				

Exhibit X

Application Packet



Application Packet

A faint, dark blue world map is visible in the background of the bottom right section of the cover.

WHERE THE
MISSION
STILL MATTERS

Application Information & Procedures

Financial Information /Requirements

Admission

Anyone desiring to apply for admission to Penn View Bible Institute should follow the instruction listed below for each form. Provided he or she meets the requirements for admissions, a person of any gender, race, color, age, ethnic origin, or disability may be admitted to the school. Because of the unique philosophy and purpose of Penn View Bible Institute, however, only those who give evidence of being genuine Christians and whose lives are in harmony with the principles and standards of the Institute will be considered for admission. Any student failing to maintain a consistent Christian life, including the expression of proper Christian attitudes, may be asked to discontinue attendance.

The primary educational requirement for admission to Penn View Bible Institute is graduation from high school. This requirement may alternatively be met by achieving satisfactory scores on the General Educational Development Test (GED).

ACT or SAT test Scores should be forwarded to the Admissions Office (ACT college code, 3661; SAT college code, 2639). Scores from the Classic Learning Test (<https://www.cltest.com/>) are accepted.

All entering freshmen will be tested as part of their orientation. The test results will be used in guidance and placement of the student.

The individual seeking admission should take the following steps:

1. Submit *Application for Admission* (\$25.00 non-refundable application fee must accompany application), and a recent photograph or snapshot.
2. Write and submit the essay as described on the *Application for Admission*.
3. Obtain volunteers to submit *Character References* and list their names and addresses on the *Application for Admission*. One should be the pastor of the applicant. None should be a relative of the applicant.
4. Using the *Transcript Request Form*, the applicant should request that his high school send an official copy of his transcript directly to Penn View Bible Institute. Transcripts from all schools attended after high school must also be submitted. If additional copies are needed, photocopies of this form may be made.
5. The **Student Handbook** will be sent to applicant upon receipt of Application for Admission. Please review the specified sections. Sign and return one copy of the *Student Handbook Agreement*.
6. The *Work Scholarship Application* is only for applicants interested in on-campus work. Applicant will be notified of Work Scholarship decision following acceptance. Scholarships will be granted according to financial need and availability of positions.

7. A health form will be sent to the applicant upon receipt of application for admission. The applicant and a medical doctor (M.D. or D.O.) should complete this form. The physician must return the completed health form to Penn View Bible Institute.
8. The prospective student will be notified promptly of the decision of the Admissions Committee.

Note: The application deadlines are Fall Term - August 1; Spring Term - December 15. Applications sent after these deadlines should be accompanied by a late application fee of \$35.00 instead of \$25.00.

Re-admission

Any student who discontinues attendance for one or more semesters must submit an application for readmission with the Academic Dean by the application deadline of the semester he plans to re-enroll. No re-admission fee is charged except in the case of late application, for which there is a fee of \$5.00.

Financial Information

All students are required to arrange for full payment at the time of registration. This may be in the form of a single payment at registration, or, in the form of monthly installment payments as provided in our deferred payment option. Terms of the various payment plans are described below.

- A. A 2% cash discount will be given for all accounts paid in full at registration or within thirty days after registration.
- B. A minimum down payment is required at registration. This amount is equal to 20% of the total semester charges or the total of all fees whichever is greater. All previous years charges must be paid in full before registering for fall semester.
- C. The balance of the account is payable in four equal monthly installments over the course of the semester. Such installments are due on the fifteenth of each month according to the following schedule:

First Semester – 15th of September, October,
November, December
InterSession – 15th of January
Second Semester – 15th of February, March,
April, May
- D. Monthly finance charges may be added to accounts with outstanding balances at the close of the academic year.
- E. The administration reserves the right to adjust the published fee schedule at any time without prior notice.



PENN VIEW BIBLE INSTITUTE Application for Admission

Recent Photo

- Please print or type all information... Please enclose a \$25.00 application fee... Write a detailed sketch of your personal conversion...

FOR OFFICE USE ONLY: Date Appl Rec'd, Fee Rec'd (amt), References Mailed, Health Form Mailed, Transcripts Rec'd, Health Form Rec'd, References Rec'd 1, 2, 3, Accepted, Rejected, Date Notified

GENERAL INFORMATION

Last Name, First Name, Middle, Date of Birth, SS No., Nationality, Present Address, City, State, Zip, Permanent Address, City, State, Zip, Email, Phone, Cell Phone, Father's Name, Address, Occupation, Mother's Name, Address, Occupation, With Whom Do You Live?, Relationship?, No. Brothers, Ages, No. Sisters, Ages, List names and type of work for all members of your immediate family engaged in full time Christian work.

ENROLLMENT INFORMATION

If accepted, when do you plan to enroll? Do you have a definite call? To what area of ministry are you called? How long do you plan to study here? Do you plan to graduate? If not graduating, please state reason, What course of study do you wish to pursue? How did you hear about PVBI? What made you decide to enroll in PVBI? Do you plan to live in the dormitory? If not, where do you plan to reside?

PRIOR EDUCATION (High School & College)

It is your responsibility to provide PVBI with a copy of transcript from all previous high schools and colleges, attended and/or G.E.D. diploma. List High School(s) attended.

Table with 5 columns: Name of School, State, Grade Attended, Dates Attended, Diploma

If you did not graduate, do you have a GED? Have you requested SAT, ACT, or CLT Scores to be sent? Have you arranged for TOEFL scores to be sent? (International Students Only)

List names and dates of ALL schools & colleges you have attended since high school.

Table with 5 columns: Name of School, State, Major/ Specialization, Dates Attended, Diploma

MARITAL STATUS

Single: Yes No Engaged: Yes No Married: Yes No
 Number of Children _____ Have you ever been divorced? Yes No If yes, give date _____

If engaged, complete the following:

Name of fiancée or fiancé _____ Date of Birth _____ Date set for wedding _____
 Has she or he been previously married? Yes No How long have you been dating him/her? _____
 Has he/she trusted Christ as personal Saviour? Yes No

If married complete the following:

Name of Spouse _____ Date of Birth _____ Date of Wedding _____
 Was he/she previously married? Yes No Has Spouse trusted Christ as personal Saviour? Yes No
 Is Spouse coming with you? Yes No Enrolling at PVBI? Yes No
 Position of Spouse toward your coming to PVBI For Against
 Give Names and Ages of children _____

PERSONAL INFORMATION

Are you a church member? Yes No What is your present spiritual state? Saved Sanctified Out of victory
 Do you regularly spend time in Bible study and private devotions? Yes No
 Do you attend church regularly? Yes No How long have you been attending regularly? _____
 Name of church you attend. (Including Denomination) _____
 List positions held, if any _____

FINANCIAL INFORMATION

Are you presently employed? Yes No Full time? Yes No
 Do you currently have financial obligations? Yes No Give details _____

 How do you plan to finance your education at PVBI? Be specific (See catalog for schedule of expenses). _____

REFERENCES

List below the names, phone numbers, and complete addresses of three persons who are not related to you and who have known you for at least one year. One must be your Pastor.

	NAME	ADDRESS	CITY, STATE, ZIP	PHONE
Pastor				()
Reference 1				()
Reference 2				()

LIFE-STYLE AGREEMENT

If accepted as a student at Penn View Bible Institute, I promise to be subject to the rules of the school governing the education, social, and spiritual life of the student body. I agree not to teach any doctrine, personal belief or conviction, or special view or practice that is not in agreement with the accepted position of Penn View Bible Institute as approved by its Board of Directors; nor to press them upon my fellow students.

Hebrews 13:17 states, "Obey them that have the rule over you, and submit your selves; for they watch for your souls, as they that must give account, that they may do it with joy, and not with grief; for that is unprofitable for you." In the light of this scripture, I will readily submit to those who are in a position of authority at Penn View Bible Institute, as long as I remain a student there.

Applicant Signature _____ Date _____

Penn View Bible Institute
 Attention: Admissions • PO Box 970
 Penns Creek, PA 17862
www.pvbi.edu • admissions@pvbi.edu
 phone (570) 837-1855 • fax (570) 837-1865

Character Reference

To be Completed by the Applicant

Name of Applicant _____ Date Application Sent to PVBI _____

Please sign below if you wish to waive your right to access this recommendation under the Family Educational Rights and Privacy Act of 1974.

Applicant's Signature _____ Date _____

To be Completed by the Reference

The above-named person has made application to Penn View Bible Institute for admission.

Please answer the following questions to the best of your knowledge and circle the appropriate phrase in the personality rating section.

When completed, please mail directly to the address given below.

All information you give will be held in strict confidence if applicant's signature appears above.

Name of Reference _____ Phone _____

Address _____ Email _____

Relationship to applicant? _____ How long have you known applicant? _____

How well do you know applicant? _____

1. Please give what information you can about the applicant's family life _____

2. Please give what information you can about the applicant's spiritual life and church involvement. _____

3. What is the applicant's attitude and response toward authority? Explain _____

4. What is the applicant's attitude, level of interest and social behavior toward the opposite sex? _____

5. From your observation of the outward life, is the applicant living a consistent Christian life? _____

6. Does the applicant possess any talents or special abilities? (Please list) _____

PERSONALITY RATING SECTION

Please evaluate the applicant on the matters listed below and rate him/her on each point to the best of your knowledge. In rating, consider carefully and be as specific as possible. Circle the phrase that most closely describes the applicant's personality traits.

<i>Personal Spiritual Growth</i>	Consistent Growth	Shows good signs of growth	Average Growth	Small evidence of spiritual growth	No interest in spiritual growth	Do Not Know
<i>Self Motivation</i>	Needs no prodding or supervision	Requires little prodding and supervision	Average Initiative	Needs considerable amount of direction	Requires constant prodding and supervision	Do Not Know

Purposefulness	Strives for success: well formed purpose	Needs reassurance but is self directed	Show some initiative and purpose	Somewhat vacillating in purpose	Aimless	Do Not Know
Character	Completely Trustworthy	Usually Trustworthy	Somewhat Trustworthy	Somewhat Careless	Not Straightforward	Do Not Know
Leadership	Inspires others, very successful	Good leadership qualities	Occasionally assumes leadership role	Tries but is not usually successful	Always a follower	Do Not Know
Emotional Stability	Very Mature	Well balanced, shows growth toward maturity	Shows maturity in some situations	Usually immature, excitable, too emotional	Easily upset, flighty, touchy	Do Not Know
Influence on Others	Excellent and wholesome	Consistently Good	Varying good to passive	Passive to poor	Detrimental	Do Not Know
Involvement in Church Activities	Enthusiastically involved, takes leadership role	Wants to be involved	Occasionally Involved	Becomes involved when asked	Not involved	Do Not Know
Responsibility	Capable of handling much responsibility	Reliable and conscientious toward responsibility	Usually Dependable	Shows some signs of dependability	Irresponsible	Do Not Know
Personal Appearance	Very neat and attractive	Usually neat and attractive	Average in appearance	Careless about person and dress	Somewhat Repulsive	Do Not Know
Written Expression	Writes with force and clarity	Communicates Clearly	Basic writing skills	Weak; frequent mechanical errors	Very poor at writing	Do Not Know
Verbal Expression	Speaks with force and clarity	Enunciates well; communicates clearly	Basic speaking skills	Poor pronunciation; Frequent errors	Quiet and backward	Do Not Know
Scholarship	Eager to advance learning; excellent study habits	Surpasses assigned levels	Completes assignments satisfactorily	Partially completes assignments	Does not complete assigned work; reluctant to learn	Do Not Know
Self-Confidence	Confident in areas of developed skills	Self-assured in some situations	Developing self-confidence	Over Confidant	Needs constant correction	Do Not Know
				Lacks Self-confidence	Constantly seeks reassurance	
Sense of Humor	Mature ability to discern when humor is appropriate	Average	Cannot take a joke	Takes life too seriously	Sometimes clownish	Do Not Know
Creative Qualities	Outstanding creative ability	Resourceful	Average	Lacks Imagination	Copies Others	Do Not Know
Analytical Thinking	Excels in critical thinking skills	Insightful	Will likely be able to handle college level studies	Does not comprehend advanced concepts	Poor	Do Not Know
Recommendation for Admittance	Enthusiastic Recommendation	Good Recommendation	Yes, but with some reservation	With Strong Reservation	Do not recommend	Do Not Wish to comment

Reference Signature _____ Date _____

Thank you for your help and cooperation.
Penn View Bible Institute
Attention: Admissions • PO Box 970
Penns Creek, PA 17862

Character Reference

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Character	Completely Trustworthy	Usually Trustworthy	Somewhat Trustworthy	Somewhat Careless	Not Straightforward	Do Not Know
Leadership	Inspires others, very successful	Good leadership qualities	Occasionally assumes leadership role	Tries but is not usually successful	Always a follower	Do Not Know
Emotional Stability	Very Mature	Well balanced, shows growth toward maturity	Shows maturity in some situations	Usually immature, excitable, too emotional	Easily upset, flighty, touchy	Do Not Know
Influence on Others	Excellent and wholesome	Consistently Good	Varying good to passive	Passive to poor	Detrimental	Do Not Know
Involvement in Church Activities	Enthusiastically involved, takes leadership role	Wants to be involved	Occasionally Involved	Becomes involved when asked	Not involved	Do Not Know
Responsibility	Capable of handling much responsibility	Reliable and conscientious toward responsibility	Usually Dependable	Shows some signs of dependability	Irresponsible	Do Not Know
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				Lacks Self-confidence	Constantly seeks reassurance	
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Creative Qualities	Outstanding creative ability	Resourceful	Average	Lacks Imagination	Copies Others	Do Not Know
Analytical Thinking	Excels in critical thinking skills	Insightful	Will likely be able to handle college level studies	Does not comprehend advanced concepts	Poor	Do Not Know
Recommendation for Admittance	Enthusiastic Recommendation	Good Recommendation	Yes, but with some reservation	With Strong Reservation	Do not recommend	Do Not Wish to comment

Reference Signature _____

Date _____

Thank you for your help and cooperation.

Penn View Bible Institute

Attention: Admissions • PO Box 970

Penns Creek, PA 17862

Character Reference

To be Completed by the Applicant

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3. What is the applicant's attitude and response toward authority? Explain _____

4. What is the applicant's attitude, level of interest and social behavior toward the opposite sex? _____

5. From your observation of the outward life, is the applicant living a consistent Christian life? _____

6. Does the applicant possess any talents or special abilities? (Please list) _____

PERSONALITY RATING SECTION

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Purposefulness	Strives for success: well formed purpose	Needs reassurance but is self directed	Show some initiative and purpose	Somewhat vacillating in purpose	Aimless	Do Not Know
Character	Completely Trustworthy	Usually Trustworthy	Somewhat Trustworthy	Somewhat Careless	Not Straightforward	Do Not Know
Leadership	Inspires others, very successful	Good leadership qualities	Occasionally assumes leadership role	Tries but is not usually successful	Always a follower	Do Not Know
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Influence on Others	Excellent and wholesome	Consistently Good	Varying good to passive	Passive to poor	Detrimental	Do Not Know
Involvement in Church Activities	Enthusiastically involved, takes leadership role	Wants to be involved	Occasionally Involved	Becomes involved when asked	Not involved	Do Not Know
Responsibility	Capable of handling much responsibility	Reliable and conscientious toward responsibility	Usually Dependable	Shows some signs of dependability	Irresponsible	Do Not Know
Personal Appearance	Very neat and attractive	Usually neat and attractive	Average in appearance	Careless about person and dress	Somewhat Repulsive	Do Not Know
Written Expression	Writes with force and clarity	Communicates Clearly	Basic writing skills	Weak; frequent mechanical errors	Very poor at writing	Do Not Know
Verbal Expression	Speaks with force and clarity	Enunciates well; communicates clearly	Basic speaking skills	Poor pronunciation; Frequent errors	Quiet and backward	Do Not Know
Scholarship	Eager to advance learning; excellent study habits	Surpasses assigned levels	Completes assignments satisfactorily	Partially completes assignments	Does not complete assigned work; reluctant to learn	Do Not Know
Self-Confidence	Confident in areas of developed skills	Self-assured in some situations	Developing self-confidence	Over Confidant	Needs constant correction	Do Not Know
				Lacks Self-confidence	Constantly seeks reassurance	
Sense of Humor	Mature ability to discern when humor is appropriate	Average	Cannot take a joke	Takes life too seriously	Sometimes clownish	Do Not Know
Creative Qualities	Outstanding creative ability	Resourceful	Average	Lacks Imagination	Copies Others	Do Not Know
Analytical Thinking	Excels in critical thinking skills	Insightful	Will likely be able to handle college level studies	Does not comprehend advanced concepts	Poor	Do Not Know
Recommendation for Admittance	Enthusiastic Recommendation	Good Recommendation	Yes, but with some reservation	With Strong Reservation	Do not recommend	Do Not Wish to comment

Reference Signature _____ Date _____

Thank you for your help and cooperation.
Penn View Bible Institute
Attention: Admissions • PO Box 970
Penns Creek, PA 17862

If additional
Transcript Request Forms
are needed, photocopies of
this form may be made!



Transcript Request Form

To Be Completed By Student

I have applied to Penn View Bible Institute for fall / spring of 20

Last Name _____ First Name _____ Middle/Maiden _____

Address _____ City _____ State _____ Zip _____

SS # _____ Graduation Date _____ Date of Birth _____

To Be Completed By School Official

The above named has applied for admission and processing his/her application necessitates a transcript from your school. Please expedite the sending of these materials as requested.

Anticipated or Actual Date of Graduation: _____ Current or final class rank: _____

<u>SAT, ACT, or CLT Scores</u>	<u>Recommendation For Admission:</u>
	This Applicant is: <input type="checkbox"/> enthusiastically recommended for admission <input type="checkbox"/> recommended with reservation for admission <input type="checkbox"/> not recommended for admission Comments:

Official Signature: _____

Title: _____ Date _____

Mail to the address below:

Penn View Bible Institute

Attention: Admissions • PO Box 970
Penns Creek, PA 17862

www.pvbi.edu • admissions@pvbi.edu

phone (570) 837-1855 • fax (570) 837-1865

Penn View Bible Institute . . .

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Missionary Studies

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Muslim Studies

Christian Music Education

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Child Evangelism

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Student Handbook Agreement

Please review the designated sections in the *Student Handbook* before signing the following.
(The *Student Handbook* will be sent to you after PVBI receives your *Application for Admission*)

Mail the top half of this form to the address below.

If accepted as a student at Penn View Bible Institute, I promise to be subject to the rules of the school governing the education, social, and spiritual life of the student body.

I have reviewed the *Student Handbook*, especially the sections on **Attendance** (pages 4-5), **Virtue** (pages 6-9), and **Temperance** (pages 12-17). I agree to abide by these rules.

I agree not to teach any doctrine, personal belief or conviction, or special view or practice that is not in agreement with the accepted position of Penn View Bible Institute as approved by its Board of Directors; nor to press them upon my fellow students.

Hebrews 13:17 states, "Obey them that have the rule over you, and submit yourselves; for they watch for your souls, as they that must give account, that they may do it with joy, and not with grief; for that is unprofitable for you." In the light of this scripture, I will readily submit to those who are in a position of authority at Penn View Bible Institute, as long as I remain a student there.

Applicant's Signature _____ Date _____

----- ✂ ----- ✂ ----- ✂ -----

(Applicant's Copy)

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I have reviewed the *Student Handbook*, especially the sections on **Attendance** (pages 4-5), **Virtue** (pages 6-9), and **Temperance** (pages 12-17). I agree to abide by these rules.

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Applicant's Signature _____ Date _____

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The question of **Financial Aid** presses in on the horizon. Can I afford to go to college? How will I pay for my education?

One of the Christian worker's greatest life-lessons is *learning to trust God*. How will I survive in the ministry? Who will pay the bills? How will I provide for my family? How can I undertake so much responsibility? Am I sufficient for this ministry? The questions do not go away after you finish Bible school!

Scripture promises, "***My God shall supply all your need according to His riches in glory by Christ Jesus***" (Phil.4:19). The best time to learn that lesson is right during Bible school.

Friends of Penn View Bible Institute have provided a number of scholarships to help. A Work Scholarship program offers assistance. You'll have to *work* and you'll have to *pray*, but ***you*** can make it! Don't be afraid to ***trust God!***

On the following pages, you will find information about several of the scholarships that are available at Penn View. Let's see what the Lord will do for you! When you realize that the supply comes from His Hand, you will not mind living "from hand to mouth."

Come join other students who have been learning that "Our God Is Enough."

Timothy L. Cooley, Sr., Ph D
Academic Dean



ACCREDITATION: Penn View Bible Institute is nationally accredited with the Commission on Accreditation of the Association for Biblical Higher Education (ABHE, 5850 T.G. Lee Blvd, Suite 130, Orlando, FL 32822 • 407-207-0808 • <https://www.abhe.org>). ABHE is listed by the U. S. Department of Education as a recognized agency for higher education. It is also recognized by the Council for Higher Education Accreditation (CHEA), the national accrediting organization that serves as an umbrella over all recognized accrediting bodies.

APPROVAL OF CHURCHES & DENOMINATIONS: Churches, denominations, and missions organizations have indicated their approval of PVBI by their support in financial gifts, by sending men and women to be trained for Christian service, and by employing PVBI alumni.

APPROVAL BY GOVERNMENT AGENCIES: PVBI is listed in the U. S. Department of Education, Office of Postsecondary Education Database of Accredited Postsecondary Institutions and Programs (DAPIP ID: 233745). PVBI is also approved by the Veterans Education Office of the Department of Education, Commonwealth of Pennsylvania for the education of veterans. PVBI is authorized under US Citizenship and Immigration Services for the education of F-1 non-immigrant alien students (School Code: PHI214F00321000).


PENN VIEW
 BIBLE INSTITUTE
Scholarship Information

Penn View Bible Institute is pleased to offer a number of scholarships each year to help serious students become grounded in holiness and prepared for a life of service to God. Here is a general summary.

<i>Scholarship</i>	<i>Basis</i>	<i>Amount Awarded</i>	<i>Pre-Requisites</i>	<i>College Grade Requirements</i>	<i>Additional Requirements</i>
Presidential SAT / ACT / CLT Test Use these College Codes to send Penn View your scores (SAT # 2639) (ACT # 3661)	Minimum composite score of 1180 on SAT (Scholastic Assessment Test) or of 24 on ACT (American College Test) or of 77 on CLT (Classic Learning Test)	\$3,500.00 @ \$437.50 per semester for eight semesters	Consistent Christian character Grade average of 3.5 (on a four-point scale) during High School Senior year Recommendation by pastor or principal and a person who has taught the applicant during the High School Senior year	Maintain a 3.00 GPA here each semester in order for benefits to be applied	Must be a full-time student Final acceptance will be based on a personal interview
Valedictorian	Graduating at the top of your class	\$3,000.00 @ \$375.00 per semester for eight semesters	Consistent Christian character Grade average of 3.5 (on a four-point scale) during High School Senior year Recommendation by pastor or principal and a person who has taught the applicant during the High School Senior year	Maintain a 2.85 GPA here each semester in order for benefits to be applied	Must be a full-time student
Salutatorian	Graduating second from the top of your class	\$2,500.00 @ \$312.50 per semester for eight semesters	Consistent Christian character Grade average of 3.5 (on a four-point scale) during High School Senior year Recommendation by pastor or principal and a person who has taught the applicant during the High School Senior year	Maintain a 2.85 GPA here each semester in order for benefits to be applied	Must be a full-time student
Home Schoolers (Same level as Valedictorian)	Graduating at the top of your class	\$3,000.00 @ \$375.00 per semester for eight semesters	Consistent Christian character Grade average of 3.5 (on a four-point scale) during High School Senior year Recommendation by pastor or principal and a person who has taught the applicant during the High School Senior year.	Maintain a 2.85 GPA here each semester in order for benefits to be applied	Must be a full-time student
Top 10% of the Graduating Class	Graduating within the top 10% of a class larger than thirty	\$2,000.00 @ \$250.00 per semester for eight semesters	Consistent Christian character Grade average of 3.5 (on a four-point scale) during High School Senior year Recommendation by pastor or principal and a person who has taught the applicant during the High School Senior year	Maintain a 2.85 GPA here each semester in order for benefits to be applied	Must be a full-time student
Carl Shuey Memorial	Missions calling/interest	\$25 for two semesters	Consistent Christian character	Maintain a 2.50 GPA each semester in order for benefits to be applied	
Dan Hoch Memorial	Christian character	\$125 for two semesters	Consistent Christian character	Maintain a 2.50 GPA each semester in order for benefits to be applied	
Baltimore Ministerial	Ministerial major	\$75 for two semesters	Consistent Christian character	Maintain a 2.50 GPA each semester in order for benefits to be applied	
Child Evangelism	Child Evangelism major	\$100 for two semesters	Consistent Christian character	Maintain a 2.00 GPA each semester in order for benefits to be applied	Must take at least 12 semester hours
Public Relations Contract	Consistent Christian character Music ability	Total room, board, and tuition along with other benefits	Consistent Christian character Music ability and willingness to travel	Maintain a 2.00 GPA each semester in order for benefits to continue	Join Chapel Choir Travel as scheduled
Foreign Missionary Discount	Dependent child of active foreign missionary parents	10% Discount on Student Account	Consistent Christian character	Maintain a 2.00 GPA each semester in order to continue	
Work Scholarship	Financial need and availability of positions	Credit applied to student account per hour worked	Consistent Christian character Work Application must be submitted each year	Maintain a 2.00 GPA each semester in order to continue	Must be a full-time student, residing in the dormitory

Once enrolled, a student shall agree to abide by all rules and regulations of the school, remain in good standing with the administration, and maintain the minimum GPA at all times. Funds provided by these scholarships will be applied to the recipient's school bill at the stipulated rate at the end of each semester, providing all requirements are met. Failure to comply in any of these areas will result in the student not receiving the benefits for that semester or in the scholarship being terminated. If you desire further information concerning these scholarships, please call us at (570) 837-1855 or email us at pvbi@pvbi.edu.

President Dan Durkee
Academic Dean Timothy Cooley, Sr.



Application For Work Scholarship

Office Use Only		
Approval?	Yes	No
Notified?	_____	Date _____
Initials	_____	
Comments	_____	
Other	_____	

Name _____
 Address _____ Date of Birth _____
 City _____ State _____ Zip _____ Phone _____

Are you presently living with your parents? Yes No

Are you presently employed? Yes No Full Time? Part Time?

Approximate monthly income _____ How long have you been employed? _____

Assets (Funds) in U.S. \$	Liabilities (Financial Obligations) in U.S. \$
Checking Account Balance \$	Rent \$
Savings Account Balance \$	Room & Board \$
Balance in Other Funds \$	Car Payment \$
\$	Insurance \$
\$	\$

List other sources of income and support other than employment shown above. _____
 Include amounts where applicable _____

Will you be receiving financial help from your family? Yes No Monthly amount? _____

Please state your need for a work scholarship: be specific and give pertinent details. _____

Amount of work scholarship requested? 10 hrs/wk 13 hrs/wk 17 hrs/wk
 \$1,000 / semester \$1,300 / semester \$2,000 / semester

Do you own a motor vehicle? Yes No Make _____ Year _____

If you have ever been employed, either part or full time, list two employers as work references.
 If you have had only one, list that one. (Give full name, address, phone, and the type of work you did.)

Employer or Business and Address	Person to contact	Dates (From - To)	Phone	Type of Work

Please list any special skills you have. _____

Do you have health insurance? Yes No Company _____
 Accident Insurance? Yes No Company _____

All students are required to purchase Student Accident Insurance through the school. Business Office will have more details.

I hereby release the school from liability for any injury that may occur during assigned work.

Signed _____

I hereby give Penn View Bible Institute permission to contact the persons named as references. I affirm that all information given herein is true and complete.

Signed _____ Date _____

Penn View Bible Institute . . .

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Dear Prospective Student:

The Work Scholarship program is designed to assist worthy young people in preparing for service in God's kingdom. Because this is a limited program, we request each applicant to submit pertinent information on the application, for our use in determining need and awarding scholarships.

Under the Work Scholarship, tuition, room, and board are partly paid by the school for work performed. Books, fees, music lessons, and personal expenses are not covered. Work scholarship students receive credit toward their school accounts on a per-hour basis. Three hours of work are required each week of all dormitory students, so the first three hours of work each week will be applied toward this obligation. All the hours over three per week will be applied toward the student's school account at an hourly rate.

\$2,000 Scholarship per semester	14 + 3 =	17	hours / week
\$1,300 Scholarship per semester	10 + 3 =	13	hours / week
\$1,000 Scholarship per semester	7 + 3 =	10	hours / week

Since this is a "scholarship" program, the student must maintain a minimum grade point average of 2.0 (C) in order to remain on the program. If a student fails to meet this requirement, one semester will be given to overcome this deficiency. A student under this program should expect to take longer to complete his education, since a reduced course load is sometimes required.

The required Work Hours must be a high priority in the student's life just the same as other outside employment.

Yours for Christian Education,

Timothy L. Cooley, Sr., Ph D
Academic Dean

Penn View Bible Institute

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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.



www.pvbi.edu



@pvbi.edu



@pvbi



@pvbi



Accredited by the Commission on Accreditation

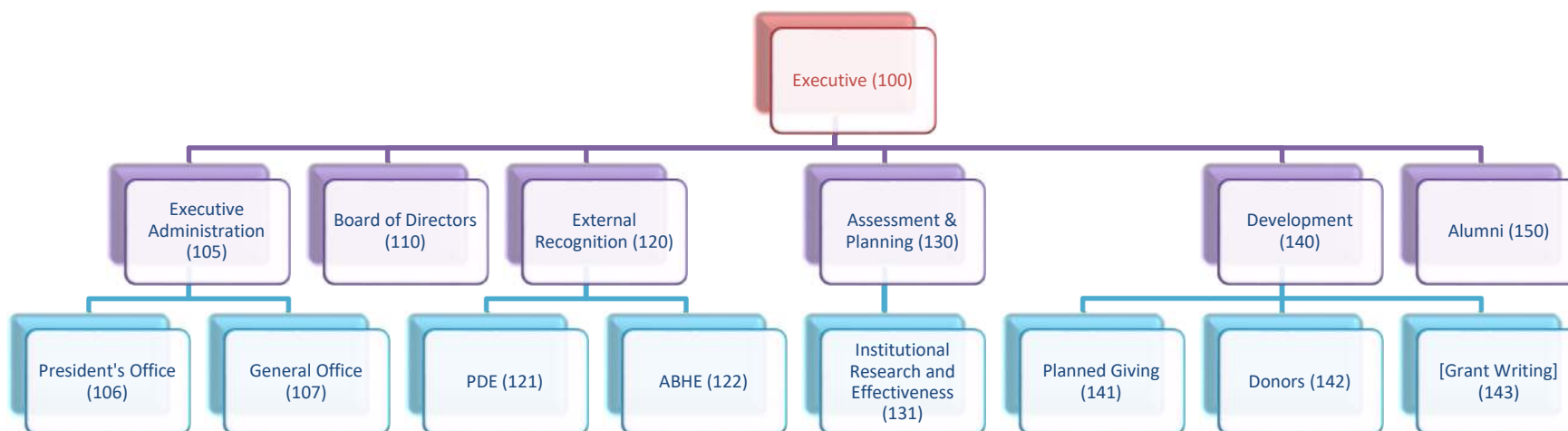
The Association for
Biblical Higher Education

Biblical • Transformational • Experiential • Missional

Exhibit Y

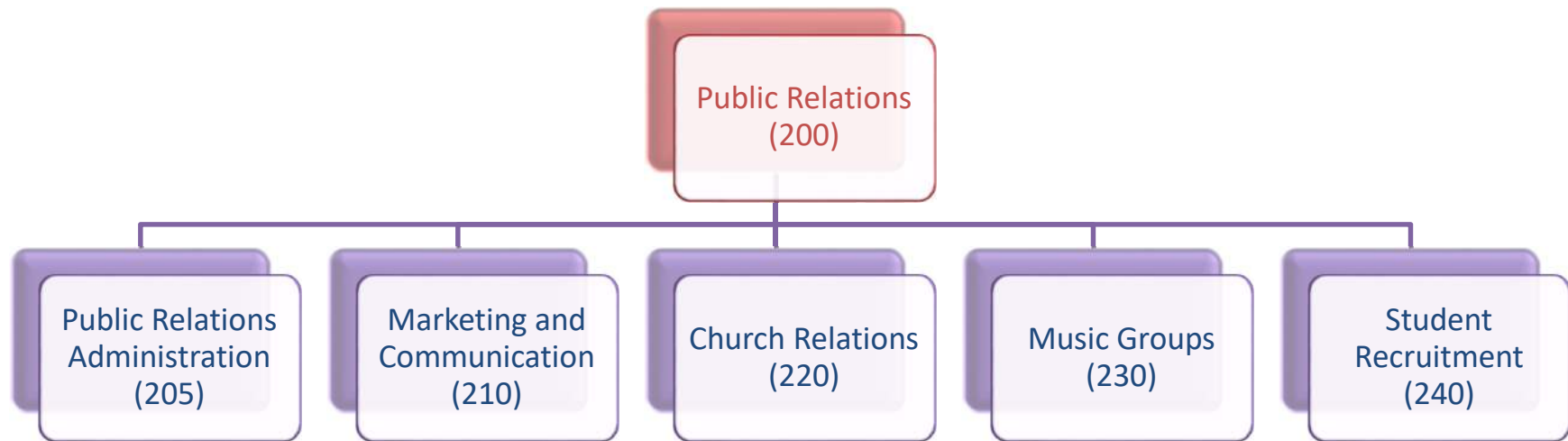
**Administrative and
Educational Support
(AES) Units**

Penn View Bible Institute Executive Program Chart



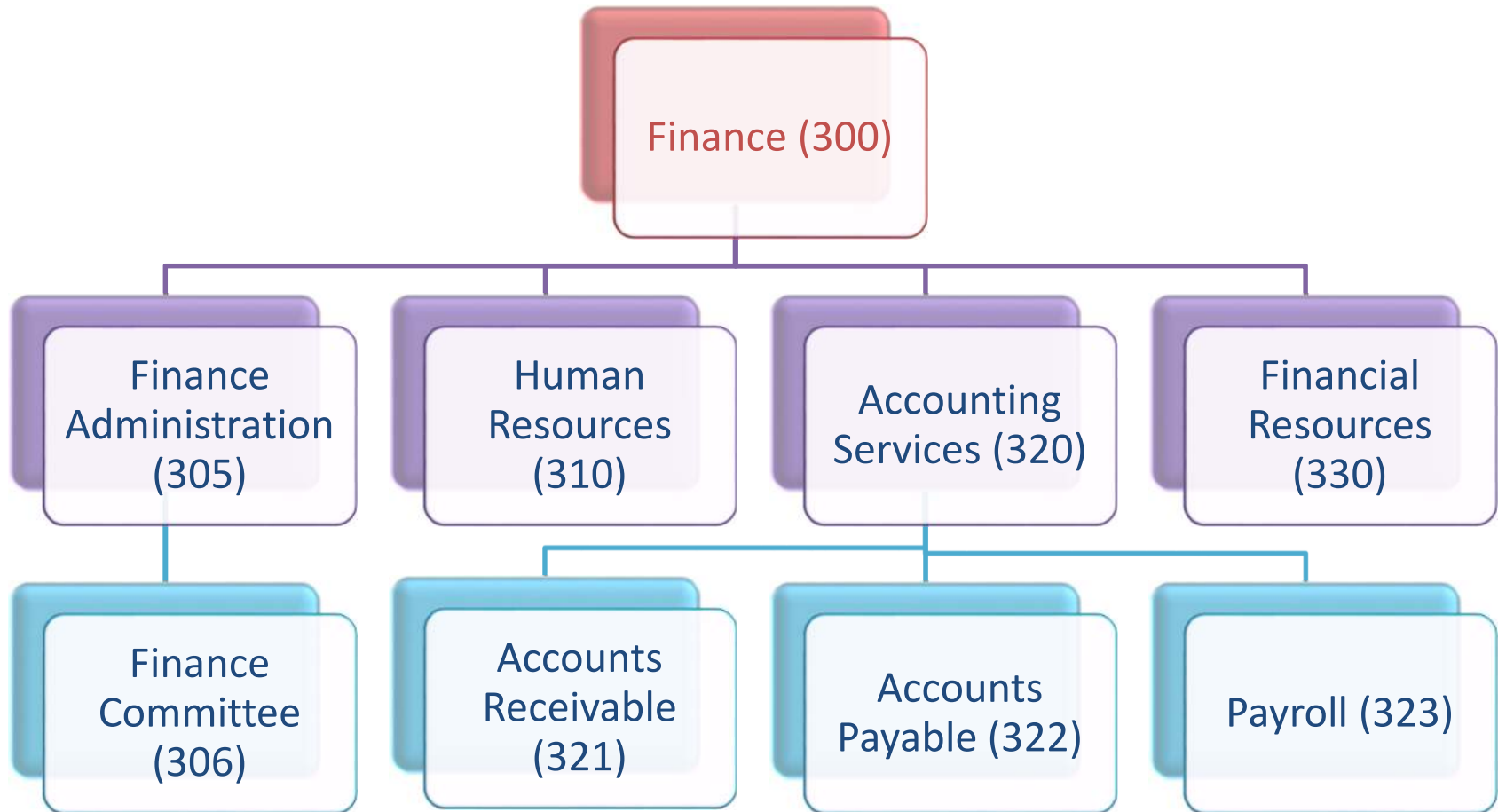
Administrative Area
Units

Penn View Bible Institute Public Relations Program Chart



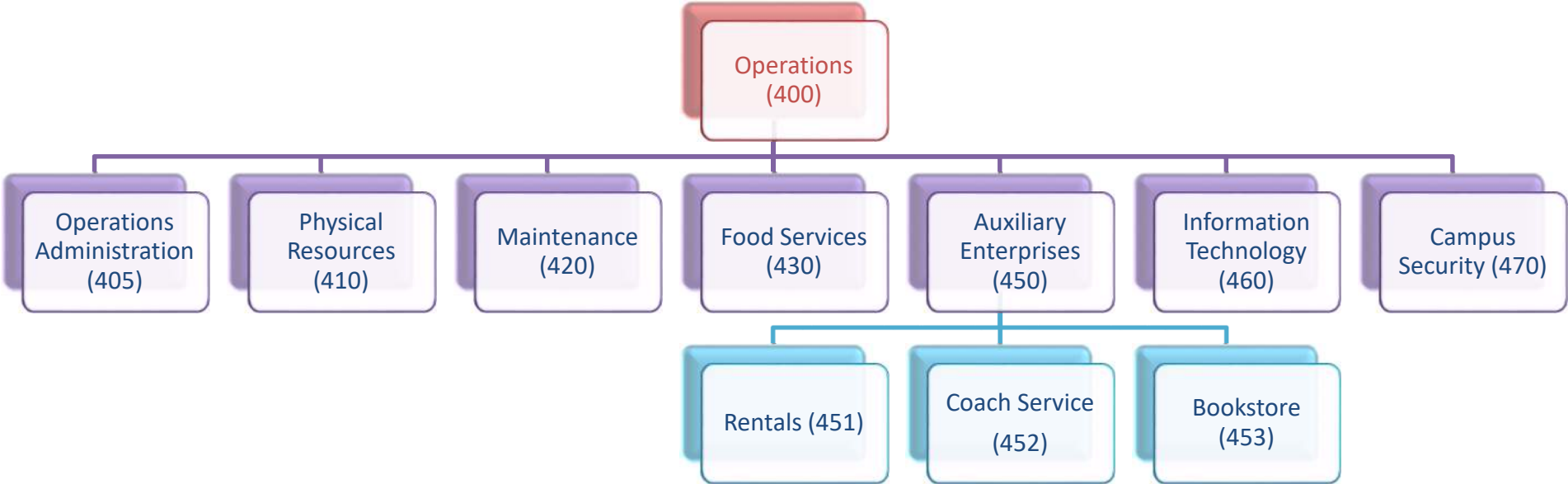
Administrative Area
Units

Penn View Bible Institute Finance Program Chart



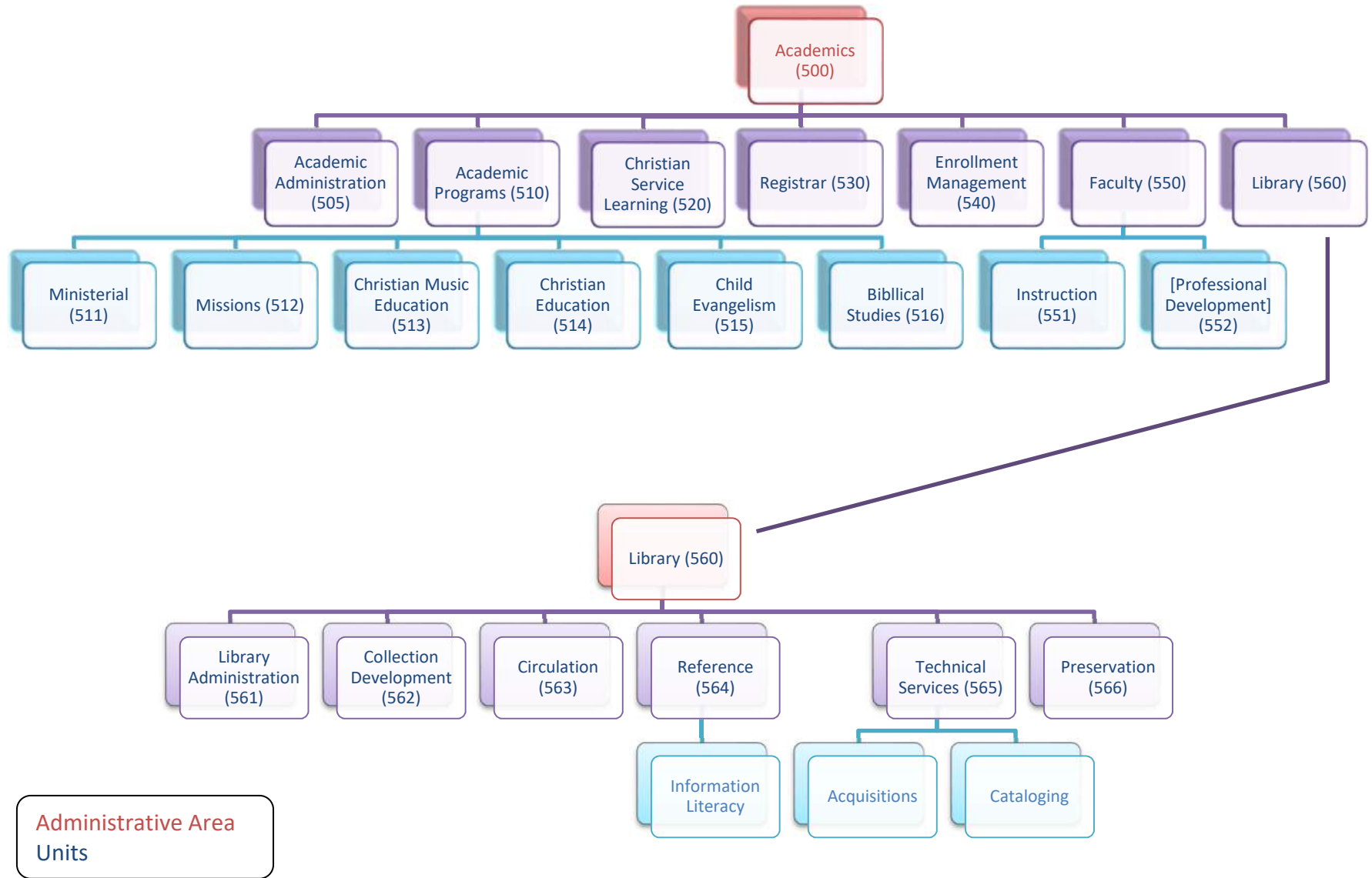
Administrative Area
Units

Penn View Bible Institute Operations Program Chart

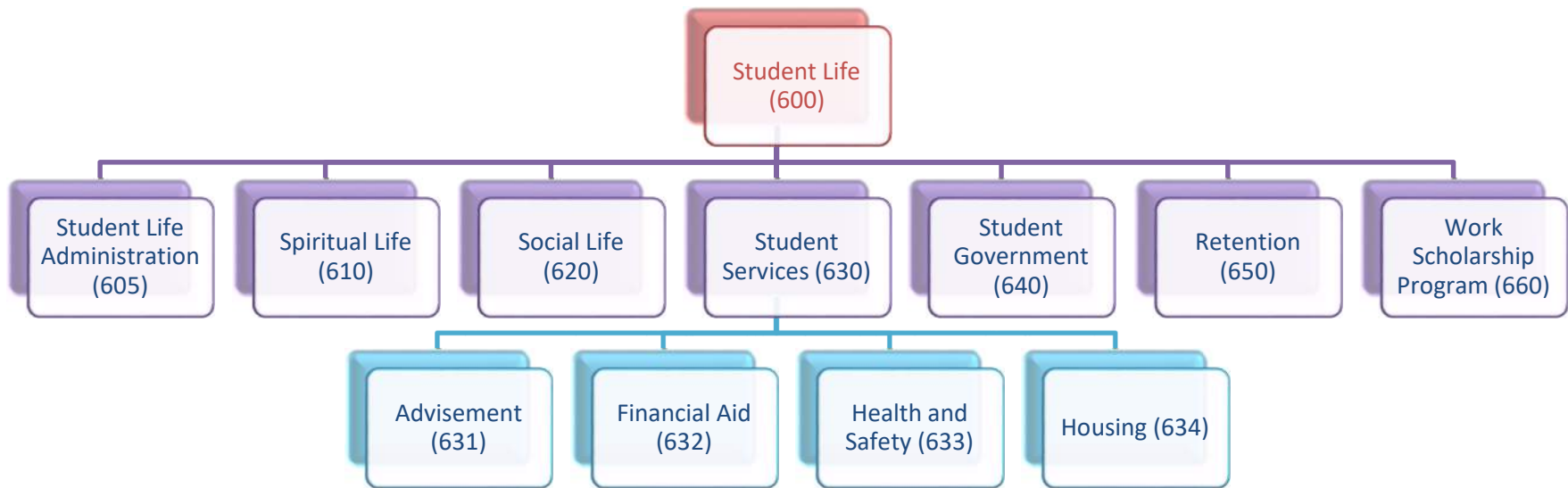


Administrative Area
Units

Penn View Bible Institute Academics Program Chart



Penn View Bible Institute Student Life Program Chart



Administrative Area
Units

Exhibit Z

**5-Column Chart
(Nichols & Nichols)**

Career Center-Five Columns

Institutional Reference and Unit Mission:

Institution Mission/Goal:
(Goal 6) ... The University will continue to develop leadership and to instill in its students a sense of justice, moral courage, and tolerance for the views of others ... improve admissions academic, *career and placement counseling*

Unit Mission Statement:
... to assist students in transition from academia to the world of work by preparing students for life after graduation Career Center offers services which include: career counseling; three classes for academic credit; workshops and seminars on career-related subjects; assistance with resume writing and interviewing; and opportunities for part-time jobs, internships, and full-time jobs.

Administrative Objectives/Outcomes:

1. Students attending Career Center resume workshops will produce quality resumes.

2. Career Center will provide job search assistance.

3. Graduates will be satisfied with services provided by the Career Center.

Means of Assessment & Criteria for Success:

1a. Using the checklist describing the five quality components of a resume, the CC staff will analyze resumes submitted for company referrals. The resumes of 80% of students who attended a current resume workshop will receive greater than 4 rating on checklist. No indicator will be below average of 3.0.

1b. On survey given to recruiters regarding quality of resumes reviewed, recruiters will rank student resumes with average score of 3.5 or higher. No indicator will be consistently below average of 3.0.

2. At the end of the year, CC will evaluate five of the job search assistance programs. Records will indicate each of the areas had an increase in number of students attending this year over last.

3a. Respondents will indicate on graduating student survey an average rating of 3.3 or higher as to satisfaction with Career Center.

3b. 95% of students completing a point-of-contact survey will be "very satisfied" or "satisfied" with their "overall experience" with the Career Center. No service will receive "Not Satisfied" by more than 30% of the students responding.

Summary of Data Collected:

1a. 536 resumes were reviewed. 316 resumes were from students who attended workshops. 213 resumes received quality score of 5 (67%); 89 scored 4 (28%); 14 received a 3. The quality indicator consistently missed by students was "use of action verbs".

1b. Recruiters rated the average quality of the resumes at 3.1. No indicator was consistently below average of 3.0.

2. Overall there was an increase in attendance at job search programs of 43. Resume workshops + 27; Interview workshops + 21; Mock Interviews + 8, Job Search Techniques + 6; and On-Campus Recruiting (- 19).

3a. Graduates rated satisfaction with Career Center at an average of 3.4. However, the international students only indicated a 1.4 average satisfaction rating.

3b. 91% of students completing a point-of-contact survey indicated "very satisfied" or "satisfied" with "overall experience" with Career Center. However, 47% of the students indicated "Not Satisfied" rating with Computer/ Internet Job Search Sources.

Use of Results:

1a. While quality resumes were produced by students who attended the workshops, CC staff decided all students who submit resumes for referrals should be required to attend a workshop. The idea has been submitted to Vice Chancellor for consideration. The CC staff developed a skit for the workshops stressing the importance of using action verbs. Decided to use checklist again next year to compare results. Focus groups scheduled to further evaluate content of workshops.

1b. Although the criteria was met, the CC staff examined the survey given to recruiters and decided the information from it gave nothing that could be used to help students with resume writing. Decided to redesign survey.

2. Career Center staff is satisfied with three of the five job search programs offered. Staff decided to offer additional Job Search Techniques program each semester. Staff is concerned with On-Campus Recruiting as this is second year for a decline in student interest. Staff scheduled a focus group of recent graduates to meet in the Fall. Topic is: "Determining effective ways of increasing interest in On-Campus Recruiting."

3a. While criteria for success was met workshops have been held by Career Center staff in conjunction with International Services to provide direct services to international students. Collecting material from nationally know programs.

3b. Career Center staff have located several new internet sources of career information. Six additional work stations were established using computer hardware donated by Kroger and International Paper

Exhibit AA

**Faculty and Staff
Perception Survey**

Please complete and return to CIE William Reese, Box Z, by **May 26, 2020**. Thank you!

FACULTY/STAFF PERCEPTION SURVEY (FSP)

As a faculty or staff member, you know students personally, and you observe a wide range of behaviors in personal conversations, religious services, classroom, dorms, work situations, dining center, and other settings. Remembering that freshmen may not achieve the same level as graduating seniors, please describe your perception of how students in general are achieving PVBI's stated Institutional Goals. Please do this from your own personal observation, not from casual hearsay.

Describe the strength of your belief in regard to each of the Spiritual Goals:

	Very untrue	Mostly untrue	More untrue than true	More true than untrue	Mostly true	Very true	No Basis for Comment
The students know Christ as personal Savior and have made a total consecration of their lives to Christ in entire sanctification	1	2	3	4	5	6	NA
The students are cultivating an increasingly intimate relationship with Christ and a holy character reflective of biblical teaching	1	2	3	4	5	6	NA
The students are cultivating a love for the Bible as the Word of God, as the source of their knowledge of salvation, as the source of their worldview, and as the guide for holy living	1	2	3	4	5	6	NA

Describe the strength of your belief in regard to each of the Intellectual Goals:

	Very untrue	Mostly untrue	More untrue than true	More true than untrue	Mostly true	Very true	No Basis for Comment
The students understand basic Bible content and doctrine	1	2	3	4	5	6	NA
The students are constructing a biblical worldview	1	2	3	4	5	6	NA
The students are obtaining general knowledge and developing intellectual skills of inquiry, analysis, critical thinking, written and oral communication, and ethical reasoning	1	2	3	4	5	6	NA
The students are establishing an adequate intellectual foundation for professional ministry	1	2	3	4	5	6	NA

Describe the strength of your belief in regard to each of the Social Goals:

	Very untrue	Mostly untrue	More untrue than true	More true than untrue	Mostly true	Very true	No Basis for Comment
The students are becoming effective in the cultivation of interpersonal relationships	1	2	3	4	5	6	NA
The students are developing communication skills, professional courtesy, and a culture of mutual understanding	1	2	3	4	5	6	NA
The students are becoming responsible members of social structures such as family, church, nation, and world	1	2	3	4	5	6	NA

Describe the strength of your belief in regard to each of the Practical Goals:

	Very untrue	Mostly untrue	More untrue than true	More true than untrue	Mostly true	Very true	No Basis for Comment
The students are applying the biblical worldview in problem-solving and in decision-making that includes seeking divine guidance	1	2	3	4	5	6	NA
The students are achieving entry-level proficiency in professional Christian service	1	2	3	4	5	6	NA
The students are developing commitment to lifelong learning	1	2	3	4	5	6	NA

Please identify your position at Penn View by marking one of the following:

- I am a member of the Institute faculty; that is, I teach at least one Institute class.
- I am an administrator or a member of the staff who does not teach any Institute class.

Exhibit BB

Student Survey



II Chron.7:1 "Now when Solomon had made an end of praying, the fire came down from heaven, and consumed the burnt offering and the sacrifices; and the glory of the LORD filled the house." God also did a wonder in the founding of Penn View.

Penn View Bible Institute

A Survey of Student Engagement: Head, Heart, and Hands

At Penn View, we purpose to enable each student to grow spiritually, mentally, and practically. We care deeply about each student's concerns. Please help us to do our best for you and for Christ, as we endeavor to meet your needs. Feel free to express yourself. Your answers are **confidential**. Each survey is numbered so you can be checked off as having responded, but your name will **NOT be connected** with your answers. We are always willing to talk to you personally if there is something you wish to address that we missed on the survey.

Please put the survey inside the envelope, seal it, and drop it off in the box for **Timothy Cooley, Sr.** in the bookstore. Thank you for choosing Penn View!

Rev. Nick Rine, Director of Student Life

Dr. Timothy Cooley, Sr., Academic Dean

Start Here Please mark your answers by circling the appropriate number, just one answer per line.

1. Indicate how important each of the following desires were in your deciding to come to Bible College.

	Very false of me	Mostly false of me	More false than true of me	More true than false of me	Mostly true of me	Very true of me
a. I wanted to know more about what I believe	1	2	3	4	5	6
b. I wanted a more fervent spiritual life	1	2	3	4	5	6
c. I wanted to make friends (perhaps meet a life partner)	1	2	3	4	5	6
d. I wanted to become effective in ministry	1	2	3	4	5	6
e. I wanted to go to college / pursue a major	1	2	3	4	5	6

2. Indicate your level of satisfaction/dissatisfaction with Penn View facilities (physical buildings or spaces). If an area is not in your experience, just mark “Don’t Know / Not Applicable.”

	Very Dissatisfied	Mostly Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Mostly Satisfied	Very Satisfied	Don't Know / Not Applicable
a. Residents Hall	1	2	3	4	5	6	N/A
b. Dining Center	1	2	3	4	5	6	N/A
c. Book Store	1	2	3	4	5	6	N/A
d. Library	1	2	3	4	5	6	N/A
e. Classrooms	1	2	3	4	5	6	N/A
f. Music Practice Rooms	1	2	3	4	5	6	N/A
g. Student Parking	1	2	3	4	5	6	N/A
h. General Facilities	1	2	3	4	5	6	N/A

3. Are you experiencing mental growth?

	Very false	Mostly false	More false than true	More true than false	Mostly true	Very true
a. The courses are demanding	1	2	3	4	5	6
b. The courses require learning new knowledge	1	2	3	4	5	6
c. The courses require deeper or critical thinking	1	2	3	4	5	6
d. The courses require organizing new ideas	1	2	3	4	5	6
e. The courses require increased writing skills	1	2	3	4	5	6

4. 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).

- 0
 1 – 5
 6 – 10
 11 – 15
 16 – 20
 21 – 25
 26 – 30
 More than 30

5. Do you have a personal assurance that you are saved?

- Yes, I am confident that I am saved, and that confidence is rather steady.
 Yes, but sometimes I do not feel as certain as at other times.
 I am quite uncertain whether I am saved.
 No, I am not saved.

6. Do you have victory over sin in your Christian life?

- Yes. If I do something that needs to be made right, I take care of it promptly.
 Yes, but the victory is somewhat spotty.
 No. I am frequently falling into sin.
 No. I am living a defeated life.

7. Are you growing in grace? (Growth is not necessarily comfortable.)

- Yes
 Yes, but not satisfactorily
 No

8. If you could start over again, would you enroll at Penn View Bible Institute?

- Definitely yes
 Probably yes
 Probably no
 Definitely no
 I don't know

9. Would you or do you recommend Penn View to friends/family?

- Yes
 Yes, with some reservation
 No
 I don't know

	Very Dissatisfied	Mostly Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Mostly Satisfied	Very Satisfied	Don't Know / Not Applicable
g. Print Journals & Magazines	1	2	3	4	5	6	N/A
h. Librarians	1	2	3	4	5	6	N/A
i. Multimedia (CDs, DVDs, etc.)	1	2	3	4	5	6	N/A

III. What information could the library add to increase your satisfaction with Penn View library information services? _____

IV. How frequently do you complete school work on the following electronic devices?

	Never	Quarterly or less	Monthly	Weekly	Almost daily	Don't Know / Not Applicable
a. Your computer on campus	1	2	3	4	5	N/A
b. Your computer off campus	1	2	3	4	5	N/A
c. Your mobile device	1	2	3	4	5	N/A
d. A campus computer	1	2	3	4	5	N/A
e. A library computer	1	2	3	4	5	N/A
f. Your computer in the library	1	2	3	4	5	N/A

V. How frequently do you use the following libraries?

	Never	Quarterly or less	Monthly	Weekly	Almost daily	Don't Know / Not Applicable
a. Penn View Bible Institute Library	1	2	3	4	5	N/A
b. A Union County Library	1	2	3	4	5	N/A
c. Another Library	1	2	3	4	5	N/A

VI. How satisfied are you with the following areas of Penn View library space?

	Very Dissatisfied	Mostly Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Mostly Satisfied	Very Satisfied	Don't Know / Not Applicable
a. Wireless Access	1	2	3	4	5	6	N/A
b. Access to Computers	1	2	3	4	5	6	N/A
c. Spaces for Quiet Study	1	2	3	4	5	6	N/A
d. Spaces for Group Study	1	2	3	4	5	6	N/A
e. Library Hours	1	2	3	4	5	6	N/A
f. Library Lighting	1	2	3	4	5	6	N/A
g. Accuracy and Timeliness of Reshelving	1	2	3	4	5	6	N/A
h. Access to Copying	1	2	3	4	5	6	N/A
i. Access to Electric Outlets	1	2	3	4	5	6	N/A

What change in library service or space would increase your satisfaction in Penn View library space? _____

VII. Please indicate with what frequency you participate in the following activities when you visit the Penn View library.

	Never	Some visits	About half the visits	Most visits	All visits	Don't Know / Not Applicable
a. Study alone	1	2	3	4	5	N/A
b. Use library computers	1	2	3	4	5	N/A
c. Browse the library's shelves	1	2	3	4	5	N/A
d. Use the collection for research or course-related assignments	1	2	3	4	5	N/A
e. Use library copiers, printers, and scanners	1	2	3	4	5	N/A
f. Study in a group	1	2	3	4	5	N/A
g. Retrieve a specific item	1	2	3	4	5	N/A
h. Check out or return materials	1	2	3	4	5	N/A
i. Ask library staff a question	1	2	3	4	5	N/A

VIII. How satisfied are you with the following Penn View library services?

	Very Dissatisfied	Mostly Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Mostly Satisfied	Very Satisfied	Don't Know / Not Applicable
a. Library Catalog	1	2	3	4	5	6	N/A
b. Course Reserves	1	2	3	4	5	6	N/A
c. Library Computers	1	2	3	4	5	6	N/A
d. Printing/Scanning/Photocopying Equipment	1	2	3	4	5	6	N/A
e. Library Worker Assistance	1	2	3	4	5	6	N/A

What service could be added or improved to increase your satisfaction with the Penn View library services? _____

IX. Please rate library contribution to ...

	Minor Contribution	Neither Major nor Minor Contribution	Major Contribution
a. your ability to achieve academic success	1	2	3
b. your ability to make efficient use of your time	1	2	3
c. your ability to find information needed for your research assignments and papers	1	2	3

X. Please indicate your overall satisfaction with the library.

	Very Dissatisfied	Mostly Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Mostly Satisfied	Very Satisfied	Don't Know / Not Applicable
a. Overall library satisfaction	1	2	3	4	5	6	N/A
b. Satisfaction with spaces	1	2	3	4	5	6	N/A
c. Satisfaction with collections	1	2	3	4	5	6	N/A
d. Satisfaction with services	1	2	3	4	5	6	N/A

17. Please rate the Student Life/Residents Hall experience (If you do not live in the Residents Hall, please mark the relevant questions N/A.)

	Very Dissatisfied	Mostly Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Mostly Satisfied	Very Satisfied	Don't Know / Not Applicable
a. Residents Hall policies	1	2	3	4	5	6	N/A
b. Residents Hall personnel	1	2	3	4	5	6	N/A
c. Dormitory Small Groups	1	2	3	4	5	6	N/A
d. Laundry Facilities	1	2	3	4	5	6	N/A
e. IntraMural Activities	1	2	3	4	5	6	N/A

If you do not live in the Residents Hall, where are you residing while you attend college?

- Residence within walking distance (but not dormitory)
 Residence within driving distance

18. Please rate the Food Services (If you never eat in the Miller Dining Center, please mark the relevant questions N/A).

a. Please indicate each meal that you currently receive in the Dining Center:

- Breakfast Lunch Dinner

b. Please rate the following aspects of our Food Service:

	Very Dissatisfied	Mostly Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Mostly Satisfied	Very Satisfied	Don't Know / Not Applicable
Nutritional value of meals	1	2	3	4	5	6	N/A
Variety of foods served	1	2	3	4	5	6	N/A
Taste of the meals	1	2	3	4	5	6	N/A
Food served at the appropriate temperature	1	2	3	4	5	6	N/A
Food thoroughly cooked	1	2	3	4	5	6	N/A
Quantity of helpings received	1	2	3	4	5	6	N/A
Cleanliness of food serving / cooking areas	1	2	3	4	5	6	N/A

19. Please rate the Information Technology (IT) Service.

a. How often do you use our Library computers?

	Never	Once a month or less	Less than once a week	Once each week	2 or more times a week	Once a day	More than once a day	Not Applicable
Use Library Computers	0	1	2	3	4	5	6	N/A
Wait for Library Computers	0	1	2	3	4	5	6	N/A
Go off campus to use Internet	0	1	2	3	4	5	6	N/A

b. What is your primary use for our Library computers?

- I don't use the Library computers
- Word Processing
- Internet
- Other

c. How well do PVBI computers and Internet meet your academic needs?

	Very Dissatisfied	Mostly Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Mostly Satisfied	Very Satisfied	Don't Know / Not Applicable
How well do our computers meet your academic needs?	1	2	3	4	5	6	N/A
How well does our Internet meet your academic needs?	1	2	3	4	5	6	N/A

d. Do you use your own laptop while on campus?

- I don't use my own laptop.
- I use my own laptop and connect to the school's Internet with it.
- I use my own laptop but I do not connect to the school's Internet with it.

e. What other devices do you use on our network? (Please mark all that apply.)

- iPod
- Smart Phone
- Tablet/iPad/Kindle/Nook
- Gaming System
- Other: _____

f. Please describe your experience with the following software/services.

	Very Dissatisfied	Mostly Dissatisfied	Somewhat Dissatisfied	Somewhat Satisfied	Mostly Satisfied	Very Satisfied	Don't Know / Not Applicable
Covenant Eyes	1	2	3	4	5	6	N/A
KanopySIS	1	2	3	4	5	6	N/A
PVBI Moodle	1	2	3	4	5	6	N/A
PVBI Web site	1	2	3	4	5	6	N/A

20. About how many hours per week do you spend working for pay this semester, either on-campus (Work Scholarship, Public Relations contract) or off campus? Give an estimated total.

- 0 1 – 5 6 – 10 11 – 15 16 – 20 21 – 25 26 – 30 More than 30

21. About how many hours per week do you engage in extra-curricular school-related activities? (for example, freshman class activities, Student Council, non-academic school functions such as auction, but not including what counted as work hours) Give an estimated total.

- 0 1 – 5 6 – 10 11 – 15 16 – 20 21 – 25 26 – 30 More than 30

22. Describe your experience with the overall schedule at Penn View (both academic and extra-curricular).

- It is too light for a college schedule; there are not enough activities.
- It is appropriate for a college schedule; the number of activities is about right.
- It is completely too heavy for a college schedule; there are too many activities.

23. Describe how you are relating to the overall schedule at Penn View (both academic and extra-curricular).

- I have too much time on my hands.
- I am handling it well.
- I am struggling to make it.
- I am struggling, but I am not making it.
- I am not giving it my best.

24. Do you perceive the increased responsibility will prepare you for the load you will carry in ministry?

- Yes
- No
- Uncertain

25. Indicate the period(s) during the school year that you experience the highest stress.

(Please mark *all* that apply.)

- | | |
|------------------------------------|---|
| <input type="checkbox"/> August | <input type="checkbox"/> February |
| <input type="checkbox"/> September | <input type="checkbox"/> March |
| <input type="checkbox"/> October | <input type="checkbox"/> April |
| <input type="checkbox"/> November | <input type="checkbox"/> May |
| <input type="checkbox"/> December | <input type="checkbox"/> I have never taken a class in January. |
| <input type="checkbox"/> January | <input type="checkbox"/> I have never taken classes in a spring semester. |

26. If you are on the Work Scholarship Program, please rate your experience with this program. (If you are not on the Work Scholarship Program, please mark only the last answer.)

- Very satisfied
- Satisfied, but some things have been difficult
- Somewhat dissatisfied
- Very dissatisfied
- I am not on the Work Scholarship Program

27. How much academic load are you carrying?

- Part-time (less than 12 hours for credit)
- Full-time (12-18 hours for credit)
- Heavy (over 18 hours for credit)

28. Please identify your major.

- 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
- Certificate in Biblical Studies

29. How many years have you been a born-again Christian? _____ (does not have to be exact)

30. Please indicate your gender.

- Male
- Female

31. Write in the year of your birth.

--	--	--	--

32. What is your marital status?

- Single
- Married
- Other _____

33. What is the highest level of education that either of your parents completed?

- Did not finish high school
- Graduated from high school (or received a G.E.D. diploma)
- Attended college but did not graduate from college
- Completed an Associate's degree (A.A., A.S., etc.)
- Completed a Bachelor's degree (B.A., B.S., etc.) or a four-year Advanced Diploma
- Completed a Master's degree (M.A., M.S., etc.)
- Completed a Doctoral degree (Ph.D., M.D., etc.)

Thank you for completing this survey. If you have anything else you would like to say you may write it here.

Thank you again for taking the time and effort to let us know your thoughts! In each class, your instructors will also distribute Student Course Evaluation Forms for each course. Those forms provide detailed feedback on individual classes and instructors, so they are also important. We study the results and discuss how we can improve.

Please put this survey inside the envelope provided, seal it and drop it off in the box for **Timothy Cooley, Sr.** in the bookstore. Thank you for choosing Penn View!

If for some reason, you do not drop the completed survey in the box for Timothy Cooley, Sr. in the bookstore, please mail it to **Timothy L. Cooley, Sr., PO Box 970, Penns Creek, PA 17862.**

Sincerely yours because we care,

Rev. Nick Rine

Dr. Timothy Cooley, Sr

Exhibit CC

Student Course Evaluation

Course: <<CourseID>> <<Course Title>>

Instructor: <<Instructor Name>>

We realize this semester has been very different, and we really want to hear from you! Please answer the following questions as fairly and maturely as you can.

Thank you for helping to make Penn View a better school.

1. Please rate the following on the scale provided.

Table with 5 columns: Outstanding, Very Good, Average, Fair, Poor. Rows include: The instructor demonstrated good command of his/her subject, The material was presented interestingly and creatively, There was a good balance between theory (principle) and relevance (practice), The instructor achieved the objectives stated in the syllabus, The instructor was available for consultation outside of class, Students had opportunity for questions and comments.

2. Please rate what you invested in this course by selecting a letter grade that reflects the level of that effort.

Table with 6 columns: A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F. Rows include: Attention in class, Effort in reading, Effort on assignments.

3. Please select your evaluation of the course features.

- The class atmosphere..... Too friendly (1)..... About right (2)..... Unfriendly (3)
The class structure Too casual (1)..... About right (2)..... Too formal (3)
Class discussion..... Too free (1)..... About right (2)..... Too restricted (3)
The number of class assignments Too few (1)..... About right (2)..... Too many (3)
The quality of assignments Too elementary (1)..... About right (2)..... Too advanced (3)
The amount of material..... Too little (1)..... About right (2)..... Too great (3)
The number of exams Too few (1)..... About right (2)..... Too many (3)
..... There were no exams, I wish there had been. (1.01)..... Thankfully, there were no exams! (2.01)

4. If there were textbooks for this class, please answer the following questions.

- Did you have your own copy of the assigned book(s)? Yes..... No
Did you read the book(s) as assigned? Yes.....Most.....Some..... No
Give your estimation of the level of the book(s) Too elementary About right Too difficult

5. Please help us by describing the best feature of this class.

6. Please help us by describing the least appealing feature of this class.

7. Please help us by describing things that could be improved in this class.

8. If you have other comments, please share them here.

9. We realize COVID-19 has really changed our teaching / learning methods this semester. We apologize for the inconvenience, and we would like to hear from you. Please tell us how things went for you.

Exhibit DD

Wesleyan Wellness Profile

Wesleyan Wellness Profile

A Survey of College Students

This survey is part of an effort to advance students' progress in spiritual growth. It was developed for research in a doctoral dissertation. Feel free to express yourself. Your responses to the survey are **confidential**; they will not be personally connected to you by anyone at the college or by the researcher. No personally identifiable statistics will be released.

Your participation in this project is voluntary. If you decide not to participate or if you change your mind partway through the survey, there will be no penalty. Just return the uncompleted (or partially completed) survey form to the person in charge.

Although the purpose of this survey is only to assess where students are spiritually, if you want to talk with anyone for counseling and/or spiritual help, the researcher suggests that you contact Student Life personnel at your college. The researcher is hopeful that this project can help colleges assess spiritual transformation, but the project may also influence students in their personal pursuit of spirituality.

— Timothy L. Cooley, Sr., Ph D

Start Here Please mark your answers by circling the appropriate number, just one answer per line.

1. Indicate how important the following desires were in your decision to attend Bible college.

	Very untrue of me	Mostly untrue of me	More untrue than true of me	More true than untrue of me	Mostly true of me	Very true of me
a. I wanted to know more about what I believe	1	2	3	4	5	6
b. I wanted a more fervent spiritual life	1	2	3	4	5	6
c. I wanted to become effective in ministry	1	2	3	4	5	6

2. Describe the strength of your belief in each of the following.

	Very untrue of me	Mostly untrue of me	More untrue than true of me	More true than untrue of me	Mostly true of me	Very true of me
a. I believe a Christian needs to have a foundational understanding of doctrinal truth	1	2	3	4	5	6
b. I am convinced that God is a personal Being	1	2	3	4	5	6
c. I believe there is one God in three Persons (Father, Son, Holy Spirit)	1	2	3	4	5	6
d. I believe people can know God personally	1	2	3	4	5	6
e. I believe that people are capable of making real choices	1	2	3	4	5	6
f. I believe that it is sin to choose something I know is displeasing to God	1	2	3	4	5	6
g. I believe that apart from grace the human heart is sinful	1	2	3	4	5	6
h. I believe salvation is available through faith in Christ	1	2	3	4	5	6
i. I believe salvation requires both a personal relationship with Christ and a daily walk with Christ	1	2	3	4	5	6
j. I believe God can make a person's heart pure (entire sanctification)	1	2	3	4	5	6
k. I believe a person can know that he or she is right with God	1	2	3	4	5	6
L. I believe people need to understand at least some truth about God in order to grow spiritually	1	2	3	4	5	6
m. I believe that everyone will continue to exist forever in either Heaven or Hell	1	2	3	4	5	6
n. I believe life has an ultimate meaning (or purpose)	1	2	3	4	5	6
o. I believe the Bible teaches us how we should live	1	2	3	4	5	6
p. I believe we are stewards, responsible to use what we have wisely	1	2	3	4	5	6

3. Describe the level of your commitment in each of the following areas.

	Very untrue of me	Mostly untrue of me	More untrue than true of me	More true than untrue of me	Mostly true of me	Very true of me
a. I am committed to the Bible as the inspired Word of God	1	2	3	4	5	6
b. I am committed to live by the Bible	1	2	3	4	5	6
c. I have chosen personally to serve the Lord	1	2	3	4	5	6
d. I am committed to live by the Great Commission (reaching the lost)	1	2	3	4	5	6
e. I am committed to reading the Bible and praying regularly	1	2	3	4	5	6
f. I am committed to regular church attendance (when possible)	1	2	3	4	5	6
g. I am committed to giving a tithe of my earnings to God	1	2	3	4	5	6
h. I am willing to suffer for my faith in Christ	1	2	3	4	5	6
i. I make it a habit to choose what God would want me to choose	1	2	3	4	5	6
j. I am willing to choose what is best even if I seem to lose in the short term	1	2	3	4	5	6

4. Think about how your beliefs are reflected in your daily life.

	Very untrue of me	Mostly untrue of me	More untrue than true of me	More true than untrue of me	Mostly true of me	Very true of me
a. I believe I am consistently living out my values, to the best of my knowledge	1	2	3	4	5	6
b. I believe I am obedient to what I know of Scripture	1	2	3	4	5	6
c. I am conscientious to do what is ethically right	1	2	3	4	5	6
d. I do my best to reflect Christ in every area of life	1	2	3	4	5	6
e. I believe the fruit of the Spirit is evident in my life (love, joy, peace...)	1	2	3	4	5	6
f. I believe the Lord helps me to exercise wisdom / discernment in my choices	1	2	3	4	5	6
g. I use my time in a way that is pleasing to the Lord	1	2	3	4	5	6
h. I believe I use my talents (abilities) for the Lord	1	2	3	4	5	6
i. I use my financial resources wisely in every area of life	1	2	3	4	5	6
j. I attend church on Sunday unless prevented by unavoidable circumstances	1	2	3	4	5	6
k. I attend mid-week prayer unless prevented by unavoidable circumstances	1	2	3	4	5	6
L. I observe Sunday as a day holy to the Lord	1	2	3	4	5	6
m. I practice personal witnessing as the opportunities arise	1	2	3	4	5	6
n. I am careful that my outward appearance is pleasing to the Lord	1	2	3	4	5	6
o. I am faithful to attend chapel at college	1	2	3	4	5	6

5. Think about your relationships with God and with other people.

	Very untrue of me	Mostly untrue of me	More untrue than true of me	More true than untrue of me	Mostly true of me	Very true of me
a. I experience a sense of nearness to God in prayer regularly	1	2	3	4	5	6
b. I am able to worship God heartily together with other Christians	1	2	3	4	5	6
c. I experience a sense of forgiveness (of my sins) for Christ's sake	1	2	3	4	5	6
d. I possess an ongoing assurance that I am right with God	1	2	3	4	5	6
e. I feel deep gratitude to God for forgiving my sins	1	2	3	4	5	6
f. I trust God to meet my needs, even when I cannot see how it is possible	1	2	3	4	5	6
g. By the grace of God, I have victory over sin	1	2	3	4	5	6
h. I believe I am growing in grace	1	2	3	4	5	6
i. I enjoy a rich fellowship with other Christians	1	2	3	4	5	6
j. I have one or more close Christian friends to whom I am accountable	1	2	3	4	5	6
k. I believe every human being is made in the image of God	1	2	3	4	5	6
L. I freely accept people of every race/ethnicity, gender, and culture	1	2	3	4	5	6
m. I love other people, even if I believe they are living in sin	1	2	3	4	5	6
n. I accept myself as I am, both my strengths and my weaknesses	1	2	3	4	5	6
o. I am able to forgive those who have hurt me deeply	1	2	3	4	5	6
p. I am content to live under the spiritual authority of leaders	1	2	3	4	5	6
q. I am able to work well ministering in a team	1	2	3	4	5	6

6. Think about your compassion toward other people.

	Very untrue of me	Mostly untrue of me	More untrue than true of me	More true than untrue of me	Mostly true of me	Very true of me
a. I practice serving Christ by serving others	1	2	3	4	5	6
b. I am sympathetic with those who are sick	1	2	3	4	5	6
c. I am sympathetic toward the poor (for example, homeless, hungry)	1	2	3	4	5	6
d. I am sympathetic toward the fatherless, the widowed, and the elderly	1	2	3	4	5	6
e. Compassion moves me to take some kind of action to or for those in need	1	2	3	4	5	6

7. Think about how often you do some things.

	Once a month or less	Less than once a week	Once each week	2 or more times a week	Once a day	More than once a day
a. Private, devotional prayer	1	2	3	4	5	6
b. Devotional Bible reading	1	2	3	4	5	6
c. Church attendance	1	2	3	4	5	6
d. Chapel attendance	1	2	3	4	5	6
e. Small group fellowship / prayer	1	2	3	4	5	6
f. Witnessing to someone who is unsaved	1	2	3	4	5	6
g. Fasting and prayer	1	2	3	4	5	6

8. Think about how various components of the Bible college experience have contributed to your spiritual growth.

	No impact	Very little impact	Little impact	Some impact	Strong impact	Very strong impact	Not applicable
a. Academic courses	1	2	3	4	5	6	
b. Faculty/student interaction outside of class	1	2	3	4	5	6	
c. Fellowship with other students	1	2	3	4	5	6	
d. School revivals and special meetings	1	2	3	4	5	6	
e. Chapel services	1	2	3	4	5	6	
f. Dormitory life	1	2	3	4	5	6	NA
g. Small groups or discipleship groups	1	2	3	4	5	6	NA
h. Campus prayer meetings	1	2	3	4	5	6	NA
i. Visiting ministers and missionaries	1	2	3	4	5	6	NA
j. Campus atmosphere (stressing spirituality and the Great Commission)	1	2	3	4	5	6	NA
k. School-related ministry practice or Christian service	1	2	3	4	5	6	NA

9. Think about the students and faculty around you, the general campus atmosphere.

	Very untrue	Mostly untrue	More untrue than true	More true than untrue	Mostly true	Very true
a. The students are devoted to serving the Lord	1	2	3	4	5	6
b. The faculty are devoted to serving the Lord	1	2	3	4	5	6
c. The general staff are devoted to serving the Lord	1	2	3	4	5	6
d. The students are quick to help each other	1	2	3	4	5	6
e. The faculty and staff make students feel loved and accepted	1	2	3	4	5	6
f. The students make each other feel loved and accepted	1	2	3	4	5	6
g. The students are committed to the spiritual purpose of the school	1	2	3	4	5	6
h. The faculty are devoted to serving the students	1	2	3	4	5	6
i. The campus atmosphere encourages everyone to spiritual growth	1	2	3	4	5	6

10. Including this semester, how many semesters have you attended this Bible college?

- 1 2 3 4 5 6 7 8 9 10 11 12+
-

If you transferred, how many semesters have you been in Bible college all together? _____

11. What is your current course load? **Full-time** (12 semester hours or more) **Part-time** (fewer than 12 semester hours)

12. Please describe your spiritual condition immediately before coming to this Bible college.

- Unsaved
- Unsaved, but seeking
- Saved
- Saved, sanctified wholly (entire sanctification)

13. Please indicate your gender.

- Male Female

14. Write in the *year* of your birth.

15. Please indicate your major: _____

Thank you for completing this survey. If you have anything else you would like to say, you may write it on the back of this last page.

— Timothy L. Cooley, Sr., Ph D

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