

# PACIFIC ISLANDS UNIVERSITY



**P I B C / P I C C**

**CATALOG 2023-2024**





# PACIFIC ISLANDS UNIVERSITY

## CATALOG 2023-2024



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# WELCOME

## FROM THE VICE PRESIDENT FOR ACADEMICS

Whether you are attending Pacific Islands University at the Guam campus or online elsewhere in Micronesia or somewhere else in the world, we welcome you into the PIU community and family. God has wondrous plans for each of us as we work, learn, and laugh together.

Attending a Christian university such as Pacific Islands University is an opportunity of a lifetime. The Bible and our personal relationship with God are the foundations of all that happens at PIU. This is a time to learn and grow in all areas of your life. The classes and activities will strengthen your relationships—with God, with your family and friends, with your community, and with yourself in a caring and supportive environment.

Your courses are designed to expand your knowledge of God and prepare and develop skills for your lifetime—even those skills that you may have thought you could never do, such as speaking to a group, or using computers, or sharing your Christian faith. The opportunities are endless and here at PIU for you.

Welcome.

Paul B. Drake, M.R.E. M.L.S.  
Vice President for Academics  
671-734-1812  
[pdrake@piu.edu](mailto:pdrake@piu.edu)

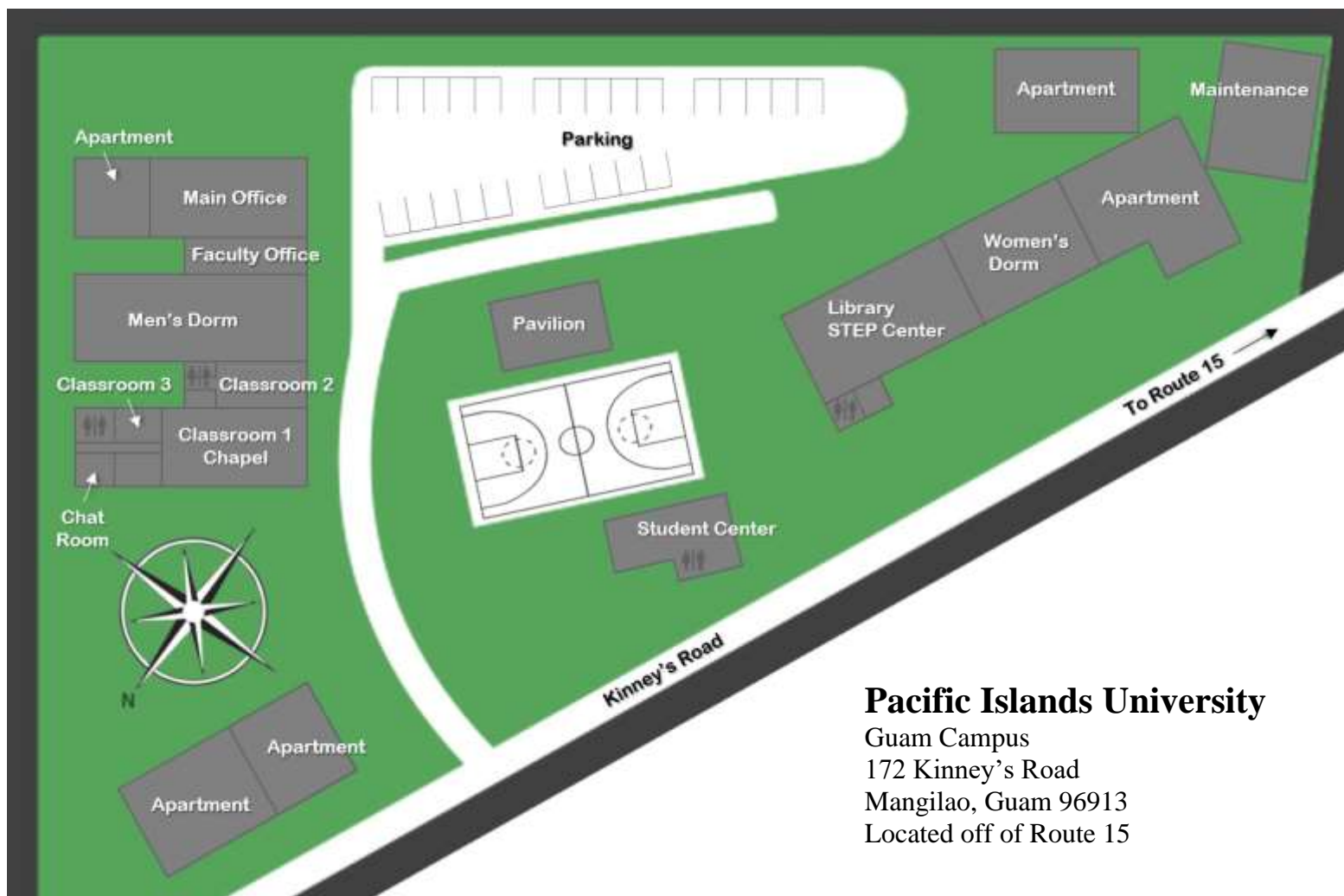




# PIU CONTACT INFORMATION

**WEBSITE:** [WWW.PIU.EDU](http://WWW.PIU.EDU)  
**Time Zone:** UTC +10  
**Location and Mailing Address:** 172 Kinney's Road Mangilao, Guam 96913  
**Phone:** 671-734-1812  
**Fax:** 671-734-1813  
**Email:** GuamCampus@piu.edu

## PIU GUAM CAMPUS MAP



### Pacific Islands University

Guam Campus  
172 Kinney's Road  
Mangilao, Guam 96913  
Located off of Route 15

## GIVING TO PIU

Pacific Islands University is a section 501(c)(3) non-profit organization recognized by both the United States Internal Revenue Service and the territorial Government of Guam. **All gifts are tax-deductible.**



# FOUNDATIONAL INFORMATION

## VISION STATEMENT

*Pacific Islands University (PIU) aspires to be a leader in providing accessible, transformational, quality Christian higher education and ministry training to the people of Micronesia, to the Pacific Islands, and to the ends of the earth.*

## PURPOSE AND MISSION STATEMENT

*PIU exists to provide accessible, excellent, transformational Christian higher education and ministry training to the people of Micronesia, the Pacific islands, and to the ends of the earth. As such, our mission is to prepare men and women with a biblical worldview for leadership and service in life, work, and ministry in the global community and the church.*

## INSTITUTIONAL LEARNING OUTCOMES

The accomplishment of PIU's Mission is supported by five Institutional Learning Outcomes (ILOs). PIU is committed to enabling its students to:

- 1 Develop a relationship with God resulting in Christian character.
- 2 Develop a working knowledge of the Scriptures shaping a biblical worldview.
- 3 Develop competency in ministry skills in a culturally diverse world.
- 4 Develop critical thinking skills in order to successfully navigate our complex global society.
- 5 Develop a broad base of knowledge through a variety of interdisciplinary courses.

### CHRISTIAN CHARACTER

Through relationship with faculty, staff, and fellow students as well as through interaction with the curriculum, we nurture the spiritual life of our students. We do this through the dorm activities and devotional rhythm of campus life, times of spiritual emphasis and retreat, discipleship groups, the emphasis on personal application that is a part of all classes, classes that are devoted especially to spiritual formation, mission trips, worship, and chapel services. Our Student Development team is tasked with the spiritual formation of our students, as well as helping them develop healthy life habits and skills. In addition, PIU students are the beneficiaries of the extensive experience in Christian ministry that is part of the collective resumé of our faculty, administration, and staff.

Specifically, students are guided toward:

- A growing relationship with God that overflows into Christ-like concern for people and the local and global communities around them.
- Exposure to and development of positive habits in the practices of the Christian disciplines including worship, prayer, personal devotions, and giving.

- A life that fellowships with the gathered body of Christ.

At PIU, faculty and staff will encourage students in the development of their Christian character. Students will demonstrate this growth in a life of responsible service and leadership within the context of family and community. Through establishing and building relationships with the PIU family, students will demonstrate lives that are based on biblical principles and reflect a passion for the kingdom of God. The faculty and staff emphasize not only personal character development but also a commitment to issues surrounding justice, righteousness, mercy, and grace in culture and society. Toward this end, students are involved in community service activities, discipleship groups, ministry to people in need, and class work which emphasize ethics and corporate responsibility.

### **WORKING KNOWLEDGE OF THE SCRIPTURES**

The kind of Christ-honoring character and lifestyle that is described above must be based on the message of Scripture. One must internalize a biblical value system if a Christ-like character producing God-honoring decisions and actions is to be developed.

Because the Bible is the final authority in all realms of life, PIU works to help students develop knowledge and understanding of Scripture. We do this by providing degrees in Biblical Studies, and by modeling the use of Scripture in chapel and teaching. Our goals include:

- That the student will understand and biblically defend the basics of Christian theology.
- That the student will study and understand the Bible for him or herself and accurately evaluate diverse interpretations of it.
- That the student will develop a biblical worldview, growing as a Christian thinker and understanding the world from a biblical point of view. We want our students and graduates to integrate this transformational knowledge, rooted in the Word of God, into all areas of life. We do this with our emphasis on integration in the classroom and curriculum and by modeling it through the lives and interests of the staff and faculty.
- That the student will recognize the trans-cultural truth of the Bible, demonstrating the ability to apply biblical knowledge to the practical problems of life in his or her own culture and as a basis for understanding others, their institutions, and cultures.

### **COMPETENCY IN MINISTRY SKILLS IN A CULTURALLY DIVERSE WORLD**

As globalization brings us closer to diverse cultures, it is not enough for students to simply be aware of or appreciate other cultures. Students need to become culturally fluid so that they can relate to, learn from, and serve in culturally diverse contexts. We seek to foster a culturally fluid environment by recruiting students and faculty from a wide variety of backgrounds, challenging students to develop relationships with people from other cultures, integrating cross-cultural emphases in all our classes, encouraging students to be a part of a cross-cultural mission team, and teaching classes that are contextually and culturally relevant.

Students at PIU are exposed to staff, faculty, and fellow students from a wide variety of cultural and ethnic backgrounds. Life on campus encourages an understanding and appreciation of the varieties of cultures represented at PIU. By participating in school-wide events and classes students will learn to appreciate art, music, literature, science, and other cultural expressions from around the world.

It is our aim to develop leaders who can serve in the church, community, and around the world. Some students will exercise their leadership in secular realms and family, while others will

minister within the church and mission structures. Most students will become family leaders. We aim to provide skills which will help our graduates serve in many capacities. For those who will be pastors and church leaders, we provide classes in pastoral leadership, teaching, preaching, and counseling. Likewise, for those who will serve as missionaries we provide training in cross-cultural service. For those who will serve in secular professions, we teach ethics and skills in communication, business, education, art, and leadership geared toward their needs. We require supervised and reflective field education of all of our students. Our ministry related goals include:

- That the student will show competence and have experience in biblical and culturally relevant church ministry inside and outside the institutional church.
- That the student will possess the skills necessary to lead professionally in the church, classroom, and other areas of community service.

As a Christian educational institution for members of many different churches and cultures, we seek to model the unity of mind, heart, and activity which must characterize the people of God. We do this by including a diversity of Christian perspectives of the faculty and staff. Students will be mentored and taught by faculty from a wide variety of evangelical perspectives and denominations. Likewise, students will be exposed to a wide variety of ministry and worship styles. Our goal is that the student will gain an understanding and appreciation for the diversity of theological viewpoints and practices within the evangelical church.

### **CRITICAL THINKING SKILLS**

A developed mind is a critical part of the disciplined life. Recognizing that many of our students come from academically deficient settings, we take seriously the challenge of helping them become critical thinkers who have a general understanding of the world, can process information, and solve problems. It is our desire:

- That the student will develop the joy of learning and discovery in all areas of life.
- That the student will gain the background and skills to understand written and oral communication from a wide range of sources and be able to communicate in the global culture.
- That the student will acquire the broad based higher-order critical thinking, problem-solving, research, organization, and communication skills necessary to function in a wide range of careers in a changing world.
- That the student will communicate effectively in speaking, listening, reading, and writing the English language.

### **A BROAD BASE OF KNOWLEDGE**

All PIU students are required to take a core of classes designed to give the student a solid foundation of learning, which stands firm through a lifetime of intellectual growth. In addition, classes such as Basic Bible Study Methods, Spiritual Formation, Critical Thinking, Worship Arts, Christian Literature are offered to students pursuing a variety of educational programs.

Chapel speakers and guest lecturers come from a variety of professions.

## PHILOSOPHY OF EDUCATION

Pacific Islands University is a Christian academic institution committed to a biblical philosophy of education, centered on the revelation of the triune God, which culminates in Jesus Christ, and has its full understanding only through the Scriptures. PIU is committed to the Bible as God's holy and inerrant Word, and to the integration of all knowledge under its authority.

The process of equipping students with a working knowledge of God's Word is based on the conviction that the foundational principles for every area of learning are in the Bible. PIU seeks to stimulate the spiritual development of its students according to the biblical mandate of discipleship, and to provide academic, social, and spiritual resources so students can mature and develop their gifts to serve the Lord.

The study of God's truth as revealed in Scripture and the search for academic truth at PIU are guided by experienced, spiritual, qualified faculty members, who understand that their responsibility as Christian leaders, under the ministry of the Holy Spirit, is to impart biblical truth, and to train students to discern truth. Thus, they assist students to acquire the information, skills, perspectives, and commitment necessary for effective Christian service. In addition, the faculty and staff provide an educational environment of Christian integrity and love that enhances and supports the learning experience.

The goal of PIU is to provide servant leaders whose lives are well integrated with a solid, biblical worldview and who accept their responsibilities to glorify God and serve their fellow man. Some students will enter vocational Christian service, while others will be a vital testimony in the community and the local church. All are taught to evaluate critically the issues of life against the standard of God's inspired Word.

## STATEMENT OF FAITH

- I. We believe that the whole Bible is inspired by the Holy Spirit and is the Divine authority and infallible rule for faith, life, and doctrine.
- II. We believe in one God, eternally existing in three Divine Persons, Father, Son and Holy Spirit, equal in nature, power, and glory.
- III. We believe in the deity of the Lord Jesus Christ, in His virgin birth, in His sinless life, in His miracles, in His shed blood as the only atonement for sin, in His bodily resurrection and ascension to the right hand of the Father and in His personal return in power and glory.
- IV. We believe in the Holy Spirit who convicts of sin, testifies of Christ, enables the believer to live a victorious life, and guides into all truth.



- V. We believe that man was created in the image of God but fell into sin and is in need of regeneration through faith in Jesus Christ.
- VI. We believe in the resurrection of the body. The believer will arise to eternal life, the unbeliever will arise to eternal condemnation.
- VII. We believe in the Spiritual unity of all believers in our Lord Jesus Christ.
- VIII. We believe in the commission of the Risen Christ, "Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. And surely, I am with you always, to the very end of the age." (Matthew 28:19, 20).
- IX. We accept the reality of the spirit world as stated in Scripture. Angels are holy beings who do God's will. Satan and demons are evil beings who oppose God, His plan, and His servants, as stated. Though powerful, these beings do not possess God's infinite greatness.
- X. We uphold the truths as stated in the Nicene and Apostles' Creeds.

## HISTORY



PIU was founded in 1976 as the Micronesian Institute of Biblical Studies (MIBS) on one of the islands in the middle of Micronesia by Liebenzell Mission and the evangelical churches it planted there to prepare Micronesian citizens for leadership in the church. It soon became apparent that this goal was too narrow and accessibility to its programs by the average Micronesian too difficult. While Micronesians valued the biblical training MIBS provided, they also wanted to know how to apply biblical knowledge for living successfully and for leading and influencing all areas of their society towards permanent solutions, and not just in the church.

Therefore, in 1991, led by its first president Dr. Roland Rauchholz, the school added a new campus on the island of Guam, a more western and accessible location, and MIBS became Pacific Islands Bible College (PIBC). The campus formerly called MIBS on the island of Tol became a branch campus. PIBC began offering certificate and diploma programs in Biblical Studies and thereafter the Associate of Arts and Bachelor of Arts degrees.

Under the leadership of PIBC's second president Dr. William Wood (1995-2002) the Guam campus moved from rented facilities onto its present campus in Mangilao, which was purchased in 1997, and began operations there in the Fall of 1999. The school's third president, Dr. David Owen, led the school from 2003 through 2016.

In 2004 PIBC received accreditation from the Transnational Association of Christian Colleges and Schools (TRACS), which 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).

This made it possible to access US financial aid opportunities for Micronesian students and set established quality benchmarks for its degree programs. PIBC opened Teaching Facilities on three other islands in Micronesia: Chuuk, Palau, and Yap. Some minors, including Teaching English as a Second Language and Elementary Education were added to the Biblical Studies program. Affordability, accessibility, and relevancy now became important watchwords governing the vision of PIBC. While these Remote Teaching Facilities are now closed, Pacific Islands University continues to make our education accessible through our Distance Education Department.

In February 2009, the Board of Trustees voted to change the name of the school to Pacific Islands University (PIU) to better reflect the growing emphasis on Christian liberal arts education and to acknowledge the graduate level seminary program which was launched in the Fall of 2008 and completed in May 2021.

Reverend Howard Merrell served first as interim president, and then president from 2017 to 2021, leading the school after the unexpected death of Dr. Dave Owen. A 10-year reaccreditation with TRACS was achieved during this time.



From 2021 to 2023, Dr. Mihamm Kim-Rauchholz served as interim president and expanded PIU's vision and enrollment by initiating distance education opportunities in the Mortlock Islands in Chuuk and to the Micronesian community in Vancouver, Washington. Dr. Kim-Rauchholz also launched the STEP Center on the Guam campus which continues to provide coursework guidance, tutorials, career counseling, and other academic services with the help of volunteer tutors.

Since 1976, PIU has been the leader in providing biblical education to the people of Micronesia and now to an expanding circle of people in the Western Pacific. Today, in response to the changing needs of the island communities in which it serves, PIU is adapting its course offerings, its degree offerings, and its vision to be a leader throughout Guam, Micronesia, and the Pacific Region in providing accessible, transformational, and quality higher education.

PIU students come from many different countries and many different religious denominations. Though historically most of its students have come from the Pacific Islands, today PIU also welcomes students from all over the world. PIU is a place where a student can experience the multi-cultural variety of the global community in a small school environment. At PIU, students, faculty, and staff can develop deep relationships in a close campus community.



## ACCREDITATION

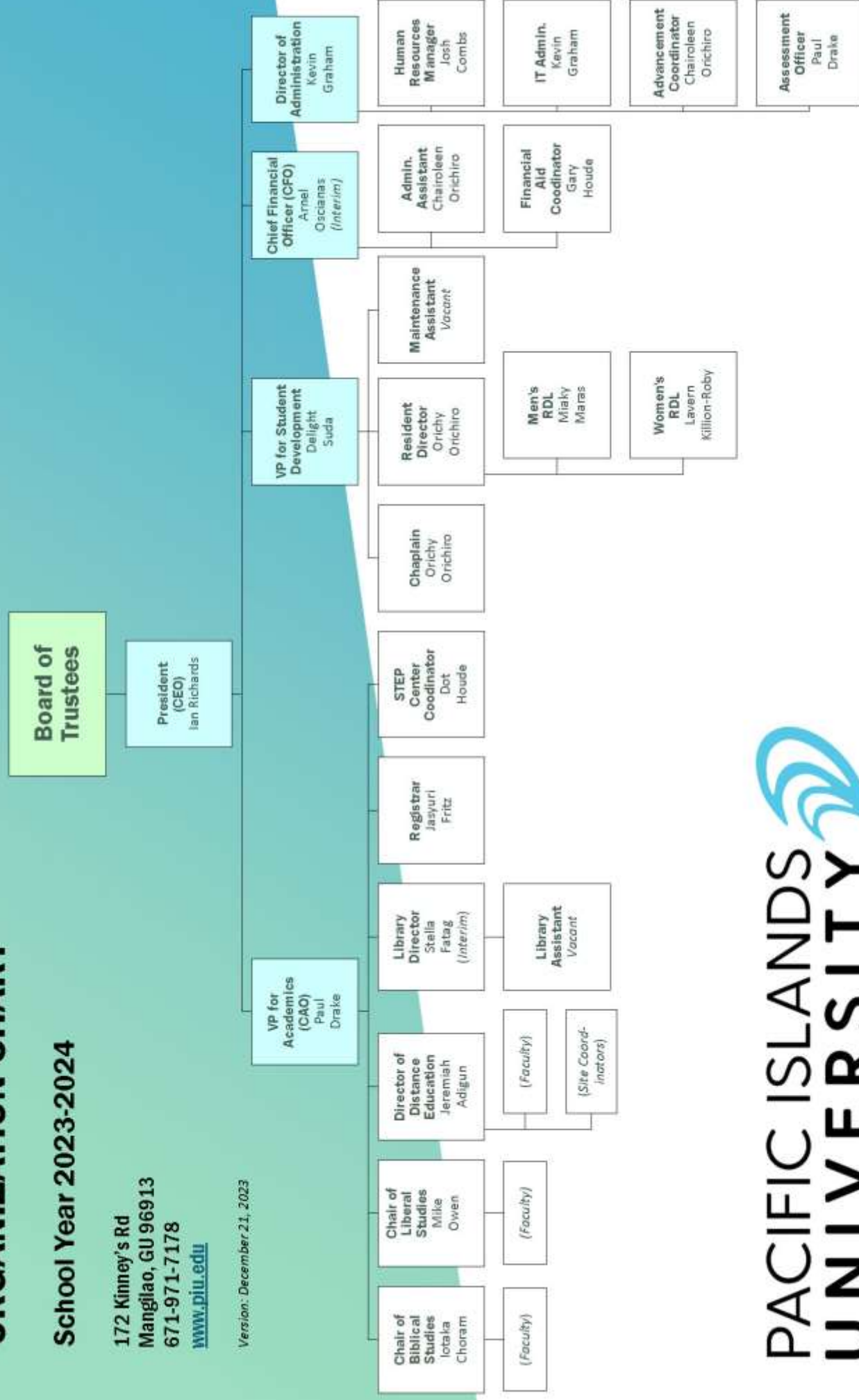
Pacific Islands University is a member of the Transnational Association of Christian Colleges and Schools (TRACS), [15935 Forest Road, Forest, VA 24551; Telephone: (434)525-9539; e-mail: info@tracs.org], having been awarded Reaffirmation II Status as a Category III institution by the TRACS Accreditation Commission on November 5, 2019. This status is effective for a period of ten years. TRACS is recognized by the United States Department of Education (ED), the Council for Higher Education Accreditation (CHEA) and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

## AGREEMENTS WITH OTHER INSTITUTIONS

The University maintains agreements with several institutions in the Pacific region and the U.S. mainland to provide opportunities for its students to further their education. These include:

- 1 Palau Community College – Republic of Palau
- 2 Faithwalk Christian College – Chuuk, FSM
- 3 SIL International, Pacific Group
- 4 Berea Christian School – Chuuk, FSM
- 5 Moch High School – Mortlock Islands
- 6 Satawan High School – Mortlock Islands
- 7 Guam Community College – Mangilao, Guam
- 8 KAIROS University – Sioux Falls, SD

## School Year 2023-2024



# ADMISSIONS

## PIU CALENDAR ACADEMIC YEAR 2023-2024

### FALL 2023

Registration Opens for Fall	Monday, July 17, 2023
Faculty Orientation	Tuesday, August 22, 2023
General Orientation	August 21-23, 2023
<b>Fall semester classes begin</b>	<b>Monday, August 28, 2023</b>
New Student Orientation / Populi Training	Wednesday, August 30, 2023
Late Registration	Wednesday, August 30, 2023
Add/Drop Period	August 28—September 8, 2023
Labor Day (no classes)	Monday, September 4, 2023
K2 Retreat (classes on Sept. 22)	September 22—24, 2023
Virtual Board Meeting	Friday, October 6, 2023
Last Day to Withdraw	Friday, October 28, 2023
Prayer Day	Thursday, October 19, 2023
TRACS Commission and Annual Conference	October 25-27, 2023
Registration Opens for Spring	Monday, November 13, 2023
Thanksgiving (no classes)	November 23-24, 2023
Fall Semester Ends	Friday, December 15, 2023
FINAL GRADES DUE	12:00 pm, Thursday, December 21, 2023
Christmas Break	December 16—January 7, 2023
Offices Closed	December 22—January 2, 2023

### SPRING 2024

Faculty Orientation	Wednesday, January 3, 2024
New Student Orientation	Monday, January 8, 2024
Late Registration	Monday, January 8, 2024
General Orientation	Monday, January 8, 2024
<b>Spring semester classes begin</b>	<b>Monday, January 8, 2024</b>
Add/Drop Period	January 8—12, 2024
PIU Days	March 15-17, 2024
PIU Days - Day 1 (no classes)	Friday, March 15, 2024
Spring Break - No classes	March 18—22, 2024
Last Day to Withdraw	Friday, March 8, 2024
Good Friday (no classes)	Friday, March 29, 2024
Prayer Day	Thursday, April 4, 2024
Registration Open for Summer	Monday, April 8, 2024
Spring Semester Ends	Friday, April 26, 2024
<b>Graduating Students FINAL GRADES DUE</b>	<b>Monday, April 29, 2024</b>
Annual Board Meeting	May 1-3, 2024
FINAL GRADES DUE	Friday, May 3, 2024
Baccalaureate Service	Friday, May 3, 2024
Graduation	Saturday, May 4, 2024

## **SUMMER 2024**

Summer Term Distance Ed classes begin	Monday, May 6, 2024
Memorial Day (no classes)	Monday, May 27, 2024
Independence Day (no classes)	Thursday, July 4, 2024
Liberation Day July 21 (no classes)	Sunday, July 21, 2024
Summer Term Distance Ed classes end	Friday August 16, 2024
FINAL GRADES DUE	Friday, August 23, 2024

## **HOLIDAYS**

The PIU Office is closed on some holidays and occasions. These holidays include:

Labor Day	September 4, 2023
Thanksgiving Day and Thanksgiving Friday	November 23-24, 2023
Christmas Break (no classes)	December 19, 2023—January 7, 2024
Christmas Break Office Closed	December 22, 2023—January 1, 2024
Good Friday	March 29, 2024
Memorial Day	May 27, 2024
Independence Day	July 4, 2024
Liberation Day (observed)	July 22, 2024

\*NOTE: When a holiday falls on a Saturday (or Sunday), PIU closes for that holiday on the adjacent Friday (or Monday respectively).

## **POLICY ON DIVERSITY AND NON-DISCRIMINATION**

### **DIVERSITY**

To maximize the learning of students and expose them to the diversity that exists in the world, PIU seeks to foster an understanding and appreciation of those elements in every culture which enhance human dignity and are consistent with scriptural teaching.

The PIU campus is situated in a multi-cultural society peopled by representatives of most Micronesian cultures, some Asian cultures, and US military personnel. As a result, the classrooms and dormitories routinely include a variety of cultures. Both students and staff members grow in their appreciation for these diverse cultures as they live together, study together, worship together, and resolve the inevitable conflicts in their daily lives.

In addition, PIU has deliberately sought to include local scholars and church leaders among the faculty and staff. The current plan is to have a mixture of expatriate and local staff of PIU. This helps expose students to current developments in historic Christianity as well as Christian traditions of a variety of island and Asian cultures.

In all environments, PIU seeks to create an atmosphere in which all believers, regardless of race, color, national origin, gender, age, economic status, or physical ability, can pursue knowledge and personal development as they strive toward academic and spiritual maturity.

## NON-DISCRIMINATION

Pacific Islands University will admit students of any race, national, or ethnic background to any of its programs. An admitted student is granted all of the privileges, services, and responsibilities associated with this academic community. Thus, PIU maintains a policy of non-discrimination on the basis of race, color, national origin, sex, or age as required by Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975 (approved, Board of Trustees, April 2, 1992). PIU is eligible to accept foreign students as approved by the US Department of Homeland Security under the F-1 designation.

As a private religious institution, PIU reserves the right to exercise preference on the basis of its biblical beliefs and conduct in all of its employment practices and student admissions.

## APPLICATION PROCEDURE

*Note: Applicants for the Certificate in Basic English should follow the application procedure on page 23.*

Applicants for any Certificate, Diploma, Associate of Arts, or Bachelor of Arts degree should obtain application materials from the PIU office or the PIU website and proceed as follows.

Complete and submit the following to Pacific Islands University prior to the start of the Fall Semester, Spring Semester, or Summer Semester for which you are applying.

To be considered for acceptance please complete the following:

- ☐ Admission Application
- ☐ \$25 non-refundable application fee
- ☐ Official transcripts to be sent directly to the PIU Admissions Director from the applicant's high school and post-secondary institutions. Applicants must have obtained a high school diploma or an equivalent, e.g., General Education Development (GED) Certificate.
- ☐ One reference to be sent to the PIU Admissions Director: either from the applicant's pastor or from a current or former teacher or employer. In cases where a reference is unobtainable, it may be waived or completed by the VP for Student Development.
- ☐ Recent photo of yourself (taken within six months)
- ☐ Results of college admissions tests (SAT, ACT, TOEFL) or results of the PIU English Language Assessment. For test scores to be valid the test must have been taken within two years before the start date of the semester of admission.

Students must demonstrate the capacity to succeed in college courses in order to enroll in any program. An admission advisor will consult with applicant if scores do not fall within the parameters listed below:

- A score of 500 on the PIU English Language Assessment.
- Score at least a 425 on the College Board SAT Reading Test and the SAT Writing and Language Test and score at least a 2 on the SAT Essay Test.
- Score at least an 18 on the English Language Arts portion of the ACT.
- Score at least a 500 on the paper-based TOEFL or 61 on the Internet-based TOEFL.

- A composite score of 482 or above on the Accuplacer Next Generation reading and writing tests and an essay score of greater than or equal to 5 on the essay portion.
- Provide transcripts showing transfer credits of college level courses equivalent to a PIU Freshman English course (ENGL 101 or 102).

To be able to register you must submit the following:

- ☐ Copy of your birth certificate, passport, driver's license, or state issued ID
- ☐ Copy of the immunization card for students taking in-person classes (must include a valid documentation of tuberculin skin test results conducted within 6 months prior to the beginning of classes)
- ☐ Signed form from parents or legal guardians (For students under 18 years of age when they first enroll at PIU) to address health and/or residence life issues (for those living in the dorm).

On the application form, students will be expected to sign the following statement:

***I certify that the information provided was completed to the best of my knowledge. Providing intentionally misleading information will be grounds for denying admission. Disciplinary action, up to dismissal, will be taken if the misleading information is discovered after the student is admitted.***

All materials must be submitted to the PIU Admissions Director for processing and become property of PIU. While active students and other authorized individuals are able to view education records, the University will only make copies of paper records if there is a situation that prevents the active student and/or authorized individual from viewing the record in person. Graduates, active students, and authorized individuals may receive both paper and digital copies of transcripts and the diploma by making a request and the appropriate payment. Other documents in student files will not be copied for graduates, active students, and other individuals authorized to view student records unless such a request is necessitated by law enforcement and/or a subpoena. Unless otherwise noted, application documents must be updated if the admission has not been finalized within one year. Upon admission, each student will be assigned to an Academic Advisor.

## TRANSFER OF CREDIT

PIU accepts the transfer of credit from other accredited institutions. Transfer students are required to earn a minimum of 60 credits toward their BA degree or Diploma or 30 credits toward their AA or Certificate in Biblical Studies through classes offered by PIU. PIU does not guarantee that credit hours earned at any college or university over 7 years prior to the admission date of a student will transfer into a PIU program.

### TRANSFER OF CREDITS FROM ACCREDITED INSTITUTIONS

Credit will be considered and granted to students transferring from an accredited institution only if:

- official transcripts are available that show the grade earned was a C or higher, AND
- the published course description from that institution is deemed equivalent in scope, content, academic level, and number of credits to a course offered at PIU, OR



- personal communication with a representative of the other institution makes it clear that the course from that institution is equivalent in scope, content, academic level, and number of credits to a course offered at PIU.

Courses which do not meet the equivalency requirements of PIU may be accepted for elective credit.

**NOTE:** Credit for required or elective courses will be considered and granted only when an official transcript from the previous institution is received and reviewed by the Registrar.

Awarding transfer credits for courses taken before attending PIU will be considered upon the student's initial acceptance at PIU. Awarding transfer credits for courses taken after the initial enrollment will be considered when official transcripts are provided.

Transfer students are required to earn a minimum of 60 credit hours toward their Bachelor of Arts degree or diploma, or a minimum of 30 credit hours toward their Associate of Arts degree, or Certificate in Biblical Studies with PIU.

### **TRANSFER OF CREDITS FROM NON-ACCREDITED INSTITUTIONS**

Partial (1/2) credit *may* be granted to students transferring from non-accredited institutions based on the following:

- official transcripts are available that show the grade earned was a C or higher AND
- the published course description from that institution is deemed similar in scope, content, and academic level to a course offered at PIU.

**OR**

- personal communication with a representative of the credit-granting institution makes it clear that the course from that institution is similar in scope, content, and academic level to a course offered at PIU.

**NOTE:** Due to the nature of allowing only partial (1/2) credit as transfer credit, the student may only be granted transfer credit from non-accredited institutions for elective credit.

Transfer credit in other areas from non-accredited institutions may be made on a case-by-case basis. Some students may receive credit in areas other than elective if a combination of classes is deemed equivalent in scope, content, academic level, and number of combined credits to a course offered at PIU. Decisions will be made on a case-by-case basis by the Vice President for Academics in consultation with the Registrar upon examination of official transcripts, catalog descriptions and/or syllabi from the course/s taken.

PIU reserves the right to limit the number of transfer credits allowed in order to retain the above-stated requirements of minimum credits that must be taken at PIU toward any degree, diploma, or certificate program (see "Transfer of Credits from Accredited Institutions" above).

### **CREDITS FOR PRIOR LEARNING**

On a case-by-case basis, PIU will consider granting credits to students who have earned college-level credits through opportunities such as the College-Level Examination Program (CLEP) or through DSST – formerly DANTES (Defense Activity for Non-Traditional Education Support) Subject Standardized Tests. The number of credits accepted will be subject to PIU's policy for the number of PIU credits that must be earned to receive a BA, AA, Diploma, or Certificate from PIU. All prior credit is evaluated, maintained, the program is shortened accordingly, and the

student is notified of any credit granted. The Vice President for Academics, in consultation with the President, Registrar, and Department Chairs, will determine the extent to which such credits will be accepted for required and/or elective courses.

## **NON-PROGRAM APPLICATION PROCEDURE**

Applicants who do not plan to complete one of the programs of PIU, but who wish to register for one or more courses for credit, are required to submit the following:

- ☐ Application form
- ☐ Copy of a valid ID (ex. Passport, Birth Certificate, or Driver's License)
- ☐ Copy of the immunization card for students taking in-person instruction (must include a valid documentation of tuberculin skin test results conducted within 6 months prior to the beginning of classes for those taking in-person classes.)
- ☐ Transcript that documents achieved appropriate entrance level for desired course (high school diploma for enrolling into courses)

## **AUDIT APPLICATION PROCEDURE**

Applicants who only want to audit courses, are required to submit:

- ☐ Application form
- ☐ \$25 non-refundable application fee
- ☐ Copy of a valid ID (ex. Passport, Birth Certificate, or Driver's License)
- ☐ Copy of the immunization card for students taking in-person instruction (must include a valid documentation of tuberculin skin test results conducted within 6 months prior to the beginning of classes for those taking in-person classes.)

## **RE-ENTRY INTO A PIU PROGRAM**

Re-entry students who are returning to PIU after a voluntary absence of three or more consecutive terms (Fall, Spring and Summer) must apply to be readmitted. They are required to submit:

- ☐ Application form
- ☐ Copy of the immunization card (must include a valid documentation of tuberculin skin test results conducted within 6 months prior to the beginning of classes for those taking in-person classes.)
- ☐ \$25 non-refundable application fee

Re-entry students should be prepared to provide further information upon request of the Registrar or Vice President for Academics. Students who return after an absence of more than one year will have to meet the program and degree requirements of the current catalog.

**NOTE:** An assessment of English competency may be required if English is not the student's first language. Please see PIU's College Preparation Level English Policy.

## DUAL ENROLLMENT PROGRAM

Pacific Islands University provides opportunities for high school students to enroll in college-level courses, for which they will receive college credit from PIU. The students enrolled in the Dual Enrollment Program may also receive credit towards graduation from high school if the school agrees to grant the credit.

### ADMISSION TO THE PROGRAM

Students wishing to participate in the program are required to submit:

- ☐ Application Form
- ☐ \$25 non-refundable application fee
- ☐ Current and official high school transcript
- ☐ Results of college admissions tests (SAT, ACT, TOEFL) or results of the PIU English Language Assessment. Scores are valid for up to two years before the start date of the semester of admission.

*Students must demonstrate the capacity to succeed in college courses in order to enroll in any program. Students may demonstrate that capacity in one of the following ways:*

- A score of 500 on the PIU English Language Assessment.
- Score at least a 425 on the College Board SAT Reading Test and the SAT Writing and Language Test and score at least a 2 on the SAT Essay Test.
- Score at least an 18 on the English Language Arts portion of the ACT.
- Score at least a 500 on the paper-based TOEFL or 61 on the Internet-based TOEFL.
- A composite score of 482 or above on the Accuplacer Next Generation reading and writing tests and an essay score of greater than or equal to 5 on the essay portion.
- Provide transcripts showing transfer credits of college level courses equivalent to a PIU Freshman English course (ENGL 101 or 102).
- ☐ Copy of a valid ID (ex. Passport, Birth Certificate or Driver's License)
- ☐ Copy of the immunization card (must include a valid documentation of tuberculin skin test results conducted within 6 months prior to the beginning of classes for those attending in-person classes.)
- ☐ Confirmation of the attainment of junior or senior level (or equivalent) in high school (verification from a counselor or school administrator)
- ☐ Official endorsement from the student's high school indicating that the student is capable of enrolling in and completing a college level course.
- ☐ List of courses in which the student plans to enroll
- ☐ Signed letter from the student's parents or legal guardians that:
  - grants permission to enroll in the courses
  - guarantees responsibility for regular attendance and payment of tuition and fees
  - acknowledges the student's responsibility to adhere to all PIU academic and student life expectations on campus as presented in the PIU Catalog or the Student Handbook.

Students will be accepted to the program based on a review of all documents to determine the student's "ability to benefit" from the courses offered.

#### **CREDITS GRANTED.**

Upon successful completion of the courses taken (a grade of D or better), the student will be granted PIU credits for the course. Students may use the course credits towards fulfilling requirements in an appropriate PIU program. Students wishing to receive college credit at another institution can request a copy of the PIU transcript, listing the courses completed.

The transcript can then be presented to other institutions for approval. Students may earn up to a total of 24 college credits through the PIU Dual Enrollment Program.

#### **COURSES AVAILABLE.**

Courses offered to Dual Enrollment Program students will be limited to 100 or 200 level PIU courses. Students will be required to meet prerequisites for courses or request permission from the Department Chair and the Vice President for Academics. Approval for registering in specific courses will be at the discretion of the Department Chair and the Registrar.

Students will be limited to enrolling in no more than two courses (6 credits) during each semester.

### **CERTIFICATE IN BASIC ENGLISH**

Applicants for the Certificate in Basic English (CBE) should obtain application materials from the PIU office or the PIU website and submit the following:

- ☐ Application form
- ☐ \$25 non-refundable application fee.
- ☐ Official transcript sent directly to the PIU Admissions Director from the applicant's high school and any post high school institutions and colleges.
- ☐ Official TOEFL scores sent directly to PIU. A minimum of 400 on the paper-based test (or 32 on the internet-based TOEFL test) is required for admission to the program. If a TOEFL score is not available, students may be admitted with a score of at least a 400 on the PIU English Language Assessment.
- ☐ One reference from a current or former teacher or employer to be sent directly to the PIU Admissions Director. In cases where a reference is unobtainable, it may be waived or completed by the VP for Student Development.
- ☐ Copy of the immunization card (must include a valid documentation of tuberculin skin test results conducted within 6 months prior to the beginning of classes for in-person classes.)
- ☐ Copy of birth certificate or passport.

## ADMISSION UNDER SPECIAL CIRCUMSTANCE

### **PROVISIONARY ADMISSION**

At Pacific Islands University, we understand that special transportation, communication, and other circumstances may arise that create the need for offering occasional provisional admission. A student with extenuating circumstances *may* be considered for provisional admission and should consult with the Admission Director.

Students admitted on a provisional status must meet all regular admission requirements before being accepted as program students. Students who desire admission in a regular program at PIU must provide all documents to complete the formal application packet before enrolling in additional semesters.

### **COLLEGE PREPARATION POLICY**

Applicants who do not meet the English language requirement for admission into PIU undergraduate programs but who demonstrate likelihood of success through other admissions documents may be accepted, but are enrolled as “College Preparation” students.

Students with documented weaknesses in English language proficiency will be retested at the conclusion of their first semester of study to seek evidence of appropriate progress as well as at the conclusion of their second semester as a College Preparation student (if needed). At the conclusion of the first year of study, all students must be in good academic standing as determined by a 2.0 cumulative GPA (a Grade of C level or higher in all courses) - (see Academic Standing section).

# FINANCIAL INFORMATION

## SCHEDULE OF CHARGES

**IMPORTANT NOTE ON TUITION AND FEES:** Most students will be able to completely cover their Tuition, Fees, and Miscellaneous Fees by applying for financial aid, grants, and scholarships. Students who prove they have exhausted national and state scholarships may apply for additional PIU grants to cover fees. Talk to our Financial Aid Administrator for details on how to apply for these.

### Tuition

Tuition fee per credit hour for all students \$273

### Fee structure per semester

	Resident & Non-Resident Guam Students	DE Students
Registration	\$25	\$25
Student Services	\$125	\$25
Library Services	\$50	\$50
Student Activities	\$25	
Computer	\$50	
Internet	\$75	
Online Learning	\$36	\$36
Accident Insurance	\$25	
<b>TOTAL</b>	<b>\$411</b>	<b>\$136</b>

### NOTES:

1. A "Resident & Non-Resident Guam Student" is identified by taking in-person classes on the Guam campus. A "DE Student" is identified by taking DE-formatted classes. If a student takes a combination of in-person and DE classes in any given semester, they shall be identified as a "Resident & Non-Resident Guam Student."
2. Late registration (from the Wednesday of Week 1, 4:00 pm, to the Friday of Week 2, 4:00 pm) is **\$100**. No students will be permitted to register after that Friday of Week 2, 4:00 p.m.
3. Resident & Non-Resident Guam Students taking 5 credits or less on the Guam campus will be charged 50% (**\$62.50**) of the student services fee.



## Miscellaneous Charges

*(The following charges are assessed when applicable)*

Miscellaneous Fees <sup>1</sup>	
Application fee (non-refundable)	\$25
Reapplication fee (non-refundable)	\$25
English Language Assessment fee	\$10
Room Deposit (refundable)	\$50
Room Fee per semester	\$1,200
Graduation Fee <sup>2</sup> (non-refundable)	\$75
Transcript fee <sup>3</sup>	\$10
Audit fee (per course)	\$200
Technology service fee for remote DE locations <sup>4</sup>	\$300
International student fee <sup>5</sup>	\$350
Food fee for remote DE locations <sup>6</sup>	\$375

### NOTES:

1. Penalties for late payments and returned checks (see Student Financial Obligation Policy).
2. Graduation cap and gown not included.
3. Transcript requests may be made at PIU's website <https://www.piu.edu/transcript-request/>, through the student's account in Populi, or on paper at the Business Office. Diplomas or transcripts are not issued if the student account has an outstanding balance.
4. This is to provide necessary equipment and internet access to Remote DE locations (i.e. Mortlock Islands, Tol) with the needed speed and reliability to conduct online classes.
5. Applies to students studying on an F-1 visa through the Student and Exchange Visitor Program of the U.S. Department of Homeland Security.
6. This fee is optional and applies to Remote DE students and covers the cost of food on Remote DE locations (i.e. Mortlock Islands, Tol). The food fee is based on the cost of the service and conditional upon the receipt of grant money.
7. Students who pay with a Credit Card (including PayPal and Stripe) will be charged a 3% processing fee (plus \$.30/transaction for Stripe).

## TYPICAL COST OF ATTENDANCE

Fees per Semester <sup>1</sup>	
School Fees	\$411
Tuition (12 credit hours)	\$3,276
<i>Tuition fee is \$273 per credit hour</i>	
Dorm Fee	\$1,200
<b>Sub-Total</b>	<b>\$4,887</b>

### NOTES:

1. The typical costs of attendance as a full-time student on the Guam campus are based on the assumptions that an independent student is sharing his/her room with another student and one (1) semester is a four (4) month period of class attendance.
2. Amounts for food, transportation and personal expenses vary and are not included; they should be kept in mind when the overall costs are counted. For students whose permanent residence is not Guam, round trip airfare must be added (~\$1,500).
3. The student still needs to calculate additional costs of approximately \$150 for textbooks.

## SAMPLE SCENARIOS OF NET COSTS

(Cost of Attendance minus total grants and scholarships)

Student taking 12 credit hours per Semester	Non-Resident Guam Student	Resident Guam Student	DE Student (Non-Remote)
Cost of Attendance	\$3,687	\$4887	\$3,687
(LESS)			
Federal Pell Grant	(\$3,697.50)	(\$3,697.50)	(3,697.50)
Grants & Scholarships	(\$TBD)	(\$TBD)	(\$TBD)
<b>Expected Net Costs</b>	<b>(\$11.50) or less</b>	<b>\$1,200 or less</b>	<b>(\$11.50) or less</b>

### NOTES:

1. Full time students will be given priority over part time students for dorm occupancy. Full time students will be admitted into the dorms on a “first come-first served” policy.
2. Returning students must clear their previous balances in order to register for the next semester. On-campus students must be prepared to pay at least “\$300.00” during registration at the beginning of the term, after expected Federal Pell Grant is applied. A payment plan may be arranged by contacting the business office.

<b>Payment Plan Example:</b>	
<i>For a resident student if not covered by scholarships/grants</i>	
At Registration:	\$300
1 <sup>st</sup> Monthly Payment:	\$300
2 <sup>nd</sup> Monthly Payment:	\$300
3 <sup>rd</sup> Monthly Payment:	\$300

#### **PAYMENT PLAN COMPUTATION:**

After Pell Grant is applied, the expected net cost of an on-campus resident student (*if it is not covered by scholarships or grants*) is **\$1,200** for dormitory fees and other fees.

Before the start of on-campus classes, the student must pay **\$300**.

The remaining balance of **\$900** can be paid in three monthly payments of **\$300** each.

## **FINANCIAL POLICIES**

#### **LATE REGISTRATION POLICY**

Students who do not register by the first day of scheduled classes per the academic calendar will pay a late registration fee of **\$100.00**.

#### **REFUND POLICY**

Students are responsible to notify PIU when officially withdrawing from any class. Refunds of all refundable fees (not room fees)—in the event a student withdraws from all classes—are determined from the official date of withdrawal as follows:

100%	withdrawal during registration & add/drop period (week 1 of the semester or the equivalent)
75%	withdrawal during the second week (or the equivalent) of instruction
50%	withdrawal during the third week (or the equivalent) of instruction
25%	withdrawal during the fourth week (or the equivalent) of instruction
0	withdrawal after the fourth week (or the equivalent) or thereafter

A withdrawing student is required to complete a withdrawal form which can be obtained from the PIU Business Office or Populi, PIU's Learning Management System (LMS). The date of the withdrawal is the same as the date the Business Office receives the signed form from the student.

#### **MILITARY STATUS**

Pacific Islands University considers students who must temporarily set aside their educational pursuits when called to active duty in the military. Students called to active-duty military service after the beginning of a term or session are entitled to drop their courses and receive a refund of tuition and fees for courses still in progress and in which they are actively enrolled at the time of the call-up. As an alternative to refunds, students may opt for credit against future enrollment, or request an incomplete grade (I) from their respective instructors (subject to instructor approval).

To exercise this option, students will be required to provide the Registrar written proof of active military status and deployment and indicate whether a refund or credit is preferred, and process withdrawal (W) from classes (or drop selected classes or request for an incomplete (I) if appropriate). After appropriate review, the withdrawal or grading status and refund or credit will be authorized and processed.

**NOTE:** Even in cases of a military call-up, students do not have the option to drop partial or short-term classes that have already been completed, or any course for which all work has already been completed and submitted. Students who are unsure how to proceed in these cases are encouraged to consult with the Registrar.

Students called to active-duty military service may also opt to remain enrolled in some or all of their courses. In this case, the student may either:

- request an "Incomplete" for the class, with the understanding that the coursework will be completed upon return from active military duty; or
- request that a final grade be assigned based upon work completed to date.

Students called to active-duty military service wishing to exercise either of these options should consult with the instructor who will, as necessary, report the "Incomplete" or other appropriate grade based on institution policies. These options may not be equally viable for all classes, depending on timing, how much work remains to be completed, whether a final exam constitutes a major portion of the grade, etc. For this reason, consultation with the instructor is strongly recommended.

Students who return from military service and are ready to re-admit to PIU should contact the Admission Office. The staff of the Admission and Registrar Offices will be as accommodating as possible in facilitating the re-entry of students returning from active-duty military service. This may involve streamlining the usual re-entry application process, waiving application deadlines, etc. Each case will depend on individual circumstances. PIU faculty and staff will also be asked to be as accommodating as possible in order to assist military service veterans in returning to the University.

### **STUDENT FINANCIAL OBLIGATION POLICY**

It is the policy of Pacific Islands University for students to be responsible for promptly settling their financial obligations to the University. These obligations may include, but are not limited to:

- Tuition and school fees/room
- Personal checks or credit card payments returned unpaid by the bank
- Fees for not returning equipment or materials
- All other outstanding financial obligations.

**Sanctions.** Students who fail to satisfy their financial obligations are subject to having their records placed on "hold." This hold will restrict the student from registering for a subsequent semester, receiving a diploma, and having unofficial/official transcripts, and grade reports furnished until the financial obligation is cleared.

Students who fail to pay their monthly financial obligation will be issued a "Demand Letter" one week after the account is due requiring them to pay their dues IMMEDIATELY. For dorm students, this letter will serve as a "Move-out Letter," indicating that seven days after receiving the demand letter, dorm students must move off-campus unless the financial obligation is satisfied.

### **Penalties for late payments**

- The University will charge an additional 25% of the debts not received by the end of the payment term.

### **Penalties for returned checks**

- 1st returned check... \$25.00
- 2nd returned check... \$50.00
- After 2nd returned check..... NO check writing privileges

As a last resort, the University may report students with unpaid accounts to a credit bureau and/or small claims court.

## **FINANCIAL AID**

Awards are available based on various criteria, such as financial need, program-based, ministry related, sponsoring organization criteria, and others. That is, PIU will attempt to provide sufficient financial aid for each student who is admitted so that the student will be able to afford the expenses for the school year. However, the primary responsibility for tuition and fees rests with the student and his or her family.

Students desiring to be considered for this financial support must complete the General Scholarship Form before the end of the first month of each semester (August 30<sup>th</sup> or January 30<sup>th</sup>).

It is the hope that no admitted student will be denied opportunity to study at PIU because of inadequate financial support. For more information, contact the PIU Financial Aid Administrator.

**NOTE:** Federal financial aid can only be used for students enrolled in an AA or BA program. The Free Application for Federal Student Aid (FAFSA) is not required for admission. However, it is strongly encouraged and recommended that students complete the FAFSA as early as possible. The online application can be found at: [fafsa.ed.gov](http://fafsa.ed.gov).

## **SCHOLARSHIPS AND GRANTS**

### **FEDERAL TITLE IV PELL GRANT PROGRAM**

PIU is a participant in the federal Title IV Pell Grant Program and Student Loans.

### **ACADEMIC EXCELLENCE SCHOLARSHIP**

This scholarship is available to all students with student advisor approval who in a semester completed at least 12 credit hours on degree level (course numbers 100 or higher) with a term GPA of 3.5 or above and takes more than 12 credit hours in any semester in the following year. The Vice President for Academics will notify qualifying students and their advisor of this scholarship. Students will be able to take a fifth class for free. The student's advisor will make the recommendation regarding whether taking a fifth class is beneficial for the student. The advisor will also recommend a suitable course.

### **BIBLE KNOWLEDGE ENRICHMENT SCHOLARSHIP**

This scholarship is available (upon approval of a letter of application) to all **non-program** students who are ineligible or unable to participate in Title IV or in other public or state scholarship, grant, or award programs. This scholarship pays 50% of the tuition for all PIU Bible, Theology, or Ministry classes taken and can be applied up to a maximum of 12 credits.

### **COMMUNITY ACTION SCHOLARSHIP**

Students may earn Community Action Scholarship funds by providing short-term services to local churches, community organizations, or residents in need (especially the elderly and the disabled). These services go above and beyond activities that support the requirement for Community Service and Ministry. The funds will be disbursed at the discretion of the Financial Aid Administrator and the Administrative Council.

### **PASTOR'S SCHOLARSHIP**

This scholarship is available for one first-time student from each local church each semester, who is ineligible or unable to participate in Title IV or in other public or state scholarships, grants, or award programs. To apply for this scholarship, a student must submit a letter from the pastor of his or her local church recommending the student for the scholarship. This scholarship pays for the full tuition and fees excluding textbook charges for the first class taken at PIU.

### **PIU PRESIDENT'S GRANT\***

The purpose of this grant is to make Christian higher education available for students who are unable financially to attend PIU **after all other grants are applied at the end of the semester**. All program students are eligible to be considered for this grant upon receipt of a written application. Applications will be considered and be awarded at the discretion of the President. The grant will be applied to the student account for tuition, room, and other fees excluding course textbooks and penalty fees. This grant reflects the contributions to PIU made by Liebenzell Mission and volunteers to the operating and capital budget, as well as the provision of missionary faculty and staff.

### **OTHER INSTITUTIONAL SCHOLARSHIPS\***

Other Institutional Scholarships are privately funded by monies given to PIU to provide scholarships. The funds may come from external sources, such as a branch of Liebenzell Mission, other organizations, or private individuals. The purpose of these scholarships varies, depending on the donor's intent for funds. See the Financial Aid office for application procedures and availability.



## VETERANS BENEFITS

Students who have served in the United States military may be eligible for benefits through the US Department of Veterans Affairs.

*(Source: GEN-12-10 USDE Office of Postsecondary Education). If you served on Active Duty, you might be eligible for education benefits offered by the Department of Veterans Affairs. For example, the Post-9/11 "GI Bill®" provides financial support for educational and housing expenses to individuals with at least 90 days of aggregate service after September 10, 2001, or individuals discharged with a service-connected disability after 30 days. You must have received an honorable discharge to be eligible for Post-9/11 "GI Bill®".*

*If you are currently serving in the military, you may be eligible for funding offered through the Department of Defense Tuition Assistance program. Check your eligibility status and the amount for which you qualify with your Service prior to enrolling.*

*If you are the spouse or child of a servicemember who is serving on active duty Title 10 orders in the paygrades of E1-E5, O1-O2, or W1-W2, you may be eligible for financial assistance from the Department of Defense for education, training, and/or the occupational license and credentials necessary for a portable career. If you are the spouse or child of a servicemember, you may be eligible for transfer of the servicemember's Post- 9/11 "GI Bill®" benefits to you.*

PIU permits any covered individual to attend or participate in the course of education for which the individual provides notification of eligibility. The institution will not impose any penalty due to the delayed disbursement funding from VA under chapters 31 or 33. For more information on qualification or veteran benefits visit the US Department of Veterans Affairs website, [www.gibill.va.gov](http://www.gibill.va.gov), or contact the PIU Financial Aid Office.

\*In order to be eligible to apply for this grant, the student must have a current FAFSA on record and must fill out PIU's General Scholarship application. Returning students must complete a valid FAFSA before the end of the previous semester and complete their application before the close of registration. New students must submit their written application and valid FAFSA latest 30 days after the close of registration. However, these funds are very limited, and the date of application will be a major factor in determining how funds are distributed.

# ACADEMIC POLICIES AND SERVICES

## ACCOMMODATIVE SERVICES

Students with disabilities can be provided with auxiliary and additional services when needed for success in attaining their academic goals. If classes required by students with special disabilities have been scheduled to meet in relatively inaccessible facilities, the University will either reschedule the classes to accessible facilities or make special arrangements to ensure ready access by students with disabilities to those classes. Please contact the Vice President for Student Development for further information. Students with disabilities who need accommodations in a course are encouraged to contact the Vice President for Student Development at 671-734-1812.

## ADD / DROP POLICY

A student who desires to make a change in his or her schedule may do so during **the first three class hours or the equivalent**. Add/Drop forms are available online and in the office. They must be completed by the student requesting the change.

Students are cautioned to consider their decisions carefully before requesting a course change as there is no guarantee that a class dropped may be re-added if the student changes his or her mind after the class has been dropped.

## ATTENDANCE

### ATTENDANCE POLICY

Students are expected to attend all classes and participate in all course-related activities. For Guam on-campus courses, students must be present at a minimum of 75% of the class hours for each course in order to receive a passing grade. Three tardies are equal to one absence in all classes. Individual instructors may develop stricter policies for individual classes at their discretion. Students need to refer to each course syllabus for that class' attendance policy. Students should communicate with instructors regarding the absences and the extent to which excused absences can be made up.

For students anticipating an extended absence, they should consult their instructors to make arrangements regarding the absence. If necessary, students may request approvals from the Vice President for Academics regarding excused absences.

### Administrative Withdrawal for Residential In-Person Classes

A student who has more than 7 unexcused absences for classes taught twice-a-week or more than 3 unexcused absences for classes that meet once-a-week,<sup>1</sup> or a student who has not attended or notified the instructor or Vice President for Academics for two consecutive weeks, will be

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<sup>1</sup> Based on 37.5 hours per semester required by the Department of Education for each course a student may miss up to 9.375 hours of total class time or 7.5 twice-a-week-class periods or 3 once-a-week class-periods.

administratively withdrawn from the course. The following are expected at the time of Administrative Withdrawal:

- The Administrative Withdrawal will be effective upon completion of Withdrawal form
- The instructor will inform the registrar in writing, identifying the last class the student attended or the last date the student completed an assignment.
- The instructor will inform the student of the Administrative Withdrawal.
- The student is no longer allowed to attend class or submit any more assignments.
- The student will receive a WF (withdraw fail) for the course.

### **Disciplinary Withdrawal**

If a student is dismissed for disciplinary reasons, the student is placed on **Disciplinary Withdrawal** from all classes. The student will receive a WF for the course. The Disciplinary Withdrawal may result in the reduction and/or return of financial aid.

### **ATTENDANCE POLICY FOR ONLINE CLASSES**

Students are required to participate in online classes during the first week of classes. Class attendance is defined as logging into the instructor's digital platform of instruction and/or fulfilling any other requirements as required by the instructor.

At the end of the first week of each class, the course records will be reviewed to determine if the student has attended. If the student has not attended, the student will be dropped from the course roster and will **not be allowed to submit further course work**. The course will no longer be recognized as one in which the student attempted to earn any credit.

Distance Education students are expected to submit assignments and tests and complete all assessments throughout the semester. Students who begin attendance, but then cease submitting assignments and participating in required activities for two (2) consecutive weeks, without consulting the instructor, registrar, or the Vice President for Academics, will be subject to the **Administrative Withdrawal**.

### **REGULAR AND SUBSTANTIVE INTERACTION (RSI) STATEMENT**

Student-Instructor Interaction: Students in DE/online courses can expect to receive meaningful feedback on a regular basis from their instructors. Students should receive their instructors' feedback as opportunities to progress academically and be successful in their courses. The types of feedback students can expect to receive will include but are not limited to comments on weekly discussion forums, messages posted to the bulletin board after the closure of a lesson, and constructive comments on all assignment submissions. All grades and feedback will be provided within two weeks of assignment submissions. Students requiring additional support should utilize instructors' weekly office hours or contact their instructor directly by email to schedule a time to meet.

## **COURSE NUMBERING SYSTEM**

The alpha characters of a course number indicate the department or subject of study, the first numeric character indicates the academic level of the course:

### **001-099 College Preparation**

These courses assist students in developing necessary educational foundations, particularly in communications and mathematic skills, so that they are adequately prepared for college-level courses. Cannot be applied to degree programs.

### **100-299**

These courses focus on foundational principles, methods, and procedures of critical thinking in order to provide a broad basis for more advanced courses. To introduce and reinforce essential skills of literacy.

#### **100s**

- Primarily introductory and beginning courses
- Entry-level, for freshmen, rarely have prerequisites
- Equipping with basic skills and foundational knowledge

#### **200s**

- Move beyond the introductory level
- Begin to synthesize and think critically
- Developing theories, conceptual knowledge, and perspectives

### **300-499**

These more advanced courses are in-depth and emphasize problem-solving, analytical thinking skills, and theoretical applications. They will require students to synthesize topics from a variety of sources. These courses are designed to include key components of the major and minor and usually have prerequisites. Their purpose is to refine the students' abilities as independent learners and emphasize comprehension, analysis, synthesis, and evaluation.

#### **300s**

- Designed to build upon the knowledge of previously taken courses
- Refinement of essential skills, applying existing frameworks in a discipline
- Conceptual knowledge

#### **400s**

- Includes capstones and other advanced courses
- Ability to synthesize and apply knowledge from a variety of sources through critical and evaluative lens
- The development of professional skills designed to lead to post baccalaureate studies and/or employment

## **DETERMINING AND APPEALING ACADEMIC STATUS**

### **GOOD ACADEMIC STANDING**

A student is considered in Good Academic Standing unless otherwise determined and confirmed by the Vice President for Academics. The following describes the process by which Academic Probation and Temporary Dismissal are determined.

## **ACADEMIC PROBATION**

After one semester of earning a GPA of less than 2.0, a student will be put on Academic Probation for the following semester. The student will be required to request progress reports from all his/her instructors twice during the semester (after week 4 and after week 8) and submit them to an assigned mentor. Students on academic probation will be required to attend at least four hours in either the STEP Center or other designated study time.

After one semester on Academic Probation the Vice President for Academics will review the student's grades with the Registrar.

If the semester GPA is 2.0 or higher, the student will be removed from Academic Probation and will enroll for the following semester in Good Standing.

## **TEMPORARY DISMISSAL**

Students who earn a GPA of less than 2.0 while on academic probation will receive a letter of temporary dismissal for one semester. These students are eligible to petition for re-admission after taking a semester off. They must contact the University and request re-admission in writing, including their explanation for their previous academic failure and plans of what they will do differently to ensure success upon their return to PIU. There is no need to complete a new application for admission.

Students who submit a request for re-admission after more than one semester off must complete a re-entry application.

All students returning to PIU after being dismissed for academic failure will be on Academic Probation for the first semester they return.

If a student returning after being dismissed for academic failure fails to attain a semester GPA of 2.0 or higher, the student will be dismissed again. The length of time away and possibility of re-admission will be determined by the Vice President for Academics, who will have to review a newly completed application packet to determine the possibility of academic success should the student be allowed to return.

**NOTE:** Any student who feels they have been placed on Academic Probation or Temporary Dismissal unfairly has the right to appeal to the Vice President for Student Development for an evaluation of the circumstances. The Vice President for Student Development and Vice President for Academics will then meet with the President who will act as the grand arbiter. The decision of the President in these cases will be final.

## GRADING & ACADEMIC STANDING

PIU uses the letter grade system. Grades are awarded based on completed assignments. The breakdown of the percentages is as follows:

Letter grade	Percentage	Explanation	Grade points per credit
A	90-100%	Outstanding <i>Performance excels far above established standards for university-level performance</i>	4
B	80-89%	Above average <i>Performance is above established standards</i>	3
C	70-79%	Average <i>Performance meets established standards</i>	2
D	60-69%	Below average <i>Performance is below established standards</i>	1
F*	0-59%	Failure <i>Performance does not meet minimum requirements</i>	0
P*	0%	Passing	none
AUDIT	0%	Audit	none
I	0%	Incomplete	none
W	0%	Withdrawal	none
R	Assessment	Ready for Academic Study	none
NR	Assessment	Not Ready for Academic Study	none

\*Pass/Fail requirements for FEDU courses detailed under each course description

### ACADEMIC LOAD

A full load for students is considered between 12-18 credits per semester. First and second year students are limited to a maximum of 18 units per semester. Third- and fourth-year students with a GPA of at least 3.25 may enroll for more than 18 credits with the permission of Department Chair and Registrar.

## COMMUNITY SERVICE/MINISTRY HOURS

All Full-Time Program students are **REQUIRED** to complete community service (SERV 200). This is a graduation requirement and will be noted on the student's transcript.

Specific community service requirements are dependent on when the student started their program:

- **NEW PROGRAM STUDENTS:** Those who are starting their program after Summer 2022 must participate in Summer Community Service Projects for a total of 4 summers for BA students (2 summers for AA students). Summer Community Service Projects and required hours are determined by the Vice President for Student Development each year. For students unable to complete this requirement during the summer, arrangement can be made to complete it either in the previous Spring semester or the following Fall semester. For each summer semester, students' transcripts will include a Pass (P) or Fail (F) for SERV 200 (the community service/ministry requirement).
- **OLD PROGRAM STUDENTS:** Those who started their program before Fall 2022 must complete 36 hours of community service during each Fall and Spring semester. This is a graduation requirement and will be noted on the student's transcript. At the end of each semester, students need to submit their hours form (found on Populi) to the Vice President for Student Development. For each semester, students' transcripts will include a Pass (P) or Fail (F) for SERV 200 (the community service/ministry requirement).

If a student does not complete his or her hours/requirements by the end of the semester, the student will receive an "F" for SERV 200 for one semester and a hold will be placed on their account. This will not allow the student to register for classes for the following semester. Once the requirements are completed or a plan is in place to complete them, the hold will be removed, and the student will be allowed to register, and the grade will be converted to a "P".

Students must turn in a completed community service/ministry record of hours' form to the Student Development office at the end of each semester.

Note: Students that reduce their academic load below full-time status through a drop, withdraw, or Administrative Withdrawal will not be held to this requirement.

## COURSE CREDITS

To receive credit for a course, the student must attend at least 75% of the class hours for each course and receive a letter grade of D or better (or P for P/F courses).

The faculty may record plus or minus after a passing grade where appropriate. This recording will be placed on the student's permanent record but will in no way affect the student's grade point average (GPA).

Students may repeat courses for which they receive a grade of D or F. If a student scores between 65-69% the teacher may provide an additional assignment to enable the student to attain a C grade. The original course attempt will remain on the student's transcript but will not affect their GPA. Only the latest course attempt will be counted in the student's GPA.



## GRADE POINT AVERAGE (GPA) REQUIREMENTS

In any semester, students are required to maintain a minimum Grade Point Average (GPA) of 2.0. Students who earn a GPA lower than 2.0 will be placed on Academic Probation. For more information on Academic Probation, refer to the information provided under the heading “Determining and Appealing Academic Status.”

### “I” (INCOMPLETE)

The grade of "I" (Incomplete) is exceptional. It is to be given only to students whose work in a course has been satisfactory, but who, because of illness or other circumstances beyond their control, are unable to complete the course.

Students requesting the grade of "I" must provide their instructor with substantiating information or documents. Instructors may consult with the Department Chair and Vice President for Academics in making determinations for “I” grades. The instructor makes a final decision on granting the "I" and sets a deadline for completing remaining work. If approved, the respective instructor will notify the Registrar and Vice President for Academics of the approval. In recording the grade of "I," the instructor states in their grade book the quality of the student’s work to date, the requirements remaining, and the deadline for completion.

When instructors assign the grade of "I," they set their own specific deadlines for the completion of all course requirements within a maximum of a one-semester period following the class end date. If all required work is not completed by the instructor's deadline, a grade of "F" may be assigned. In any case, if the work has not been completed and the instructor has not submitted a new letter final grade, the "I" grade will automatically change to "F" after the maximum one-semester period.

It is the responsibility of the student, not the Academic Department or PIU, to arrange with the instructor for the assignment of an "I." An "I" cannot be removed by the mark of "W." If students elect to repeat the course, they must re-register, pay the full fees and attend the entire course. Students should be aware that the grade of "I" may delay graduation.

When an “I” is assigned by an instructor, the student is automatically placed on Academic Probation for the subsequent semester. The Academic Probation will continue until the course requirements are completed and the instructor assigns a final grade for the course or the maximum period for the incomplete is reached and a grade of “F” is automatically assigned. The final grade received when the “I” is replaced will determine if the student remains in Good Academic Standing, is on probation based on the GPA of the previous semester, or will be temporarily dismissed at the conclusion of the current semester in which the “I” was resolved.

### W (WITHDRAWAL)

The grade of “W” (Withdrawal) is only given to a student who initiates a **Student Withdrawal** from a course after the first week and before the tenth week of classes or before the twenty-eighth (28<sup>th</sup>) class hour on a normal semester length or the equivalent for intensive courses taught in shorter durations. No grade points are entered for the course.

A Student Withdrawal after the ninth week (or equivalent for intensive courses taught in shorter duration) of classes will result in a WF (withdraw fail). A student may be subject to an **Administrative Withdrawal** for failing to attend campus classes or failing to participate in online activities, according to the Campus and Online Attendance Policies.

A student may also be subject to a **Discipline Withdrawal** if the student is dismissed for disciplinary reasons at any time during the semester. The procedures for determining the student's grade for the term apply, according to the Campus and Online Attendance Policies.

#### **CUM LAUDE SCALE TO BESTOW HONOR**

PIU recognizes the following cum laude scale for honors:

Cum Laude: 3.5 - 3.69

Magna Cum Laude: 3.7 - 3.84

Summa Cum Laude: 3.85 - 4.0

\*Only residential credits are to be used to establish GPA\*

#### **PARTICIPATION IN GRADUATION EXERCISES**

PIU holds graduation exercises once a year at the conclusion of the Spring Term. All students who fulfilled graduation requirements for any degree, since the previous graduation date, will participate in the exercises. For students who fulfill all academic requirements but have other outstanding obligations (community service requirements, outstanding financial obligations, etc.), the Vice President for Academics will determine if the students may participate in the exercises, but the students will not receive the diploma and the official record of the conferral of the degree will be withheld.

#### **COLLEGE PREPARATION COURSES**

Students enrolling at PIU who do not have another college entrance exam score will be required to take an English Language Assessment. On rare exceptions, this assessment may be waived at the discretion of the Vice President for Academics. Those assessed as "Not Ready for Academic Study" will be permitted to register for a year-long college preparatory course of study and will be reassessed upon completion. Students are removed from College Preparatory Level status upon completion and assessment of "Ready for Academic Study."

Math Assessment: Students enrolling in math courses are required to take a math assessment administered by PIU to identify for which course they are prepared. Students who are not prepared for College Algebra may enroll in MATH 099R Introductory Algebra. With a passing grade in MATH 099R of a B (or better) they will then be ready to take college level math courses. Students can choose to retake the math assessment if their grade is below a B, and should their score on the assessment indicate they are prepared for college level math they will be permitted to register.

#### **STUDENTS' ACADEMIC STANDING RECORDS**

PIU will maintain adequate records of students' Academic Standing and their progress towards completing a program. These records will include:

- Final grades for each course for each semester attended and a cumulative grade point average at the end of each semester.
- Records of withdrawals from classes that include the date of last attendance, including the posted grade of "W" or a grade determined by the instructor that represents the student's performance according to the Campus and Online Attendance policies.
- Records of re-enrollment in courses from which students are withdrawn.

- An assessment of each student's progress towards completing a program.

PIU will maintain physical copies of students' records for at least five (5) years. Students may request to view their records, but the University will not make copies of existing documents. Digital copies of records are also maintained using secure formats.

## LIBRARY RESOURCES

### **Library Mission:**

The Pacific Islands University Library supports the PIU community in the individual's academic studies, ministries, and personal spiritual pursuits through access to quality resources and dedicated customer service.

### **Library Purpose:**

To provide the University's academic programs access to course-related print and electronic resources:

- To provide access to reliable biblical, theological, and academic resources that meet user needs
- To assist users to develop effective research and information literacy skills to use a variety of traditional and electronic mediums
- To serve as a resource to the local church community and Christian school teachers

### **Library Vision:**

The PIU Library is determined to increase the quality and quantity of its offerings to users of PIU's facility. Streamlining operations, upgrading resources, and diversifying materials are ongoing priorities for the library staff. The library staff emphasize personal spiritual growth with supporting materials to enhance PIU's enduring academic offerings.

***What does all this mean for you?*** The PIU Library is available to help, support, and encourage students during their time here at PIU and afterwards. Personal service from trained and experienced staff is provided to assist students' research, studies, and spiritual growth, even your choice of pleasure reading.

Some of the featured services of the PIU Library are:

- 15,000 books with a strong biblical and Christian worldview; 3,400 magazine and journal issues
- Black and white printing and copying for school purposes at no charge. Personal copying at a minimal fee
- Quiet study or space for quiet group work
- Laptops, headphones (several with headset microphones), calculators, personal fans, and mobile device chargers for use in the library
- Current Christian magazines and journals
- 400 DVDs of Christian documentaries and movies
- A family collection with resources for young adults and families and Christian fiction for all ages. Children's books present biblical and Christian views as well as Micronesian storybooks for young readers

Through students' Populi accounts, students have access to the library's online catalog to find books, DVDs, and magazines in the library. Students can access the library through Populi. The online database provides free access to more than 135,000 college-level electronic books and more than 20,000 journals found in 35 library databases. Guides and tutorials are provided to help students navigate these resources. Quality, reliable information is just a visit or click away, or call us at 671-588-1821.

### **STUDENTS THRIVING IN EDUCATION AND PREPAREDNESS (STEP) CENTER**

The STEP Center provides mandatory tutorials, career counseling, personality development and counseling, coordination of labs and internships, and community services during summer break, and also the support and supervision by Student Development staff members in everyday life and studies. First semester freshman students are required to attend the STEP Center two sessions each week. Guam based students on academic probation in any semester are required to attend at least two hours per week. Through mentoring, tutoring, and strategic application of technology, the STEP Center exists to promote learning and positive study habits, so that students become active, engaged, and independent learners.

### **STUDENT COUNCIL (STUCO)**

The Student Council consists of the President, Vice President, Secretary, Treasurer, Recreation Manager and Representatives from each academic class (freshman, sophomore, middler, junior and senior). Officers are elected by the entire Guam student body. A staff advisor must be present at all meetings.

The Student Council represents the entire student body to the Academic Senate. It acts as a channel through which students may make constructive suggestions to the administration. It also serves an important role by being actively involved in the recreational programs of University functions and programs for special holidays and special activities.

Students on probation are not permitted to hold school or class offices. Any student holding office and not maintaining a GPA of 2.5 may be asked to resign from office.

### **ACADEMIC HONESTY & PLAGIARISM**

As members of the Pacific Islands University (PIU) academic community that honors integrity and respect for others, students are expected to maintain a high level of personal integrity in their academic work at all times. This also means that student work should not be used for more than one course.

#### **PACIFIC ISLANDS UNIVERSITY DOES NOT TOLERATE ANY FORM OF PLAGIARISM.**

Plagiarism is defined as using someone else's words or ideas without using quotation marks or citing (identifying) the author, source, and page number of the source. Plagiarism is a form of cheating and is not allowed at PIU. When students use information from a speaker/teacher, books, articles, or the Internet, even if they put the information in their own words, students need to

include an in-text citation to indicate where the ideas came from. Plagiarizing a person's words or ideas carries serious consequences. In all classes, students will learn how to correctly provide citations for direct quotations and paraphrased information. Students will learn how to summarize information correctly. Students are expected to apply these skills in their writing assignments for all classes. Students who willingly allow other students to copy their work are also guilty of plagiarism because they aided in the process.

The following steps will be taken when plagiarism is detected in a student's work.

### **Step One**

- If an instructor suspects plagiarism in a student's assignment submission, the instructor should first view this as a learning opportunity for the student.
- The student will be provided with an opportunity to learn from the experience and revise the assignment after receiving explicit feedback from the instructor.

### **Step Two**

- If a student plagiarizes a second time, the instructor may use discretion regarding the best course of action.
  - The instructor may choose to provide the student with an additional opportunity to learn from the experience. The student may be allowed to revise the assignment after receiving explicit feedback from the instructor.
  - The instructor may choose not to provide the student with an additional opportunity to learn from the experience. In this case, the student will not be allowed to revise the assignment and will receive a "zero."
- The instructor will provide the Vice President for Academics with evidence of the plagiarized content.
- The Vice President for Academics will add a disciplinary note to the student's file stating that evidence of plagiarism was detected on a course assignment.
- The Vice President for Academics will notify the student of his or her potential failure in the course if plagiarized content continues to be present in future academic submissions.
- The Vice President for Academics will notify the student's instructor of the course of action that was taken.

### **Step Three**

- If a student plagiarizes a third time, the student will not be allowed to revise the assignment and will receive a "zero."
- The Vice President for Academics will add a disciplinary note to the student's file stating that evidence of plagiarism was detected on a course assignment.
- The Vice President for Academics will notify the student of his or her failure in the course and possible expulsion from PIU if plagiarized content continues to be present in academic submissions for future courses.

- The Vice President for Academics will notify the student's instructor of the course of action that was taken.

## PRIVACY AND RIGHTS

In order to maintain a safe and productive learning environment and to comply with necessary legal mandates, Pacific Islands University has formulated the policy listed below.

### NOTICE OF THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) of 1974 was established to protect the privacy of student educational records.

Only certain employees of Pacific Islands University, acting individually or collectively in the educational interest of the student, are allowed access to educational records.

When the collection of personally identifiable information is specifically authorized by federal law, any data collected by such officials shall be protected in a manner which will not permit the personal identification of students and their parents by other than those officials.

Except as allowed and required by law, no personally identifiable information from a student's educational record will be disclosed to any third party (including parent, spouse, or other students) by an official or employee of the University without prior written consent of the student. This will be accomplished through the use of a **Directory Information Release Form** and/or an **Educational Records Release Form**.

### RELEASE OF INFORMATION

The following is considered "**Directory Information**" at Pacific Islands University and will be made available to the general public unless the student notifies the Office of the Registrar in writing:

Name	Class level
Home address	Enrollment status
Telephone number	Degrees conferred
Email address	Dates of conferral
Photograph	Honors and awards received at PIU
Date and place of birth	Dates of enrollment
Major field of study	Graduation distinctions
Participation in officially recognized sports and activities	Institution attended immediately prior to admission
Weight and height of athletes	

This **Directory Information** includes records, files, documents, and other materials on paper or held electronically, that contain information directly related to a student and are maintained by Pacific Islands University or by a person acting for the University.

A second type of student information is described as “**Educational Records.**” These are protected by FERPA and Pacific Islands University. The student’s **Educational Records** include but are not limited to grades, class lists, student course schedules, disciplinary records, student financial records, and payroll records for employees who are employed as a direct result of their status as students (e.g., work study, assistantship, resident assistant).

The **Office of the Registrar** is the only authorized agent for releasing student information.

Students may request that all items identified as **Directory Information, except their names**, be withheld and considered restricted information. To withhold **Directory Information**, written notification must be received by the Office of the Registrar prior to the end of the normal office hours of the final day of Add/Drop (Schedule Adjustment) for the semester or session in which the withholding is to begin. Once students have requested the withholding of **Directory Information**, the request will be honored for one current school year (Fall, Spring, Summer) until they file a request to reinstate the permission to release **Directory Information**.

According to the law, a person becomes a student for purposes of FERPA when he or she is “**in attendance**” at the institution. This includes attendance in person or remotely by video conferencing, satellite, Internet, or other hybrid electronic or telecommunications technology. At PIU, a student is someone **currently or previously enrolled** in any academic offering of the University. This does not include prospective students or applicants to any academic program of the University.

PIU recognizes that FERPA becomes effective on the first day of classes for those newly admitted students who have scheduled at least one course. A student who accepted an admission offer but did not schedule at least one course, or a newly admitted student who canceled his or her registration either before or after the semester begins, **is not covered by FERPA.**

## **RIGHT OF REVIEW**

Under FERPA, students have the right to review and inspect the educational records maintained by Pacific Islands University. The University follows a procedure which provides the student the opportunity to challenge information deemed inaccurate, misleading, or otherwise in violation of that student’s privacy or other rights and may request an amendment to the offending record.

Students may file a complaint with the U.S. Department of Education concerning an alleged failure of PIU to comply with the requirements of FERPA. A copy of the University’s FERPA policy is available at the Office of the Registrar.

Office of the Registrar 172 Kinney’s Road Mangilao, GU 96913 Phone: 671-734-1812	The Family Policy Compliance Office U.S. Department of Education 400 South Maryland Avenue, SW Washington, DC 20202-5901
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Students wishing to review records under the auspices of FERPA must initiate the process at the Mangilao address.



## STUDENT DEVELOPMENT

### STANDARDS OF BEHAVIOR FOR PIU STUDENTS

Personal spiritual growth is one of PIU's fundamental values. The faith, attitudes, and behavior of all members of the PIU family need to grow more like Christ inside and outside the classroom. This means that each individual at PIU must agree to accept the Word of God as the authoritative standard by which all aspects of the University operate. In addition, it is important to learn to live in a community. God calls staff and students from different cultural and church backgrounds. This complicates daily life on PIU campus when Christians are not in agreement about some aspects of Christian life.

PIU's Board of Trustees has carefully considered cultural and ecclesiastical concerns and agreed upon several standards of behavior for PIU students and staff members. For the sake of maintaining a healthy campus community, PIU specifically prohibits the possession and use of tobacco, illegal drugs, alcohol, and betel nut on school property or at school-sponsored activities. Furthermore, PIU expects students to live lives that are consistent with biblical principles. We understand drunkenness, sexual immorality, gossip, slander, profanity, ethnic or cultural discrimination, dishonesty, stealing, and plagiarism to be inconsistent with biblical living. We expect all PIU students to be active participants in the life of a local church and to strive for academic excellence. PIU will attempt to deal with these issues firmly and redemptively. These and other important standards are described further in the Student Handbook and must be followed by each student.

When necessary, there is a policy for discipline (see "Disciplinary Committee" Section in the Student Handbook). Any discipline will be based on scriptural principles with the purpose of correcting the quality of our relationships with Christ and with one another. The key to all of this is Christian love, which compels us to submit to God and to one another.

Suspected violation of PIU community standards will be referred to the Student Development Team for investigation and appropriate action. Resident Assistants or any other PIU staff or faculty may be invited to be a part of the process, and at the team's discretion the matter may be delegated to a specific team member. Disciplinary responses are based upon the nature and severity of the issue and may be imposed by the Student Development Team. The Student Development Team shall gather and review all the relevant information on the situation, make a determination, and notify the student.

### DISCIPLINE POLICY

Any discipline will be based on scriptural principles with the purpose of correcting the quality of our relationships with Christ and one another. The key to all of this is Christian love, which compels us to submit to God and to one another.

We understand that we should submit to authorities as we would to Christ. Students are expected to respond with obedience and respect to each other and to authorities regardless of culture or age. This Discipline Policy is meant to be a basic guideline, so students know what is expected of them and how they will be held accountable for their behavior.

## **DISCIPLINARY COMMITTEE**

The Disciplinary Committee (DC) is convened at the discretion of the Vice President for Student Development. The Committee is convened when students' actions may lead to suspension or dismissal. A student may request to address the DC in the event that the student believes his/her situation involved extenuating circumstances. The committee is comprised of a resident student, a commuting student, and a faculty member who is not part of the Student Development team. The purpose of the DC is to provide a recommendation to the Vice President for Student Development pertaining to the level of the offense.

When a student's behavior has been deemed to be inconsistent with PIU standards, the following may be recommended by the Student Development Team and/or the Disciplinary Committee. Any actions taken by the Student Development Team, will be forwarded in writing (except possibly Level One) to the student within (3) three business days of the infraction.

### **LEVEL ONE – VERBAL/WRITTEN WARNING**

When the Student Development Team determines that the student's behavior reflects a Level One concern, the Team will recommend a verbal or written warning that will be presented to the student. The record of the Team's decision and the recommended actions will be part of the student's official record. The Student Development Team will determine if, and the extent to which, local legal authorities will be informed of disciplinary actions on campus, unless local laws require notification for specific instances. The Student Development Team will comply with local laws requiring the reporting of specified offenses. The Student Development Team is also responsible for monitoring any recommended actions.

Level One concerns may include:

- A first offense of any actions inconsistent with biblical living
- Behaviors that have minimal impact on the relationships with other members of the community or minimal harm to the student exhibiting the behavior

### **LEVEL TWO – WRITTEN WARNING & REQUIRED MEETING**

The Student Development Team may determine that a student's behavior reflects a Level Two concern. The Team will then meet with the student to discuss opportunities for restoration. If the team believes that the student is not contrite for what they did, then the Team can place a student on Level 3.

Level Two Concerns may include:

- Repeated Level One offenses
- No responses to the recommended actions imposed in addressing Level One concerns.
- Behaviors that pose an immediate threat or have incurred harm to any members of the community

### **LEVEL THREE – PROBATION**

The Student Development Team may determine that a student's behavior reflects a Level Three concern. The Team and the student will meet to discuss the guidelines and requirements involved in the Probation. If the Team believes it to be necessary, or if the student violated the Probation, then dismissal will be considered.

- Continuous repetition of previous offenses
- Defiance of faculty, staff, or administrative directives aimed at protecting the well-being of any members of the community
- Egregious examples of behaviors inconsistent with biblical living
- Behaviors that pose an immediate threat or have incurred harm to any members of the community

### **DISMISSAL**

Upon extensive investigation and deliberation, the Student Development Team may recommend dismissal for a PIU student. The Team recommendation will include a clearly articulated justification that balances the well-being of the student as well as the best interests of the entire PIU community. The Team may recommend conditions on which the student may be considered for readmission to PIU.

Dismissal concerns may include:

- Continuous repetition of previous offenses
- Defiance of faculty, staff, or administrative directives aimed at protecting the well-being of any members of the community
- Egregious examples of behaviors inconsistent with biblical living
- Behaviors that pose an immediate threat or have incurred harm to any members of the community

## **GRIEVANCE POLICY**

The PIU Grievance Policy will be used if a student feels unfairly treated or is in conflict with another student. Grievance action may be initiated by a student in regard to another student, an instructor, an administrator, any member of the PIU staff, or persons from ministry centers where students do outreach and field training. Our goal is to seek justice, love mercy, and to draw people to the heart of God (Micah 6:8).

Some reasons a student might file a grievance include:

- Unfair treatment by prejudice
- Harassment or intimidation
- Verbal or physical aggression
- Any violation of the PIU standards

### **PROCEDURES**

**Step 1.** Submit a Grievance form (*see Student Handbook*). Try to work out the problem directly with the person involved (Matt. 18:12-16). If a student feels that direct communication is difficult or inappropriate, he or she may proceed to Step 2. If direct communication does not solve the problem the student may proceed to step 2.

**Step 2.** If the situation does not get resolved after step one, the student must submit in writing a report to the Vice President for Student Development. The Vice President for Student Development will meet with the student. If the problem involves the Vice President for Student

Development or Student Development staff, the student should report the incident to the Vice President for Academics. The Vice President for Student Development will then meet with parties involved to discuss and seek resolution.

**Step 3.** If the Vice President for Student Development is not involved in the incident a Student Grievance Committee will be formed and convened within (5) business days after receipt of the request. If the Vice President for Student Development is party to the incident, the Vice President for Academics shall within (5) business days convene the Student Grievance Committee.

This committee shall be chosen by either the Vice President for Student Development, or if necessary, by the Vice President for Academics and consist of:

- One student from the Junior and Senior academic class level.
- The Student Council President.
- Two members of the faculty or staff.

**NOTE:** The accused person may be present or represented by a person of his/her choice. The accuser must be present to explain the charges.

**Step 4.** The Student Grievance Committee has the authority to meet with the conflicting parties in hopes of graciously resolving the issue. In the effort to best understand the situation, all people involved will have the opportunity to speak about the situation, and after thorough and fair discussion the committee will make a written recommendation at the end of the Grievance Hearing to the Vice President for Student Development, which once approved, will be implemented.

All grievances not resolved by the Student Grievance Committee may be appealed in writing to TRACS, 15935 Forest Road, Forest, Virginia 24551, 434-525-9539, with a copy being filed with the Vice President for Student Development.

## **VIOLENCE IN THE WORKPLACE POLICY**

This section describes PIU's policies for preventing and responding to bullying, disruptive, threatening, or violent behavior involving anyone on the PIU Campus. This pertains to actions on the campus or through use of PIU's internet site. This policy will pertain to faculty, staff, students, or general community members. This policy serves as guidance for protecting the PIU community from and responding to such conduct when directed toward them by unaffiliated visitors.

### **DEFINITIONS**

- **Disruptive Behavior** disturbs, interferes with, or prevents normal work functions or activities. Disruptive behavior includes bullying (either virtual or actual), yelling, using profanity, stalking, waving arms or fists, or verbally abusing others; making inappropriate demands for time and attention; making unreasonable demands for action (demanding an immediate appointment or a response to a complaint on the spot); or refusing a reasonable request for identification.
- **Threatening Behavior** includes physical actions short of actual contact and/or injury (i.e., moving closer aggressively), stalking, general oral or written threats to people or property ("You'd better watch your back, or I'll get you!") as well as implicit threats ("You'll be sorry!" or "This isn't over!").

- **Violent Behavior** includes physical assault, with or without weapons; behavior that a reasonable person would interpret as being violent (i.e., throwing things, pounding on a desk or door, or destroying property); and specific threats to inflict physical harm (i.e., threat to shoot or harm a named victim).

## **POLICY**

- PIU can best perform its mission of providing accessible, excellent, transformational Christian higher education when faculty, students, staff, and visitors share a climate that supports a safe learning environment. PIU is committed to creating and maintaining an environment that is free from disruptive, threatening, and violent behavior.
- PIU will not ignore, condone, or tolerate disruptive, threatening, or violent behavior by any member of the PIU community or by visitors. Faculty, staff, students, or outside visitors engaged in such behavior will be subject to appropriate disciplinary action (i.e., suspension, put on leave, removal from campus), up to and including dismissal, under the appropriate policy or contract.
- Disruptive, threatening, or violent behavior is prohibited under criminal or civil law. When appropriate, PIU will refer cases for civil action or criminal prosecution.
- An individual may be excluded from PIU premises for disruptive, threatening, or violent behavior. Additionally, members of the PIU community and individuals not directly associated with the University (i.e., a spouse or former spouse) may also be excluded pursuant to a court ordered restraining order. (Other applicable law or penal code-notice of withdrawal of consent).
- All University personnel and students are committed to upholding and implementing the University's policy relating to disruptive, threatening, or violent behavior, including reporting such behavior through normal lines of administrative responsibility or to the Office of Student Development.
- PIU maintains Health and Safety response teams to assist department chairpersons, other faculty, staff, administrators, and other members of the PIU community.

# FACULTY & STAFF LISTINGS

## FACULTY FULL TIME/ ADMINISTRATORS

### **JEREMIAH ADIGUN, EdD**

Doctor of Education Leadership, Tennessee State University, Nashville, TN; Master of Science, Cyber Security, American Public University System, Charles Town, WV; Grad. Cert, Information System Security, American Public University System, Charles Town, WV; EdS, Post master's Educational Technology, University of Tennessee, Chattanooga, TN; MBA, Southern Adventist University Collegedale, TN; BS, General Business, Tennessee Temple University, Chattanooga, TN; BS, Interdisciplinary Studies, Tennessee Temple University, Chattanooga, TN. *Distance Education Director* – email: [jadigun@piu.edu](mailto:jadigun@piu.edu)

### **IOTAKA CHORAM**

Diploma in Biblical Studies, Micronesian Institute of Biblical Studies; MDiv, International Theological Seminary. *Biblical Studies Chair, Instructor* – email: [ichoram@piu.edu](mailto:ichoram@piu.edu)

### **PAUL DRAKE**

BA in History and Education, Southeastern Massachusetts University; MRE, Canadian Theological College; MLS, University of Alberta. *VP for Academics, Institutional Assessment Officer, Instructor* – email: [pdrake@piu.edu](mailto:pdrake@piu.edu)

### **KEVIN GRAHAM**

BA in Biblical Studies, Pacific Islands University. *Director of Administration, IT Administrator, Instructor* – email: [kgraham@piu.edu](mailto:kgraham@piu.edu)

### **MICHAEL OWEN, PhD CANDIDATE**

BA in Humanities, Biola University; MA in Biblical and Theological Studies Diversified, Talbot School of Theology; ThM in Bible Exposition, Talbot School of Theology; MA in Philosophy of Judaism, Hebrew Union College Jewish Institute of Religion, PhD Candidate. *Liberal Studies Chair, Instructor* – email: [mowen@piu.edu](mailto:mowen@piu.edu)

### **IAN RICHARDS, PhD CANDIDATE**

MA, Louisiana Baptist University; PhD Candidate, Louisiana Baptist University. *President* – email: [irichards@piu.edu](mailto:irichards@piu.edu)

### **HARTMUT SCHERER**

Dipl.-Ing (FH), University of Applied Sciences, Cologne; MDiv equivalent, Theologisches Seminar der Liebenzeller Mission; ThM, Trinity Evangelical Divinity School. *Instructor* – email: [hscherer@piu.edu](mailto:hscherer@piu.edu)

### **DELIGHT SUDA**

BA Biblical Studies, Pacific Islands University. *Vice President for Student Development, Instructor – email: [dsuda@piu.edu](mailto:dsuda@piu.edu)*

## **PART TIME**

### **BRADLEY L BOYDSTON, D.MIN**

BA in Communication, Arizona State University; MDiv, DMin, Fuller Theological Seminary. *Instructor – email: [bboydston@piu.edu](mailto:bboydston@piu.edu) website: [www.boydston.us](http://www.boydston.us)*

### **KENNETH DIXON**

BA in Biblical and Theological Studies & BS in Mathematics, Biola University; MDiv., Western Seminary. *Instructor – email: [kdixon@piu.edu](mailto:kdixon@piu.edu)*

### **GARY HOUDE**

BA in Geography and Anthropology, Master of Arts in Geography, State University of New York at Albany; Master of Divinity-Bible Exposition, Columbia International University. *Financial Aid Officer, Instructor – email: [ghoude@piu.edu](mailto:ghoude@piu.edu)*

## **ADJUNCT AND VISITING**

### **SHAWN P. BEHAN, PhD**

BA in Religious Studies, Drury University; MA in Leadership, Denver Seminary; ThM in Intercultural Studies, Fuller Theological Seminary; PhD in Intercultural Studies, Asbury Theological Seminary. *Instructor – email: [sbehan@piu.edu](mailto:sbehan@piu.edu)*

### **JODY FLEMING, PhD**

M.Div. Concentrated in Biblical Studies/Teaching Ministries, Evangelical Theological Seminary, Myerstown, PA; Ph.D. in Theological Studies - Global Christianity and Mission, Regent University School of Divinity, Virginia Beach, VA. *Online Course Developer – email: [jffleming@piu.edu](mailto:jffleming@piu.edu)*

### **MARY GARVILLES**

B BA in Education-Secondary Education, Master of Education-Emphasis on STEM, University of Guam. *Instructor – email: [mgarvilles@piu.edu](mailto:mgarvilles@piu.edu)*

### **CONSTANCE GLADNEY, PhD CANDIDATE**

BA Psychology Minor: Childhood Studies, Rutgers University, Camden New Jersey; MS Mental Health Counseling, Nova Southeastern University, Orlando Florida; PhD Student, Educational



Studies, Trinity Evangelical Divinity School, Deerfield, Illinois. *Instructor – email:* [cgladney@piu.edu](mailto:cgladney@piu.edu)

**RHONDA HAYNES, PHD CANDIDATE**

BA in Organizational Management, Covenant College, Lookout Mt, GA; MA in Intercultural Studies, Trinity Evangelical Divinity School, PhD Candidate, Trinity Evangelical Divinity School. *Instructor – email:* [rhaynes@piu.edu](mailto:rhaynes@piu.edu)

**GRANT HODGINS**

BA in Psychology, The University of North Carolina at Greensboro, Greensboro, NC, MS Mental Health Counseling, Fort Valley State University, Fort Valley, GA; Associates of Applied Science - Network Specialist, Central Georgia Technical College, Macon, GA; *Instructor – email:* [ghodgins@piu.edu](mailto:ghodgins@piu.edu)

**DANNY HUNTER, PHD**

BA in International Studies (Ministry), Bethel University, Mishawaka, IN; MA in Intercultural Studies, Asbury Theological Seminary, Wilmore, KY; PhD in Intercultural Studies (Historical/Theological Studies), Asbury Theological Seminary, Wilmore, KY; *Instructor – email:* [dhunter@piu.edu](mailto:dhunter@piu.edu)

**HENRY JACKSON, D.MIN CANDIDATE**

BS in Theology, Cincinnati Christian University, Cincinnati, OH; MA in Church History, Cincinnati Christian University, Cincinnati, OH; DMin Candidate in Urban Ministry, North Park University, Chicago, IL. *Instructor- email:* [hjackson@piu.edu](mailto:hjackson@piu.edu)

**PETER KNAPP**

Licentiate in Theology, Staatsunabhaengige Theologische Hochschule; BA in Anthropology, Eckerd College; MA in Linguistics, University of Texas. *Instructor – email:* [pknapp@piu.edu](mailto:pknapp@piu.edu)

**SAMANTHA OWEN**

BS in Biological Science, Biola University; MA in Science & Religion, Biola University. *Instructor – email:* [sowen@piu.edu](mailto:sowen@piu.edu)

**BRIAN SHOCKEY, PHD**

BA in Mathematics/Computer Science, St. Mary's College of Maryland, St. Mary's City, MD; MDiv, Gordon-Conwell Theological Seminary, South Hamilton, MA; PhD in Biblical Studies [Old Testament], Asbury Theological Seminary, Wilmore, KY. *Instructor - email:* [bshockey@piu.edu](mailto:bshockey@piu.edu)

**KARYN SORENSON**

BA, Simpson College; MA in Marriage, Family, and Child Counseling, Azusa Pacific University. *Instructor – email:* [ksorensen@piu.edu](mailto:ksorensen@piu.edu) – *website:* [eksorensen.blogspot.com](http://eksorensen.blogspot.com)

**TIM SPRANKLE, D.MIN CANDIDATE**

BA in Biblical Studies, Grace College, Winona Lake, IN; M.Div in Pastoral Ministries, Grace Theological Seminary; D.Min. Candidate in Discipleship, Talbot School of Theology, La Mirada, CA. *Instructor – email: [tsprankle@piu.edu](mailto:tsprankle@piu.edu)*

**FRANK WINTERROTH, PhD**

BA, Biology, University of California, Santa Cruz, CA. MS, Biomedical Engineering, California Polytechnic State University, San Luis Obispo, CA (Graduated with Distinction) PhD, Biomedical Engineering, University of Michigan, Ann Arbor, MI. *Instructor - email: [fwinterroth@piu.edu](mailto:fwinterroth@piu.edu)*

**CHRISTEL B WOOD, EDD**

Teaching Credentials, Pädagogische Hochschule, Wuppertal; EdD in Cross Cultural Studies, Biola University. *Instructor, Retired – email: [cwood@piu.edu](mailto:cwood@piu.edu)*

**ALLAN R. ZIEGLER**

BA in History, West Virginia University; BA in Education, Cleveland State University; MA in Education, San Diego State University. *Instructor – email: [aziegler@piu.edu](mailto:aziegler@piu.edu)*

**RETIRED**

**STEPHEN BRADLEY**

BME (Mechanical Engineering), Rensselaer Polytechnic Institute; MDiv, Gordon-Conwell Theological Seminary. *Visiting Instructor, Retired*

**HOWARD MERRELL**

Bachelor of Theology, Appalachian Bible College, Baptist Bible College; MA in Religion, Liberty University. *Instructor, Retired and former President of PIU email: [covbchm@gmail.com](mailto:covbchm@gmail.com)*

**KATHLEEN MERRELL**

Diploma in Bible & Music, Appalachian Bible College. *Instructor, Retired*

**MARJORIE RAESS, D.ED**

BSEd, Concordia Teachers' College; MEd in Guidance & Counseling, Wayne State University; EdS (Education Specialist in Education Administration), University of Kansas; DEd in Curriculum & Instruction, University of Oregon. *Visiting Instructor, Retired*

**STEVEN STINNETTE**

BA in Spanish Education, Radford University; MMin, Trinity Theological Seminary. *Visiting Instructor, Retired - email: [stinnette@piu.edu](mailto:stinnette@piu.edu) – website: [stinnettesonguam.blogspot.com](http://stinnettesonguam.blogspot.com)*

**WILLIAM P WOOD, PhD**

BS in Mathematics, Geneva College; MDiv, Reformed Presbyterian Theological Seminary; PhD-Reformation-Post Reformation Studies, Westminster Theological Seminary. *Instructor, Retired and former President of PIU*

**COLLEGE PREPARATION LEVEL & ESL PROGRAMS**

**DOROTHY HOUDE**

BA in Spanish, MS in Teaching English to Speakers of Other Languages (TESOL), State University of New York at Albany. *STEP Center Coordinator, Instructor – email:*  
[dhoud@piu.edu](mailto:dhoud@piu.edu)

A list of other Adjunct Instructors is available upon request. Please contact  
[guamcampus@piu.edu](mailto:guamcampus@piu.edu)

## ADMINISTRATORS AND STAFF

### Administrative Council

President (CEO)	Ian Richards
Vice President for Academics (CAO)	Paul Drake
Vice President for Student Development	Delight Suda
Chief Financial Officer (CFO)	Arnel Oscianas
Director of Administration	Kevin Graham

### Staff

Biblical Studies Chair	Iotaka Choram
Director of Church Relations	Orichy Orichiro
Distance Education Director	Jeremiah Adigun
Liberal Studies Chair	Michael Owen
Library Director	Paul Drake (part-time)
Library Director	Stella Fatag (interim)
Resident Director	Orichy Orichiro
Administrative Assistant	Chairoleen Orichiro
Advancement Coordinator	Chairoleen Orichiro
Admissions Assistant	<i>TBH</i>
Alumni Relations Coordinator	<i>TBH</i>
Assessment Officer	Paul Drake
Assistant to the Administrative Council	Joshua Combs
Financial Aid Coordinator.	Gary Houde
Human Resources Manager	Joshua Combs
Information Technology Administrator	Kevin Graham
Library Information Specialist	<i>TBH</i>
Maintenance Assistant	<i>TBH</i>
Registrar	Jasyuri Fritz
Resident Discipleship Leader (Men)	Miaky Maras
Resident Discipleship Leader (Women)	Lavern Killion-Roby
STEP Center Coordinator	Dot Houde

## BOARD OF TRUSTEES

Chairwoman	Pacita Tomada, Guam
Vice-Chairman & Treasurer	Rev. Marcellus Ngiraingas, Palau
Secretary	Rev. Frank Guter, Guam
Trustee	Rev. Gidion Moofal, YEC Yap
Trustee	Dr. Christopher Matthews, LM USA
Trustee	Rev. Byung Chul Kim, Guam
Trustee	Rev. Komber Kumo, ECC-Chuuk
Trustee	Rev. Kurten Orichiro, Guam
Trustee	Rev. Steve Stinnette, LM USA

## Supporting Agencies

Liebenzell Mission International  
Palau Evangelical Church  
Yap Evangelical Church  
Evangelical Church of Chuuk

# ACADEMIC PROGRAMS

## PACIFIC ISLANDS BIBLE COLLEGE ACADEMIC PROGRAMS

As the first school within PIU, PIBC offers five different yet interrelated programs of study:

### Accredited Programs:

**Certificate** in Biblical Studies [CBS]

**Diploma** in Biblical Studies [DipBS]

**Associate of Arts** in Biblical Studies [AABS]

**Bachelor of Arts** in Biblical Studies [BABS]  
with Liberal Studies Minor

### Non-Accredited Programs:

**Certificate** in Christian Ministry - Chuukese Language [CCM-CL]

## BIBLICAL STUDIES PROGRAM DESCRIPTION AND GOALS

The Undergraduate Biblical Studies Program of Pacific Islands University exists to provide students with Christian character, a sound knowledge of the Bible and Christian Theology, a love for God and people, and the skills appropriate for ministry in the local church, mission field, and other Christian ministry.

All four accredited programs are designed to help students achieve the five major areas of development and growth described in the PURPOSE AND MISSION STATEMENT in this catalog. The individual programs differ in the number of credits required for completion. The CBS and DipBS degree programs require two English classes, and the AABS and BABS degree programs require three English classes. Both the AABS and BABS degrees have additional general education requirements. General Education courses may be completed at PIU or transferred to PIU from any accredited institution, including the University of Guam, Guam Community College, College of Micronesia, and Palau Community College.

Students will be assisted in selecting the program that best meets their needs. Transfer from one accredited program to another is possible at any time. A student shall complete a minimum of 60 credits toward his/her BA degree or Diploma in Biblical Studies through classes offered at PIU. A student shall complete 30 credits toward his/her AA degree or Certificate in Biblical Studies through classes offered by PIU.

## CERTIFICATE IN BIBLICAL STUDIES (CBS)

This 48-credit program provides students with a solid foundation in Bible and Theology. It is appropriate either for students who desire a short but intensive Bible program or for Christian men and women already involved in full-time or part-time church ministries. By taking four semesters of 12 credit hours, a student can complete the requirements for the Certificate in Biblical Studies in two years. Students completing the Certificate program may also transfer credits to the Diploma or Bachelor of Arts programs if desired.

Graduates of this program will show evidence of a transformed life manifested in love for God and others and development of a heart passion and spiritual disciplines to become more like Jesus. With the Certificate the graduate will have a solid foundation for the understanding and biblical defense of the basics of Christian theology and formation of a biblical worldview.

### Program Learning Outcomes for Certificate in Biblical Studies

Completion of a CBS will prepare students to:

1. Describe and explain the content of the Bible and the major doctrines of historical Christianity.
2. Read, study, and analytically interpret the Bible.
3. Articulate the significance of the major doctrines and practices of historical Christianity and interpretation of the biblical text for personal life and ministry.

### Program Schedule

<i>Year 1</i>	
<b>Fall</b>	<b>Spring</b>
BNEW 100 God on Earth – The Story of Jesus	BIBL 102 Basic Bible Study Methods
CFOR 101 Spiritual Formation	BOLD 100 God in History – The Story of God’s People
ENGL 101 Freshman English 1	ENGL 102 Freshman English 2
CMIN 201 Introduction to World Missions	BNEW 202 Life of Christ
<i>Year 2</i>	
<b>Fall</b>	
CMIN 101 Evangelism	THEO 101 The God of the Bible
THEO 403 World Religions	BIBL 201 Biblical Interpretation
BOLD 401 Genesis or BOLD 402 Psalms	BNEW 301 Letters of the New Testament
THEO 302 The God of the Church and the End of Time	THEO 201 Our Savior God



## CERTIFICATE IN CHRISTIAN MINISTRY – CHUUKese LANGUAGE (CCM-CL)

*\*This is a non-accredited program.*

The Certificate in Christian Ministry exists to provide—in the Chuukese language—a sound knowledge of the Bible, basic understanding in Christian Theology, and the skills for ministry in the local church and other Christian ministry.

This program is designed to support the five major areas of development and growth described in the Institutional Learning Outcomes of PIU. This program differs from the other programs in the Biblical Studies Department in its number of credits for completion. It requires no English class, and its credits are not transferable to any of the PIU programs. It is a ministry-driven program that focuses on knowledge-training for enrichment to those who have been and will be involved in pastoral ministry and in other Christian ministry as well.

This 6-course program provides a solid foundation in Bible, Theology, and Christian Ministry. It is appropriate for students who desire a short intensive Bible program and for men and women who are already involved in full-time or part-time church ministries. A motivated student may complete the Certificate program in one or one and half year.

Graduates of this program will show evidence of a transformed life manifested in love for God and others and the development of a heart passion and spiritual disciplines to become more like Jesus. The Certificate graduate will have a solid foundation for understanding of the Bible, and a solid foundation of knowledge of the basics of Christian theology, and formation of a biblical worldview reflected in life and ministry.

### **Program Learning Outcomes for the Certificate in Christian Ministry – Chuukese Language**

1. Read, study, and analytically interpret the Bible
2. Describe and explain the content of the Bible
3. Articulate the significance of biblical doctrines, the practices of Christianity and interpretation of the biblical text for personal life and ministry.

### **CCM-CL Course Schedule**

<i>Year 1</i>		
<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
Interpretation	Christian Marriage & Family Life	The Art of Preaching
God of the Bible and Other Beliefs	Pastoral Leadership & Stewardship	The Study of the Church

### **Program Fees**

The program has the following fees per semester:

1. \$777 per course - \$1,554 for 2 courses
2. \$25 accident insurance
3. \$378 student services fee

\*Grants and scholarships are available. Contact the Financial Aid department.

## DIPLOMA IN BIBLICAL STUDIES (DIPBS)

This 72-credit hour program provides students with a firm Bible background as well as English and Field Education courses. A student who takes 12 credits each semester can complete the Diploma program in six semesters. Students completing the Diploma program may transfer its credits into the Bachelor of Arts program upon completion of the Diploma.

Graduates of this program will show evidence of a transformed life manifested in love for God and others and development of a heart passion and spiritual disciplines to become more like Jesus. The Diploma graduate will have a solid foundation for the understanding and biblical defense of the basics of Christian theology, formation of a biblical worldview, and basic training and experience in Christian ministry to serve in the church and community.

### Program Learning Outcomes for the Diploma in Biblical Studies

Completion of a Diploma in Biblical Studies will prepare students to:

1. Demonstrate a transformed life manifested by love for God and others and the practice of spiritual disciplines.
2. Describe and explain the content of the Bible and the major doctrines of historical Christianity.
3. Read, study, and analytically interpret the Bible.
4. Perform basic tasks of Christian ministry for service in the family, church, and wider community.

### DIPBS Course Schedule

Year 1	
Fall†	Spring
BNEW 100 God on Earth – The Story of Jesus	BIBL 102 Basic Bible Study Methods
CFOR 101 Spiritual Formation	BOLD 100 God in History – The Story of God's People
ENGL 101 Freshman English 1	CFOR 102 Principles of Teaching
CMIN 201 Introduction to World Missions	ENGL 102 Freshman English 2
Year 2	
Fall	Spring
FEDU 200: Field Education Introduction and Dev.	BNEW 202 Life of Christ
CFOR 303 Marriage and Family	THEO 101 The God of the Bible
CMIN 101 Evangelism	BIBL 201 Biblical Interpretation
THEO 403 World Religions	BOLD 202 Prophetic Literature
Year 3	
Fall	Spring
THEO 303 Ethics	THEO 201 Our Savior God
BOLD 401 Genesis or BOLD 402 Psalms	BNEW 301 Letters of the New Testament
CHIS 300 Christianity Through the Centuries	CMIN 301 Preaching
THEO 302 The God of the Church and the End of Time	THEO 402 Faith and Culture

†First semester freshman students are required to attend the STEP Center two sessions each week.

## ASSOCIATE OF ARTS IN BIBLICAL STUDIES (AABS)

This 60-credit hour degree program is designed for Christian professionals, students who plan to complete a non-theological degree in the future, and others who wish to study the fundamentals of the Christian faith along with General Education courses. A student who successfully completes 5 semesters with 12 credit hours each will finish the Associate of Arts degree in two and a half years. All passing coursework from this degree may be transferred to the Bachelor of Arts program.

### Program Learning Outcomes for Associate of Arts in Biblical Studies Degree

Completion of an AA degree in Biblical Studies will prepare students to:

1. Demonstrate the beginning of a transformed life manifested by love for God and others and the practice of spiritual disciplines.
2. Communicate the basic storyline of the Bible and the basic doctrines of Christian theology that flow from that story.
3. Read, study, and process information critically from the standpoint of a biblical worldview so that the graduate is prepared to complete a higher degree in the future.
4. Perform basic tasks of Christian ministry.

### AABS Course Schedule

Year 1 – College Freshman	
Fall <sup>†</sup>	Spring
CFOR 101 Spiritual Formation	BOLD 100 God in History – The Story of God’s People
BNEW 100 God on Earth – The Story of Jesus	CMIN 103 Worship Arts
STDY 101 Essential Skills for College Success	BIBL 102 Basic Bible Study Methods
ENGL 101 Freshman English 1	ENGL 102 Freshman English 2
College Freshman Summer	
Community Service 1 - Choir and Music Ministry	
Year 2 – College Sophomore	
Fall	Spring
CMIN 201 Intro to World Missions	THEO 101 The God of the Bible
COMM 101 Public Speaking	BNEW 202 Life of Christ
EDLS 102 Principles of Teaching	PHIL 200 Critical Thinking and Logic
FEDU 200 Field Education Introduction and Dev.	HEAL 201 Healthy Living
College Sophomore Summer	
Community Service 2 - VBS or Local Ministry	
Year 3 – College Middler	
Fall	
ENGL 210 Christian Literature	
CFOR 303 Marriage and Family	
CMIN 101 Evangelism	
MATH 202 Finance and Stewardship	

<sup>†</sup>First semester freshman students are required to attend the STEP Center two sessions each week.

## **BACHELOR OF ARTS IN BIBLICAL STUDIES (BABS)**

This 120-credit hour degree program is designed to provide a five-year Bachelor of Arts curriculum in Biblical Studies with a minor in Liberal Studies. Six hours of Field Education, including a practicum, are also required.

### **Program Learning Outcomes for Bachelor of Arts in Biblical Studies Degree**

Completion of a BA degree in Biblical Studies will prepare students to:

1. Demonstrate a transformed life manifested by love for God and others and the practice of spiritual disciplines.
2. Describe and explain the content of the Bible and the major doctrines of historical Christianity.
3. Critically assess and articulately discuss theoretical and practical issues from a Christian Worldview.
4. Apply appropriate knowledge and skills to Christian service in the family, the church, and local and global communities.

### **LIBERAL STUDIES MINOR AND PROGRAM PRACTICUM**

Students who complete the Bachelor of Arts in Biblical Studies program will also complete a Liberal Studies Minor and Practicum, which consists of 18 credit hours, including a 400-level FEDU class.

**NOTE:** Practicum/Internship: The FEDU 200 Field Education Introduction and Development or FEDU 203: Field Education in the Classroom course AND all minor courses must be completed prior to the student enrolling in his/her 400-level internship OR the final minor course may be completed concurrently with the 400-level internship. Based on developing vocational interests as students complete this minor, a FEDU 400-level internship will be arranged (usually within a congregation, business, organization, or school).

**NOTE:** Courses marked with (\*) indicate required Liberal Studies Minor courses and Practicum.

## BABS: COURSE SCHEDULE

### Year 1 – College Freshman

Fall <sup>†</sup>	Spring
CFOR 101 Spiritual Formation	BOLD 100: God in History – The Story of God’s People
BNEW 100 God on Earth – The Story of Jesus	CMIN 103 Worship Arts
STDY 101 Essential Skills for College Success	BIBL 102 Basic Bible Study Methods
ENGL 101 Freshman English 1	ENGL 102 Freshman English 2

### College Freshman Summer

### Community Service 1 - Choir and Music Ministry

### Year 2 – College Sophomore

Fall	Spring
CMIN 201 Intro to World Missions	THEO 101 The God of the Bible
COMM 101 Public Speaking	BNEW 202 Life of Christ
EDLS 102 Principles of Teaching	PHIL 200 Critical Thinking and Logic
FEDU 200 Field Education Introduction and Development	HEAL 201 Healthy Living

### College Sophomore Summer

### Community Service 2 - VBS or Local Ministry

### Year 3 – College Middler

Fall	Spring
ENGL 210 Christian Literature	THEO 201 Our Savior God
CFOR 303 Marriage and Family	CFOR 304 Building the Next Generation
CMIN 101 Evangelism	BOLD 202 Prophetic Literature
MATH 202 Finance and Stewardship	BIBL 201 Biblical Interpretation

### College Middler Summer

### Community Service 3 - English Camp Leadership or Local Ministry

### Year 4 – College Junior

Fall	Spring
THEO 302 The God of the Church and the End of Time	CMIN 403 Principles in Christian Leadership
*PHIL 303 Ethics	*HIST 301 History & Cultures of the W. Pacific Islands
BNEW 401 Gospel of John <u>or</u> BNEW 402 Romans	BNEW 301 Letters of the New Testament
*COMM 300 Cross-Cultural Communication	CFOR 401 Small Group Ministry

### College Junior Summer

### Community Service 4 - Field Education Practical Work

### Mission Trip

### Year 5 – College Senior

Fall	Spring
*PHIL 403 World Religions	BOLD 401 Genesis or BOLD 402 Psalms
CMIN 301 Preaching	THEO 402 Faith and Culture
SOSC 301 Social Justice or BOLD 403 Isaiah	*PSYC 401 Counseling
CHIS 300 Christianity Through the Centuries	*FEDU 401 Church Leadership and Admin. Practicum

<sup>†</sup>First semester freshman students are required to attend the STEP Center two sessions each week.

## PACIFIC ISLANDS CHRISTIAN COLLEGE ACADEMIC PROGRAMS

### Accredited Programs:

**Certificate** in Basic English [CBE]

**Associate of Arts** in Liberal Studies [AALS]

**Bachelor of Arts** in Liberal Studies [BALS]  
with Biblical Studies Minor

### LIBERAL STUDIES PROGRAM DESCRIPTION AND GOALS

PIU offers courses for students working towards the Certificate in Basic English. Courses are also available for students to earn the Associate of Arts and Bachelor of Arts in Liberal Studies Program.

The Liberal Studies Program of Pacific Islands University exists to provide students with a sound knowledge of mathematics, science, language, and the humanities; a foundational understanding of a biblical worldview and the skills appropriate for a variety of vocational and ministry settings. The program also encourages growth in Christian character.

### CERTIFICATE IN BASIC ENGLISH (CBE)

**Purpose Statement.** The Certificate in Basic English (CBE) is an accredited two-semester program (24 credit hours) designed for low-intermediate to the advanced level for speakers of other languages. The program offers students an immersion experience, taught by professionals covering grammar, conversation, listening, reading, and writing. Speakers of other languages who wish to improve their English communication skills enroll in the CBE program. It offers a wonderful opportunity to share and exchange opinions with teachers and students from different cultures and backgrounds, since students from other PIU programs may be enrolled in CBE courses. Learning about the lives and experiences of others in the class and throughout Pacific Islands University will help broaden students' views and practice reflective thinking – giving students many advantages in terms of personal, academic, and professional development. The program and courses are open to qualified students who desire or need to improve their English proficiency for personal or career purposes and to help further their education.

## ASSOCIATE OF ARTS IN LIBERAL STUDIES (AALS) DEGREE

This 60-credit hour degree program is designed for the student who desires to learn but is not yet ready to prepare for a specific career. An AA in Liberal Studies lets students pursue a generalized education while fulfilling basic educational requirements. Students will also have an opportunity to explore possible educational and career opportunities while earning a solid background in general education.

### Program Learning Outcomes for Associate of Arts in Liberal Studies Degree

Completion of an AA degree in Liberal Studies will prepare students to:

1. Articulate examples of a transformed life grounded in a basic understanding of a biblical worldview, manifested by love for God and others.
2. Express basic understanding of multiple perspectives, the natural world, and creative endeavors.
3. Demonstrate basic critical thinking skills in solving complex problems.

## AALS COURSE SCHEDULE

<i>Year 1 – College Freshman</i>	
<b>Fall<sup>†</sup></b>	<b>Spring</b>
CFOR 101 Spiritual Formation	BOLD 100 God in History – The Story of God’s People
BNEW 100 God on Earth – The Story of Jesus	CMIN 103 Worship Arts
STDY 101 Essential Skills for College Success	BIBL 102 Basic Bible Study Methods
ENGL 101 Freshman English 1	ENGL 102 Freshman English 2
<i>College Freshman Summer</i>	
<b>Community Service 1 - Choir and Music Ministry</b>	
<i>Year 2 – College Sophomore</i>	
<b>Fall</b>	<b>Spring</b>
SOSC 210 Human Geography	THEO 101 The God of the Bible
OR HIST 201 World Civilizations	BNEW 202 Life of Christ
COMM 101 Public Speaking	PHIL 200 Critical Thinking and Logic
EDLS 102 Principles of Teaching	HEAL 201 Healthy Living
FEDU 200 Field Ed. Intro. and Development	
<i>College Sophomore Summer</i>	
<b>Community Service 2 - VBS or Local Ministry</b>	
<i>Year 3 – College Middler</i>	
<b>Fall</b>	
ENGL 210 Christian Literature	
CFOR 303 Marriage and Family	
CMIN 101 Evangelism	
MATH 202 Finance and Stewardship	

<sup>†</sup>First semester freshman students are required to attend the STEP Center two sessions each week.

## **BACHELOR OF ARTS IN LIBERAL STUDIES (BALS) DEGREE**

This 120-credit hour degree program is designed for the student who chooses to earn a BA degree that provides a broad, multi-disciplinary degree in order to be well prepared for jobs that have a minimum requirement of a BA degree. A BA degree in Liberal Studies leads to an extensive general education that is Christ-centered, prepares the student for future jobs as leaders, and teachers in their communities.

### **Program Learning Outcomes for Bachelor of Arts in Liberal Studies Degree**

Completion of a BA degree in Liberal Studies will prepare students to:

1. Demonstrate a transformed life grounded in a biblical worldview manifested by love for God and others and the practice of spiritual disciplines.
2. Express foundational understanding within the broad areas of the disciplines that address multiple perspectives, natural world phenomena, and creative endeavors.
3. Demonstrate proficiency in integrating and applying critical thinking ability in solving complex problems.

### **BIBLICAL STUDIES MINOR AND PROGRAM PRACTICUM/CAPSTONE**

Students who complete the Bachelor of Arts in Liberal Studies (BALS) will also complete a Biblical Studies Minor and Practicum/Capstone, which consists of 18 credit hours, including a 400-level FEDU class/Capstone.

**NOTE:** Practicum/Internship: The FEDU 200 Field Education Introduction and Development or FEDU 203: Field Education in the Classroom course AND all minor courses must be completed prior to the student enrolling in his/her 400-level internship, OR the final minor course may be completed concurrently with the 400-level internship. Based on developing vocational interests as students complete this minor, a FEDU 400-level internship will be arranged (usually within a congregation, business, organization, or school).

**NOTE:** Courses marked with (\*) indicate required Biblical Studies Minor courses and Practicum/Capstone.



## BALS COURSE SCHEDULE

<i>Year 1 – College Freshman</i>	
<b>Fall†</b>	<b>Spring</b>
CFOR 101 Spiritual Formation	BOLD 100 God in History – The Story of God’s People
BNEW 100 God on Earth – The Story of Jesus	CMIN 103 Worship Arts
STDY 101 Essential Skills for College Success	BIBL 102 Basic Bible Study Methods
ENGL 101 Freshman English 1	ENGL 102 Freshman English 2
<i>College Freshman Summer</i>	
<b>Community Service 1 - Choir and Music Ministry</b>	
<i>Year 2 – College Sophomore</i>	
<b>Fall</b>	<b>Spring</b>
SOSC 210 Human Geography	THEO 101 The God of the Bible
OR HIST 201 World Civilizations	BNEW 202 Life of Christ
COMM 101 Public Speaking	PHIL 200 Critical Thinking and Logic
EDLS 102 Principles of Teaching	HEAL 201 Healthy Living
FEDU 200 Field Ed. Intro. and Development	
<i>College Sophomore Summer</i>	
<b>Community Service 2 - VBS or Local Ministry</b>	
<i>Year 3 – College Middler</i>	
<b>Fall</b>	<b>Spring</b>
ENGL 210 Christian Literature	THEO 201 Our Savior God
PSYC 303 Marriage and Family	*CFOR 304 Building the Next Generation
CMIN 101 Evangelism	SCIE 302 Biology
MATH 202 Finance and Stewardship	EDLS 201 Introduction to Education
<i>College Middler Summer</i>	
<b>Community Service 3 - English Camp Leadership or Local Ministry</b>	
<i>Year 4 – College Junior</i>	
<b>Fall</b>	<b>Spring</b>
*THEO 302 The God of the Church and the End	*CMIN 403 Principles in Christian Leadership
PHIL 303 Ethics	HIST 301 History & Cultures W. Pac. Islands
EDLS 320 Teaching Methods	PSYC 310 Personality Development
COMM 300 Cross-Cultural Communication	CSCI 301 Technologies for Today
<i>College Junior Summer</i>	
<b>Community Service 4 - Field Education Practical Work</b>	
<b>Mission Trip</b>	
<i>Year 5 – College Senior</i>	
<b>Fall</b>	<b>Spring</b>
PHIL 403 World Religions	GOVT 301 Political Science
BUSN 102 Introduction to Business	*THEO 402 Faith and Culture
SOSC 301 Social Justice or BOLD 403 Isaiah	PSYC 401 Counseling
*CHIS 300 Christianity Through the Centuries	*FEDU 4xx Practicum/Capstone Project

†First semester freshman students are required to attend the STEP Center two sessions each week.

# COURSE DESCRIPTIONS

Courses are expected to be offered in accordance with each program's schedule, but the University may determine it necessary to modify course offerings. PIU does not guarantee the availability of particular courses in a given semester. Check with the Registrar's office for the current course schedule or in Populi during open enrollment. Unless indicated otherwise, all classes are 3-credit hours. PIU offers courses online (Distance Education) and/or in a blended format (partially on-site and partially virtual) each semester. Students are able to take courses regardless of delivery method or their location.

**NOTE:** *Students are strongly encouraged to take their 100 and 200 level courses before their 300 and 400 level courses.*

Listed below are the labels for the designation of the courses included in the Course Descriptions:

ARTS: Arts	FEDU: Field Education
BIBL: Bible	GOVT: Government
BNEW: Bible New Testament	HEAL: Health
BOLD: Bible Old Testament	HIST: History
BUSN: Business	MATH: Mathematics
CFOR: Christian Formation	MUSC: Music
CHIS: Church History	PHIL: Philosophy
CMIN: Christian Ministry	PSYC: Psychology
COMM: Communication	SCIE: Natural Science
CSCI: Computer Science	SOSC: Social Science
EDLS: Education and Liberal Studies	STDY: Study
ENGL: English	THEO: Theology

## COURSE LISTING

**ARTS 101- Introduction to Art:** This introductory course examines the nature of visual art and the various ways in which art is expressed through the use of elements and principles in visual art. Basic activities in drawing and painting will dominate the first half of the semester. The latter part of the semester will focus on painting and the Renaissance Period and students will use the Internet for online assignments and activities. A portfolio will help the student observe his or her progress in all activities conducted inside or outside of the classroom and will also be used as part of the grading in the semester.

**ARTS 203 (also ENGL 203)– Reading and Writing Poetry** - Poetry demands a command of language; an ability to understand nuances of context and abstract meaning that can transport the reader to places beyond language. In this course, the student will read great poets of the last hundred years, including work of the Psalms and other poetic Bible passages, as well as recently published poetry in their own language, learning to interpret the works and analyze the rhythms and structure as well as the emotions and experiences of the author. Then, the student will compose their own pieces in English as well as their first language using multiple poetic forms including meter, free verse, rhyme, sonnet, haiku and musical lyric addressing various themes such as tragedy, comedy, music, worship, and cultural expression within the poetic genres of satire, elegy, drama, narration, laments and hymns. The successful student will develop a deeper understanding and control of the English language and the course will culminate in a publication of student work.

**ARTS 301- Introduction to the Creative Arts:** An innovative course focusing on one of the creative arts and its potential for use in ministry.

**BIBL 102 -Basic Bible Study Methods:** An introduction to the principles of Biblical interpretation and independent Bible study. Students will be exposed to basic Bible study tools.

**BIBL 201 – Biblical Interpretation:** A study of the principles of interpretation in the various types of biblical literature with a focus on the literary and historical context, outlines, word meanings and grammar. The course will also include a study of how the student's presuppositions affect the way scripture is interpreted. The student will develop an ability to recognize and express the theological principles present in the passage being studied. Prerequisite: BIBL 102.

**BIBL 302 -Beginning New Testament Greek:** A study of basic phonology, vocabulary, and grammar of the Greek language as applied to small portions of the New Testament. The course will also expose students to study tools and computer programs used in New Testament interpretation.

**BIBL 304 -Advanced Hermeneutics:** An in-depth study of the interpretation of the different genres of scripture enabling students to identify difficulties arising from language, history, culture, rhetorical devices, and the student's presuppositions. The student will develop an ability to recognize and express both the contextualized meaning and the theological principles present in the passage being studied. This course will introduce the student to the use of Greek and Hebrew study tools. Prerequisite: BIBL 102

**BIBL 305 -Introduction to Bible Translation:** This course makes students aware of some issues involved in the translation of the Bible. Basic concepts of translations theory will be introduced, and students will have some practice in translation. Prerequisite: ENGL 301

- BIBL 499 -Directed Study:** Individual study with frequent instructor/student meetings in an area of biblical studies may be arranged through a faculty member teaching in the subject area. Request forms are available in the registrar's office.
- BNEW 100 - God on Earth—The Story of Jesus:** An introduction to the background issues, content, and messages of all 27 New Testament books. Special attention will be given to key concepts, important persons, places, and events, as well as the main contributions of each New Testament book to the overall story of Jesus.
- BNEW 201 - Pauline Literature:** A survey of the books of the New Testament from Romans through Philemon. The study includes various epistles written to congregations and individuals which outline life for the individual Christian churches.
- BNEW 202 – Life of Christ:** An introduction to Jesus of Nazareth, his earthly life, his ministry and teaching as documented in the four canonical Gospels and the impact of his death, resurrection and ascension on the emergence and development of the Church, mission, and early Christianity (Acts). In addition to the most important stories, key events and teachings of Jesus Christ attention is also given to the world and environment in which Jesus lived and worked.
- BNEW 301- Letters of the New Testament:** A survey of the last nine books of the New Testament including the practical book of James, the theological letter to the Hebrews, the letters of Peter and John, and the apocalyptic book of Revelation.
- BNEW 401 – The Gospel of John:** A study of the English text of the fourth Gospel, including a detailed look into the purpose and themes in John including the Word, bread, light, and shepherd. Special attention is given to practical insights for Christian living, growth, and thinking for today, along with various ways of teaching and preaching the message of John.
- BNEW 402 - Romans:** An exegetical study of the English text of the book of Romans. Such important topics as justification, sin, reconciliation, and submission are studied in detail.
- BNEW 403 - Hebrews:** An exegetical study of the English text of the book of Hebrews, including a detailed analysis of this document in light of Jewish and Greco-Roman background materials. Prerequisite: BIBL 304
- BNEW 499 - Directed Study:** Individual study with frequent instructor/student meetings in one of the New Testament books may be arranged through a faculty member teaching in the subject area. Request forms are available in the registrar's office.
- BOLD 100 - God in History—The Story of God's People:** An introduction to the background issues, content, and messages of the Old Testament books. Special attention will be given to important persons, places, and events, as well as the contribution of each Old Testament book to the overall message of the Bible.
- BOLD 201 - Wisdom Literature:** A survey of the "Writings" section of the Old Testament. Students study the content and themes of the books of Ruth, Ezra through Esther, Job through Song of Solomon, Daniel, and Lamentations.
- BOLD 202 - Prophetic Literature:** A survey of writings of the Hebrew prophets. Students will study the "Major Prophets" - Isaiah, Jeremiah, and Ezekiel, along with the twelve "Minor Prophets."
- BOLD 401 - Genesis:** An exegetical study of the English text of the book of Genesis. In addition to the study of the relationship of the patriarchs to God, the course focuses on important themes from Genesis, including creation, the flood, and the covenant.

**BOLD 402 - Psalms:** An exegetical and theological examination of the major types of Psalms. Special attention is given to the importance of the psalmist material in the contemporary understanding of worship.

**BOLD 403 - Isaiah:** An exegetical study of the writings of Isaiah, including thorough studies of the prophet's call and servant passages.

**BOLD 404 - Biblical Wisdom Lit:** An exegetical study of the Old Testament books of Proverbs, Ecclesiastes, and Song of Solomon. Prerequisite: BIBL 304

**BOLD 499 - Directed Study:** Individual study with frequent instructor/student meetings in one of the Old Testament books may be arranged through a faculty member teaching in the subject area. Request forms are available in the registrar's office.

**BUSN 102 - Introduction to Business** The course is designed to meet the scope and sequence requirements of a foundational business course and will teach students about the general business principles and the emerging trends in fields including management, leadership, production, marketing, and finance.

**CFOR 101 - Spiritual Formation:** This course considers the dynamics of Christian growth. Students discuss and practice various aspects of discipleship and the formative spiritual disciplines such as prayer, Bible study, and accountability.

**CFOR 102 (also EDLS 102)- Principles of Teaching:** As an introduction to Christian education, this course offers a basic study of the characteristics of different age groups with the aim of developing a better understanding about how people learn. Students learn how to choose lesson objectives and teaching methods appropriate for specific age groups. Course requirements include practical teaching assignments with class evaluations.

**CFOR 302 - Women's Ministry:** A practical study of programs and special activities for the evangelism, training, and discipleship of women in the church.

**CFOR 303 (also PSYC 303) - Marriage and Family:** A practical study of the biblical view of the family, this class explores marriage and family experiences, personal choices, marital adjustments, conflict management, parenting decisions, communication, giving particular attention to the preparation for Christian marriage, and family life.

**CFOR 304 (also EDLS 304) - Building the Next Generation:** A practical study of programs, recreation, and special activities for children and youth. Emphasis is put on methods of enlisting and involving youth in the community and local church. Students are assigned lessons or activities to present in local communities or churches.

**CFOR 401 - Small Group Ministries:** A hands-on approach to give students experience in the preparation and actual teaching of Bible studies. Students are introduced to a variety of Bible study methods that can be used with different age groups.

**CFOR 499 - Directed Study:** Individual study with frequent instructor/student meetings in the area of Christian formation may be arranged through a faculty member teaching in the subject area. Request forms are available in the registrar's office.

**CHIS 210 (also ENGL 210) – Christian Literature:** This course is an introduction to Christian-themed literature in which the student will learn to think and react to literature in a meaningful manner. Students will be able to appreciate and distinguish between literary genres and build general and specific interpretive skills that will make them capable and discerning readers. Prerequisite: ENGL 102.

**CHIS 300 – Christianity Through the Centuries:** A study of the origin, early development, and movement of Christianity through the medieval period, Reformation and Post-Reformation, into the modern world. This study focuses on the development of Christian thought and practices.

**CHIS 301 - Micronesian Church History:** A survey of how the Gospel spread from Hawaii westward through Micronesia.

**CHIS 499 - Directed Study:** Individual study with frequent instructor/student meetings in the area of church history may be arranged through a faculty member teaching in the subject area. Request forms are available in the registrar's office.

**CMIN 101 - Evangelism:** A study of the Biblical basis and history of evangelism, as well as the examination of various aspects of a year-round program of evangelism in the local church. Students will also be trained and gain practical experience in verbally sharing their faith.

**CMIN 103 – Worship Arts:** Worship Arts will develop students' practical skills for planning, leading, and participating in corporate worship services and events, through music, public scripture reading, guided reflection, prayer, and visual elements, while also developing their knowledge of the methods, purposes, and definitions of worship both historically and in modern ministry contexts.

**CMIN 201 - Introduction to World Missions:** A survey of the history and theology of Christian missions. Students develop an understanding of the relationship of missions to the redemptive purpose of God and the factors which influence the effectiveness of missionary work. This should serve to motivate students to promote missions in their churches.

**CMIN 300 (also COMM 300) - Cross-Cultural Communication:** Examines principles and processes of communicating from one culture to another. A case study approach increases students' awareness of different ways of thinking and expression, different value systems and worldviews, thus helping them to be more effective in communicating the Christian message cross-culturally.

**CMIN 301 - Preaching:** A study of the nature and importance of preaching, and the principles of sermon construction. Students are required to preach sermons which they have constructed.

**CMIN 302 - Preaching Practicum:** A study of the principles of sermon communication. The delivery and content of each student's sermons are evaluated by various techniques, including the use of video and peer appraisal.

**CMIN 310 (also PSYC 310) – Personality Development:** An introductory course in developmental psychology. Major developmental theories are studied, as well as characteristics and developmental tasks of each age group. Throughout the course there is an effort toward critical integration of scientific findings with scriptural teaching (integration of psychology and theology) as well as practical application to Christian growth and ministry.

**CMIN 401 (also PSYC 401) - Counseling:** This course focuses on basic counseling techniques such as active listening, following responses, immediacy, confrontation, and self-disclosure. It also examines some of the most common issues for which people seek help, such as pain and suffering; depression; suicide; anger, grief, and loss; sexual, emotional, and substance abuse; and guilt and forgiveness. Throughout the semester, students will learn and apply practical counseling skills. Emphasis is placed on the application and analysis of skills as used in mock and simple, real counseling sessions with peers.

- CMIN 402 - Church Planting:** A study of the church multiplication strategies and methods which have been effective around the world. Students are encouraged to develop a church planting plan which is biblically holistic, culturally appropriate, well-conceived, gives attention to leadership identification, training, coaching, and which is financially sustainable.
- CMIN 403 – Principles in Christian Leadership:** A study of the role of the Christian leader with an emphasis on the nature of leadership from a biblical perspective. Attention will be given to personal and spiritual development as a leader, development of future leaders, and conflict management. Special emphasis will be placed on development of a leader called to serve the body of Christ.
- CMIN 499 – Directed Study:** Individual study with frequent instructor/student meetings in the area of Christian Ministry may be arranged through a faculty member teaching in the subject area. Request forms are available in the registrar's office.
- COMM 101 – Public Speaking:** In this course students will learn to orally present ideas in effective and creative ways producing confidence. Students will learn basic communication theory and learn to critique one another's presentations with constructive and positive feedback.
- COMM 300 (also CMIN 300) - Cross-Cultural Communication:** Examines principles and processes of communicating from one culture to another. A case study approach increases students' awareness of different ways of thinking and expression, different value systems and worldviews, thus helping them to be more effective in communicating the Christian message cross-culturally.
- CSCI 096R – Computer Skills for College Success:** This course introduces students to the basic technology skills that are required for academic success in college. Students will develop competency in using Chromebooks and PIU's Learning Management System, Populi. Students will be introduced to 10-finger typing, word-processing software, various online tools and resources that are commonly used in academic study in the academic programs at PIU.
- CSCI 201 - Desktop Publishing 1:** Utilization of computer systems to design, compose and publish graphic materials. Computer-aided publishing concepts are also emphasized.
- CSCI 202 - Desktop Publishing 2:** An intermediate level course designed to develop desktop publishing skills. Digital images and illustrations, word processing/presentation and page layout programs are used to create printed and electronic publications, and materials for use on-line. Activities include image capture and manipulation, design principles and creation of artwork, page layout and composition, and file formatting and converting of printed and electronic projects. Prerequisite: CSCI 201 or permission of the instructor.
- CSCI 210 – Computer-Based Statistical Applications and Lab:** The course covers preparation, storage and processing of data, documents, illustrations, and graphing. Students will utilize software to organize statistical data, to use formulas in producing descriptive and inferential statistics, and to present results of basic statistical analysis. The course will support the collection, organization, and analysis of data in business and economic situations.
- CSCI 301 – Technologies for Today:** In this course students will use computers, tablets, and smartphones to access various technologies and resources available on the internet. They will develop their skills in Microsoft® Word, Excel, and PowerPoint and utilize Microsoft®

templates creating a personal resume, a sample budget, a newsletter, and brochure. Students will also learn basic web page design using WordPress® templates to create a blog or vlog. Finally, student will create an instructional video and post it to YouTube.

**EDLS 102 (also CFOR 102) - Principles of Teaching:** As an introduction to Christian education, this course offers a basic study of the characteristics of different age groups with the aim of developing a better understanding about how people learn. Students learn how to choose lesson objectives and teaching methods appropriate for specific age groups. Course requirements include practical teaching assignments with class evaluations.

**EDLS 201 – Introduction to Education:** An introductory course for students interested in elementary and secondary education. The course will include an overview of education theory, comparative educational models, and the basic approaches to classroom curriculum, instruction, and assessment.

**EDLS 302 - Methods of Elementary Education 2:** This class focuses on teacher planning, from setting up the classroom to curriculum, with its varied presentations for students from various cultures and with different learning styles. It includes direct and indirect approaches to teaching **mathematics** and **science** material along with the implementation of strategies and assessments.

**EDLS 304 (also CFOR 304) Building the Next Generation:** A practical study of programs, recreation, and special activities for children and youth. Emphasis is put on methods of enlisting and involving youth in the community and local church. Students are assigned lessons or activities to present in local communities or churches.

**EDLS 305 - Fine Arts in the Classroom:** Students learn how to use arts and crafts, drama, dance, music, and song writing in the elementary school classroom.

**EDLS 311 - Methods and Materials in TEFL 1:** Students in this classroom/lab course will focus on teaching in general and on teaching the skills of listening and speaking to ESL students. Prerequisite or co- requisite: ENGL 301.

**EDLS 312 - Methods and Materials in TEFL 2:** Students in this classroom/lab course will focus on teaching in general and on teaching the skills of reading and writing to ESL students. Prerequisite or co- requisite: ENGL 301.

**EDLS 320 - Teaching Methods.** This course focuses on teacher planning and implementing appropriate teaching strategies in elementary and secondary classrooms. The students will learn how to use direct and indirect approaches that take into consideration students' cultural and linguistic backgrounds, learning styles, and cognitive levels.

**EDLS 330 - Elementary and Secondary Curriculum.** This new course will develop the students' knowledge and skills in researching, deciding on, and teaching according to school and/or district curriculum frameworks. Students will understand major concepts and process skills that elementary and secondary students are expected to learn and master in an effective classroom.

**EDLS 410 - Assessment Methods.** This course provides students with the theoretical frameworks behind classroom-based and school-wide assessments and specific strategies to develop assessment tools. The course will help students develop the knowledge and skills to develop and use assessment strategies that can report on students' learning and help design instruction for student learning.



**EDLS 420 - Teaching Diverse Populations.** This course focuses on addressing the challenges in teaching special populations of students in all classroom settings. The student populations include those with special needs; those who are non-native English speakers; and those with cultural, linguistic, religious, and other backgrounds with unique learning needs. The students will begin to develop their cultural competence to effectively teach all students in elementary and secondary classrooms.

**EDLS 499 - Directed Study:** Individual study with frequent instructor/student meetings in an area related to education and liberal studies may be arranged through a faculty member teaching in the subject area. Request forms are available in the registrar's office.

**ENGL 094R – Writing for College 1:** This four-credit course is the first in a sequence of two writing courses that develop the English writing skills necessary for successful academic study in an AA or BA program at PIU. There is an emphasis on grammar and paragraph structure. This course is part of the Academic Preparation Curriculum.

**ENGL 095R - Reading for College 1:** This four-credit course is the first in a sequence of two reading courses that develop English reading skills necessary for successful academic study in an AA or BA program at PIU. There is an emphasis on vocabulary and reading comprehension. This course is part of the Academic Preparation Curriculum and includes listening and speaking skill development.

**ENGL 097R - Writing for College 2:** This four-credit course is the second in a sequence of two writing courses that develop the English writing skills necessary for successful academic study in an AA or BA program at PIU. There is an emphasis on paragraph structure and the writing process. This course is part of the Academic Preparation Curriculum.

**ENGL 098R - Reading for College 2:** This four-credit course is the second in a sequence of two reading courses that develop English reading skills necessary for successful academic study in an AA or BA program at PIU. There is an emphasis on vocabulary and reading comprehension. This course is part of the Academic Preparation Curriculum and includes listening and speaking skill development.

**ENGL 099R - Knowing God's Story:** Students registered for the College Preparation Academic English courses develop their communication skills in reading, writing, speaking, and listening. This four-credit course emphasizes active, participatory learning using the Old Testament and accompanying literature that encourages students to use their growing English skills both during class and through various assignments.

**ENGL 101- Freshman English 1 (Reading and Composition):** This course is a basic English reading and composition course and will focus on the academic English skills needed for pursuing a college education. Emphasis on reading comprehension of various kinds of texts, grammatical structures in standard written English.

Students will learn to use inferential and critical study skill for a foundation necessary in college reading and writing. Students will practice skills such as identifying the main points and supporting arguments in a variety of nonfiction texts, structuring their own writing logically and clearly into critical book reviews. Students will also be responsible for vocabulary acquisition and improving reading skills. Students will learn to use basic computer processing and presentation software necessary for college learning. **Prerequisite:** At least a B in ENGL 094R- 099R or PIU English Language Assessment of Ready for Academic Study.

**ENGL 102 - Freshman English 2 (Writing for Research):** This course which builds on Freshman Composition ENGL 101 emphasizes precision, accuracy, and effectiveness in written English. The class will focus on the writing process, research techniques and properly citing texts. The class will emphasize persuasive and research writing and speaking, as well as vocabulary acquisition and research presentation. Prerequisite: ENGL 101.

**ENGL 203 (also ARTS 203) – Reading and Writing Poetry:** Poetry demands a command of language; an ability to understand nuances of context and abstract meaning that can transport the reader to places beyond language. In this course, the student will read great poets of the last hundred years, including work of the Psalms and other poetic Bible passages, as well as recently published poetry in their own language, learning to interpret the works and analyze the rhythms and structure as well as the emotions and experiences of the author. Then, the student will compose their own pieces in English as well as their first language using multiple poetic forms including meter, free verse, rhyme, sonnet, haiku and musical lyric addressing various themes such as tragedy, comedy, music, worship, and cultural expression within the poetic genres of satire, elegy, drama, narration, laments and hymns. The successful student will develop a deeper understanding and control of the English language and the course will culminate in a publication of student work.

**ENGL 210 (also CHIS 210) – Christian Literature:** This course is an introduction to Christian-themed literature in which the student will learn to think and react to literature in a meaningful manner. Students will be able to appreciate and distinguish between literary genres and build general and specific interpretive skills that will make them capable and discerning readers. Prerequisite: ENGL 102.

**ENGL 301 - Introduction to Linguistics:** This course introduces students to the rudimentary sub-fields of linguistics: phonetics, phonology, lexicon, morphology, syntax, semantics, and pragmatics as well as the different views of language acquisition as it relates to pedagogy. It explores differences between English and other languages and how these differences affect language learning and translating between languages.. Prerequisite: ENGL 102

**ENGL 302 - Research in Sociolinguistics:** Students spend the first half of the semester studying sociolinguistic principles, and the second half applying these principles to field research. ENGL 301 is recommended (but not required) prior to taking this course

**ENGL 304 – Discover Your Language:** Following on from Introduction to Linguistics, this course provides students with tools and practice to do basic grammatical analysis. This will include work to discover the grammar of his/her language. Prerequisite or co-requisite: ENGL 301

**ENGL 305 – Grammar for Teaching English as a Second Language (ESOL):** Students complete an in-depth study of grammar, mechanics, and usage with special focus on areas that give English language learners the most trouble. Students study, discuss, and prepare weekly reports and mini lessons on each week's targeted grammar feature. Students also present mini- lessons on grammar and compile a course binder.

**ENGL 499 - Directed Study:** Individual study with frequent instructor/student meetings in the area related to English language may be arranged through a faculty member teaching in the subject area. Request forms are available in the registrar's office.

**FEDU 200 - Field Education Introduction and Development:** This course is designed to expose the student to the basics of practical ministry and team ministry. The course provides opportunities for the student to observe a variety of local ministries, be trained in how to do

relational ministry, and experiencing ministry in a specific local ministry setting. (Pass/Fail – Passing grade is 75% and above)

**FEDU 203 - Field Education in the Classroom:** Internship experience for students who plan to teach in elementary, secondary, or ESL classrooms. (Pass/Fail – Passing grade is 80% and above)

**FEDU 400 - Capstone Project:** Students in their final semester at PIU will register for the Capstone Project course. The course will require students to integrate and synthesize what they learned throughout their major and produce a final culminating product (i.e., a paper, project, presentation, or internship). The Capstone Project requires students to work with the instructor of record to prepare a capstone proposal that will prepare the student for life-long work and ministry. The proposal will require approval from department chair and the instructor of record. (Pass/Fail – Passing grade is 80% and above)

**FEDU 401 - Church Leadership and Administration Practicum:** Internship experience for students who expect to be serving local churches as pastors or in some form of specialized ministry. (Pass/Fail – Passing grade is 80% and above)

**FEDU 402 - Teaching Assistant Practicum:** A study of the communication aspects of teaching Bible and theology in both an academic and church context. Students will also gain experience in all aspects of classroom teaching including lecture, discussion, grading and online delivery systems. (Pass/Fail – Passing grade is 80% and above)

**FEDU 403 – Cross Cultural Mission Practicum:** Internship experience for students who expect to be serving as missionaries in a cross-cultural context. (Pass/Fail – Passing grade is 80% and above)

**FEDU 404 - Classroom Practicum in TEFL:** Students divide their time between coursework/ classes and working in classes of adult or child ESL learners. (Pass/Fail – Passing grade is 80% and above)

**FEDU 405 - Classroom Practicum in Education** Internship experience for students who plan to teach in elementary, secondary, or TEFL classrooms. (Pass/Fail – Passing grade is 80% and above)

**FEDU 407 – Bible Translation Practicum:** This course will provide students with practice in translating Scriptural passages and discussing translation issues arising from their translation work. There will also be discussion of the process and issues involved in setting up a Bible Translation program. Prerequisite: ENGL 301 and BIBL 305 (Pass/Fail – Passing grade is 80% and above)

**FEDU 409 - Classroom Practicum in Education 2:** Internship experience for students who plan to teach in elementary, secondary, or ESL classrooms focusing on Educator Preparation Program (EPP) instructional plan. (Pass/Fail – Passing grade is 80% and above)

**FEDU 410 - Classroom Practicum in Education 3:** Internship experience for students who plan to teach in elementary, secondary, or ESL classrooms focusing on TExES/Praxis Content. (Pass/Fail – Passing grade is 80% and above)

**GOVT 301 - Political Science:** By examining and comparing different political systems in various countries, the course will provide an introduction to the basic ideas, terminology, and debates in political science. The fundamental goals of the class are to expose students to the diversity of political systems in the modern world, teach students how to analyze politics in other countries, teach students to think critically, and through reflection gain a better

understanding of their own political system. In an increasingly global world advancing our understanding of the politics, histories, and cultures outside our borders is crucial

**HEAL 201 – Healthy Living:** This introductory level course helps students to understand how their choices in a wide range of areas affect them and those around them. In this course, students will be instructed in the basic tenets of living healthy lifestyles and making healthy choices in areas such as: food/nutrition (food types and amounts); fitting a reasonable fitness plan into daily life; the necessity of sleep and effects of sleep deprivation; personal hygiene; wellness practices; how we interact with others; and how we interact with the world around us including instruction on stress management; handling interpersonal conflicts; alcohol, drug, and tobacco use.

**HIST 201 - World Civilizations:** The course will provide a general understanding of the chief characteristics of human history as exemplified by the traditional cultures of Africa, the Middle East, China, Japan, India, Central Asia, the Americas, and Europe. Emphasis will be placed on the institutions, values, and interrelationships among people across the globe, and the achievements and contributions of individual civilizations to human history.

**HIST 301 History & Cultures of the Western Pacific Islands:** This course provides a survey of historical events, peoples, and cultures of the Micronesian region of the Pacific. This region includes four island groups, namely the Caroline Islands, the Gilbert Islands, the Mariana Islands, and the Marshall Islands. Euro-American exploration, culture contact and colonial annexation will be considered as part of this course.

**MATH 099R - Introductory Algebra\*:** In this course, students will be able to review and perform mathematical operations involving fractions, decimals, percentages, proportions, powers, exponents, and roots. After a basic mathematics review, this course focuses on the basics of algebra such as review of monomial, polynomials, factoring, variables, algebraic expressions, systems of equations and quadratic equations. Students also learn inequalities, graphing, number series and worded problems. No degree credit.

**NOTE:** \* Students enrolling in math courses are required to take a math assessment administered by PIU, to identify for which course they are prepared. Students who are not prepared for College Algebra may enroll in MATH 099R Introductory Algebra. With a passing grade in MATH 099R of a B (or better) they will then be ready to take college level math courses. Students can choose to retake the math assessment if their grade is below a B and should their score on the assessment indicate they are prepared for college level math they will be permitted to register.

**MATH 101 - Basic Mathematics:** A review of basic mathematical operations, including fractions, percent, and decimals. The course will introduce the basic concepts and applications of functions and demonstrate how to apply mathematics to practical situations.

**MATH 102 – College Algebra:** This course provides a working knowledge of college- level algebra and its applications. Emphasis is placed upon the solution and the application of linear and quadratic equations, word problems, polynomial functions, roots, and radicals. Students perform operations on real numbers, operations with algebraic expressions, algebraic fractions, rational and radical expressions. Arithmetic and geometric sequences, systems of equations, inequalities and coordinate geometry are discussed. Students learn to solve and graph linear and quadratic equations. Other topics include solving applications using equations of lines as well as graphing of two variables on the xy plane and other functions and graphs. Prerequisite: Getting a sufficient score in the math assessment or passing Math 099R with a B or better.

**MATH 201 – Introduction to Statistics:** In this course, student will be introduced to the basic concepts of statistics using an intuitive approach to understanding concepts and methodologies. These include basic statistics, numerical measures, frequency distributions, measures of central tendency, measures of dispersion, concepts of probability, sampling principles of testing and univariate inferential testing. Students learn to solve correlation and regression for bivariate data, estimation, and hypothesis testing. Also, students will be encouraged to explore the practical application of statistical thinking, collecting, and analyzing data. Prerequisite: Passing score on an assessment of computer application skills or CSCI 210.

**MATH 202 - Finance and Stewardship:** This course will help students develop basic mathematic skills, financial life skills and biblical stewardship principles. Students will study Scripture, Christian ethics and financial principles in order to develop a personal financial plan and a theology of stewardship. The financial needs and responsibilities of Christian ministries will also be covered.

**MUSC 201 - Music 1:** A study of rhythm and pitch to enable the student to know the basics of sight singing, and to be able to sight read melody and parts for many songs. Basic keyboard technique is also studied.

**PHIL 200 - Critical Thinking and Logic:** This course is designed to further students' abilities in the critical thinking/ logic, expository, and persuasive writing skills needed in order to successfully read and write at upper division college level. The course will focus on building students' abilities to write evaluative, persuasive, and defense essays that clearly communicate information and ideas. Students will also learn how to recognize Fallacies in arguments, and how to identify and utilize different writing techniques. Prerequisite: ENGL 102.

**PHIL 303 (also THEO 303) - Ethics:** A study of the ethical principles of the Bible and how they compare and contrast with other ethical systems. Instruction includes case studies and discussion.

**PHIL 403 (also THEO 403) - World Religions:** A study of major world religions, new religious movements, and traditional or animistic religions one might encounter in Micronesia. Emphasis is placed developing a Christian approach to their adherents.

**PSYC 201 - Introduction to Psychology:** Exploration of the fundamental issues of psychology, including research, brain psychology, development, learning, memory, motivation, personality, psychological disorders, and social behavior.

**PSYC 303 (also CFOR 303) - Marriage and Family:** A practical study of the biblical view of the family, this class explores marriage and family experiences, personal choices, marital adjustments, conflict management, parenting decisions, communication, giving particular attention to the preparation for Christian marriage, and family life.

**PSYC 310 (also CMIN 310) - Personality Development:** An introductory course in developmental psychology. Major developmental theories are studied, as well as characteristics and developmental tasks of each age group. Throughout the course there is an effort toward critical integration of scientific findings with scriptural teaching (integration of psychology and theology) as well as practical application to Christian growth and ministry.

**PSYC 401 (also CMIN 401) - Counseling:** This course focuses on basic counseling techniques such as active listening, following responses, immediacy, confrontation, and self-disclosure. It also examines some of the most common issues for which people seek help, such as pain

and suffering; depression; suicide; anger, grief, and loss; sexual, emotional, and substance abuse; and guilt and forgiveness. Throughout the semester, students will learn and apply practical counseling skills. Emphasis is placed on the application and analysis of skills as used in mock and simple, real counseling sessions with peers.

**PSYC 499 - Directed Study:** Individual study with frequent instructor/student meetings in an area of psychology or counseling may be arranged through a faculty member teaching in the subject area. Request forms are available in the registrar's office.

**SCIE 101 – General Science:** This course covers the main areas of science by examining the historical development of major scientific findings and providing an understanding of the methods used in science to learn the truths that make up our understanding of the physical world.

**SCIE 201 - Physical Science:** This course is designed for students to explore the basic concepts of physical science. Students will be introduced to the fundamental concepts of physics, chemistry including mechanics, electricity and magnetism, atomics, chemical elements, and bonding. Also, they will be encouraged to examine the relationship between science and everyday life.

**SCIE 301 - Marine Biology:** This course is an introduction to marine biology through lecture and labs. Topics will include principles of marine science, life in the marine environment, and structure and function of marine ecosystems. Special attention will be given to our local marine systems including coral reefs and mangrove estuaries.

**SERV 200 – Community Service/Ministry:** All full-time PIU undergraduate students are required to participate in community service or ministry activities:

- Old Program students must complete 36 hours per semester.
- New Program students must complete Summer Community Service Projects (2 summers for AA and 4 summers for BA).

Students will be assisted by the Student Development Office to identify and arrange for the activities. Students are responsible for receiving and reporting verification of the hours they served from church pastors/leaders, directors of organizations, or other individuals who worked directly with the students. At the end of each semester, a student's transcript will indicate whether or not the student fulfilled the Community Service/Ministry requirement with a Pass (P), or a Fail (F) indicated on the transcript.

**SOSC 201 - Intro to Social Work:** This course introduces the student to the profession of social work. It provides a basic foundation and general overview about the profession, its theories, and general interventions, as well as describing fields of social workers practice and the population served.

**SOSC 210 – Human Geography:** This introduction to Human Geography presents the issues that we face today through the lens of geography, looking at the patterns and processes that influence how we understand and address our physical, social, cultural, political, and economic environments.

**SOSC 301 - Social Justice:** This course explores “social justice” from a biblical context, analyzes concepts and strategies of social justice with an emphasis on practical application through individual action, collective action, and policy including methods of resistance leading to change. The course will engage with a critical understanding of issues in our world and in our church from many perspectives and our own experiences. Included issues are racial bias and movements in the church to bring change, wealth disparity and obligations to the poor, equal education leading to equal opportunity, our criminal justice

system and what defines “justice,” gender bias, sexual orientation, and the future of the church, as well as other topics. Time is also devoted to heroes of the faith that have contributed to systemic change through social justice, the viewpoints of five (5) denominations regarding social justice and an opportunity to discuss needed change on Guam.

**STDY 101 – Essential Skills for College Success:** This course is designed to develop the academic skills of college students. Emphasis is placed on learning organized study techniques, comprehension of reading materials, note-taking procedures, and examination skills. Students will develop basic proficiency in computer applications necessary for most PIU courses. Students are also introduced to the library and learn basic research skills including the use of the Internet.

**STDY 301 - Research Methods:** This course is a concentrated course in research methods; it covers the basics of research, types of information, source evaluation, research paper structure, citations, and formatting. Individual and group assignments are major components of the course.

**THEO 101 – The God of the Bible:** A study of the authority of the Bible and its revelation of the nature and attributes of God the Father, the Son, and the Holy Spirit. In addition, the course focuses on the work of God and the doctrine of the Trinity.

**THEO 200 - Introduction to Christian Doctrine:** An introductory survey of evangelical Christian doctrine. Each of the following doctrines will be examined: the nature of Reality, the Bible, God the Father, Jesus Christ, the Holy Spirit, Man, Sin, Salvation, the Church, and Last Things.

**THEO 201 - Our Savior God:** A study of the doctrines of man, sin, and salvation. This course includes consideration of human nature, sin, predestination, incarnation, atonement, and our new standing with God.

**THEO 301 - Christian Doctrine 3:** A study of the history and teachings of the religious groups one might encounter in Micronesia. Emphasis is placed on defining and defending the historic Christian faith and helping the student personally develop a biblical theology.

**THEO 302 The God of the Church and the End of Time:** A study of the doctrines of the Church and eschatology. Included is an examination of the church’s origin, ministry, ordinances, nature, and function. It will also include an intensive study of the various eschatological systems and their major themes including death, the intermediate state, the second coming of Christ, judgment, heaven, and hell.

**THEO 303 (also PHIL 303) - Ethics:** A study of the ethical principles of the Bible and how they compare and contrast with other ethical systems. Instruction includes case studies and discussion.

**THEO 304 - Spiritual Warfare:** Reviews biblical, historical, and contemporary beliefs in the existence and activity of spiritual beings and forces, with the goal of equipping the student to minister effectively during spiritual conflict.

**THEO 402 – Faith and Culture:** A study of the dynamic interaction between faith and life. Students develop confidence in identifying elements in their culture which Christian theology both appreciates and critically evaluates. The goal is for the student to be able to apply Christian theology in a local community context.

**THEO 403 (also PHIL 403) - World Religions:** A study of major world religions, new religious movements, and traditional or animistic religions one might encounter in Micronesia. Emphasis is placed developing a Christian approach to their adherents.

**THEO 499 - Directed Study:** Individual study with frequent instructor/student meetings in the area of theology may be arranged through a faculty member teaching in the subject area. Request forms are available in the registrar's office.

## **CERTIFICATE IN CHRISTIAN MINISTRY – CHUUKESSE LANGUAGE COURSE LISTING**

**The Art of Preaching:** A study of nature and importance of preaching, and the principles of sermon construction. Students are required to preach sermons which they have constructed.

**The Study of the Church:** A study of the church that is based on the Bible. This study includes the understanding of the origin of the church, the purpose of the church, its ministry and function, the gifts given to the church and its offices.

**Christian Marriage & Family Life:** A study of the biblical view of marriage, this class explores family life-experiences, marital conflicts and adjustments, parental decisions and personal choices, and cultural issues, giving particular attention to pastoral counseling for marriage and family life.

**Interpretation:** This course will be a study of the interpretation of the Scripture. For this it will be important to consider various genres that are present in the Scriptures. In addition, the course will provide the study of the way to determine the message of the Scripture.

**God of the Bible and other Beliefs:** A study of the nature, attributes and works of God the Father, the Son, and the Holy Spirit. In addition, the course focuses on other religious groups and beliefs one might encounter in Micronesia.

**Pastoral Leadership & Stewardship:** A study of the role of the pastor-leader in the context of a local church, and the different ministerial functions. In addition, the course will consider the basics of financial management in the local church.



# APPENDIX

## Complaint Form

Today's Date: \_\_\_\_\_

**Complainant's Information:**

Name: \_\_\_\_\_ Student ID#: \_\_\_\_\_  
(If Applicable)

Mailing Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Day Phone: \_\_\_\_\_ Email: \_\_\_\_\_

**Incident Information:**

Date(s) of Incident: \_\_\_\_\_ Time of Incident: \_\_\_\_\_

Place of Incident: \_\_\_\_\_

Details of complaint, issue, concern, and/or incident: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(Use back of page if more space is needed)

Name of course and/or instructor involved: \_\_\_\_\_  
(If Applicable)

Names and phone numbers of possible witnesses and how to best reach them: \_\_\_\_\_

Resolution sought by complainant: (Please keep in mind that the outcome you are suggesting is not guaranteed.)

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- I understand that by informing the Vice President's office that some incidents, particularly sexual assault, or other incidents that are deemed egregious by the Vice President, may be subject to emergency action as authorized by PIU Board Policy.
- **Pacific Islands University upholds FERPA in all matters. Your signature below acknowledges that information may be shared as educational need-to-know in the investigation of this complaint.**

Complainant's Signature: \_\_\_\_\_

After completion, return this form to the appropriate Pacific Islands University Administrator for review.

**OFFICE USE ONLY:**

RECEIVED BY: \_\_\_\_\_ DATE RECEIVED: \_\_\_\_\_

DATE ACTION TAKEN: \_\_\_\_\_

*For questions please contact PIU at 671-734-1812 or by e-mail at [admissions@piu.edu](mailto:admissions@piu.edu).*

Providing Excellent, Accessible, Transformational  
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**Pacific Islands University**  
**172 Kinney's Road, Mangilao, Guam 96913 USA**  
**Telephone: (671) 734-1812**  
**Fax: (671) 734-1813**  
**[www.piu.edu](http://www.piu.edu)**