PACIFIC ISLANDS UNIVERSITY

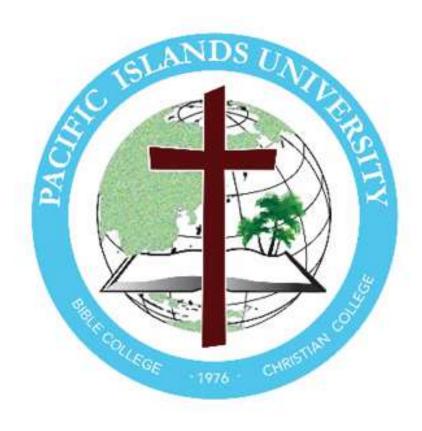**2024 - 2025**

FACULTY & STAFF HANDBOOK

PACIFIC ISLANDS UNIVERSITY

2024-2025 FACULTY & STAFF HANDBOOK

Version last edited [August 27, 2024]

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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 discipled 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.

Typhoon Mawar hit and heavily damaged the Guam campus in Summer 2023 – the strongest storm in the region in 20 years. Interim President Iotaka Choram led restoration efforts to rebuild the classroom 2 roof with the help of a missionary team and local Micronesian church members. Rev. Ian Richards became the 7th president of PIU in September of 2023.

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).

ORGANIZATION CHART
School Year 2024 - 2025

172 Kinney's Rd
Mangilao, GU 96913
671-971-7178
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Board of Trustees

President (CEO) Ian Richards

VP for Academics (CAO) Paul Drake

- **Chair of Biblical Studies** Iotala Choram
  - (Faculty)
- **Chair of Liberal Studies** Mike Owen
  - (Faculty)
- **Director of Distance Education** Jeremiah Adigun
  - (Faculty)
  - (Site Coordinators)
- **Library Director** Stella Fatag (interim)
  - **Library Assistant** Vivian Choram
- **Registrar** Jasyuri Fritz
- **STEP Center Coordinator** Dot Houde
  - (Tutors)

VP for Student Development Delight Suda

- **Resident Director** Orichy Orichiro
  - **Men's RDL** Miaky Maras
  - **Women's RDL** Lavern Killion-Roby
  - **Chaplain** Miaky Maras

Chief Financial Officer (CFO) Arnel Oscianas (interim)

- **Business Office Manager** Dustin Bautista
- **Admin. Assistant** Chairoleen Orichiro

Director of Admin. Kevin Graham

- **Director of Operations** Orichy Orichiro
- **Human Resources Manager** Josh Combs
- **IT Admin.** Kevin Graham
- **Advancement Coordinator** Chairoleen Orichiro
- **Assessment Officer** Paul Drake

Financial Aid Officer Delight Suda

Director of Church Relations Orichy Orichiro

PACIFIC ISLANDS UNIVERSITY

Version: May 21, 2024

FROM PIU BYLAWS

ARTICLE III

SECTION 3. DUTIES OF THE BOARD

The Board shall be responsible to determine the mission, goals, objectives, and basic policies of PIU, and to insure their execution. It shall exercise control through the President of the University, who is the chief executive officer of PIU.

The Board shall appoint the President of the University with prior consultation of all church groups and mission leaders concerned. The Board shall review the performance of the President annually. It shall also approve administrative officers and members of the faculty upon recommendation of the President.

The Board shall be responsible for the finances including approval of all major physical changes and recommendations concerning budget, salaries, tuition, and fees.

The Board shall approve the curriculum and program of the University upon recommendation of the President of the University and faculty.

ARTICLE IV

SECTION 1. PRESIDENT OF THE UNIVERSITY

The President is the Chief Executive Officer (CEO) responsible for maintaining an educational program consistent with the stated purposes of the University and providing the line of communication between the University and the Board of Trustees. He/she provides spiritual, visionary leadership and general direction to Pacific Islands University.

1. Qualifications:
   a. The President must be a man/woman of God, filled with the Holy Spirit as demonstrated in a consistent and committed life style.

The President must demonstrate a clear understanding and commitment to the Statement of Faith and the purpose and distinctive of PIU. Among these are the emphasis on training in the Bible; the standards, provision, and responsibility for Spirit-filled living; world evangelization; and the educational philosophy of PIU.

The President must demonstrate a thorough knowledge of the Bible and theology.

The President must demonstrate the ability to communicate ideas effectively, lead people successfully, and administer an educational program efficiently.

   a. The President shall have custody of all official reports.
   b. The President shall be responsible to the Board for insuring that the objectives of the University are being fulfilled.
   c. The President shall be responsible to provide leadership in the spiritual life of the University, in policy development, in evaluation and planning, and in public relations.

d. The President must have a record of responsible management and leadership experience, preferably in higher education, combined with a strong team orientation and the proven ability to enlist and to delegate to high-performing personnel.

SECTION 2. VICE PRESIDENT FOR ACADEMICS

The Vice President for Academics is the Chief Academic Officer directly responsible to the President for the development, coordination, and implementation of curricula and instruction at the University. He or she serves as adviser to the President on academic affairs and is on the Administrative Council of the University. He/she is the Chief Administrative Officer in the absence of the President.

The Vice President for Academics also collaborates and serves as head of the PIBC, PICC, Distance Education and Library departments. Teaches at least one (1) course per semester.

SECTION 3. VICE PRESIDENT FOR STUDENT DEVELOPMENT

The Vice President for Student Development is directly responsible to the President for the management of student development department. He/she directs departmental operations to enrich the student experience on campus; supervises professional and support staff; sets goals and establishes implementation strategies for the department. He/she provides counseling, career guidance and advisement services to help students determine their educational, vocational and personal objectives. The Vice President for Student Development also collaborates and serves as head of the IT, Study Center, Admissions, Financial Aid and Registration departments. Teaches at least one (1) course per semester.

SECTION 4. VICE PRESIDENT FOR ADMINISTRATION & FINANCE (CFO) (VACANT)

The Vice President for Administration & Finance (CFO) works with and reports to the President. He/she works with the Institutional Effectiveness & Assessment Director, translating effectiveness data into proposed directions and initiatives to be presented for the Administrative Council including financial forecasting as required by the university.

He/she is also responsible for all financial and fiscal management aspects of the college operations and provides leadership in the administrative, accounting and budgeting efforts of the university. Teaches at least one (1) course per semester.

SECTION 5. DIRECTOR OF INSTITUTIONAL ASSESSMENT (VACANT)

The Institutional Effectiveness & Assessment Director occupies a technical position working directly with the President and/or his/her designee to assist and support the President with a wide range of institutional planning, research, and evaluation. He/she reports and measures compliance with the schools accrediting agency(ies), Department of Education, and other relevant agency standards. She/He provides justification and/or critique of institutional and comparative data elements and outcomes including assessment, forecasting and analysis as required by university management for strategic planning, submission in reports to relevant agencies, and as the basis of further analysis. She/He is responsible to oversee the updating of the Strategic Plan and provide regular reports on progress.

SECTION 6. DIRECTOR OF INSTITUTIONAL ADVANCEMENT (VACANT)

The Institutional Advancement Director is responsible for the supervision and implementation of resource development, alumni affairs, advertising, and public relations for the University. This position reports directly to the President, keeping him abreast of all planning, organizing, staff and development of Pacific Islands University's institutional advancement.

ARTICLE V

SECTION 1. FACULTY QUALIFICATIONS

a. Each faculty member shall demonstrate in his/her life achievement of the stated spiritual objectives of the University. He/she shall be competent in his/her areas of responsibility. He/she shall be an effective communicator and have training and experience adequate for his/her responsibilities. He/she should have an appreciation for the distinctive goals and programs of the University. He/she shall have a biblical philosophy of education in which knowledge from his/her special field is integrated with the Christian faith.

To teach at the university level it is preferred that he or she have at least a master's degree from an accredited school, and a doctorate for teaching at the masters level.

Each faculty member must sign a statement annually confirming full acceptance and agreement with the Statement of Faith and the official objectives of PIU. Any member shall terminate automatically such membership when he/she is no longer completely loyal to the Statement of Faith and the policies of the University.

ARTICLE V -- SECTION 2. RESPONSIBILITIES

Faculty members shall be responsible to the President through the Vice President for Academics.

Faculty members shall be diligent in regards to subject content and teaching methods and shall be faithful in discharging such other duties as may be assigned to them. They shall give evidence of continuing professional improvement.

ARTICLE V -- SECTION 3. ORGANIZATION

The faculty is responsible to evaluate classroom procedures and recommend appropriate activities to achieve the objective of the program. The faculty shall meet periodically to share information and concerns, and to schedule any events necessary for the proper functioning of the University program. The President or a person designated by him shall chair the meetings.

For more information see Article 5 in By-Laws. Revised September 2000, Revised January 2004, Revised April 2009, Revised February 2012, Revised June 2014, Revised February 2015

ACADEMIC SENATE & FACULTY GOVERNANCE

The Academic Senate is the deliberative body that represents all the members of the faculty. The Pacific Islands University has a limited number of faculty and staff. Normal work loads of PIU faculty include administrative assignments. In order to better service the educational needs of the PIU student the institution has developed the Academic Senate as a shared governance structure. This shared structure, while faculty focused, includes representation from staff, administrators and students. Thus, academic issues of policy and procedures are contemplated by the totality of PIU's human resources. All members of the PIU community are welcome to attend and participate in discussions, but all official actions of the Academic Senate are by the designated Senate members.

The primary function of the Academic Senate is to deliberate all issues directly related to its academic sphere of responsibility, namely, to exercise influence over the academic, curricular, and co-curricular programs. Such deliberation may either lead to decisions on issues central to its sphere of responsibility or to advice on issues related to its sphere of responsibility. Deliberated decisions are recommendations to the President and Administrative Council, whereas deliberated advice will be offered as such to other offices within the institution.

Such an inclusive structure increases cross fertilization of ideas, changes, challenges and solutions. The Academic Senate is the catalyst for institutional programmatic and curricular review processes. Thus, the faculty take a stronger role in curriculum development and program review. Pacific Islands University is a community of persons holding different offices and duties that are called to cooperate in meeting its educational task by moving forward in a manner that evidences a Christ-centered sense of mutual support and obligation.

(see: Academic Senate By-Laws in the Appendix)

SECTION 2: POLICIES RELATED TO FACULTY STANDING AND RELATIONSHIPS

FACULTY MEMBER EXPECTATIONS

The faculty of Pacific Islands University actively functions to support the purpose and objectives of the institution. Faculty members have decisive impact on all facets of the academic program of PIU. In addition to fulfilling their teaching assignments, faculty members assist the Administration and the Board of Trustees in curriculum development, admissions, faculty growth and welfare, and Student Life, dealing with the spiritual and social lives of the students.

A full-time core faculty is selected for the continuous program of the school. Part time faculty and guest lecturers make up the balance of the teaching staff.

PIU grants neither rank nor tenure status to any faculty member.

Full-time faculty members should not accept outside employment without prior approval of the President and Human Resources Office.

All teachers must possess a vital personal faith in Christ and demonstrate Christian social attitudes and lifestyles of the highest type which should be expressed with due consideration and sensitivity for the cultural contexts.

Academic Requirements:

College Preparation level instructors must possess a minimum of a bachelor's degree in their teaching field from an accredited institution.

College instructors must possess a minimum of a master's degree in their teaching field from an accredited institution including **18 graduate hours in the field of their teaching assignments**.

In practical general education areas (ie: basic public speaking; learning skills as opposed to English, math, science, or social sciences), instructors may be assigned to courses in which they possess a combination of educational and practical experience. These instructors must still possess a master's degree. Instructors who have a bachelor's degree may teach these classes under the design and supervision of an instructor possessing a master's degree.

Faculty responsibilities include the following:

1. PERSONAL

It is the responsibility of the faculty members to:
1. keep abreast of their field of study and upgrade their professional development formally or informally whenever possible,
2. accept and be ready to enforce PIU standards,
3. commit themselves to a spiritual discipline of prayer and Bible study, and

4. prevent private interpretations from distorting PIU aims.

2. ACADEMIC

It is the responsibility of the faculty members to:

1. assess student needs,
2. develop course objectives,
3. develop and teach an instructional program through which these objectives are realized in the best possible way,
4. create an atmosphere in the classroom which encourages student involvement, and
5. integrate biblical truth with the academic discipline taught.

3. STUDENTS

It is the responsibility of the faculty members to:

1. provide academic aid and guide the research of the students,
2. counsel students in responsible decisions before Christ, and
3. model Christian principles in all their relationships.

4. SCHOOL

It is the responsibility of the faculty members to:

1. participate in all faculty meetings,
2. serve on committees, accept responsibilities, or be involved in PIU activities as appointed,
3. supervise student activities as the need arises, and
4. attend, if possible, worship services, chapels and other scheduled meetings.

5. COMMUNITY

It is the responsibility of the faculty members to:

1. maintain a true example of Christian character in the community,
2. be sensitive to the standards and beliefs of churches,
3. represent PIU as assigned so that such representation will have a positive influence,
4. accept outside assignments with the concurrence of the administration, and
5. represent PIU positively to prospective students and supporters.

CHRISTIAN SERVICE MINISTRIES

All faculty & staff members share in the responsibilities and opportunities of making the Lord Jesus Christ known and to share in the outreach ministry of PIU. Christian service ministries

provide unique opportunities for sharing the riches of the Word and for making the ministry of the school known. It is essential to ministry that the teacher and the students be mindful of the way of life and have a positive attitude toward the leaders of the local churches. It is our goal to glorify Jesus Christ by our speech, appearance and actions.

Public Relations

The impression of PIU depends very much on the individual as well as the collective conduct of students, staff and faculty members. Each faculty & staff member should be familiar with the overall objectives of PIU and become a positive influence on young persons and church personnel seeking information about the school. The faculty & staff members must always seek to assist students in understanding PIU policies, graciously accept decisions which students may disagree with, and dispel inaccurate reports.

Personal Appearance

Professionalism as an educational institution is reflected by the appearance and manner of our faculty and staff. Consequently, it is necessary to establish guidelines for maintaining and enhancing the University's image.

There is no formal dress code that can reasonably be applied to all Pacific Islands University employees. However, employees are expected to dress in a manner that is appropriate to their occupation and position in the university and the work environment of a Christian university. Dressing in a fashion that is clearly unprofessional, that is deemed unsafe, or which negatively affects PIU's ministry or reputation by undermining public or student confidence is not acceptable.

The lack of a formal dress code is intended to allow greater flexibility and comfort for the employees of the University, while providing examples and boundaries of attire considered acceptable, and unacceptable, for the image we wish to present to our public. Because the University is extremely diverse in its operations, different standards are deemed acceptable to different operations. Employees are cautioned to use good sense when "dressing down." PIU understands that inclement weather conditions can require different attire for the day. Use good judgment when dressing for weather conditions.

The department supervisor may establish more specific guidelines for suitable appearance. Consideration must be given to the employee's individual schedule for the day when deciding what to wear to work. Meetings with vendors, customers, or other individuals outside the organization may require a higher standard of dress than what is common for the University on a given date, in order to project a high level of professionalism. Concern for safety or the portrayal of professionalism may necessitate that a particular type or style of clothing be worn while on duty. In some positions or for some activities or events, certain attire or uniforms may be required to be worn during working hours.

The University reserves the right to restrict an open display of body piercings or tattoos that may cause offense or reflect negatively on the mission of the University. Questions should be directed first to your immediate supervisor, then to the Human Resource Director if your supervisor is unable to address the issue.

STANDARDS OF BEHAVIOR FOR BOARD, FACULTY AND STAFF

Our board, faculty and staff are expected to sign the following statement on an annual basis. These statements are kept in the personnel files.

STANDARDS OF BEHAVIOR

Personal spiritual growth is a basic purpose of PIU. 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 authority and humbly submit in heart, mind and life to our Master, Jesus Christ.

In addition, it is important to learn to live in a community. God calls board, staff and students from different cultural and church backgrounds. This complicates daily life on the PIU campus, for Christians are not in agreement about some aspects of Christian life. The Board of PIU has carefully considered cultural and ecclesiastical concerns and agreed upon some standards of behavior for PIU students, faculty & staff members and board. 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 board, faculty and staff to live lives that are consistent with biblical principles. We understand drunkenness, sexual immorality, gossip, slander, profanity, ethnic or cultural discrimination, dishonesty, stealing, plagiarism, etc. to be inconsistent with biblical living. We expect all PIU board, faculty and staff 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 Faculty & Staff Handbook and must be followed by each board, faculty and staff member.

Also described in the Faculty & Staff Handbook are the authority structures of PIU. Staff and faculty members are given responsibility to submit to properly constituted authorities and are held accountable to follow the daily schedule.

When necessary, there is a policy for rebuke and discipline, also described in the Faculty & Staff Handbook and PIU Policy Manual. 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.

POLICY ON ACADEMIC FREEDOM

PIU has a policy of academic freedom within the framework of its stated biblical foundations, purpose, objectives and philosophy. Faculty members sign their agreement with the doctrinal

statement. They are expected to present the doctrines therein, but are not precluded from sharing other and conflicting views.

The classroom is not to be used to defend political views.

University Protocol

Administrators, faculty, staff, students and alumni should follow University Protocol at all times related to the Board of Trustees. Only the President will take matters of business to the Board in both official and unofficial contacts. Faculty may appeal to their immediate supervisors at any time. In faculty and staff meetings, members have opportunity to voice their concerns and submit their proposals to the Board through the President. An individual may contact the Board of Trustees only with the approval of the President. Conversely, it is expected that contacts of an official nature from the Board of Trustees to any faculty or staff member should be made only with the approval of the President.

Screening Procedures for Faculty and Administrative Appointments

Faculty & Staff Appointments

Faculty and staff members are required to submit written applications to Human Resources. Department heads review applications sent by Human Resources before potentially making recommendations to the Administration for appointments. The President, in consultation with the Vice Presidents and/or appropriate College authorities, may appoint members of the faculty and staff.

Administrative Appointments

The Board shall appoint administrative officers upon recommendation of the President. The President of PIU with the Executive Committee of the Board can make appointments when applications are received as required.

Probation Period

All faculty or staff appointments to the university are made on the basis of a probationary period for the first year, during which time any conflicts or difficulties shall be addressed. After the first year the Board of Trustees, upon the recommendation of the university President, VP's and appropriate College authorities, will confirm them as permanent faculty or staff member.

Termination Process

Any faculty or staff members who wish to resign from their position at the university are asked to give 14 days' notice in writing to the President. Should a faculty or staff member prove to be unsatisfactory in his or her work responsibilities, general behavior and attitudes, the President

may, in consultation with the Vice Presidents and appropriate College authorities, terminate his or her service. When this takes place, the university will give either one month notice, or one month pay instead of notice, depending on the circumstances and local labor laws.

POLICY ON THE DEVELOPMENT OF LOCAL FACULTY AND STAFF

GENERAL

PIU profits from the presence of gifted individuals on its faculty and staff. The desire should be that many of the most able local Christians would become part of the PIU family.

IDENTIFICATION

1. Faculty and staff members should be alert to identify local individuals with the following qualifications who might be trained to fill these positions.

    a. Academic excellence

    b. Spiritual maturity

    c. Ministry skills

    d. Abilities such as office skills, maintenance, leadership, etc.

    e. Special ability to disciple young people

    f. Notable interest in such things as the library, maintenance, etc.

2. Faculty and staff members should be alert to identify local individuals that have the ability to work together well with others.

3. Candidates for PIU positions must be able to work without supervision. They should be punctual, self-starters with a zeal for excellence.

RECRUITMENT

1. Current senior faculty and staff members should discuss the potential candidates regularly among themselves . Candidates may be recruited from the student body, alumni, local churches or the present staff of PIU.

2. The President of PIU together with HR is responsible to develop a plan of selection for future staff and faculty positions. Accordingly, senior staff should alert the president to outstanding candidates among local people.

3. At the appropriate time, a potential candidate should be interviewed by the president. At the point of interview, the president should discuss various facets of employment, including training, guidelines for salary, length of contract, etc.

4. The president also should consult with leadership among the local churches, whose advice and recommendations will be critical in any selection process.

5. During the process of recruitment, the PIU Board should be advised and consulted. The Board shall approve before plans are completed or a contract is signed.

FACULTY REMUNERATION AND BENEFITS

Faculty members who are not missionaries or volunteers may be hired as adjunct or regular faculty members of PIU. Each faculty will have a contract completed at the start of his/her period of hire. Adjunct faculty members are hired by semester; continuing regular faculty members will sign contracts annually. (Contracts are available at the PIU-Human Resources office).

Instructors working full time agree to teach a total of 12 credit hours (4 classes) in the classroom, or to teach part time and perform other work deemed to be proportion to the total credit hours as assigned by their supervisor (one class = 25% equivalent of workload).

ADJUNCT FACULTY

Adjunct faculty may be hired to teach individual courses as independent contractors at the undergraduate level depending on their qualifications.

Adjunct faculty at the undergraduate level will be paid according to the schedule below. Half of the amount will be paid on the 15th of October for Fall (15th of March for Spring) after the instructor submits his/her syllabus which is subject to the approval of the Vice President for Academics. The second half will be paid on the 15th of December for Fall (15th of May for Spring) after the instructor has submitted final syllabus and course grades at the end of the semester. Adjunct faculty members who are not ordained ministers are to understand that their salaries will be subject to any taxes or other deductions required by the government.

ADJUNCT INSTRUCTOR PAY SCALE (3-CREDIT COURSES):

USD 2,500 for one 3-credit course with 25+ (upon agreement with instructor)
USD 2,000 for one 3-credit course with 15-24 students
USD 1,500 for one 3-credit course with 7 to 14 students
USD 1,000 for one 3-credit course with 4 to 6 students

ADJUNCT INSTRUCTOR PAY SCALE (4-CREDIT COURSES):

USD $3,000 for one 4-credit course with 25+ (upon agreement with instructor)
USD $2,500 for one 4-credit course with 15-24 students
USD $1,800 for one 4-credit course with 7 to 14 students
USD $1,300 for one 4-credit course with 4 to 6 students

Note: Partial honorarium is given if class enrollment is below certain limit (detail is available in Adjunct Faculty Contract).

INSTRUCTIONAL ASSISTANTS

Instructional assistants that are contracted on an hourly basis will be paid bi-monthly. Those contracted as independent contractors will be paid at the middle and end of the semester.

REGULAR FACULTY

Regular faculty and staff salaries will be decided upon based on a combination of education and experience.

COMPENSATION AND BENEFITS POLICY FOR FULL-TIME PAID EMPLOYEES

PIU rewards faithful years of continual service. The following description outlines the compensation and benefits schedule PIU uses for its full-time employees.

VACATION:

Vacation hours are accrued at rates corresponding to years of service (up to a maximum of 15 years). Likewise, employee shall receive personal leave days and personal sick days corresponding to years of service. Employee shall receive vacation hours, personal days, and sick days as follows:

Years of Service*	Vacation Hours accrual rate	Max. hours earned/yr	Max. hours earned/PP***	Personal Leave Days/CY****	Sick Leave Days/CY
0**	0.040	83.20	3.20	3	3
1	0.044	91.52	3.52	3	3
2	0.048	99.84	3.84	3	3
3	0.052	108.16	4.16	3	3
4	0.056	116.48	4.48	3	3
5	0.060	124.80	4.90	4	4
6	0.064	133.12	5.12	4	4
7	0.068	141.44	5.44	4	4
8	0.072	149.76	5.76	4	4
9	0.076	158.08	6.08	4	4
10	0.080	166.40	6.40	5	5
11	0.084	174.72	6.72	5	5
12	0.088	183.04	7.04	5	5
13	0.092	191.36	7.36	5	5
14	0.096	199.68	7.68	5	5
15+	0.100	208.00	8.00	5	5

*A "Year of Service" to PIU shall be counted at the end of each contract year on May 15 if the person has a completed employee contract or record of employment on file for that contract year, regardless of contract length or contiguity.

**Vacation hour accrual for new hires start after 90-day probationary period, at which time 20 hours of vacation will be granted. Personal and Sick leave days may be used after a 2-week probationary period.

**Pay period (PP) is defined as a 2-week, 80-hour period.

***Contract Year (CY) is defined as May 16 to May 15. No more than 80 vacation hours may be carried over into a new contract year. Any additional unused vacation hours are lost. Personal and Sick days are not carried over.

Vacation may be scheduled day by day or consecutively. Vacation days shall be scheduled subject to the approval of the immediate supervisor of the Employee.

In addition to the vacation hours, personal days, and sick days described above, employee shall be paid for the following National holidays:

1. Good Friday
2. Memorial Day
3. Independence Day
4. Liberation Day
5. Labor Day
6. Thanksgiving Day
7. Thanksgiving Friday
8. Christmas Eve
9. Christmas Day
10-14. Five working days between Christmas and New Year's Day
15. New Year's Eve
16. New Year's Day
17. Day after New Year's Day

Note: When a holiday Falls on a Saturday (or Sunday), PIU closes for that holiday on the adjacent Friday (or Monday respectively).

Proper documentation shall be kept in the Employee's personnel file reflecting the vacation hours and cumulative number of personal leave days and sick days taken per contract year.

Insurance:

PIU shall offer health insurance to the Employee at the current monthly rate for a single employee in the Guam Minister's Association medical plan or up to the monetary equivalent in another on-island plan of the employee's choice. Dental coverage is not included. No equivalent monetary compensation is offered to Employee for Employee's refusal of health insurance. Other immediate family members of Employee may enroll as members in Employee health insurance plan at Employee's personal expense. **New employees must complete a 90-day probationary period before they are eligible for health insurance.**

Worker's Compensation:

PIU Employees of are covered by Workman's Compensation Insurance as outlined by the Government of Guam Department of Labor.

SPECIAL PAID LEAVE (SPL) AND SPECIAL UNPAID LEAVE (SUL)

PIU recognizes there will be times when an unexpected or unavoidable leave of absence is necessary in order to manage unique personal or family situations. The distinguishing characteristics that separate this form of absence from what may be appropriately considered for regular leave is the length of time and nature of the situation. Though there may be other situations that would qualify for this category, the following are explicitly covered by this policy: birth/adoption of a child, bereavement, and serious health complication(s). These situations typically require an absence of three days or more in length.

To assist full-time faculty and staff with situations that require an extended leave of absence, the University has designated two types of "special" leave categories that may be used. As with regular leave, these days must be approved by the employee's immediate supervisor. This leave is in addition to vacation and personal/sick leave allotments.

Note: For the purpose of this policy, "weeks" refer to five working days and the weekend.

1. **SPECIAL PAID LEAVE (SPL).** Full-time employees receive an annual allotment of Special Paid Leave (SPL) days. This is in effect immediately after the employee is hired. Requests for SPL must be approved by the supervisor and University President or VP designee.

    a. Bereavement. Employees that experience the loss of a spouse, child, or parent are eligible to receive one week of SPL.

    b. Birth or adoption of a child. Employees, whether fathers or mothers, that are preparing for the birth or adoption of a child are eligible receive two weeks of SPL.

    c. Serious health complication(s). Employees that are facing a serious health complication leading to incapacitation and/or hospitalization is eligible to receive one week of SPL.

    Employees that need time off that exceeds the respective allotments granted for each situation may request Special Unpaid Leave (SUL) in addition to SPL.

2. **SPECIAL UNPAID LEAVE (SUL).** Employees requiring a leave of absence that exceeds the SPL allotments, or employees that face a situation that does not fall into an eligible category to receive SPL, may qualify for a period of Special Unpaid Leave (SUL). Requests for SUL are made to the supervisor, and they also must be approved by the President or VP designee.

    a. Bereavement. Employees that experience the loss of a spouse, child, or parent are eligible to receive seven weeks of SUL.

    b. Birth or adoption of a child. Employees, whether fathers or mothers, that are having a child are eligible to receive six weeks of SUL.

    c. Serious health complication(s). Employees that are facing a serious health complication leading to incapacitation and/or hospitalization is eligible to receive seven weeks of SUL.

Any employee that requires a leave of absence that is not adequately covered by the terms of the policy should discuss the situation with their supervisor. If the supervisor finds warrant for

consideration by the Administration, the matter will be brought before the Director of Administration and/or Admin Council; and the employee will be informed of the decision.

FACULTY & STAFF FRINGE BENEFITS

Regular faculty and staff members have the following fringe benefits available to them:

- Option to purchase medical insurance through PIU
- Holiday Pay
- Sick leave
- Personal leave

Details about number of holiday, sick leave, and personal leave days are available on the faculty or staff member's contract. PIU currently does not offer any fringe benefits to its adjunct faculty members and part-time staff members.

POLICY ON TUITION BENEFITS FOR FACULTY, STAFF, AND THEIR FAMILIES

The purpose of this policy is to outline the university's tuition waiver program for non-degree/degree seeking coursework at PIU in support of the university's commitment to employee development and fulfillment. This policy applies to full time and/or part-time employees of PIU and their immediate family members.

In support of Pacific Islands University's commitment to the continued professional and personal development of employees, full and part-time faculty and staff, may enroll in Pacific Islands University credit courses of instruction and have normal tuition or tuition deposit fees waived within the terms of this policy.

A. ELIGIBILITY

The following eligibility restrictions and guidelines apply:

1. All full-time instructional faculty members are eligible to apply for the tuition waiver for undergraduate, or audit/non-degree/degree classes that begin after the first academic semester of employment (If a person is hired in Summer, the benefit becomes available for Fall).

2. Full-time staff members are eligible to apply for the tuition waiver for undergraduate or graduate classes, or audit/non-degree/degree classes that begin after the first academic semester of employment.

3. Part-time faculty and staff are eligible to apply for the tuition waiver for undergraduate or graduate classes, or audit/non-degree/degree or courses that begin after the day of their six-month anniversary of employment.

4. Short-term (committed to work less than one year) volunteers are ineligible for this program. Long-term (working more than one year) full-time and part-time volunteers are eligible for this program.

5. Immediate family members of a full-time instructional faculty, full-time staff and long-term volunteers are also eligible for the waiver of tuition program for PIU undergraduate classes

only. Family members are limited to the spouse of the full-time employee and children ages 23 years old or younger.

B. LIMITATIONS

1. Applicants who are full-time instructional faculty, full-time staff and long-term (full-time) volunteers may have tuition waived for up to six credit hours per semester.
6. Applicants who are part-time instructional faculty, part-time staff and long-term (part-time) volunteers may have tuition waived for up to three credit hours per semester.
7. One family member of a full-time instructional faculty, full-time staff and long-term (full-time) volunteers may use the employee tuition benefit up to six credit hours per semester (three credit hours per semester for part-time) if the employee prefers not to take classes.
8. Faculty, staff, long-term volunteers and their immediate family members under the waiver of tuition program at PIU must maintain a cumulative GPA of 2.0 or higher to qualify for the program. In the event the cumulative GPA is lower at the end of the semester for which the waiver was given, the waiver is canceled retroactively and the employee needs to pay the previously waived tuition and fees. Waived tuition and fees for a course that receives the grade of F or W must be repaid, even if the GPA is 2.0 or better. The student must provide a letter stating the extraordinary circumstances.
9. Regular work hours of a staff or faculty member must be strictly maintained. If a full-time staff member is taking two classes per week during their regular working schedule, the work-time will be adjusted accordingly. Study hours and class assignment/homework must be done outside office hours. Enrollment authorization from Human Resources is required.
10. This benefit reflects the contribution of the institution to make Christian higher education available to dedicated employees and their family members. The tuition benefit will be placed in the recipient's student account before all other financial aid is applied. However, recipients who are enrolling in a program must complete a PIU general scholarship form. Recipients are also encouraged to apply for public and privately funded Financial Aid and scholarships.

C. EXCLUSIONS

1. Application fees, student fees, accident insurance fee, special course or departmental fees, books, late fees and readmission fees are the responsibility of the recipient.

FACULTY& STAFF DEVELOPMENT OPTIONS

As expressed in the Bylaws (Article V, Sections 1 and 2), PIU emphasizes the importance of continuing professional development for its faculty & staff. Employees are encouraged to take advantage of every opportunity, formal or informal, to enhance their effectiveness as teachers and or workers. This includes keeping informed about developments in their teaching fields, learning about new instructional methods and media, and sharpening administrative skills.

To foster faculty & staff development, PIU has a variety of procedures and practices in place, including the following:

1. **Regular faculty meetings** are a forum for the discussion of professional issues.

2. **Fellowship times and Bible studies** for faculty and staff provide opportunities for spiritual growth.

3. **Library:** The Librarian is alert to faculty needs and invites recommendations from the faculty for the purchase of new material and for subscriptions to professional journals.

4. **Tuition–free Courses**: PIU offers staff and faculty tuition waivers for PIU courses under the above mentioned conditions.

5. **Professional Conferences and Webinars**: The remote location of the PIU campus makes attendance of conferences a very expensive endeavor. The Budget Committee (President, , Vice President for Academics and VP of Student Development) makes the final decision as to what training is needed or prioritized.

6. **Full-time Further Studies:** In recent years the PIU board has, on an individual basis, granted study leave, and in some cases partially or fully financed, further studies for faculty & staff members.

FACULTY & STAFF DEVELOPMENT PLAN

Pacific Islands University understands the importance of ongoing training and professional development for its faculty & staff. Employees are encouraged to pursue opportunities for development in their specific disciplines as mentioned in the previous section. In addition to the aforementioned individual options, Pacific Islands University will provide a minimum of 12 hours of in-service training and development for all employees during the course of each calendar year. Regular (non-adjunct) faculty & staff members are to understand that their participation is mandatory unless a written request for absence is submitted to and approved by the Vice President for Academics or other person in charge of employee development. (Requests should be based on emergencies only.) Faculty members missing in-service meetings are still expected to meet the 6 hour minimum of general faculty development. This can be achieved by personal study or research in the area of development missed and by submitting a written summary of the result of the research. Adjunct faculty members are welcome and encouraged to participate in all in-services offered by PIU.

The following schedule will provide ample opportunity for all faculty & staff members to attain the minimum 12 hours of professional development each school year:

- A minimum of 5 hours of in-service training will be provided each fall semester of the academic year.

- A minimum of 1 hour of additional in-service will be provided at faculty meetings during two separate 1/2 hour sessions during the fall semester.

- A minimum of 5 hours of in-service training will be provided each spring semester of the academic year.

- A minimum of 1 hour of additional in-service will be provided at faculty meetings during two separate 1/2 hour sessions during the spring semester.

INSTRUCTOR EVALUATION

At PIU, it is our goal to encourage our instructors to be aware of their strengths as well as any areas in which they need to be challenged to grow. Because of this, PIU has developed a three-pronged approach to instructor assessment and development:

Announced evaluations

Unannounced evaluations

Peer observations

A sample Faculty Evaluation Form can be found in the Appendix.

Announced evaluations will be conducted every two years for full time faculty members as well as any short term volunteer instructors present during the time when the evaluations are being conducted. Announced evaluations will be conducted by the Vice President for Academics, or other qualified administrator.

Instructors will be asked for the following:

1. A lesson plan for the day of the observation that specifically shows a) what the instructor is hoping to accomplish in the class; b) how it will be done; and c) how the instructor will determine whether or not students are understanding the information being presented. In some cases, item "c" will simply be a note saying that students will have a quiz on this and other material next week; it does not have to be conducted in the same class period that the material is presented. NOTE: This should be a full lesson plan in fairly comprehensive detail, even if that is not the instructor's daily practice.

7. Lesson plans for the two previous class sessions. These lesson plans should be whatever was actually used for those sessions: 5 bulleted points, a fully detailed lesson plan, a list of topics and activities--whatever the instructor actually worked from in those classes. PIU understands that instructors' ideas of lesson plans vary greatly and the instructor with a sketchy lesson plan is not necessarily doing a worse job than an instructor with a full plan.

8. A lesson plan or written description of what the instructor thinks is going to happen in the class that follows the class being observed. Again, it is perfectly acceptable for this to be brief—the goal is to help the evaluator put the class she/he sees in context.

Goals for the evaluations are as follows:

1. To give instructors the chance to discuss their professional performance with an interested peer.

9. To identify strengths in the instructors' work. Like students, instructors often don't recognize what they do well; an evaluation like this helps point out those strengths.

10. To suggest potential directions for further professional growth.

Unannounced evaluations will be conducted during the years when announced evaluations are not being given; thus, they also will be done every two years. Unannounced evaluations will be conducted by the Vice President for Academics, or other qualified administrator. The evaluator will quietly enter the class in progress (unannounced) and will sit in the back of the classroom, observing without oral comment for a period of twenty to thirty minutes. This evaluation will be completed using a prepared evaluation form, rating instructors in a variety of areas.

Sometime after the conclusion of either the announced or the unannounced observation, the evaluator will contact the instructor and arrange a time and place for a post-observation conference. At this conference, the instructor will provide any needed explanation for marks on the observation form, will highlight instructor strengths, and will identify areas for further work. The instructor will have the opportunity to sign (or to decline to sign) this observation report which will be put in the instructor's personnel file.

Peer Observations are considered an important part of professional growth for our instructors. Instructor observations provide the visiting instructor with fresh ideas for instruction, and they provide the instructor being observed with encouragement. The purpose of a peer observation is primarily for the benefit of the observer and is not intended to be (nor should it be) a critique of the instructor being observed.

INSTRUCTOR AND COURSE EVALUATION

The Vice President for Academics will ask students to evaluate instructor performance and course content. This evaluation will be done through the teacher involved and is designed to benefit the teacher and PIU in creative planning. Faculty evaluations will be conducted by the Vice President for Academics, or an appointed evaluator at least once per academic year. (See course evaluation form in the appendix.)

PROGRESSIVE DISCIPLINARY ACTION POLICY: WARNING, SUSPENSION AND TERMINATION

1. RATIONALE

Pacific Islands University is committed to providing employees and University administration with a fair, clear and useful tool for correcting performance deficiencies as well as a process to assist management in addressing instances of unacceptable personal conduct. Each employee is expected to maintain standards of behavior. When an employee does not meet the expectations set by the supervisor or other appropriate personnel, disciplinary action shall be taken to address the employee's behavior.

A PIU employee, including volunteers, regardless of occupation, position or profession may be warned, suspended or terminated. The degree and type of action taken will be based on the judgment of the appointing supervisor in accordance with provisions of this policy. Supervisors contemplating disciplinary action of any kind must request the advice of the Vice President for Academics or his/her designee before beginning such action. Responsibility for the decision to invoke disciplinary action remains with the supervisor.

The following policy is established to assist all levels of supervisors in promoting efficient and equitable treatment for all employees.

2. POLICY

The University provides that any disciplinary action taken in accordance with this policy must be for just cause under one of the four (4) infraction categories:

UNSATISFACTORY JOB PERFORMANCE INCLUDING INEFFICIENT JOB PERFORMANCE:

Work related performance that fails to satisfactorily meet job requirements as specified in the relevant job description, work plan, or as directed by the supervisor of the department. An employee may be terminated without any prior disciplinary action. Alternatively, the employees may be issued a verbal or written warning, suspension without pay, or termination on the basis of a single current incident of grossly inefficient job performance without any prior disciplinary action.

UNACCEPTABLE PERSONAL CONDUCT:

Involves serious behaviors for which no reasonable person would expect to be forewarned that the behavior is wrong and could result in severe discipline. The following occurrences are cause for immediate suspension without pay or termination. Since a complete list of specific offenses is impossible, suspension or termination is not limited to the situations described below.

1. Any act of fighting on University property and threatening or assaulting another employee on PIU premises.
2. Conviction of a felony.
3. Falsifying official records and documents of the University.
4. Immoral or indecent conduct on University property.
5. Stealing or misuse of university and state property.
6. Unauthorized possession of firearms, knives, or other weapons.
7. Insubordination and/or disobedience.
8. Jeopardizing the health, safety or security of persons or University property.
9. Unauthorized release of confidential or official information.
10. Reporting to work under the influence of intoxicants, including alcohol, non-prescribed drugs, or illicit drugs.
11. Behavior that interferes with the operation of the University or any part thereof.
12. Falsifying personnel or pay records, including application for employment, clocking the time record or signing the time sheet for another employee.
13. Any other action, behavior, or communication that, as perceived by University officials, adversely affects the University or any sub-unit thereof.

POLICY & PROCEDURE VIOLATION

ABSENTEEISM AND TARDINESS

The University reserves the right, at its sole discretion, to utilize forms of discipline less severe than termination in differing circumstances in order to correct employees' performance problems or unacceptable behavior. Although one or more of the following procedures may be taken, the University may terminate employment at any time.

PROGRESSIVE DISCIPLINARY ACTION PROCESS

CLARIFYING BOUNDARY FOR RESPONSIBILITY

COACHING (NOT A DISCIPLINARY ACTION)

Coaching is appropriate to first-time or minor problems. It is also a way of informing, educating and training employees. It is corrective in nature, taken to provide faculty and staff employees the opportunity to improve job performance and comply with departmental and University policies.

3. PROGRESSIVE DISCIPLINARY ACTIONS

Progressive discipline is a series of disciplinary actions. Such actions range from oral or written warnings, suspension without pay, to termination, as deemed appropriate by the responsible administrator. There are four levels in the formal disciplinary procedure with various sanctions dependent upon the gravity of the case and/or the on-going nature of the misconduct.

LEVEL ONE - ORAL WARNING

An oral warning is the lowest form of disciplinary action and intended to alert the employee that further action will be taken if the issue is not resolved. An oral warning may be used to communicate a failure to meet job requirements, unacceptable conduct or violations of rules and/or policies. An oral warning shall be documented using the Oral Warning form. A copy shall be provided for the employee and sent to Human Resources.

LEVEL TWO – WRITTEN WARNING

A written warning is used after a failure to take appropriate action after an oral warning has been made. A written warning may also be immediately used due to the severity of the infraction. The supervisor shall use the Written Warning form provided by Human Resources and specify on the form the further disciplinary action to be taken if the employee fails to take appropriate action. A copy of the form shall be provided for the employee and sent to Human Resources.

LEVEL THREE - SUSPENSION WITHOUT PAY

Depending upon the severity of the offense and the employee's previous record, the supervisor may suspend an employee without pay for a period of 1-15 working days when, in the judgment of the supervisor, improved performance is attainable without resorting to Termination.

Suspension shall only occur after consultation with the department administrator. Any suspension action taken will be confirmed, if at all possible, in person and in writing to the employee. A copy of the written communication shall be sent to Human Resources Office.

LEVEL FOUR - TERMINATION

Termination of the employee is a last resort after all other progressive disciplinary measures have failed or if the misconduct is of such a serious nature that immediate termination is warranted.

Recommendation for termination should be reasonably related to the seriousness of the employee's performance / conduct in view of length of service and prior record. The Administration will review the case to verify that there is just cause for termination of employment and that the employee has been afforded due process. A recommendation for termination of employees are initiated by the supervisor and approved by the department administrator before any action can be taken. Employees are to be advised in writing by their supervisor and /or department head, stating the reasons for recommending termination,

effective date of action, notice of the employee's right to appeal, and the procedure for filing an appeal. A copy of the recommendation shall be sent to Human Resources.

The University recognizes that termination for any reason is a serious matter. All decisions regarding Termination are made by the reporting Vice Presidents, after consultation with the immediate supervisor and discussion with the affected employee.

In cases of termination of any employee, because of lack of funds or reorganization, the employee is to be notified at least four weeks in advance if circumstances and advance knowledge permit.

RIGHT OF APPEAL

An employee who believes he/she has been disciplined unjustly may pursue a grievance at any point of the disciplinary action process (See Grievance Policy).

4. EXCLUSIONS

This policy does not apply to probationary employees in their first three months of employment. The supervisor is responsible for working with the employee in coaching and assisting him/her to achieve a satisfactory performance level. Progress should be reviewed periodically. If it is determined that the probationary employee is not suited for the job and cannot be expected to meet acceptable standards, the employee should be separated before the end of the probationary period. A probationary employee may be dismissed without prior discipline for either job performance or conduct reasons. However, that employee shall receive a written letter of separation indicating the specific behavior(s) or deficiencies, which led to his/her separation.

GRIEVANCE POLICY

The PIU Grievance Policy is the same for both staff, undergraduate and graduate faculty. It will be used if a staff or faculty member feels unfairly treated. Grievance action may be initiated by a faculty or staff member against another faculty member, an administrator, PIU staff, a student or any ministry center where PIU does outreach and field training. Some grounds for faculty grievances are:

1. Unfair treatment by prejudice
2. Harassment or intimidation
3. Oral or physical aggression
4. Any violations of the standards of PIU

PROCEDURE

A. PRELIMINARY ACTION

1. If a faculty member believes a grievance has occurred, the first attempt should be to solve the problem directly with the person involved. If this fails, one or two intermediaries should be consulted (cf. Matthew 18:15-16). If this does not work, the problem should be reported to the Vice President for Academics.

2. If the faculty member feels that the above persons cannot resolve the conflict, a signed statement requesting a formal hearing may be submitted to the Vice President for Academics or a member of the Faculty & Staff Grievance Committee. The statement should contain the time, place and nature of the complaint. In addition, a list of witnesses and a summary of their proposed testimony should be attached.

B. FORMAL HEARING

1. The Faculty & Staff Grievance Committee shall be comprised of three members of the faculty & staff, elected by the faculty & staff. Committee members will elect one of their members to chair the meetings.

2. The Faculty & Staff Grievance Committee proceedings should be as follows: All possible data will be gathered from every possible source. Witnesses will be examined, testimonies heard and issues discussed. The accused person may be present at the hearing or be represented by a person of his/her choice. After fair discussion the committee shall make recommendations for the disposition of the charge to the Vice President for Academics.

C. FINAL ACTION

1. After receiving the recommendations from the Faculty & Staff Grievance Committee, the Vice President for Academics will review the proceedings and give a written decision to the accused person. The Vice President for Academics can dismiss the charges, reduce the recommended sanctions by the Faculty & Staff Grievance Committee or refer the case to the President.

2. The accused or aggrieved person may appeal to the President. After a thorough investigation, the President may dismiss the charge, reduce the recommended sanctions, concur with the decision of the Vice President for Academics or make his own decision. At any time during these proceedings the President has the right to suspend the accused person. The President of PIU will make the final decision on any case not sufficiently treated by the Faculty & Staff Grievance Committee or the Vice President for Academics except in the case of dismissal. The President will refer a dismissal case to the Board of Trustees.

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. Additional information regarding guidelines and procedures for dealing with Violence in the Workplace incidents can be seen in Pacific Islands University Handbooks. Printed copies can be viewed at the Administration Building or the Student Development Office.

CAMPUS HEALTH/DISEASE CONTROL POLICY

RATIONALE

Pacific Islands University is committed to providing a safe work environment that complies with territorial health guidelines and mitigates the spread of infectious diseases. As a community of professionals dealing regularly with students in an educational environment, PIU requires the vigilant cooperation of all its employees and volunteers operating on campus. The guidelines set forth hereafter are minimum standards of operation to be observed in the daily operation of University function.

POLICY

PANDEMIC

The epidemic spread of Covid-19 brought about an awareness that companies need to have health policies that are able to adjust to pandemic conditions and related health regulation mandates. It should therefore be understood by all faculty and staff of PIU that, in the event of a necessary change in the health policy, the manual will not be amended; but all faculty and staff will be informed of any change to health policies that occur during the Academic Year.

TUBERCULOSIS (TB)

The Guam Department of Public Health requires all campus employees of educational institutions to have received a "a test of tuberculosis (skin or x-ray) performed by a physician licensed to practice in a state or territory of the United States" [1] [refer to Public Laws, 10 GCA Chapter 25, INSTITUTIONAL FACILITIES]. Accordingly, employees and volunteers of Pacific Islands University are required to show documentation that they have been certified clear of tuberculosis. Employees and volunteers are required to show this documentation prior to their

employment and/or volunteer service and "at least annually thereafter" (initial results are requested to be within 6 months of the employment/volunteer service start date) **²**.

Records of such testing are required to be in the employee or volunteer's file and be made available to a representative of the Guam Department of Public Health's Bureau of Communicable Disease Control upon request. Access to the results shall otherwise be limited to the immediate supervisor and/or department head. Initial hires, whether paid or volunteer, that fail to provide such documentation shall not be considered available for work at the University until cleared. Those that fail to provide evidence of an annual examination after the initial start of service shall be subject to the University's "Progressive Disciplinary Action Policy"**³**.

¹ *Certifications or documentation obtained outside the United States and its territories will not be accepted.*

² *While employees and volunteers are responsible for any charges associated with this testing, insurance companies—like the one most PIU employees receive coverage under—offer an annual physical exam as part of the member benefits (not a work exam). Results received at the time of such an examination are acceptable provided the documentation shows the employee or volunteer has been certified clear of communicable diseases.*

³ *Employees or volunteers should inform their respective supervisors immediately if obtaining such documentation will, at any point of service to the University, create undue hardship or other unreasonable difficulty due to conflicting circumstances. Human Resources shall alert supervisors of the employee or volunteer's failure to provide documentation at the time of contract renewal.*

SECTION 3: TEACHING & CLASSROOM FUNCTION

COURSE ORGANIZATION

TEXTBOOKS:

Any use of new required textbooks in a course needs the preapproval of the department chair preferably one month in advance before use. All courses should use textbooks that also have electronic or Kindle availability. Required and recommended texts are to be listed in the syllabus, as well as hyperlinks for online resources. Include in the syllabus the title, author, the year of publication or edition, ISBN for print, ASIN and/or link to Amazon Kindle copy. Students, especially those in DE sites in Micronesia, may have challenges accessing textbooks. Instructors are encouraged to help students start a course well by providing legally scanned copies of chapters or readings.

Whenever possible, instructors should provide titles and format to the Registrar's office before publication of the registration form.

LIBRARY MATERIAL:

In order to help students use the library facilities effectively, faculty members should submit the names of books and research materials to the librarian so that they can be purchased and made available for supplementary study and research.

COURSE SYLLABUSES:

The instructor is required to prepare a syllabus for each course, ready for distribution to the students at registration or at the first class meeting. Copies of each syllabus should be emailed to the Department Chair and Vice President for Academics before the first week of classes. If the syllabus has been modified during the semester, an updated version must be posted to Populi at the end of the semester.

The purpose of a syllabus is to give a brief, yet specific overview of the course so that students know what they can expect. It also serves as a reference and guide throughout the course. Below is a basic outline of essential information that needs to be in every syllabus. Instructors may insert additional sections as deemed needed for their specific courses. (See syllabus template and samples in the Appendix.)

- Course Number and Name
- Term
- Day and time of class meetings (if applicable)
- Instructor (name, contact information - email, phone number, etc.)
- Office hours

- Course Description (from PIU Catalog)
- Student Learning Outcomes (aligned with Institutional and Program Learning Outcomes)
- Course Structure/ Methodology
- Course Materials/ Bibliography
- Course Requirements
- Grading Information
- Academic Policies
- Attendance
- Academic Integrity and Plagiarism
- Course Schedule

STUDENT LEARNING OUTCOMES (SLOS)

Pacific Islands University is accredited by the Transnational Association of Christian Colleges and Schools, otherwise known as TRACS. This agency requires PIU to report achievement of Institutional Learning Outcomes and Program Learning Outcomes, as well as Student Learning Outcomes for each course taught. However, the purpose of writing Student Learning Outcomes goes beyond our need to satisfy TRACS requirements for accreditation. The entire assessment process enables PIU to continually improve our programs and courses and thus glorify our Lord.

Brief Overview: The Essentials of SLOs

What are they?
- They are meaningful, manageable, and measurable descriptions of what students need to learn.
- They answer questions:
- What should students be able to do?
- What knowledge/skills are ideal?
- Under what conditions will learning occur?
  - How will students demonstrate what they have learned?
  - How does the SLO support the ILOs and PLOs?
  - How well does the behavior need to be performed and to what level?

What are they for? SLOs…
- Help students articulate what they are learning and have learned.
- Help students explain what they can do and what they know.
- Help departments understand better how to facilitate student learning.
- Provide feedback to departments: Are services providing what they are supposed to?
- Provide instructors with feedback on student learning.
- Provide instructors with feedback on how to improve the course and/or syllabus.

- Guide the instructor in the development of course activities and assignments, as one (or more) of the course SLOs should be the aim of course work.

How do we create SLOs?

First, examine the Institutional and Program Learning Objectives. How do the goals of this course support them? (See the University ILOs and departmental PLOs in the 2021-2022 PIU catalog.)

Consider Webb's Depth of Knowledge and Bloom's revised taxonomy in writing SLOs. What are the most important things a student should know, be able to do, or demonstrate after completing your course? How will you measure each of these things? What action verbs are most appropriate to describe your desired student outcomes? List these and write them as three to five Student Learning Outcomes.

As instructors, we need to:

- Match assessments with the SLOs.
- Ensure that assessments accurately measure the SLOs in a precise way.
- Communicate all assessment plans with students.
- Clearly present SLOs in the course syllabus.
- Indicate which assessments will be measured for the SLO Report. Instructor must select at least one assignment for assessment (sample attached in appendix)
- Communicate how assessments will be used.

How do we score SLOs?

SLOs must use the Likert scale of 1-5, with 1 being the lowest score (including zero) and 5 the highest. A rubric works best for evaluating an assignment or exam or a portion of one. The rubric can be as simple as the one below or made more specific for the course.

5 = "A" (90-100)	4 = "B" (80-89)	3 = "C" (70-79)	2 = "D" (60-69)	1 = 25-50 / 0.5 = 0-24
Work at a very high level of competency	Work at an above average competency	Work at an average level of competency	Work barely meets the basic requirements of the challenge	Work at a very low level of competence

How do we report SLO scores?

Using the template in Appendix, determine each student's score for each SLO. Then average all the students' scores for each SLO. Finally, for the course total, average the SLO averages. SLO scores can be reported by using one of the formats in the appendix.

When and to whom do we report SLO scores?

SLO scores are to be reported to the appropriate Department Chair and the Vice President for Academics at the same time grades are submitted.

See example SLO report in the Appendix.

CLASSROOM AND INSTRUCTOR PRESENCE

The classrooms are furnished with the basic equipment for teaching; tables, chairs, computers, and whiteboards. If teaching staff desire additional equipment or furniture, they should contact the PIU office for arrangements. White board markers, erasers and whiteboard cleaners and other supplies are available at the PIU office.

Classrooms should be kept clean and whiteboards erased in preparation for the following classes.

Each instructional period should begin with prayer.

Teachers are expected to be present for class sessions except for illness or an assignment which has been agreed upon with the Vice President for Academics. A teacher may not authorize someone else to conduct any class in his absence without first obtaining permission from the Vice President for Academics. Teachers must make arrangements to make up any class that is cancelled in order to meet minimum class time requirements (37.5 hours per semester for a 3-credit course).

Every faculty member is required to keep a record of class attendance. Absence or chronic lateness by a student should be reported to the Department Chair or the Vice President for Academics so that appropriate action can be taken.

SERVICES AND FACILITIES FOR FACULTY

Classroom Supplies: Classrooms are equipped with computers and whiteboards.

Photocopies: Faculty members have access to the color copier in the admin building.

Library: The Library's resources and services are available to all faculty in submit of their instruction, ministry or personal development. The Library personnel can present library orientation, research strategies and information literacy sessions for individual faculty and/ or classes. These are customized for course need. Hands-on activities are strongly emphasized.

Faculty members are urged to encourage students to frequent the PIU library, making use of the resources for personal study. Faculty members are also encouraged to be models for the students in using the library for their lesson preparations, supplementary study, personal enjoyment, etc. All teaching staff are requested to help the librarian select and review books and other resource materials.

Other: All faculty and staff are welcome to use the kitchen and lounge area. Desk space is available in the faculty office.

FORMAT FOR WRITTEN ASSIGNMENTS

Students should be provided with directions as to how to submit written assignments for your course(s). To provide students with one style, Pacific Islands University has adopted the most recent edition (currently 9th edition, 2018) of A Manual for Writers of Term Papers, Theses, and Dissertations by Kate Turabian as the standard format for papers and written assignments. In

particular students in freshmen courses are provided with instruction and practice in formatting assignments and formal papers using Turabian's Notes-Bibliography format. Instruction includes footnotes and bibliography formats. Parenthetical (in-text) references can be used instead of footnotes.

A useful tool to assist in the creation of bibliography citations is the Citation Machine's website for PIU's style: www.citationmachine.net/turabian. The Library has also created a brief (12 page) guide to the most commonly used sources. You can get a copy of A Quick Guide to Turabian Style for PIU from the Library in electronic or print copy. Individual or class instruction can be arranged.

For those minoring in "Education", the American Psychological Association (APA) format can be used by permission of the instructor. The APA citation style is used most often in the social sciences, including psychology, sociology, and education

EXAMINATIONS AND GRADING

EXAMINATIONS

Quizzes and exams can be an important means of helping the student pace his/ her studies as well as providing data for a fair grade. All examinations must be taken by students as scheduled unless illness or other emergencies prevent this. It is the responsibility of the teacher to administer the make-up exam.

Each instructor needs to submit final grades for his/her courses to the office of the Registrar and the Department Chair within one week after final exams, so that grade reports can be issued in a timely manner.

LETTER GRADE SYSTEM

Grading is based on performance in coursework, participation, and attendance. Grades are awarded based on completed assignments. Faculty are to post course grades [assignments, quizzes, and discussions] with comments or rubrics in Populi no later than two (2) weeks after the assignment due date. PIU uses the letter grade system. The breakdown of percentages is as follows:

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

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

COURSE CREDITS

To receive credit for a course, the student must attend at least 75% of the class hours for each course as required by the U.S. Dept. of Education and the Pell Grant program.

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.

Students may repeat courses for which they receive a grade of D or F. If a student repeats the course (previously D or F) and performs better with a higher grade, the new and improved grade will replace the former grade on the student's permanent record.

GRADE POINT AVERAGE (GPA) REQUIREMENTS

In any semester, students with a Grade Point Average (GPA) lower than 2.0 will be placed on academic probation and will be informed of this status in writing. Two consecutive semesters with a GPA below 2.0 will constitute cause for temporary dismissal from PIU.

"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.

 It is the responsibility of the student to arrange with the instructor for the assignment of an "I". Students requesting the grade of "I" must provide their instructor with substantiating information or documents. **The request for an incomplete must be made using the "Incomplete Request Form."** Instructors may consult with the Department Chair and Academic Vice President 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. 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.

 Students assigned an "I" by their instructor are 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 (28th) 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.

ATTENDANCE POLICY FOR CAMPUS CLASSES

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 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 extended absences.

ADMINISTRATIVE WITHDRAWAL

A student who has more than 7 absences for classes taught twice-a-week or more than 3 absences for classes that meet once-a-week[1], or a student who has not attended or notified the instructor or Vice President for Academics for two consecutive weeks, will be 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's grade for the semester will be based on assessments

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[1] 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.

before the withdrawal and the unfulfilled requirements after the Discipline Withdrawal. The Discipline 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 onto the main class page (not the front page of PIU DE).

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 had 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**. The Administrative Withdrawal may result in the reduction and/or return of financial aid.

LEARNING MANAGEMENT SYSTEM (LMS)

Instructors of PIU will use Populi as the Learning Management System (LMS). Training documents and videos as well as training sessions will be made available to faculty. Because instructors will vary in their ability and understanding they are for contacting the Vice President for Academics or IT with questions they are unable to find answers to in the training materials or on Populi "help" function. All non-Distance Education course instructors are required to record attendance, grades, and upload syllabus and textbook information.

Distance Education are required to use Populi for grades, and upload syllabus and textbook information etc., using Populi as their DE platform. There will be some instructors of BALS/Ed students utilizing Canvas for their LMS platform. They are still required to upload a copy of the syllabus into Populi.

ACADEMIC HONESTY & PLAGIARISM

Pacific Islands University does not tolerate any form of plagiarism.

Plagiarism is defined as using someone else's words or ideas without using quotations 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 tell where the ideas came from. Plagiarizing any other person's words or ideas carries serious consequences. In English classes, students will learn how to cite quotes and summarize information correctly. They are expected to use 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 complete

or a significant portion of plagiarism is detected in a student's work (partial plagiarism is left up to the discretion of the teacher).

STEP ONE:

- If a significant section of the final draft of a paper has been plagiarized, the student receives a grade of "zero" on the assignment.
- A photocopy should be made of the plagiarized work with the areas plagiarized highlighted, and (if possible) the source identified. The plagiarized paper should be placed in the student's file.
- The pink plagiarism form is given to the registrar who will enter the data into GradPro Student software and then will put the form into the student's file.
- The student is given a verbal warning and his or her current teachers, the Registrar, Program Chairs and the Vice President for Academics or Vice President for Academics are made aware of the plagiarism.

STEP TWO

- The second offense (either in the same class or a different class at any time during his or her PIU studies) where a significant section of the final draft of a paper has been plagiarized, the Program Chair of the specified class is contacted and sets up a meeting with the student.
- The student will receive a grade of "zero" on the assignment.
- The pink plagiarism form should be completed and plagiarized work identified, attached and recorded in the student's file as in step one.
- The student is given a final warning, both verbally and in writing, for plagiarism and that the next instance of plagiarism mal result in dismissal from the school for up to two semesters.
- His or her current teachers, the Registrar, Program Chairs and the Vice President for Academics are made aware of the plagiarism.

STEP THREE

- If a student is caught plagiarizing a significant portion of a final draft of a paper for the third time (either in the same class or in a different class at any time during his or her PIU studies) he or she may be dismissed from school and blocked from returning for up to two semesters from PIU, the time period to be determined at the discretion of the Vice President for Academics, in consultation with the Program Chairs.
- The third and final pink plagiarism slip is completed as in steps one and two and recorded in the student's file.
- The Admissions Committee must approve the student's return, and the student will be required to submit a letter of apology and pledge not to repeat the offense. All conditions apply for reapplication or reentry.

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 (week 5 and week 9) and submit them to an assigned mentor.

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 with two consecutive semesters with a GPA below 2.0 will constitute cause for temporary dismissal from PIU. 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 packet.

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, he/ she will be dismissed again. Length of time away and possibility of re-admission will be determined by the Admissions and Academic Standing Committee, which 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 he/she has been placed on Academic Probation or Temporary Dismissal unfairly has the appeal to the Vice President of Student Development for an evaluation of the circumstances. The Vice President of 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.

STUDENT RIGHTS AND PRIVACY

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 person:

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

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**, <u>written notification must be received</u> 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. <u>Once students have requested</u> <u>the withholding of **Directory Information**, the request will be honored for one current</u> school year (Fall, Spring, Summer) <u>until</u> <u>they file a request to reinstate the permission to</u> <u>release **Directory Information.**</u>

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, we define a student as someone **currently or previously enrolled** in any academic offering of the University. This does <u>not</u> include <u>prospective</u> 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	The Family Policy Compliance Office
172 Kinney's Road	U.S. Department of Education
Mangilao, GU 96913	400 South Maryland Avenue, SW Washington, DC 20212-5901
Phone: 671-734-1812	

Students wishing to review records under the auspices of FERPA must initiate the process at the Mangilao address.

SECTION 4: GUIDE TO CURRICULUM DEVELOPMENT AND IMPLEMENTATION

The University curriculum development and implementation is a continuous process. It is the foundation for conducting review and restructuring courses and programs. It is the purpose of this section to assist instructors, administrators, staff and interested individuals/groups in the development, evaluation, revision, or deletion of programs and courses that are not responsive to the needs of students and the communities. Each sub-section is designed to provide information as well as complete forms required for a particular curricular action.

The Academic Senate is the committee to assist in this process. To ensure meaningful curricula that are consistent with the university mission statement and its strategic directions as well as to meet accreditation requirements, the Academic Senate's functions include the following:

1. Review and make recommendations to the Vice President for Academics regarding but not limited to the approval/disapproval of:
   a. new course/program
   b. course/program modification
   c. course/program deletion
   d. proposed changes in formats, policies, forms, etc., regarding curriculum development/ implementation/ assessment
2. Ensure course outlines' three-year validity
3. Ensure and assist in programs' assessment after/within three years
4. Ensure implementation of approved modifications

COURSE/PROGRAM VALIDITY POLICY

The program reviews are conducted in three-year cycles: Biblical Studies (2020, 2023 . . .), Liberal Studies (2021, 2024 …) Ad—hoc review committees are chaired by the Department Chair with faculty involvement. Program reviews and curriculum recommendations are forwarded to the Academic Senate as a whole for deliberation and recommendation to the Vice President for Academics and Administrative Council. Courses are reviewed in connection with their respective program reviews. However, when a need arises, a course/program may be assessed within three years.

PROCESS AND PROCEDURES

A proposal for a new course/program and/or a course/program modification may be initiated by a staff, faculty, administrator or a concerned individual/group. Any new course proposed

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and approved will be on a pilot basis in the first semester it is offered. Any new program proposed and approved must be assessed after the first year of implementation.

NEW COURSE

1. The initiator discusses the proposed course with the Vice President for Academics and/or the Department Chair(s) until there is agreement.
2. The initiator writes the proposal, using New Course Form.
3. The forms are submitted to the Academic Senate for review.
4. If recommended for approval by the Academic Senate, the forms are submitted to the Vice President for Academics and Administrative Council for final approval.
5. Upon final approval, the original is filed with the Vice President for Academics and a copy sent to all interested parties. If on any level the proposal is disapproved, reasons must be put in writing and returned with the proposal to the appropriate person. The proposal may then be revised and resubmitted.
6. After the first semester of implementation, the course is evaluated.
    a. The instructor submits a report to the Vice President for Academics including, but not limited to the following:
        (1) A copy of the syllabus
        (2) Student performance
        (3) A summary of student evaluation
        (4) Other evaluations
    b. The report will be reviewed and evaluated by the Academic Senate to determine whether the course should be modified or adopted.
    c. When adopted, an addendum to the catalog will be made and all interested parties notified.
    d. If the Academic Senate disapproves or recommends modification, reasons must be put in writing by the Academic Senate and returned with the report to the appropriate person. The proposal may then be revised and resubmitted.

DISTANCE EDUCATION COURSE DEVELOPMENT

When a course that has previously been taught in-person[2] at PIU is presented to be taught as a Distance Education course it must be approved through the below review process.

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[2] Note that any completely new course must follow the procedures for presenting a New Course AND steps 2-4 of the DE Course Development process.

1. The initiator discusses the idea for a course modification with Vice President for Academics and/or department chair until there is agreement.

2. The course(s) proposed for Distance Education (DE) must be submitted to the Vice President for Academics and/or department chair at least 1 month before open registration

3. Vice President for Academics and/or department chair review syllabus for approval within 1 week.

4. Course designed on Populi as DE course and is completed 1 week before open registration.
   - If course is for PIUOnline the course is designed on Canvas platform but must adhere to Populi course requirements for DE courses (e.g. syllabi, final grades, etc).

COURSE MODIFICATION

1. The initiator discusses the idea for a course modification with Vice President for Academics and/or department chair until there is agreement and writes the proposal, using Course Modification Form.

2. Initiator submits the proposal to the Faculty and the Vice President for Academics.

3. The proposal is submitted to the Academic Senate for review.

4. If recommended for approval by the Academic Senate, the forms are submitted to the Vice President for Academics and Administrative Council for final approval.

5. Upon final approval, the original is filed with the Vice President for Academics and a copy sent to all interested parties. If on any level the proposal is disapproved, reasons must be put in writing and returned with the proposal to the appropriate person. The proposal may then be revised and resubmitted.

6. After the first semester of implementation, the course is evaluated.
   a. The instructor submits a report to the Vice President for Academics including, but not limited to the following:
      (1) A copy of the syllabus
      (2) Student performance
      (3) A summary of student evaluation
      (4) Other evaluations
   b. The report will be reviewed and evaluated by the Academic Senate to determine whether the course should be modified or adopted.
   c. When adopted, an addendum to the catalog will be made and all interested parties notified.
   d. If the Academic Senate disapproves or recommends modification, reasons must be put in writing by the Academic Senate and returned with the report to the appropriate person. The proposal may then be revised and resubmitted.

COURSE DELETION

Courses are evaluated every three years or sooner. As part of the evaluation process, recommendations for course deletions are addressed. A recommendation to delete a course may be initiated by a student, faculty member or administrator. The following guidelines must be adhered to for course deletions:

1. The initiator discusses the proposal with appropriate people and submits a proposal to the Faculty Meeting and the Vice President for Academics using Course Deletion Form.
2. The proposal is submitted to the Academic Senate for review.
3. If approved, it is submitted to the Vice President for Academics and Administrative Council for review.
4. Upon final approval, the original is filed with the Office of Academics and a copy sent to all interested parties. If on any level the proposal is disapproved, reasons must be put in writing and returned with the proposal to the appropriate person. The proposal may then be revised and resubmitted.
5. When adopted, a deletion will be in the catalog made and all interested parties notified.

NEW PROGRAM

1. The initiator discusses the idea of a new program with interested parties and writes the proposal.
2. The program proposal must be submitted to the Administrative Council first. If the idea of the proposal is generally accepted by the Administrative Council, Staff and Faculty are informed and encouraged to contribute insights about the proposal, which is then passed on to the Academic Senate for further, detailed analysis using New Program Form. The initiator, proposing a program, must present the proposal in person to the Academic Senate.

   Note: Every proposal for a new program must include a plan for implementation. Review and, if necessary, continued development or revision of plan for implementation for new programs take place at the Academic Senate level before the proposal is forwarded to the Administrative Council and, upon approval, to the Board of Trustees.

3. If approved by the Academic Senate, the forms are submitted to the Faculty for review.
4. If approved by the Faculty Meeting, the forms are submitted to the Vice President for Academics and to the Administrative Council for review.
5. Upon approval by the Administrative Council, the forms are submitted to the Board of Trustees for review.
6. Upon final approval by the Board of Trustees, the original is filed with the Vice President for Academics and a copy is sent to the registrar by the Vice President for Academics. If

on any level the proposal is disapproved, reasons must be put in writing and returned with the proposal to the initiator. The proposal may then be revised and resubmitted.

7. The Academic Senate, using the plan for implementation, will administer the first review after the first year of implementation of the new program and a more thorough evaluation after three years.

8. If the fully approved program is not implemented within five years, a new proposal needs to be submitted using the New Program Form. The previous approval has expired.

PROGRAM MODIFICATION

1. The initiator of the program modification discusses the idea for a program modification with the Faculty Meeting and the Vice President for Academics.

2. The initiator of a program modification submits his/her proposal to the Administrative Council for review using the Program Modification Form. If the idea of the proposal is generally accepted by the Administrative Council, Staff and Faculty are informed and the proposal for program modification is then passed on to the Academic Senate for further, detailed analysis.
    Note: Every proposal for a modified program must include a plan for implementation. Review and, if necessary, continued development or revision of plan for implementation for modified programs take place at the level of the Academic Senate before the proposal is forwarded to the Administrative Council and, upon approval, to the Board of Trustees.

3. If approved by the Academic Senate, the forms are submitted to the Faculty Meeting for review.

4. If approved by the Faculty meeting, the forms are submitted to the Administrative Council for review.

5. Upon approval by the Administrative Council, the forms are submitted to the Board of Trustees for review.

6. Upon final approval by the Board of Trustees, the original is filed with the Office of Academics and a copy is sent to the registrar by the Vice President for Academics. If on any level the proposal is disapproved, reasons must be put in writing and returned with the proposal to the initiator. The proposal may then be revised and resubmitted.

7. The Academic Senate, using the plan for implementation, will administer the first review after the first year of implementation of the modified program and a more thorough evaluation after three years.

8. If the modified program is not implemented within five years, a new proposal needs to be submitted using Program Modification Form. The previous approval has expired.

PROGRAM DELETION

1. The initiator of the program deletion discusses the idea for a program deletion with the Faculty Meeting, especially affected faculty, and the Vice President for Academics.

2. The initiator of a program deletion submits his proposal to the Administrative Council for review using Program Deletion Form. If the idea of the proposal is generally accepted by the Administrative Council, Staff and Faculty are informed and the proposal for program deletion is then passed on to the Academic Senate for further, detailed analysis.

3. If approved by the Academic Senate, the forms are submitted to the Faculty Meeting for review.

4. If approved by the Faculty Meeting, the forms are submitted to the Vice President for Academics and the Administrative Council for review.

5. Upon approval by the Administrative Council, the forms are submitted to the Board of Trustees for review.

6. Upon final approval by the Board of Trustees, the original is filed with the academic curriculum files and a copy is sent to the registrar by the Vice President for Academics. If on any level the proposal is disapproved, reasons must be put in writing and returned with the proposal to the initiator. The proposal may then be revised and resubmitted.

TEXTBOOK ADOPTION/APPROVAL

Each instructor is free to select textbooks for her/his course. However, the following criteria are to be considered:

1. Textbooks that are used in more than one course (e.g., for Christian Doctrine, OT- and NT- Survey courses, languages etc.) are to be discussed and agreed upon by the instructors who are teaching these courses. This can be done in a faculty meeting or via email approval.

2. Due to the difficulty and price of acquiring in-print textbooks, instructors should select books available as Kindle eBooks

3. The instructor submits his or her textbook selection to his Department Chair for approval before the beginning of the term. If the Department Chair disapproves a textbook, he/she will inform and explain the decision to the instructor in a timely manner and assist in finding an appropriate textbook instead.

CREDIT EQUIVALENCY

Pacific Islands University has only two formats for its courses. The majority of courses are three (3) units of credit.

1. Three unit courses: A three unit, Certificate in Basic English, Certificate in Biblical Studies, Diploma in Biblical Studies, AA, BA course will meet for the duration of a semester for 37.5 hours (2250 minutes) or the equivalent.

2. One unit courses: A one unit course will meet for the duration of a semester for fifteen hours (750 minutes) or the equivalent.

3. College Preparation courses may be adjusted as deemed necessary by joint decision of the Vice President for Academics and the College Preparation instructor. College Preparation courses will meet for the duration of a semester from a minimum of 37.5 (2250 minutes) to a maximum of 52.5 hours (3150 minutes) or the equivalent.

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 level

To 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 a critical and evaluative lens
- The development of professional skills designed to lead to post baccalaureate studies and/or employment

APPENDIX

TEMPLATE FOR SYLLABUS

The current approved Syllabus template can be found on Populi → Files → [Faculty Folder](#).

SAMPLE COURSE SYLLABI

Contact the Vice President for Academics for a Sample Course syllabus

ACADEMIC SENATE BY-LAWS

The current Academic Senate By Laws can be found on Populi → Files → [Faculty Folder](#).

FORMS

The following pages contain forms that may be photocopied or cut and pasted.

INSTRUCTOR EVALUATION

PACIFIC ISLANDS UNIVERSITY

Instructor: _____

Course: _____

Date and Week of Class Observation: _____

Area Being Evaluated	Strong (S)	Competent (C)	Marginal (M)	Unsatisfactory (U)
Goals and Objectives	Instructor explicitly states goals which support course objectives.	Instructor's goals are sufficiently clear and adhere to course objectives.	Instructor's explanation of goals is weak, missing or does not support specific course objectives.	Instructor has no stated or perceived goals and/or objectives for the class and activities do not support course objectives.
Organization of Lesson Plan	Instructor is very well organized with a lesson plan and builds the lesson utilizing previous lessons to scaffold students' learning of the material.	Instructor has a lesson plan prepared which follows course outlines and provides learning opportunities.	Instructor has a lesson prepared but it does not support course objectives, or the lesson plan loses focus at points.	Instructor has a lesson plan which is rambling, disjointed or did not relate to the objectives of this course.
Use of Class Time	Instructor utilized every moment of student contact as a learning opportunity. Time was allocated perfectly for planned activities.	Instructor's use of class time was well-planned and well-paced for this course.	Instructor spent more time off subject than on; in addition, time for activities was too rushed or too slow for the students, or the instructor was a few minutes late or let the class go slightly early.	Instructor wasted valuable class time or seriously misallocated time in directions that do not support the purpose of this course, or the instructor was significantly late or let the class go significantly early.
Classroom Management	Instructor has oversight of all activities conducted in class and instructor monitors students' activities and manages discussions very well.	Instructor maintains adequate oversight of the classroom environment and monitors students' activities and class discussions. The students were prepared for class and were kept on task.	Instructor controls the class too much so as to be stifling or not enough so as to appear too lax. Some students may lack class materials and/or the instructor failed to keep them on task in a few instances.	Instructor loses control of the classroom environment and/or student activities so as to produce a sense of chaos that does not support the purpose of this course. The students are unprepared and/or the instructor failed to keep them on task.
Subject Matter Expertise	Instructor demonstrates superior knowledge of the subject matter and explains it well to the students.	Instructor has adequate knowledge of the subject matter and can explain it sufficiently well for students.	Instructor knows the subject matter somewhat well but is unable to explain it well to the students.	Instructor appears to be lacking in basic knowledge about this subject matter.
Presentation and Delivery	Instructor demonstrates superior knowledge of current teaching methodology and applies in ways that stimulate independent learning in the students.	Instructor adequately applies current teaching methodologies and in doing so, helps students learn the subject matter.	Although the Instructor appears to know some of the current teaching methodologies, they are not applied consistently in class.	Instructor seems unaware of current teaching methodologies and because of it, hinders student learning.

Teaching Methodologies: Pedagogy Andragogy	Instructor's presentation is professional, clear and eloquent. In addition, delivery is stimulating and dynamic. stimulating and dynamic.	Instructor's presentation is clear and direct; in addition, delivery is adequate and engaging.	Instructor's presentation is unclear and somewhat confusing; in addition, delivery is weak.	Instructor's presentation is monotone, uninteresting, unprofessional and/or very confusing; in addition, delivery is boring and dull or difficult to understand.
Student Involvement	Instructor provides ample opportunity for student involvement through questions, activities, reflection and/or small group work.	Instructor provides for student involvement through questions, class activities, discussions, and/or group work.	Instructor provides very few opportunities for students to become involved, to work with the subject matter or to ask questions	Instructor does not provide opportunities for students to become involved, does not promote questions or discussion nor allows for group work.
Rapport	Instructor demonstrates superior rapport with the students; Instructor knows their names and appears to have built a strong classroom atmosphere of collegiality and respect.	Instructor demonstrates adequate rapport with students; Instructor knows their names and has an adequately comfortable classroom atmosphere.	Instructor knows students' names but does not interact sufficiently with them so as to build a strong classroom atmosphere.	Instructor appears to reflect a lack of respect towards students and does not know their names; classroom atmosphere is sterile and/or cold.

Comments:

Evaluator:_____Date: _____

Instructor:_____Date: _____

Adapted from Southwestern College

DISTANCE EDUCATION
INSTRUCTOR EVALUATION

PACIFIC ISLANDS
UNIVERSITY

Instructor: _____

Course: _____

Date and Week of Class Observation:_____

Area Being Evaluated	Strong	Competent	Marginal	Unsatisfactory	Poor	N/A
INSTRUCTOR						
Evidence of instructor and student engagement in the discussion forum.	5	4	3	2	1	N/A
Instructor demonstrates knowledge of the course material.	5	4	3	2	1	N/A
Instructor demonstrates knowledge of current methodology and applies it in a way to stimulate the students	5	4	3	2	1	N/A
Encourages class participation.	5	4	3	2	1	N/A
Biblical principles or activities included in the modules.	5	4	3	2	1	N/A
Made course expectations and objectives clear.	5	4	3	2	1	N/A
COURSE						
Instructor testimonial video.	5	4	3	2	1	N/A
Module instruction videos.	5	4	3	2	1	N/A
Accurate syllabus present in the course.	5	4	3	2	1	N/A
Announcement section used.	5	4	3	2	1	N/A
Welcome to the course section added.	5	4	3	2	1	N/A
MATERIAL						
Gradebook present and includes student's grades	5	4	3	2	1	N/A
Conveys Christ-like standards.	5	4	3	2	1	N/A
Conveys respect for students	5	4	3	2	1	N/A

How could the instructors(s) improve class delivery?
If you could make one change to this course what would you add or subtract?
Provide any additional feedback you would like to give to the instructor.

Additional Comments:

Evaluator:_____Date: _____

Instructor:_____Date: _____

LESSON PLAN EXAMPLE

PACIFIC ISLANDS UNIVERSITY

Lecturer's name:	Date:
Course:	Time
Subject/Unit:	# of Students:

Lesson Topic:
Aims of lesson:
Lesson objectives: Students will be able to…
Assumed prior knowledge:
Resources:
Assessment (how learning will be recognized)
Modes and Methods
Skills for Life / Key Skills to be addressed
Number/ numeracy- (if Math Class)
Information Technology- -

PACIFIC ISLANDS UNIVERSITY

STUDENT LEARNING OUTCOME REPORT

Course Number: **Course Name:**

Semester / Year:

Instructor name:

Course Description (From PIU Catalog and course syllabus)

Student Learning Outcomes – Copy and paste SLO's from the course syllabus

---

Basic instructions for calculating SLOs {please delete from final version of the report}

Step 1 convert grade points to %'s (e.g. 50 points = 100%)

Step 2 convert %'s to letter grade (e.g. 90% = A)

Step 3 convert letter grade to SLO score (e.g. A = 5, B = 4)

Step 4 accumulate all SLO scores (e.g. all 1, all 2s) per student

Step 5 Average all SLO scores per student

Complete this report

Enter below the average SLO scores for each student using this scale.

Please mark to the second decimal point when applicable.

A	B	C	D	F 50-59	F 25-49	F 0-24
5	4	3	2	1	0.5	0

Student	SLO #1	SLO #2	SLO #3	SLO #4	SLO #5	
Student 1						
Student 2						
Student 3						
Student 4						
Student 5						
Student 6						
Average Score						

Aggregate Score for Course

If this course is a benchmark course, which program and PLO does it benchmark?
Course Number   *Course Name*
PLO benchmarked   *Which course SLO(s) are used to benchmark?*

When this course is offered again, what suggestions would you have of things to keep in the course and what to change?

Instructor   **Date**

Academic Vice President   **Date**

172 Kinney's Road, Mangilao, Guam 96913 - 671-734-1812 (Office) - 671-734-1813 - www.piu.edu
Accredited by Transnational Association of Christian Colleges and Schools (TRACS

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PIU COURSE EVALUATION

This evaluation is done as part of our LMS Populi. Examples available upon request.

PIU EMPLOYEE/ VOLUNTEER EVALUATION

PACIFIC ISLANDS UNIVERSITY

172 Kinney's Road, Mangilao, Guam 96913 USA
Tel: (671) 734-1812 Fax: (671) 734-1813

ADMINISTRATIVE EMPLOYEE/MISSIONARY/VOLUNTEER EVALUATION FORM

Pacific Islands University (PIU) is dedicated to providing excellent, accessible, transformational Christian higher education in the Pacific. It is the purpose of the Administrative Evaluation to assess the effectiveness of administrative staff. The evaluation of administration is meant to provide for feedback from across all levels and areas of the institution, encourage open communication, and provide for a shared sense of responsibility for the direction of the institution.

INSTRUCTION: Please mark one (**X** or **√**) response to your answer in the appropriate parenthesis is. Answer the following questions objectively.

Name: _____   Title: _____
Department: _____   Covering: _____ to _____
                                        (Day, Month, Year)   *(Day, Month, Year)*
Date of Hire: _____   Type of Evaluation: ( ) Annual   ( ) Special

PERFORMANCE FACTORS

A. Leadership   ( ) Exceed Requirements   ( ) Meets Requirements   ( ) Needs Improvement

Standard: Accomplishes major tasks/job functions while balancing human relations, financial and planning concerns.

COMMENTS: _____

B. Job Skills and Knowledge   ( ) Exceed Requirements   ( ) Meets Requirements   ( ) Needs Improvement

Standard: Demonstrates professional skills and knowledge of the responsibilities and duties assigned to the position.

COMMENTS: _____

C. Quality of Work/Initiative   ( ) Exceed Requirements   ( ) Meets Requirements   ( ) Needs Improvement

Standard: Produces accurate, neat, and thorough work, whether self-initiated or supervised.

COMMENTS: _____

D. Communicative Skills   ( ) Exceed Requirements   ( ) Meets Requirements   ( ) Needs Improvement

Standard: Both oral and written communications are effective and appropriate.

COMMENTS: _____

E. Teamwork and Cooperation   ( ) Exceed Requirements   ( ) Meets Requirements   ( ) Needs Improvement

Standard: Works with colleagues in a collective effort to accomplish institutional goals and objectives.

COMMENTS: _____

F. Budget and Resource Management ( ) Exceed Requirements   ( ) Meets Requirements   ( ) Needs Improvement

Standard: Prepares timely and accurate projections of departmental financial requirements and manages allocated resources.

COMMENTS: _____

G. Ability to Resolve Problems   ( ) Exceed Requirements   ( ) Meets Requirements   ( ) Needs Improvement

Standard: Resolves problems quickly and professionally.

COMMENTS: _____

H. Interpersonal Relationships   ( ) Exceed Requirements   ( ) Meets Requirements   ( ) Needs Improvement

Standard: Ability to communicate effectively. Degree to which employee is able to project a courteous and helpful image to the public.

COMMENTS: _____

I. Additional Comments of Evaluator: _____

_____

INDIVIDUAL DEVELOPMENT PLAN

CAREER PLAN:

J. Personal Mission Statement:

_____

_____

_____

_____

K. Short-Term Career Goal (1-year)

AREA OF INTEREST:	COMPETENCIES/SKILLS/KNOWLEDGE NEEDED: (Areas I need to develop)
1a. _____	1b. _____
2a. _____	2b. _____
3a. _____	3b. _____
4a. _____	4b. _____
5a. _____	5b. _____
6a. _____	6b. _____

Employee/Missionary/Volunteer is recommended for retention: ( ) Yes ( ) No

Evaluator's Signature: _____   **Date:** _____

~~~~~~

Employee Comments:

_____

Employee's Signature: _____   **Date:** _____

NEW COURSE PROPOSAL FORMAT

Content:

a. Abstract

b. Background Information

c. Rationale

d. Description of the Proposal

e. Course Student Learning Outcomes and Links to Program Learning Objectives

f. Faculty

g. Library Learning Resources

h. Physical Resources

i. Financial Support

Budget/Financial Impact (how many/much) Estimate for:

1. Total Budget (Income and Expenses)

2. Contractual or Support Services

3. Others

j. Evaluation and Assessment

Appendix:

a. Cover Page

b. Attach proposed course syllabus

c. For a course with laboratory, attach task listing sheet

d. Course Student Learning Outcome (SLO)

Supporting Documents (optional)

NEW COURSE PROPOSAL COVER PAGE

_____

Course Code: Title

Course Developer/Initiator_____

Course Developer/Initiator Brief Biography:

_____

_____

_____

Total Course Hours: _____

Course Description:

_____

_____

_____

Proposed First Offering: _____   _____
                         Semester   Academic Year

Proposed by: _____   Date: _____
             Print Name & Initial

Endorsed by: _____   Date: _____
             Print Name & Initial

Note: _An endorser should be a member of a respective advisory committee or a person with expertise in the field._

Approvals:

_____   _____

Academic Senate President   Date

_____   _____

Vice President for Academics &Vice President for Academics   Date

_____   _____

President   Date

COURSE MODIFICATION FORMAT

Content:

a. Abstract

b. Background Information

c. Rationale

d. Description of the Change

e. Course Student Learning Outcomes and Links to Program Learning Objectives

f. Faculty

g. Library Learning Resources

h. Physical Resources

i. Financial Support

Budget/Financial Impact (how many/much) Estimate for:

1. Total Budget (Income and Expenses)

2. Contractual or Support Services

3. Others

j. Evaluation and Assessment

Appendix:

a. Cover Page

b. Attach proposed course syllabus

c. For a course with laboratory, attach task listing sheet

d. Course Student Learning Outcome (SLO)

Supporting Documents (optional)

COURSE MODIFICATION COVER PAGE

_____

Type of Action: ___ Credits ___ Title ___ Number ___ Prerequisite ___ Text
___ Content ___ SLO ___ Other (specify) _____

_____

_____   _____
Old Course Code: Title   New Course Code: Title
Total Course Hours: _____

Course Description:

_____

_____

_____

Proposed First Offering: _____   _____
                              Semester   Academic Year

Proposed by: _____   Date: _____
                 Print Name & Initial

Endorsed by: _____   Date: _____
                 Print Name & Initial

Note: *An endorser should be a member of a respective advisory committee or a person with expertise in the field.*

Approvals:

_____   _____
Academic Senate President   Date

_____   _____
Vice President for Academics &Vice President for Academics   Date

_____   _____
President   Date

COURSE DELETION FORMAT

A. **Course Function/Impact (Check all that apply):**

    1. ( ) One or more programs will be affected by the deletion of this course. If this item is checked, list the program(s) below:

    _____

    _____

    _____

    1. ( ) This course is required for the program identified in A.1 above.

    5. ( ) This course is an elective for the program identified in A.1 above.

    6. ( ) This course is a prerequisite to _____
                                   Course # & Title

B. **Recommended replacement(s) for the affected program(s):**

  1. Course: _____   for   Program: _____

  2. Course: _____   for   Program: _____

C. **State rationale for course deletion in the space provided below.**

D. **Course Function/Impact**

Program	Prerequisite to	Required	Possible Elective
_____	_____	_____	_____
_____	_____	_____	_____

COURSE DELETION COVER PAGE

_____

Course Code: Title

Total Course Hours: _____

Course Description:

_____

_____

_____

_____

Proposed Deletion Date: _____   _____
                                            Semester   Academic Year

Proposed by: _____   Date: _____
                         Print Name & Initial

Endorsed by: _____   Date: _____
                         Print Name & Initial

Note: *An endorser should be a member of a respective advisory committee or a person with expertise in the field.*

Approvals:

_____   _____
Academic Senate President   Date

_____   _____
Vice President for Academics &Vice President for Academics   Date

_____   _____
President   Date

NEW PROGRAM PROPOSAL FORMAT

Content:

    a.   Abstract

    b.   Background Information

    c.   Rationale

    d.   Description of the Proposal

    e.   Program Learning Outcomes and Links to University Learning Objectives

    f.   Faculty

    g.   Library Learning Resources

    h.   Physical Resources

    i.   Financial Support

        Budget/Financial Impact (how many/much) Estimate for:

        1.   Total Budget (Income and Expenses)

        2.   Contractual or Support Services

        3.   Others

    j.   Evaluation and Assessment

Appendix:

    a.   Cover Page

    b.   Attach proposed course syllabuses

    c.   For courses with laboratory, attach task listing sheet

    d.   Program Learning Outcome (PLO)

Supporting Documents (optional)

NEW PROGRAM PROPOSAL COVER PAGE

Program Name: _____

Proposed First Offering: _____   _____
                              Semester   Academic Year

Proposed by: _____   Date: _____
                     Print Name & Initial

Program Developer/Initiator_____

Program Developer/Initiator Brief Biography:

_____

_____

_____

Endorsed by: _____   Date: _____
                     Print Name & Initial

                  _____   Date: _____
                     Print Name & Initial

                  _____   Date: _____
                     Print Name & Initial

Note: *An endorser should be a member of a respective advisory committee or a person with expertise in the field.*

Approvals:

_____   _____
Academic Senate President   Date

_____   _____
Vice President for Academics &Vice President for Academics   Date

_____   _____
President   Date

_____   _____
Board of Trustees, Chairman   Date

PROGRAM MODIFICATION FORMAT

Content:

   a. Abstract

   b. Background Information

   c. Rationale

   d. Description of the Change

   e. Program Learning Outcomes and Links to University Learning Objectives

   f. Faculty

   g. Library Learning Resources

   h. Physical Resources

   i. Financial Support

   Budget/Financial Impact (how many/much) Estimate for:

   1. Total Budget (Income and Expenses)

   2. Contractual or Support Services

   3. Others

   j. Evaluation and Assessment

Appendix:

a. Cover Page

b. Attach proposed course syllabuses

c. For courses with laboratory, attach task listing sheet

d. Program Learning Outcome (PLO)

Supporting Documents (optional)

PROGRAM MODIFICATION COVER PAGE

Program Name: _____

	Cert./Dip.	AA/BA	MAR/MABTS

1. Current Number of Credits _____ _____ _____
    number of credits for major courses _____ _____
    number of credits for electives _____ _____
    number of credits for gen. ed. courses _____ _____

2. Proposed name of program: _____
    number of credits for major courses _____ _____
    number of credits for electives _____ _____
    number of credits for gen. ed. courses _____ _____
    name of new/additional course(s) _____
    _____
    _____

Proposed First Offering: _____   _____
                   Semester   Academic Year

Proposed by: _____   Date: _____
              Print Name & Initial

Endorsed by: _____   Date: _____
              Print Name & Initial

Note: *An endorser should be a member of a respective advisory committee or a person with expertise in the field.*

Approvals:

_____   _____
Academic Senate President   Date

_____   _____
Vice President for Academics   Date

_____   _____
President   Date

_____   _____
Board of Trustees, Chairman   Date

PROGRAM DELETION FORMAT

A. Program Function/Impact:

Program

_____

B. Recommended replacement(s) for the affected program(s):

C. State rationale for program deletion in the space provided below.

PROGRAM DELETION COVER PAGE

_____

Program: Title

Program Description:

_____

_____

_____

_____

Proposed Deletion Date: _____   _____

        Semester   Academic Year

Proposed by: _____   Date: _____

      Print Name & Initial

Endorsed by: _____   Date: _____

      Print Name & Initial

Note: *An endorser should be a member of a respective advisory committee or a person with expertise in the field.*

Approvals:

_____   _____

Academic Senate President   Date

_____   _____

Vice President for Academics   Date

_____   _____

President   Date

_____   _____

Board of Trustees, Chairman   Date

PROGRAM REVIEW & ASSESSMENT REPORT

(For Implementation)

PIU PROGRAM REVIEW

(5-Year Cycle)
Assessment Period: Fall _____ to Spring _____

PROGRAM REVIEW TEMPLATE
(Adopted from the TRACS Conference 2012 by Dr. Gino Pasquariello)

▪

Degree Program: _____

Start Date of Review: _____ Completion Date of Review: _____

Review Supervised by: _____

Participating Review Committee:

Name:	Title:
_____	Dean/Department Head
_____	Director of Institutional Assessment
_____	Faculty
_____	Faculty
_____	Faculty
_____	_____
_____	_____

▪

I. Institutional Effectiveness Data

	2008-2009	2009-2010	2010-2011	2011-2012	Comments and Suggestions
Student Enrollment (taken at Fall enrollment, Registrar, TRACS Annual Report)					
Retention Rate (Fall to Fall unique student enrollment within the degree program)					
Completion Rate (within 100% and 150% of degree program length)					
Placement Rate (upon graduation and within one year of graduation)					

II. Comparability of Degree Program

List like institutions used to benchmark against the program being reviewed

Name of Institution	Documents Reviewed	Program Offered	Comments and Suggestions

1.			
2.			
3.			
4.			
5.			

Institutional Benchmark Summary of Program Comparison

Your Institution	1st institution	2nd institution	3rd institution	4th institution	5th institution
Degree:					
Program Outcomes					
1.					
2.					
3.					
4.					
5.					
Required Core Courses					
Required Major Courses					
Elective Units					
Total Degree Units					

III. Instructional Effectiveness Data

Instructional Staff Listing (ISL) Review		
Review Date	Revisions Made	Comments and Suggestions

Course Evaluations Review (Degree Core Courses)		
Review Date	Findings	Comments and Suggestions

IV. Institutional Assessment Data

Assessment Instrument (Filter according to degree program being reviewed)	Relevant Findings, Observations and Comments (Indirect student learning outcomes, degree specific student satisfaction, etc.)
Student Experience Inventory (SEI)	
Graduating Student Inventory (GSI)	
Alumni Inventory (AI)	

V. Review the Degree Program Outcomes

Current Degree Program Outcomes (taken from current academic catalog)
1.
2.
3.
4.
5.
6.

Program Learning Outcomes Review	
Review Questions	Comments and Suggestions
The outcomes should align with and support the mission of the institution	
The outcomes should differentiate between other existing programs offered at the same academic degree level	
Each outcome should begin with a verb which corresponds to the appropriate and specific learning outcome (cognitive, affective, or psychomotor).	
Eachoutcome contains one singular performance component that describes what the learner will know or be able to do in specific terms.	
Each outcome is clearly stated without ambiguity.	
Each outcome clearly states a measurable learning outcome.	
Each outcome is academically appropriate for the level of the degree program education.	

Suggested Degree Program Outcomes Revisions
1.
2.
3.
4.
5.
6.

Review Program Scope and Sequence (Course List)		
Review Date	Findings	Comments and Suggestions

Review the Curriculum Matrix (mapping program outcomes to courses)		
Review Date	Findings	Comments and Suggestions

Review the General Education Core (if applicable)			
Courses	Course Numbers and Titles	Courses objectives meet General Education Learning objectives?	Number of Semester Hours
Humanities/Fine Arts			
Behavioral/ Social Sciences			
Communications			
Natural Science/Math.			
Total General Education Semester Hours			

VI. Assessment of Program Learning Outcomes

General Education Learning Outcomes (If Applicable)	Aggregate Score	Percent Score	Online Score	Teaching Site
1.				
2.				
3.				
4.				
5.				
TOTAL GE Learning Outcomes Scores				

Program Learning Outcomes (Direct Measures of Core Courses)	Aggregate Score	Percent Score	Online Score	Teaching Site
1.				
2.				
3.				
4.				
5.				
6.				
TOTAL Program Learning Outcomes Scores				

Capstone Course (Direct Measures of Program Learning Outcomes)	Aggregate Score	Percent Score	Online Score	Teaching Site
1.				
2.				
3.				
4.				
5.				
6.				

TOTAL Program Learning Outcomes Scores				

VII. Library Support of the Curriculum - Evaluation of Holdings

Evaluated by participating faculty on an aggregate 5-point scale:
(1 Poorly Supported, 2 Minimally Supported, 3 Generally Supported, 4 Adequately Supported, 5 Well Supported)

Degree Program Learning Outcomes	Number of Volumes	Relevancy	Quality	Currency	Recommended Additions
General Observations/Comments:					

VIII. Conduct a SWOT analysis of the degree program.

Program Internal **Strengths**	Program Internal **Weaknesses**
Program External **Opportunities**	Program External **Threats**
Comments and Suggestions:	

IX. Review, Recommendations and Action Plan Summary

Program Review Summary

Program Review Section	Summary Findings	Documents/Assessments
I. Institutional Effectiveness		
II. Comparability		
III. Instructional Effectiveness		
IV. Institutional Assessment		
V. Degree Program Outcomes		
VI. Assessment of Program Learning Outcomes		
VII. Library Support		
VIII. Program SWOT Analysis		

Strategic Planning Recommendations

Strategic Recommendations	Timeline for Implementation	Additional Resources	Budgetary Impact

X. Report Findings

Submit program review summary report and all supporting documentation to the Chief Academic Officer and present findings to the appropriate academic forum.