



PACIFIC ISLANDS UNIVERSITY CATALOG 2018-19

www.piu.edu



Accredited by Transnational Association of Christian Colleges and Schools (TRACS)

TABLE OF CONTENTS

President's Welcome.....	6
Foundational Information.....	8
Vision Statement	8
Purpose and Mission Statement	8
Institutional Learning Outcomes	11
Philosophy of Education	11
Statement of Faith	12
History	13
Accreditation	14
Agreements with Other Institutions	15
PIU Functional Chart	16
Admission.....	17
Policy on Diversity and Non-Discrimination	17
Application Procedure.....	18
Non-Program Application Procedure.....	19
Audit Application Procedure.....	19
Re-Entry into a PIU Program	19
Dual Enrollment Program	20
Certificate in Basic English.....	22
Admission Under Special Circumstance.....	22
Probationary Admission.....	22
Remedial English Policy	23
Academic Policies and Services	24
Accommodative Services	24
Add / Drop Policy	24
Attendance.....	24
Attendance Policy for Campus Classes	24
Attendance Policy for Online Classes	25
Determining And Appealing Academic Status	26
Academic Probation	26
Temporary Dismissal.....	27

Grading & Academic Standing	29
Library Resources.....	33
Plagiarism & Academic Honesty	33
Privacy and Rights	35
Notice of the Family Educational Rights and Privacy Act (FERPA).....	35
Release of Information	35
Right of Review	36
Student Study Center.....	37
Transfer of Credit	37
Transfer of Credits from Accredited Institutions	37
Transfer of Credits from Non-Accredited Institutions	38
Credits for Prior Learning.....	39
Withdrawal Policy	39
Academic Programs.....	40
Pacific Islands Bible College Academic Programs.....	40
Biblical Studies Program Description and Goals	41
Pacific Islands Christian College Academic Programs.....	51
Liberal Studies Program Description and Goals	51
Financial Information.....	62
Schedule of Charges.....	62
Miscellaneous Charges.....	63
Typical Cost of Attendance.....	64
Sample Scenarios of Net Costs	65
Financial Policies	66
Financial Aid	68
Scholarships and Grants	69
Student Life	71
Discipline Policy	71
Standards of Behavior for PIU Students	71
Disciplinary Committee	72
Violence in the Workplace Policy.....	74
Definitions	74

Policy	74
2018-2019 PIU Calendar	76
2018.....	76
2019.....	76
Summer 2019	77
Holidays	77
Course Descriptions	78
Course Listing	78
Listings.....	98
Faculty	98
Full Time	98
Part-Time	99
Adjunct and Visiting.....	100
Remedial & ESL Programs	102
Retired Faculty	102
Board Of Trustees	103
Administrators and Staff	103
Supporting Agencies	104
Giving to PIU	105
PIU Contact Information	105

Catalog Contents Disclaimer: Pacific Islands University has made reasonable efforts to provide information that is accurate at the time of this catalog's publication. However, the institution reserves the right to make appropriate changes in procedures, policies, calendars, requirements, programs, courses and fees. When feasible, changes will be announced prior to their effective date, but PIU assumes no responsibility for giving any particular notice of any such change. Consult the catalog periodically for updated information.

PRESIDENT'S WELCOME



It has been my privilege to lead Pacific Islands University for over a year now. PIU is an institution of higher learning. Wow, have I ever been learning. My entrance into this position was a "battlefield promotion." I am incredibly honored to be in line behind Dr. Roland Rauchholz, Dr. William Wood, and Dr. David Owen. My job is made much easier because of the work these past presidents have done in making PIU the institution that it is.

Some of what I have been learning is important to you, as you make the decision about what is next in your life.

- PIU's reason for existing places us in a small, perhaps tiny, group of educational institutions.

We want to provide you with an education that will help you make a living, but that is not really what we are about. Far more important than the salary you will earn or the title you will be given is the life you will build--the person you will become. Sometimes I rebuke myself for being arrogant when I say that I want our students to go out and change the world. Who am I, what is PIU, to expect such a lofty outcome? Then I think of a shepherd boy named David, or a band of twelve unlikely characters that Jesus sent into "all the world," and I know it can be. I look at PIU alumni out faithfully serving, and I think, "Why not?"

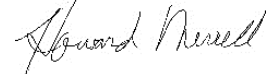
PIU exists to transform. The paradigm for that transformation is the Word of God. Transformed people transform their surroundings, and as they model and share the life-changing word of God, others are transformed, and . . .

- The kind of transformative teaching we are offering at PIU can only come from a highly dedicated faculty and staff. Another thing I'm learning is that those who serve at PIU truly do serve. They are professionals, to be sure, but theirs is not a mere profession. It is a calling.
- I'm also learning that we live in a world of rapid change. Changes that took decades to evolve in the mainland US are thrust upon this region with the ferocity of a typhoon. Those changes bring a plethora of opportunities, including educational opportunities.

At PIU we believe that knowledge should be practical, so let me practice that and apply what I have been learning. Why should I expect bright young students, full of hope, to choose to attend a small school in a rural area of Guam? What gives me hope that some of them will choose, out of all the options available to them, to attend Pacific Islands University? That hope burns in my heart because I believe there are some of you who realize that bigger isn't better, that there are young adults who aren't interested in studying *What this World has to Offer 101*. In their hearts there is a flame that could be fanned at PIU. It's a little light that illuminates a basic concept, God does great things through those who are yielded to Him and who are prepared to do His work.

If you are one of those dedicated people, then welcome. My welcome is not a light-hearted greeting, like one receives when he arrives at a party. No, while we have a lot of fun at PIU, we are not here to party. We are here because we want to change the world, and by God's grace, and with His power, we believe that we can. My welcome comes from the heart of an old warrior clasping the hand of one younger than he, another who is ready to join the battle. Welcome, comrade, welcome to the conflict. By His grace, we will prevail.

By His Grace,



Rev. Howard Merrell, MAR

President

671-734-1812

hmerrell@piu.edu

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.

PIU seeks to accomplish this mission by fulfilling the following institutional objectives arranged in eight major areas of development and growth.

Relationship with God: 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, chapel services, and by providing deans and chaplains whose primary responsibility is spiritual formation:

- that the student will grow in a loving relationship with God that overflows into Christ-like concern for people and the local and global communities around them.
- that the student will be exposed to and develop positive habits in the practices of the Christian disciplines including worship, prayer, personal devotions, and giving.
- that the student will be encouraged to live as a part of the gathered body of Christ by affiliation with a local congregation during and after his or her college experience.

Christian Character: Through relationship with the faculty, staff and fellow students as well as through interaction with the curriculum, we challenge our students to embrace responsible and accountable lifestyles that reflect a passion for the kingdom of God. We 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 our students are involved in community service activities, discipleship groups, prison ministry, and class work which emphasize ethics and corporate responsibility:

- that the student will cultivate a lifestyle that honors Christ and is based on the message of scripture.
- that the student will internalize a biblical value system that produces Christ-like character, decisions, and actions.
- that the student will be prepared for life as an individual capable of making well-reasoned and informed choices about values, goals, and careers.
- that the student will demonstrate responsible service and leadership within the context of family, clan, and culture.

Working Knowledge of the Scriptures: Because the Bible is the final authority in all realms of life, we are working to help students develop knowledge and understanding of scripture. We do this by providing degrees in biblical studies which require in-depth study of the Bible, biblical studies minors for students majoring in other areas, and in modeling the use of scripture in chapel and teaching:

- that the student will understand and biblically defend the basics of evangelical theology.
- that the student will study and understand the Bible for him or herself and accurately evaluate diverse interpretations of it.

Biblical Worldview: We want to develop Christian thinkers -- people who understand the world from a biblical point of view. It is not enough to simply understand the Bible; we want our students and graduates to integrate this transformational understanding into all areas of life as members of the global society, island cultures, families, and as individual followers of Christ Jesus. 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 develop a biblical worldview that integrates biblical truth with all areas of the curriculum.
- that the student will demonstrate 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.

Cross-Cultural Skills: As the world grows smaller and as a globalized culture emerges, it is not enough for students to simply be aware of or appreciate other cultures. They need to become culturally fluid so that they can relate to, learn from, and serve in several cultures. 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 mission team in a different culture, by teaching classes that are particularly focused on cross-cultural communication, through our community English for speakers of other languages (ESOL) classes, and the teaching of English as a Second Language (TESL):

- that the student will be exposed to staff, faculty and fellow students from a wide variety of cultural and ethnic backgrounds and understand and appreciate the many worldviews that they represent.
- that the student will grasp the urgency of and participate in the biblical mandate to make disciples of all nations.
- that the student will learn to appreciate art, music, literature, science, and other cultural expressions from around the world.

Competency in Ministry Skills: It is our aim to develop leaders who can serve in the church, community, and around the world; some will exercise their leadership in secular realms and family, others will minister within the church and mission structures; most 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:

- 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.

Evangelical Cooperation: 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 evangelical perspectives of the faculty and staff. We strive to be multi-cultural in faculty, staff, and student recruiting:

- that the student will be mentored and taught by faculty from a wide variety of evangelical perspectives and denominations.
- that the student will be exposed to a wide variety of ministry and worship styles.
- that the student will gain an understanding and appreciation for the diversity of theological viewpoints and practices within the evangelical church.

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

- that the student will develop the joy of learning and discovery in all areas of life.
- that the student will gain the background and skills to understand written and oral communication from a wide range of sources and 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, hearing, reading and writing the English language.

INSTITUTIONAL LEARNING OUTCOMES

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.
(to be measured using LS and Biblical Reviews)

PHILOSOPHY OF EDUCATION

Pacific Islands University is an evangelical 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 world view 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 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 spring of 1999. The school's third president, Dr. David Owen, lead the school from 2003 through 2016. Reverend Howard Merrell has served first as interim president, and now president, since 2017.

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 opened up 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. Since

then there has been the addition of the Certification of Basic English, new practical ministry minors, including Bible Translation, AA & BA programs in Liberal Studies, as well as a certificate in Dive Instruction.

For 42 years 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 most of its students are from the Pacific islands, PIU also welcomes students from other countries in Asia, Africa, Europe, and North and South America. 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), having been awarded Accredited Status as a Category II Institution by the TRACS Accreditation Commission on November 8-9, 2004. In 2008, with the addition of the Master of Arts in Religion program, the school became a Category III Institution. On December 8, 2009, the Executive Committee of the TRACS Accreditation Commission, voted to grant Reaffirmation I to Pacific Islands University as a Category III institution. Reaffirmation I is for a ten-year period through 2020. TRACS is recognized by the United States Department of Education (USDE), the Council for Higher Education Accreditation (CHEA) and the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

Contact information for TRACS:

TRACS
15935 Forest Road
Forest, VA 24551
telephone: 434-525-9539

email: info@tracs.org | website: tracs.org

AGREEMENTS WITH OTHER INSTITUTIONS

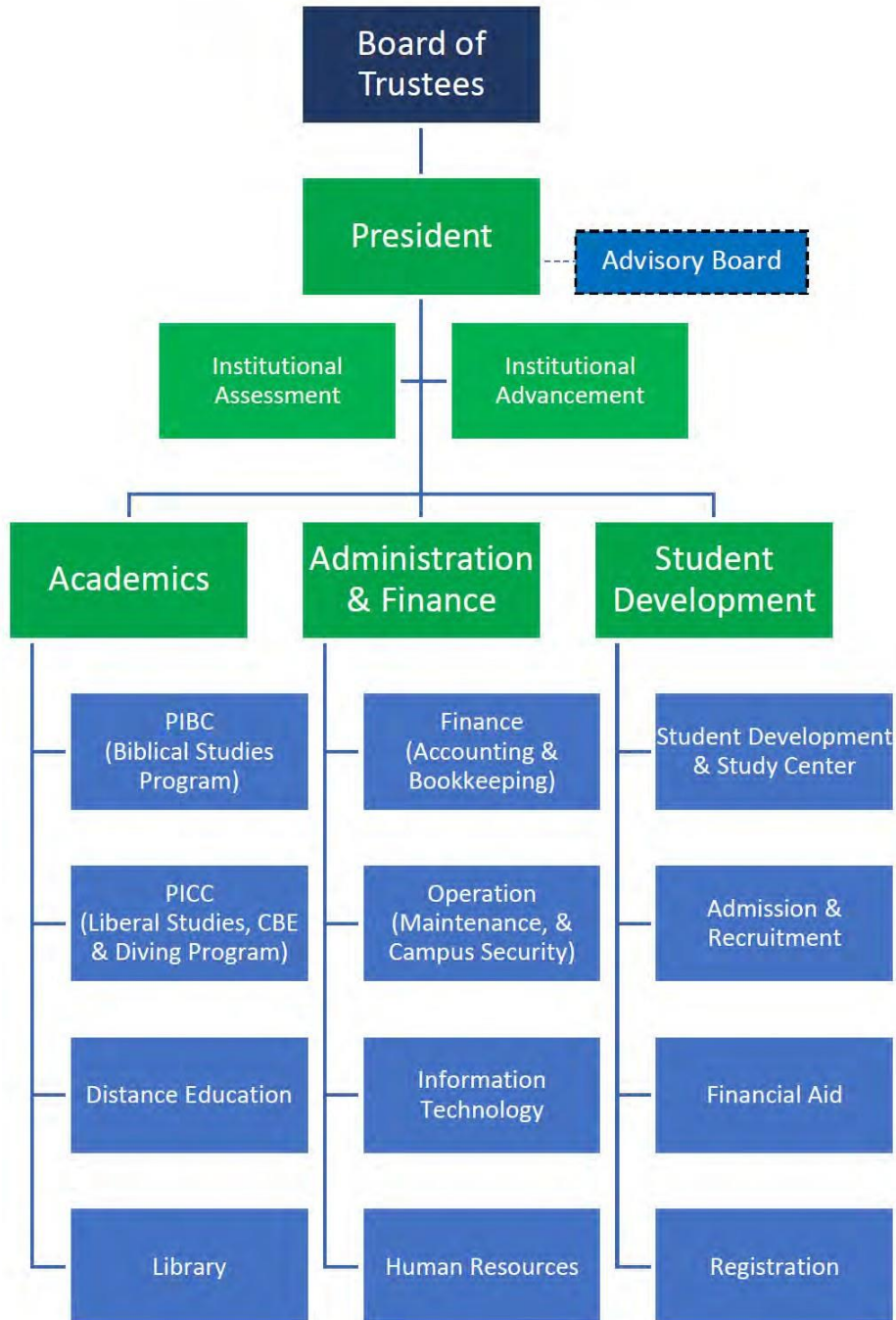
The University maintains agreements with the following institutions in the Pacific region and the U.S. mainland to provide opportunities for its students to further their education.

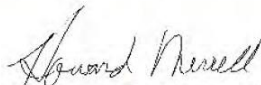
1. Palau Community College – Republic of Palau
2. Faithwalk Christian College – Chuuk, Micronesia
3. Guam Community College – Guam, USA
4. Pacific Rim Christian University – Hawaii, USA
5. Bryan College – Tennessee, USA
6. Simpson University – California, USA
7. Ohwa Theological College – Pohnpei, Micronesia
8. New Tokyo Medical College – Pohnpei, Micronesia

Please contact the academic department of the specific college or university for more information.

PIU Functional Chart

Academic Year 2018-19




Rev. Howard L. Merrell, President

ADMISSION

POLICY ON DIVERSITY AND NON-DISCRIMINATION

Diversity. PIU has a unique challenge in the area of diversity. In order to maximize the learning of students and expose them to the diversity that exists in the world, PIU seeks to foster an understanding and appreciation of those elements in every culture which enhance human dignity and are consistent with scriptural teaching.

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

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

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

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

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

APPLICATION PROCEDURE

Applicants for any non-remedial Certificate, Diploma, Associate of Arts or Bachelor of Arts degree should obtain application materials from the PIU office or the PIU website, and proceed as follows (applicants for the Certificate in Basic English follow the procedure in the section that follows this one):

Complete and submit the following to the Pacific Islands University by August 1 prior to the Fall Semester; December 1 prior to the Spring Semester; and April 1 prior to the Summer Semester for which you are applying.

- ☐ Application form for Admission
- ☐ \$40 non-refundable application fee
- ☐ Results of college admissions tests (SAT, ACT, TOEFL) or results of the PIU English Placement Test. Scores are valid for up to two years before the start date of the semester of admission.

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

- Score at least a **425** on the College Board SAT Reading Test and the SAT Writing and Language Test and score at least a **2** on the SAT Essay Test.
- Score at least an **18** on the English Language Arts portion of the ACT.
- Score at least a **500** on the paper-based TOEFL or **61** on the Internet-based TOEFL.
- Provide transcripts showing transfer credits of college level courses equivalent to a PIU Freshman English course (ENGL 101 or 102).
- Score at least a **500** on the PIU Placement Test.
- ☐ Signed copy of the Standards of Behavior Commitment
- ☐ Copy of your birth certificate or passport
- ☐ Recent photo of yourself (taken within six months)
- ☐ Copy of the immunization card (must include a valid documentation of tuberculin skin test results conducted within 6 months prior to the beginning of classes)
- ☐ Two personal references to be sent to the PIU Admissions Coordinator: one from the applicant's pastor and one from a current or former teacher or employer.
- ☐ Official transcripts to be sent directly to the PIU Admissions Coordinator from the applicant's high school and post-secondary institutions. Applicant must have obtained a high school diploma or an equivalent e.g., General Education Development (GED) Certificate.
- ☐ Signed form from parents or legal guardians (For students under 18 years of age when they first enroll at PIU) to address health and/or residence life issues (for those living in the dorm).

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

***I certify that the information provided was completed to the best of my knowledge.
Providing intentionally misleading information will be grounds for denying***

admission. Disciplinary action, up to dismissal, will be taken if the misleading information is discovered after the student is admitted.

All materials must be submitted to the PIU Admissions Coordinator for processing and becomes property of PIU. Unless otherwise noted, application documents must be updated if admissions has not been finalized within one year. Upon admission each student will be assigned to an Academic Advisor.

Transfer credit **may** be given for work completed at an accredited institution where the grade was C or higher. We do not normally give full academic transfer credits from unaccredited schools. Transfer students are required to earn a minimum of 60 credits toward their BA degree or Diploma or 36 credits toward their AA or Certificate in Biblical Studies through classes offered by PIU.

NON-PROGRAM APPLICATION PROCEDURE

Applicants who do not plan to complete one of the programs of PIU, but who wish to register for one or more courses for credit, are required to submit at least one week prior to the beginning of the class:

- ☐ Non-program application form
- ☐ Signed Standards of Behavior Commitment
- ☐ Copy of a valid ID
- ☐ Copy of the immunization card (must include a valid documentation of tuberculin skin test results conducted within 6 months prior to the beginning of classes)
- ☐ Transcript that documents achieved appropriate entrance level for desired course (high school diploma for enrolling into courses)

AUDIT APPLICATION PROCEDURE

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

- ☐ Audit Application form
- ☐ Signed Standards of Behavior Commitment
- ☐ Copy of a valid ID
- ☐ Valid documentation of tuberculin skin test results conducted within 6 months prior to beginning of classes

RE-ENTRY INTO A PIU PROGRAM

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

- ☐ Re-application form

- ☐ Signed Standards of Behavior Commitment
- ☐ Copy of the immunization card (must include a valid documentation of tuberculin skin test results conducted within 6 months prior to the beginning of classes)
- ☐ \$25 non-refundable application fee

Re-entry students should be prepared to provide further information upon request of the Registrar or Academic VP. Students who are returning after a voluntary absence of not greater than a full academic year are still under their original catalog rights and responsibilities. Students who return after an absence of more than one year will have to meet the program and degree requirements of the current catalog.

NOTE:

1. An assessment of English competency may be required if English is not the re-entering student's first language. Please see PIU's Remedial English Policy.
2. PIU does not guarantee that credit hours earned at any college or university over 7 years prior to the admission date of a student will transfer into a PIU program.

DUAL ENROLLMENT PROGRAM

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

Admission to the Program

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

- ☐ Completed Dual Enrollment Program application
- ☐ Current and official high school transcript
- ☐ Results of college admissions tests (SAT, ACT, TOEFL) or results of the PIU English Placement Test. Scores are valid for up to two years before the start date of the semester of admission.

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

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

- Provide transcripts showing transfer credits of college level courses equivalent to a PIU Freshman English course (ENGL 101 or 102).
 - Score at least a **500** on the PIU Placement Test.
- ☐ Copy of a valid ID or birth certificate
 - ☐ Copy of the immunization card (must include a valid documentation of tuberculin skin test results conducted within 6 months prior to the beginning of classes)
 - ☐ Confirmation of the attainment of junior or senior level (or equivalent) in high school (verification from a counselor or school administrator)
 - ☐ Official endorsement from the student's high school indicating that the student is capable of enrolling in and completing a college level course.
 - ☐ List of courses in which the student plans to enroll
 - ☐ Signed letter from the student's parents or legal guardians that:
 - grants permission to enroll in the courses
 - guarantees responsibility for regular attendance and payment of tuition and fees
 - acknowledges the student's responsibility to adhere to all PIU academic and student life expectations on campus as presented in the PIU Catalog or the Student Handbook.
 - designates a waiver of FERPA requirements

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

Credits Granted. Upon successful completion of the courses taken (a grade of D or better), the student will be granted PIU credits for the course. Students may use the course credits towards fulfilling requirements in an appropriate PIU program. Students wishing to receive college credit at another institution can request a copy of the PIU transcript, listing the courses completed. The transcript can then be presented to other institutions for approval. Students may earn up to a total of 24 college credits through the PIU Dual Enrollment Program.

Courses Available. Courses offered to Dual Enrollment Program students will be limited to 100- or 200-level PIU courses. Students will be required to meet prerequisites for courses or request permission from the Department Chair and the Academic VP ~~Provost~~. Approval for registering in specific courses will be at the discretion of the Department Chair and the Registrar. Students will be limited to enrolling in no more than two courses (6 credits) during each semester.

CERTIFICATE IN BASIC ENGLISH

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

- ☐ Completed application form by August 1 prior to the Fall Semester; December 1 prior to the Spring Semester; and April 1 prior to the Summer Semester for which you are applying.
- ☐ \$40 non-refundable application fee.
- ☐ Official transcript sent directly to the PIU Admissions Coordinator from the applicant's high school and any post high school institutions and colleges.
- ☐ Official TOEFL scores sent directly to PIU. A minimum of 400 on the paper-based test (or 32 on the internet-based TOEFL test is required for admission to the program. If a TOEFL score is not available, students may be admitted with a score of at least a 400 on the PIU English Placement Test.
- ☐ Professional reference from a current or former teacher or employer to be sent directly to the PIU Admissions Coordinator.
- ☐ Copy of the immunization card (must include a valid documentation of tuberculin skin test results conducted within 6 months prior to the beginning of classes)
- ☐ Copy of your birth certificate or passport.
- ☐ Signed Standards of Behavior Commitment.

ADMISSION UNDER SPECIAL CIRCUMSTANCE

PROBATIONARY ADMISSION

At Pacific Islands University, we understand that special transportation, communication, and other circumstances may arise that create the need for offering occasional conditional admission. A student *may* be considered for probationary admission if one of the following situations exists:

- The student's application package is incomplete and the semester will begin before all documents can be received.
- The student has taken the English TOEFL test, but the official score has not been received by the start of the semester at PIU *and* an examination of transcripts and telephone interview with the Academic VP or head of the English department deems conditional admission is appropriate.

Students admitted on a probationary status must meet all regular admission requirements before being accepted as program students. Students who desire admission in a regular program at PIU must provide all documents to complete the formal application packet before enrolling in additional semesters (cases 1 and 2 above).

REMEDIAL ENGLISH POLICY

Applicants who do not meet the minimum English test results required for admission, but who demonstrate likelihood of success through other admissions documents, may be accepted, but are enrolled as “Remedial” students.

All Remedial students are on probationary status when admitted and are officially notified of this status through their letter of acceptance. Students with documented weaknesses in English language skills will be retested at the conclusion of their first semester of study to seek evidence of appropriate progress as well as at the conclusion of their second semester as a Remedial student (if needed). At the conclusion of the first year of study, the Admissions Committee will evaluate the student’s academic, linguistic, and spiritual progress and make decisions regarding retention, granting regular status, or continuing probationary status. PIU offers formal ESL classes for Remedial students who have deficiencies in English.

The student is removed from Remedial status when he/she receives a grade of B or better in all his/her remedial English classes in the most recent term and receives a score of 500 or above on the PIU English Placement Test after completing either the first or second semester.

NOTE: Distance Education courses are considered on-campus courses.

ACADEMIC POLICIES AND SERVICES

ACCOMMODATIVE SERVICES

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

ADD / DROP POLICY

A student who desires to make a change in his or her schedule may do so + **the first three (3) class hours or the equivalent**. Add/Drop forms are available in the office and must be completed by the student requesting the change. This form must be signed by the instructor of the class being dropped **and** by the instructor of the class being added. There is no fee for this service.

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

ATTENDANCE

ATTENDANCE POLICY FOR CAMPUS CLASSES

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

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

When a student has missed six consecutive class hours (without communicating with the instructor, registrar, or Academic VP), the instructor will inform the registrar in writing and the student is placed on **Administrative Withdrawal**. The instructor designates the last class attended by the student or the last date on which the student completed an academic assignment. The student is informed of the Administrative Withdrawal by the instructor. The student is no longer entitled to attend any classes or submit any assignments. The student's grade for the semester will be based on assessments before the withdrawal and the unfulfilled requirements after the Administrative Withdrawal. The Administrative Withdrawal may result in the reduction and/or return of financial aid.

If a student is dismissed for disciplinary reasons, the student is placed on **Discipline Withdrawal** from all classes. The student's grade for the semester will be based on assessments 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 Academic VP, will be subject to the **Administrative Withdrawal**. The Administrative Withdrawal may result in the reduction and/or return of financial aid.

DETERMINING AND APPEALING ACADEMIC STATUS

A student is considered in Good Academic Standing unless otherwise determined and confirmed by the Academic VP. 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.

- During the semester of Academic Probation, the student must meet with an assigned mentor a minimum of two times per month.
- The student must have his/her instructors complete a grade check form every other week during the semester of Academic Probation and submit the completed form to the assigned mentor.
- The student must follow any further recommendations made by the Academic VP (such as tutoring or meeting with specific instructors for additional assistance) that are made to help the student to improve his/her chances for academic success.

Students whose GPA falls below a 2.0 at the end of a semester are placed on academic probation for the next semester. These students are required to read and sign a statement of commitment, which states in part:

- I will work with my academic mentor on a regular basis during the next semester to identify and follow better academic strategies, maintain a working schedule to complete all my assignments on time, and seek the support needed to succeed in all my classes.
- I will request academic progress reports from all my instructors every two weeks and discuss those reports with my academic mentor.

The grade report sheets contain dates by which the probationary students must report to their mentor. To be clear, this must be done every two weeks in order to assess the student's progress and address any needs.

The purpose of the grade reports is to establish consistent communication between students and their instructors, which is essential to academic success. In the past, students on academic probation have often not reported to their mentor with their grade reports and their study sheets, despite having signed a commitment to do so. Since students who do not communicate regularly with their instructors usually do not achieve good grades, this policy will now be enforced. For that reason, beginning April 12th, 2018, probationary students who do not show their grade and study reports to their mentor for four sessions will be subject to disciplinary action, possibly including temporary dismissal.

Students on academic probation are responsible to schedule an appointment to meet with their mentor every two weeks. If for any reason, you cannot meet with your mentor, be sure to contact her on or before the date that your grade report is due.

After one semester on Academic Probation, the Academic VP will review the students' grades for that semester with the Registrar.

- Students who earn a GPA of 2.0 or higher will be removed from Academic Probation and will be allowed to enroll for the following semester in Good Academic Standing.
- Students who earn a GPA of less than 2.0 will receive a letter of temporary dismissal for a minimum of one semester. These students are eligible to petition for re-admission after taking a semester off. They must contact the university and request re-admission in writing, including their understanding and/or explanation for their previous academic failure, and an explanation 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.

TEMPORARY DISMISSAL

For the purposes of determining temporary dismissal, the following will be considered:

- If a student is placed on academic probation because of grades in the Spring term, subsequent Summer and Fall term grades will be reviewed to determine if temporary dismissal is necessary at the end of the Fall term.
 - If a student is placed on academic probation because of grades in the Fall term, subsequent Spring term grades will be used to determine if temporary dismissal is necessary.
 - Students who submit a request for re-admission after more than one semester off must also complete a letter requesting re-admission, including their understanding and/or explanation for their previous academic failure, and an explanation of what they will do differently to ensure success upon their return to PIU. In addition, students who apply 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 and must fulfill all the requirements of any student on Academic Probation .
 - If a student returning after being dismissed for academic failure does not fulfill these requirements and/or fails to attain a GPA of 2.0 or higher, he/she will be dismissed again for academic failure. 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 right to appeal to the Admissions and Academic Standing Committee for an evaluation of the circumstances. The decision of the Committee in these cases will be final.

GRADING & ACADEMIC STANDING

PIU uses the letter grade system. The breakdown of the percentages is as follows:

Letter grade	Percentage	Explanation	Grade points per credit
A	90-100%	Outstanding <i>Performance excels far above established standards for university-level performance</i>	4
B	80-89%	Above average <i>Performance is above established standards</i>	3
C	70-79%	Average <i>Performance meets established standards</i>	2
D	60-69%	Below average <i>Performance is below established standards</i>	1
F	0-59%	Failure <i>Performance does not meet minimum requirements</i>	0
P	0%	Passing (D or higher)	0
AUDIT	0%	Audit	0
I	0%	Incomplete	0
W	0%	Withdrawal	0

Academic Load: A full load for students is considered between 12-18 credits per semester. Lower division students are limited to a maximum of 18 units per semester. Upper division students with a GPA of at least 3.25 may enroll for more than 18 credits with the permission of Department Chair and Registrar.

Community Service/Ministry Hours: All Full-Time Program students are **REQUIRED** to complete 36 hours of community service and ministry each fall and spring semester. This is a graduation requirement and will be noted on the student's transcript. If a student does not complete his or her hours by the end of the semester, the student will be placed on Disciplinary Probation by the Dean of Student Development and will be required to meet with the Student Development Team for accountability and help to complete the required hours.

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

At the end of the Fall and Spring semesters, the Dean of Student Development will submit a record of community service/ministry hours for each full-time student. For each of the semesters, students' transcripts will include a Pass (P) or Fail (F) for SERV 200 (the community service/ministry requirement).

Disciplinary Probation/Dismissal – Students who receive an “F” for SERV 200 for one semester, will have the opportunity to make up the required hours in the subsequent semester OR, if approved by the Dean of Student Development, during a break at the end of the semester. The student will be on Disciplinary Probation. Once the required hours are completed, the grade will be converted to a “P” and the student will be removed from the Disciplinary Probation.

Students who fail to meet the community service/ministry requirements while on Disciplinary Probation, will be subject to review by the Dean of Student Development and the Academic VP to determine the student's standing at PIU. The review may lead to the students' temporary dismissal.

Course Credits: To receive credit for a course, the student must attend at least 75% of the class hours for each course.

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 scores between 65-69% the teacher may provide an additional assignment to enable the student to attain a C grade. 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 dismissal from PIU.

Graduation Requirements: Students must have a minimum GPA of 2.0 to graduate from Certificate, Diploma, AA, or BA programs. Additionally, all full-time program students must

fulfill requirements for Community Service and Ministry.

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

“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. To be eligible for the "I" grade, a student must have completed at least 75% of the total course work requirements, with a grade of "C" or better.

Students requesting the grade of "I" must provide their instructor with substantiating information or documents. 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. ***In recording the grade of "I", the instructor states in their grade book the quality of the student’s work to date, the requirements remaining, and the deadline for completion.***

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

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

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

Remedial Courses: Students with academic deficiencies, determined by results of college admissions tests or a PIU Placement Test, will be assigned to remedial classes (course codes with numbers below 100). These non-credit courses will be taken with grades.

English Placement: Students who do not meet the requirements for enrolling in college-level courses (course codes of 100 or above), will be enrolled in specific English Remedial courses. The student is removed from Remedial status when he/she receives a grade of B or better in remedial English classes in the most recent term and receives a score of 500 or above on the PIU English Placement Test after completing either the first or second semester.

Math Placement: Students who score below the acceptable level on the PIU Math Placement Test will be enrolled in MATH 099R Introductory Algebra. Students may enroll in a college-level Math course when they earn at least a “B” in the remedial math course and score at the required level on the PIU Math Placement Test.

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

- Final grades for each course for each semester attended and a cumulative grade point average at the end of each semester;
- Records of withdrawals from classes that include the date of last attendance, including the posted grade of “W” or a grade determined by the instructor that represents the student’s performance according to the Campus and Online Attendance policies.
- Records of re-enrollment in courses from which students officially or unofficially withdrew;
- An assessment of each student’s progress towards completing a program.

PIU will maintain physical copies of students’ records for at least five (5 years). Digital copies of records are also maintained using secure formats.

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 grade other than “W” and will be based on assessments before the withdrawal and the unfulfilled requirements after the Student Withdrawal. The grade points associated with the grade will be counted toward determining the cumulative GPA. 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.

LIBRARY RESOURCES

The PIU Library is the largest theological and Bible studies library available in Micronesia. It also has books and materials to support the range of classes taught at PIU. Trained and experienced Library staff is available to assist students in their research and studies. The purpose of Library is:

- To provide access to biblical and theological support and research materials for use by faculty and students
- To help students develop effective research and information-gathering techniques using a variety of traditional and electronic mediums.
- To serve as a resource to the local church community and Christian school teachers.

The Library as well as the Study Center has computers available for word processing, research and study. The Library's online catalog has information on all of the 17,000+ items available in the Library. The online catalog and other information resources are available on the Library's page of the PIU website – www.piu.edu/academic/library

Wi-Fi is available in the Library and other locations around the campus. Printing and copying services are also available in the Library for a fee.

PLAGIARISM & ACADEMIC HONESTY

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 Academic VP 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 will result in dismissal from the school for up to two semesters.
- His or her current teachers, the Registrar, Program Chairs and Academic VP 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 Academic VP, 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, as in steps 1 and 2.
- 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.

As a member of the Pacific Islands University (PIU) academic community that honors integrity and respect for others, you are expected to maintain a high level of personal integrity in your academic work at all times. A student’s work should be original and must not be reused in other courses.

PRIVACY AND RIGHTS

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

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

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

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

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

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

RELEASE OF INFORMATION

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

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

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

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

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

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

According to the law, a person becomes a student for purposes of FERPA when he or she is “**in attendance**” at the institution. This includes attendance in person or remotely by videoconferencing, 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 not include prospective students or applicants to any academic program of the University.

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

RIGHT OF REVIEW

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

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

Office of the Registrar
172 Kinney's Road
Mangilao, GU 96913
Phone: 671-734-1812

The Family Policy Compliance Office
U.S. Department of Education
400 South Maryland Avenue, SW
Washington, DC 20202-5901

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

STUDENT STUDY CENTER

Pacific Islands University maintains the Student Study Center to provide the use of computers for those conducting research and class work and for those enrolled in distance education courses. The Student Study Center also serves to develop students' knowledge and skills in the uses of hardware and software available for effective learning activities and future uses.

TRANSFER OF CREDIT

PIU student records will indicate students earned previous education and training from other institutions. Students' records will indicate appropriate credit that has been granted for previous education according to the prescribed conditions. Receiving credit for previous education from other institutions may have an effect on the length of time in which the student will complete his/her program of study. Students' transcripts will indicate credits earned from other institutions.

TRANSFER OF CREDITS FROM ACCREDITED INSTITUTIONS

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

- ☐ official transcripts are available that show the grade earned was a C or higher, AND
- ☐ the published course description from that institution is deemed equivalent in scope, content, academic level, and number of credits to a course offered at PIU, OR
- ☐ personal communication with a representative of the other institution makes it clear that the course from that institution is equivalent in scope, content, academic level, and number of credits to a course offered at PIU.

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

NOTE: Credit for required or elective courses will be considered and granted only when an official transcript from the previous institution is received and reviewed by the Registrar. Awarding transfer credits for courses taken before attending PIU will be considered upon the student's initial enrollment at PIU. Awarding transfer credits for courses taken after the initial enrollment will be considered when official transcripts are provided.

PIU does not guarantee that credit hours earned at any college or university over seven (7) years prior to the admission date of a student will transfer into a PIU program.

Transfer students are required to earn a minimum of 60 credit hours toward their Bachelor of Arts degree or diploma, or a minimum of 36 credit hours toward their Associate of Arts degree, or Certificate in Biblical Studies at PIU.

TRANSFER OF CREDITS FROM NON-ACCREDITED INSTITUTIONS

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

- ☐ official transcripts are available that show the grade earned was a C or higher
AND
- ☐ the published course description from that institution is deemed similar in scope, content, and academic level to a course offered at PIU.
OR
- ☐ personal communication with a representative of the credit-granting institution makes it clear that the course from that institution is similar in scope, content, and academic level to a course offered at PIU.

NOTE: Due to the nature of allowing only partial (1/2) credit as transfer credit, the student may only be granted transfer credit from non-accredited institutions for elective credit. Transfer credit in other areas from non-accredited institutions may be made on a case by case basis. Some students may receive credit in areas other than elective if a combination of classes is deemed equivalent in scope, content, academic level, and number of combined credits to a course offered at PIU. Decisions will be made on a case-by-case basis by the Academic VP in consultation with the Registrar upon examination of official transcripts, catalog descriptions and/or syllabi from the course/s taken.

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

CREDITS FOR PRIOR LEARNING

On a case-by-case basis, PIU will consider granting credits to students who have earned college-level credits through opportunities such as the College Level Examination Program or through DSST – formerly DANTES (Defense Activity for Non-Traditional Education Support) Subject Standardized Tests. The number of credits accepted will be subject to PIU’s policy for the number of PIU credits that must be earned to receive a BA, AA, Diploma, or Certificate from PIU. All prior credit is evaluated, maintained, program is shortened accordingly, and student is notified of any credit granted. The Academic VP, in consultation with the Registrar and the Department Chairs, will determine the extent to which such credits will be accepted for required and/or elective courses.

WITHDRAWAL POLICY

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 grade other than “W” and will be based on assessments before the withdrawal and the unfulfilled requirements after the Student Withdrawal. The grade points associated with the grade will be counted toward determining the cumulative GPA.

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.

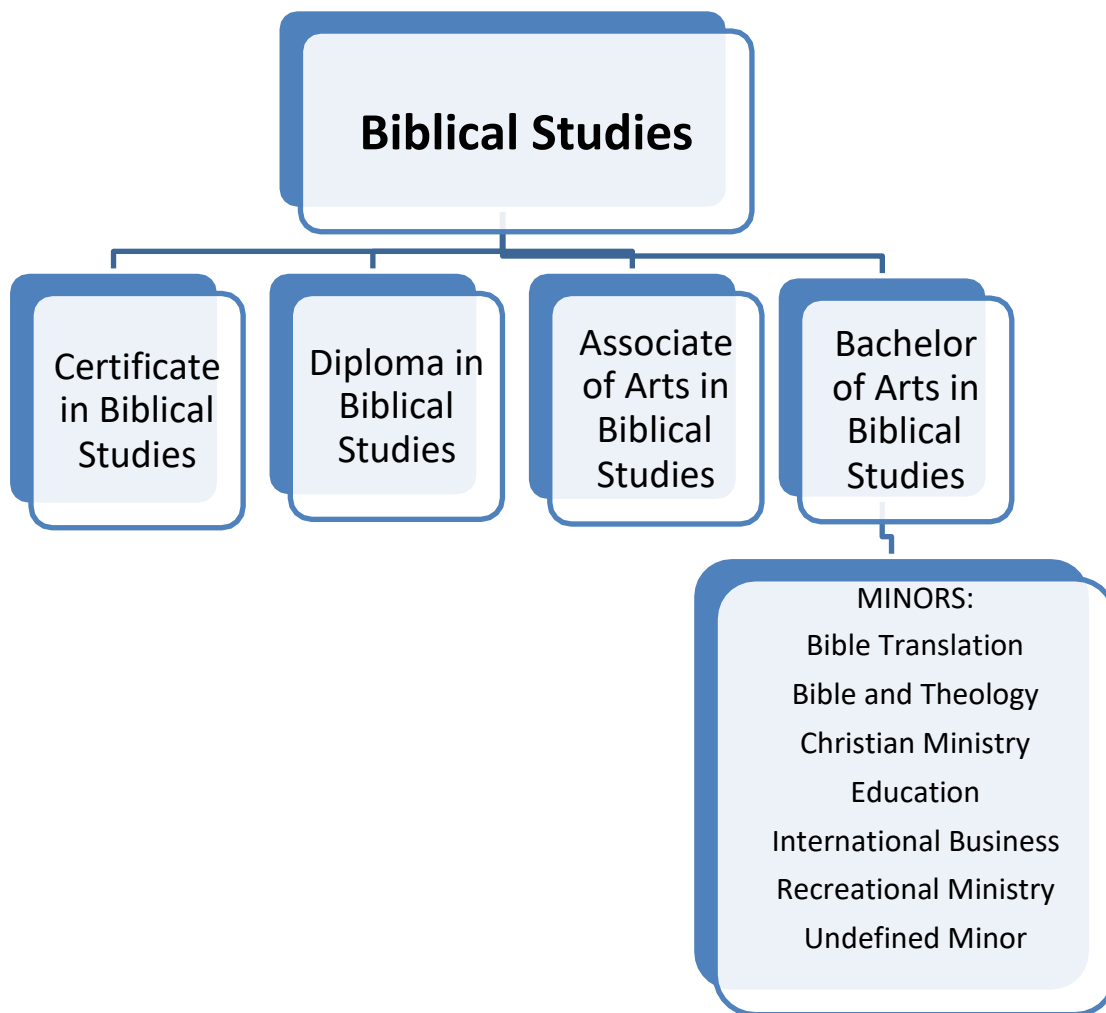
A student may also be subject to a **Discipline Withdrawal** if the student is dismissed for disciplinary reasons at any time during the semester. The procedures for determining the student’s grade for the term apply, according to the Campus and Online Attendance Policies.

ACADEMIC PROGRAMS

PACIFIC ISLANDS BIBLE COLLEGE ACADEMIC PROGRAMS

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

- Certificate in Biblical Studies (CBS)
- Diploma in Biblical Studies (DipBS)
- Associate of Arts Degree in Biblical Studies (AABS)
- Bachelor of Arts Degree in Biblical Studies (BABS)



BIBLICAL STUDIES PROGRAM DESCRIPTION AND GOALS

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

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

Students will be assisted in selecting the program that best meets their needs. Transfer from one program to another is possible at any time. A student shall complete a minimum of 60 credits toward his/her BA degree or Diploma in Biblical Studies through classes offered at PIU. A student shall complete 36 credits toward his/her AA degree or Certificate in Biblical Studies through classes offered by PIU.

CERTIFICATE IN BIBLICAL STUDIES (CBS)

This 54-credit program provides students with a solid foundation in Bible and Theology. It is appropriate either for students who desire a short but intensive Bible program or for Christian men and women already involved in full-time or part-time church ministries. By taking two semesters with 15 credit hours and two semesters with 12 credit hours, a motivated student can complete the requirements for the Certificate in Biblical Studies in two years. Students completing the Certificate program may also transfer credits to the Diploma or Bachelor of Arts programs if desired.

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

Program Learning Outcomes for Certificate in Biblical Studies. Completion of a CBS will prepare students to:

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

Required Bible/Theology:

- BIBL 102: Basic Bible Study Methods
- BIBL 304: Advanced Hermeneutics
- BNEW 100: New Testament Survey
- BOLD 100: Old Testament Survey
- **TWO** of the following courses:
 - BNEW 101: New Testament History
 - BNEW 201 Pauline Literature
 - BNEW 301 General Epistles
- **TWO** of the following courses:
 - BOLD 101: Old Testament History
 - BOLD 201: Wisdom Literature
 - BOLD 202: Prophetic Literature
- CFOR 101: Spiritual Formation
- CMIN 101: Evangelism
- CMIN 201: Introduction to World Missions
- THEO 200: Introduction to Christian Doctrine
- **THREE** of the following courses:
 - THEO 101: Christian Doctrine 1
 - THEO 201: Christian Doctrine 2
 - THEO 301: Christian Doctrine 3
 - THEO 302: Christian Doctrine 4
- Bible/Theology/Ministry Elective Course

Required English:

- ENGL 101: Freshman English 1
- ENGL 102: Freshman English 2

DIPLOMA IN BIBLICAL STUDIES (DipBS)

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

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

Program Learning Outcomes for the Diploma in Biblical Studies. Completion of a Diploma in Biblical Studies will prepare students to:

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

Required Bible and Theology:

- BIBL 102: Basic Bible Study Methods
- BIBL 304: Advanced Hermeneutics
- BNEW 100: New Testament Survey
- BOLD 100: Old Testament Survey
- **TWO** of the following courses:
 - BNEW 101: New Testament History
 - BNEW 201: Pauline Literature
 - BNEW 301: General Epistles
- **TWO** of the following courses:
 - BOLD 101: Old Testament History
 - BOLD 201: Wisdom Literature
 - BOLD 202: Prophetic Literature
- CFOR 101: Spiritual Formation
- CFOR 102: Principles of Teaching
- CFOR 303: Marriage and Family
- CHIS 300: Church History
- CMIN 101: Evangelism
- CMIN 201: Introduction to World Missions
- CMIN 301: Preaching
- THEO 200 Introduction to Christian Doctrine
- **THREE** of the following courses:
 - THEO 101: Christian Doctrine 1
 - THEO 201: Christian Doctrine 2
 - THEO 301: Christian Doctrine 3
 - THEO 302: Christian Doctrine 4
- THEO 303: Ethics
- Bible/Theology/Ministry Elective Course

Required English:

- ENGL 101: Freshman English 1
- ENGL 102: Freshman English 2

Required Field Education:

- FEDU 200: Field Education

ASSOCIATE OF ARTS IN BIBLICAL STUDIES (AABS) DEGREE

This 63-credit hour degree program is designed for Christian professionals, students who plan to complete a non-theological degree in the future, and others who wish to study the fundamentals of the Christian faith along with General Education courses. A motivated student who successfully completes three semesters with 15 credit hours and one semester with 18 credit hours will finish the Associate of Arts degree in two years. All passing coursework from this degree may be transferred to the Bachelor of Arts program.

Program Learning Outcomes for Associate of Arts in Biblical Studies Degree. Completion of an AA degree in Biblical Studies will prepare students to:

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

Required Bible and Theology:

- BIBL 102: Basic Bible Study Methods
- BNEW 100: New Testament Survey
- BOLD 100: Old Testament Survey
- **ONE** of the following courses:
 - BNEW 101: New Testament History
 - BNEW 201: Pauline Literature
- **ONE** of the following courses:
 - BOLD 101 Old Testament History
 - BOLD 201 Wisdom Literature
 - BOLD 202 Prophetic Literature
- CFOR 101: Spiritual Formation
- CMIN 101: Evangelism
- CMIN 201: Introduction to World Missions
- THEO 200: Introduction to Christian Doctrine
- **ONE** of the following:
 - THEO 101 Christian Doctrine 1
 - THEO 201 Christian Doctrine 2

- Bible/Theology/Ministry Elective Course

Required General Education:

- ☐ ENGL 101: Freshman English 1
- ☐ ENGL 102: Freshman English 2
- ☐ STDY 101: Research and Study Skills
- ☐ COMM 101: Basic Public Speaking
- ☐ EDLS 102: Principles of Teaching
- ☐ Behavioral or Social Science Course
- ☐ Natural Science or Mathematics Course
- ☐ Fine Arts Course
- ☐ General Education Elective Course

Required Field Education:

- FEDU 200: Field Education

BACHELOR OF ARTS IN BIBLICAL STUDIES (BABS)

This 126-credit hour degree program is designed to provide a four-year Bachelor of Arts curriculum (although many students take five years to complete the program) with a Bible major, a related minor, and extensive General Education coursework. Six hours of Field Education, including a practicum in the student's minor field, are also required.

Program Learning Outcomes for Bachelor of Arts in Biblical Studies Degree. Completion of an BA degree in Biblical Studies will prepare students to:

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

Required Bible and Theology:

- BIBL 102: Basic Bible Study Methods
- BIBL 304: Advanced Hermeneutics
- BNEW 100: New Testament Survey
- BOLD 100: Old Testament Survey
- **TWO** of the following courses:
 - BNEW 101: New Testament History
 - BNEW 201: Pauline Literature

- BNEW 301: General Epistles
- **TWO** of the following courses:
 - BOLD 101: Old Testament History
 - BOLD 201: Wisdom Literature
 - BOLD 202: Prophetic Literature
- New Testament Exegesis Course
- Old Testament Exegesis Course
- CFOR 101: Spiritual Formation
- CHIS 300: Church History
- CMIN 101: Evangelism
- CMIN 201: Introduction to World Missions
- CMIN 301: Preaching
- THEO 200: Introduction to Christian Doctrine
- **THREE** of the following courses:
 - THEO 101: Christian Doctrine 1
 - THEO 201: Christian Doctrine 2
 - THEO 301: Christian Doctrine 3
 - THEO 302: Christian Doctrine 4
- Bible/Theology/Ministry Elective Course

Required Field Education:

- FEDU 200: Field Education

Required General Education:

- ENGL 101: Freshman English 1
- ENGL 102: Freshman English 2
- ENGL 210: Christian Literature
- STDY 101: Research and Study Skills
- COMM 101: Basic Public Speaking
- EDLS 102: Principles of Teaching
- PSYC 303: Marriage and Family
- PHIL 303: Ethics
- Behavioral or Social Science Course
- Natural Science Course
- Mathematics Course
- Fine Arts Course
- **THREE** General Education Electives Courses

Bachelor of Arts in Biblical Studies Minor (18 credit hours, including 400-level FEDU class):

When students graduate from PIU and move into the workplace, they are asked to fill many roles—as teachers, church workers, government employees, and others. PIU strives to be responsive to the student’s vocational needs. Thus each student must select a minor consisting of 18 hours of related coursework. Descriptions of minors, the types of students who might select them and the needed courses to fulfill are found below. Students are strongly encouraged to choose their minor by the end of their second year.

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

Bible and Theology Minor

Description: This minor emphasizes the scholarly studies needed for future theological teachers.

Courses Required:

- **FIVE** 300- or 400-level courses (3 credits each) from the following subject areas:
 - Bible (BIBL)
 - Old Testament (BOLD)
 - New Testament (BNEW)
 - Church History (CHIS)
 - Theology (THEO)
- **ONE** of the following:
 - FEDU 401: Church Leadership and Administration Practicum
 - FEDU 402: Teaching Assistant Practicum

Bible Translation Minor

Description: This minor emphasizes the specific skills needed for Bible translation.

Courses Required:

- ☐ BIBL 302: Beginning New Testament Greek
- ☐ **ONE** of the following:
 - BIBL 303: Intermediate New Testament Greek
 - COMM 300 Cross-Cultural Communication
 - ENGL 302: Research in Sociolinguistics
 - THEO 402: Theology and Culture
- ☐ BIBL 305: Introduction to Bible Translation
- ☐ ENGL 301: Introduction to Linguistics
- ☐ ENGL 304: Discover Your Language
- ☐ FEDU 407: Bible Translation Practicum (3 credit internship course)

Christian Ministry Minor

Description: The focus of this minor is on skills needed for pastoral ministry or other ministries in local churches or international missions.

Courses Required:

- CMIN 302: Preaching Practicum
- CMIN 401: Counseling
- **ONE** of the following:
 - CMIN 403 Pastoral Leadership
 - CFOR 401 Small Group Ministries
 - CFOR 302 Women's Ministry
- **TWO** 300- or 400-level courses (3 credits each) from the following subject areas:
 - Bible (BIBL)
 - Old Testament (BOLD)
 - New Testament (BNEW)
 - Christian Formation (CFOR)
 - Christian Ministry (CMIN)
 - Church History (CHIS)
 - Theology (THEO)
- **ONE** of the following:
 - FEDU 401 Church Leadership and Administration Practicum
 - FEDU 403 Cross Cultural Mission Practicum

Education Minor

Description: This minor will provide prospective teachers with a theoretical and practical grounding for effective classroom teaching at the elementary or secondary level. This grounding includes attention to who is being taught, what is being taught, what effective teaching will look like, and how teachers will assess and report on student learning.

Courses Required:

- ☐ PSYC 310: Personality Development
- NOTE: For those working towards a BA in Liberal Studies, this is a Core requirement. They may substitute this course with one of the following:
- ENGL 304: Discover Your Language
 - ENGL 305: Grammar for Teaching English as a Second Language
 - PSYC 401: Counseling
 - Any 300- or 400-level course from EDLS, ENGL, or PSYC not otherwise taken.
- ☐ EDLS 320: Teaching Methods
 - ☐ EDLS 330: Elementary and Secondary Curriculum
 - ☐ EDLS 410: Assessment Methods
 - ☐ EDLS 420: Teaching Diverse Populations
 - ☐ FEDU 405: Classroom Practicum in Education (3 credit internship course)

International Business Minor

Description: This minor is designed to develop students' perspectives with a biblical worldview on the role of international business on the economic, political and social development of the various communities in Micronesia and throughout the Pacific Region.

Courses Required:

- | | | |
|--------------------------|----------|---|
| <input type="checkbox"/> | BUSN 310 | Principles of Marketing |
| <input type="checkbox"/> | BUSN 315 | Strategic Management |
| <input type="checkbox"/> | BUSN 320 | Principles of Financial Management |
| <input type="checkbox"/> | BUSN 325 | Business Analysis Software Tools |
| <input type="checkbox"/> | BUSN 330 | Dynamics of Organizational Cultures |
| <input type="checkbox"/> | FEDU 408 | International Business practicum (3 credit internship course) |

Recreational Ministry Minor

Description: The courses in this minor are designed to prepare interested students with the skills necessary to participate in SCUBA diving and for the final stages of dive instructor certification. After completing FEDU 406, students are qualified to pursue completion of an external examination to receive their Open Water Scuba Instructor certification. (This exam is not a part of the minor, and arrangements for the exam and related fees are entirely the responsibility of the individual to pursue.)

Notes:

- The courses in this minor are different from most of PIU's courses in that they vary in number of credits. Each class has its credit value posted after the course name.
- Each semester, dive courses will be offered in "clusters" of three credits to simplify registration and financing.

Courses Required*:

- ☐ **ALL** of the following courses:
 - SPRC 301: Open Water Diver (1 credit)
 - SPRC 310: Advanced Open Water (1 credit)
 - SPRC 320: First Aid/CPR (1 credit)
 - SPRC 401: Rescue Diver (1 credit)
 - SPRC 420: Dive Master (2 credits)
 - SPRC 430: Emergency 1st Aid Response Instructor (1 credit)
 - COMM 300: Cross Cultural Communication (3 credits) *or* a Foreign Language Course (other than English)
 - FEDU 406: Dive Instructor Development (4 credits)

- ☐ **FOUR** of the following courses:
 - SPRC 311: Wreck Diver (1 credit)
 - SPRC 312: Deep Diver (1 credit)

- SPRC 313: Search and Rescue Diver (1 credit)
- SPRC 314: Digital Underwater Photographer (1 credit)
- SPRC 315: Underwater Navigator (1 credit)
- SPRC 316: Enriched Air Diver (1 credit)

Undefined Minor

Description: This minor is designed for students who have not selected an area of emphasis for their studies or who prefer a wider range of courses.

Required Courses:

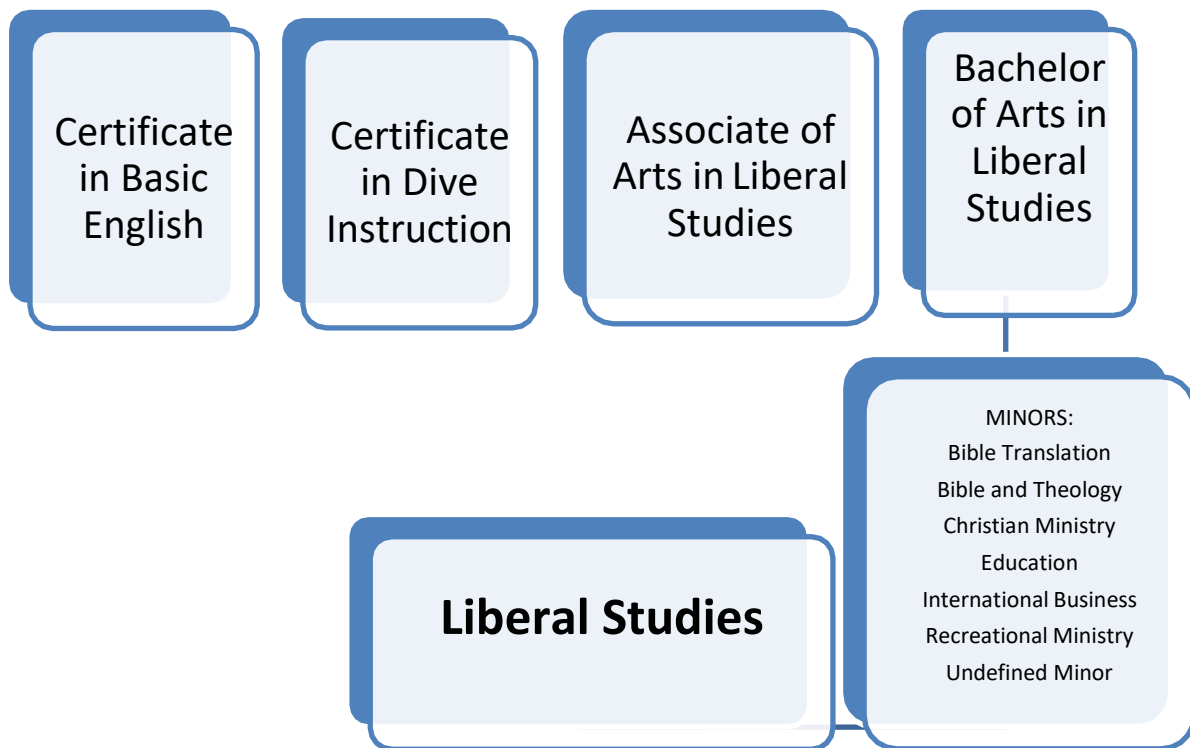
- ☐ **FIVE** 300- or 400-level courses (3 credits each) not otherwise taken.
- ☐ FEDU 401: Church Practicum (3 credit internship course) or any other practicum if all prerequisites are completed

PACIFIC ISLANDS CHRISTIAN COLLEGE ACADEMIC PROGRAMS

LIBERAL STUDIES PROGRAM DESCRIPTION AND GOALS

Pacific Islands Christian College offers courses for students working towards the Certificate in Basic English and the Certificate in Dive Instruction. Courses are also available for students to earn the Associate of Arts and Bachelor of Arts in Liberal Studies program.

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



CERTIFICATE IN BASIC ENGLISH (CBE)

Purpose Statement. The Certificate in Basic English (CBE) Program of Pacific Islands University is intended to help students who score between 400 and 434 on the paper-based TOEFL test (or between 32-40 on the internet-based TOEFL test) to raise their score to 500 (or 61 on the internet-based TOEFL test) in order to meet the application requirements for admission to the PIU degree programs in biblical or liberal studies.

It is designed to provide the students with a baseline measurement of English proficiency. The English test is re-administered near the end of each semester to measure students' growth in each of the four major areas of English: written skills; listening comprehension skills, grammar; and vocabulary and reading comprehension.

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

Admission into the CBE program requires a basic knowledge of English, and a minimum score of 400 on the paper-based TOEFL test (or 32 on the internet-based TOEFL test). If no TOEFL scores are available, the results of the PIU English Placement Test can be used to determine proper placement. The program is designed to help students scoring between 400 and 434 on the paper-based TOEFL test (or 32-40 on the internet-based TOEFL test) to improve and raise their score to 500 or higher (or 61+ on the internet-based TOEFL test), which may allow them to apply for admission into a regular academic PIU degree program. In short, the primary purpose of the program is to prepare students for further academic studies.

The CBE program involves two semesters of instruction in elementary English skills. (24 credit hours).

For students determined to be at an advanced English reading, writing, and speaking level (paper-based test score of 435-470 or 40-52 on the internet-based TOEFL test), there is the option to additionally enroll in ENGL 091R or ENGL 092R. These courses are designed to further improve the skills needed and demanded at college level. See the Undergraduate Course Descriptions for details. (Possible total: 30 credit hours)

Students admitted to the Certificate in Basic English program are NOT automatically admitted to a degree program upon completion of the certificate. They must reapply for admission to additional

programs. The CBE program courses are at a remedial level, and therefore, not transferable for college level credit. Courses can be repeated for remedial credit. Students will receive their Certificate in Basic English after proving themselves successful by receiving a grade of B or better in all remedial English classes in the most recent term and by attaining a score of 500 or higher on the PIU English Placement Test.

The following courses are offered in the CBE program:

- ❑ ENGL 081R - English Reading 1: This class in the CBE program focuses on developing the skills necessary to read college textbooks.
- ❑ ENGL 082R - English Writing 1: This class in the CBE program focuses on sentence and paragraph writing, with remedial grammar instruction.
- ❑ ENGL 083R - Basic Bible Knowledge: This class in the CBE program uses the Bible as a text for developing both English skills and a basic understanding of the Bible.
- ❑ ENGL 084R - Academic Expectations: This English class in the CBE program focuses on developing college-level study and speaking skills.

Students can also expect to take the following classes

- ❑ ENGL 085R - English Reading 2: This class in the CBE program is a continuation of ENGL 081R and focuses on further developing the skills necessary to read college textbooks
- ❑ ENGL 086R - English Writing 2: This class in the CBE program is a continuation of ENGL 082R and focuses on paragraph and essay writing practices, as well as additional grammar instruction.
- ❑ ENGL 087R - Christian Living: This class in the CBE program focuses on the subject of what it means to live life as a Christian. There is an emphasis on the development of English skills within that context
- ❑ ENGL 088R - Public English Skills: This class in the CBE program helps students develop the confidence to speak in front of a class and contribute to class discussions.

NOTE: For students determined to be at an advanced English reading, writing, and speaking level (paper-based test score of 435-470 or 40-52 on the internet-based TOEFL test), there is the option to additionally enroll in ENGL 091R or ENGL 092R. These courses are designed to further improve the skills needed and demanded at college level. See the Course List descriptions for details.

COMMUNITY ENGLISH CLASSES

PIU offers two **Community English as a Second Language (ESOL)** classes on Guam to help community members who are English language learners to develop skills and confidence in the new language.

- ENGL 071R - Community ESOL 1
- ENGL 072R - Community ESOL 2

Community English courses may also be designed to meet specific needs of students in areas such as:

- ☐ Conversational English
- ☐ Preparation for Employment

CERTIFICATE IN DIVE INSTRUCTION (CDI)

This 25-credit hour certificate program is designed to certify students as open water divers and then lead them through a succession of courses that would eventually qualify them to pass the instructor's examination. Providing a program that certifies students to lead and train recreational divers will provide a new opportunity for students to earn a unique Christian education from PIU and a very marketable skill. Successful students would then be authorized by the Professional Association of Dive Instructors (PADI) to work as dive masters and will be qualified to take the instructor's test (given only by PADI officials).

Required Courses:

- ☐ SPRC 301: Open Water Diver: (1 credit)
- ☐ SPRC 310: Advanced Open Water: (1 credit)
- ☐ SPRC 311: Wreck Diver: (1 credit)
- ☐ SPRC 312: Deep Diver: (1 credit)
- ☐ SPRC 313: Search and Recovery Diver: (1 credit)
- ☐ SPRC 314: Digital Underwater Photographer: (1 credit)
- ☐ SPRC 315: Underwater Navigator: (1 credit)
- ☐ SPRC 316: Enriched Air Diver: (1 credit)
- ☐ SPRC 320: First Aid/CPR: (1 credit)
- ☐ SPRC 401: Rescue Diver: (1 credit)
- ☐ SPRC 420: Dive Master: (2 credits)
- ☐ SPRC 430: Emergency 1st Aid Response Instructor: (1 credit)
- ☐ SCIE 301: Marine Biology: (3 credits)
- ☐ BUSN 101: Introduction to Business: (3 credits)
- ☐ BUSN 201: Small Business Management: (3 credits)
- ☐ BUSN 301: Small Business Operation/Internship: (3 credits)

ASSOCIATE OF ARTS IN LIBERAL STUDIES (AALS) DEGREE

This 63-credit hour degree program is designed for the student who desires to learn, but is not yet ready to prepare for a specific career. An AA in liberal studies lets these students pursue a generalized education while fulfilling basic educational requirements. Students will also have an opportunity to explore possible educational and career opportunities while earning a solid background in general education.

Program Learning Outcomes for Associate of Arts in Liberal Studies Degree. Completion of an AA degree in Liberal Studies will prepare students to:

- ☐ Articulate examples of a transformed life grounded in a basic understanding of a biblical worldview, manifested by love for God and others.
- ☐ Express basic understanding of multiple perspectives, the natural world, and creative endeavors.
- ☐ Demonstrate basic critical thinking skills in solving complex problems.
- ☐ Understand appropriate knowledge, cross cultural concepts, basic biblical worldview, and leadership qualities in serving the community.

Required Language, Reasoning, & Communication Skills:

- ☐ ENGL 101: Freshman English 1
- ☐ ENGL 102: Freshman English 2
- ☐ COMM 101: Basic Public Speaking
- ☐ PHIL 200: Critical Thinking and Logic

Required Mathematics & Science:

- ☐ MATH 102: College Algebra or equivalent/higher
- ☐ SCIE 101: General Science or equivalent/higher

Required Research & Technology:

- ☐ STDY 101: Research & Study Skills

Required Health, Behavioral & Social Sciences:

- ☐ HEAL 201: General Health & Fitness
- ☐ **ONE** of the following:
 - PSYC 201: Introduction to Psychology *or*
 - Other 100/200 Social or Behavioral Science
- ☐ HIST 201: World Civilizations

•

Required Humanities & Fine Arts:

- ☐ ENGL 210: Christian Literature
- ☐ **ONE** of the following:
 - ARTS 101 Introduction to Art
 - MUSC 201: Music 1

Required Leadership & Education:

- ☐ EDLS 102: Principles of Teaching
- ☐ EDLS 201: Introduction to Education

Required Biblical Studies:

- ☐ CFOR 101: Spiritual Formation
- ☐ **ONE** of the following:
 - ☐ CMIN 101: Evangelism
 - ☐ CMIN 201: Introduction to World Missions
- ☐ BOLD 100: Old Testament Survey
- ☐ BNEW 100: New Testament Survey
- ☐ BIBL 102: Basic Bible Study Methods
- ☐ THEO 200: Introduction to Christian Doctrine
- ☐ FEDU 200: Field Education

BACHELOR OF ARTS IN LIBERAL STUDIES (BALS) DEGREE

This 126-credit hour degree program is designed for the student who chooses to earn a BA degree that provides a broad, multi-disciplinary degree in order to be well prepared for jobs that have a minimum requirement of a BA degree. A BA degree in Liberal Studies leads to an extensive general education that is Christ-centered, prepares them for future jobs as leaders and teachers in their communities, and provides them with the opportunity to select a more specified area of focus by choosing a minor to complement their individual interests and talents.

Program Learning Outcomes for Bachelor of Arts in Liberal Studies Degree. Completion of a BA degree in Liberal Studies will prepare students to:

- ☐ Demonstrate a transformed life grounded in a biblical worldview manifested by love for God and others and the practice of spiritual disciplines
- ☐ Express foundational understanding within the broad areas of the disciplines that address multiple perspectives, natural world phenomena, and creative endeavors..
- ☐ Demonstrate proficiency in integrating and applying critical thinking ability in solving complex problems.
- ☐ Apply appropriate knowledge, cross cultural skills, biblical worldview and leadership qualities into serving and transforming the community.

Required Language, Reasoning, & Communication Skills:

- ☐ ENGL 101: Freshman English 1
- ☐ ENGL 102: Freshman English 2
- ☐ COMM 101: Basic Public Speaking
- ☐ PHIL 200: Critical Thinking and Logic
- ☐ **ONE** of the following:
 - ☐ ENGL 301: Introduction to Linguistics
 - ☐ An Upper division English course
- ☐ COMM 300: Cross Cultural Communication

Required Mathematics & Science:

- ☐ MATH 102: College Algebra

- ☐ SCIE 101: General Science
- ☐ **TWO** additional Mathematics/Natural Science courses at the 200-level or higher

Required Research & Technology:

- ☐ STDY 101: Research & Study Skills
- ☐ STDY 301: Research Methods

Required Health, Behavioral & Social Sciences:

- ☐ HEAL 201: General Health & Fitness
- ☐ **ONE** of the following:
 - ☐ PSYC 201: Introduction to Psychology
 - ☐ 100/200 Social or Behavioral Science
- ☐ HIST 201: World Civilizations
- ☐ HIST 301: History & Cultures of the Western Pacific Islands
- ☐ GOVT 301: Political Science
- ☐ PHIL 403: World Religions
- ☐ PSYC 310: Personality Development

Required Humanities & Fine Arts:

- ☐ ENGL 210: Christian Literature
- ☐ ARTS 101: Introduction to Art
- ☐ MUSC 201: Music 1
- ☐ **ONE** of the following:
 - ☐ EDLS 305: Fine Arts in the Classroom
 - ☐ Other upper division arts or humanities course

Required Leadership & Education:

- ☐ EDLS 102: Principles of Teaching
- ☐ EDLS 201: Introduction to Education

Required Biblical Studies:

- ☐ CFOR 101: Spiritual Formation
- ☐ **ONE** of the following:
 - ☐ CMIN 101 Evangelism
 - ☐ CMIN 201 Introduction to World Missions
- ☐ BOLD 100: Old Testament Survey
- ☐ BNEW 100: New Testament Survey
- ☐ THEO 200: Introduction to Christian Doctrine
- ☐ FEDU 200: Field Education
- ☐ BIBL 102: Basic Bible Study Methods

- ☐ CHIS 300: Church History

Required Electives:

THREE General Education Electives Courses.

Bachelor of Arts in Liberal Studies Minor (18 credit hours, including 400 level FEDU class):

When students graduate from PIU and move into the workplace, they are asked to fill many roles—as teachers, church workers, government employees, and others. PIU strives to be responsive to the student’s vocational needs. Thus each student must select a minor consisting of 18 hours of related coursework. Descriptions of minors, the types of students who might select them and the needed courses to fulfill are found below. Students are strongly encouraged to choose their minor by the end of their second year.

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

Bible and Theology Minor

Description: This minor emphasizes the scholarly studies needed for future theological teachers.

Courses Required:

- **FIVE** 300- or 400-level courses (3 credits each) from the following subject areas:
 - Bible (BIBL)
 - Old Testament (BOLD)
 - New Testament (BNEW)
 - Church History (CHIS)
 - Theology (THEO)
- **ONE** of the following:
 - FEDU 401: Church Leadership and Administration Practicum
 - FEDU 402: Teaching Assistant Practicum

Bible Translation Minor

Description: This minor emphasizes the specific skills needed for Bible translation.

Courses Required:

- ☐ BIBL 302: Beginning New Testament Greek
- ☐ **ONE** of the following:
 - BIBL 303: Intermediate New Testament Greek
 - COMM 300 Cross-Cultural Communication

- ENGL 302: Research in Sociolinguistics
- THEO 402: Theology and Culture
- BIBL 305: Introduction to Bible Translation
- ENGL 301: Introduction to Linguistics
- ENGL 304: Discover Your Language
- FEDU 407: Bible Translation Practicum (3 credit internship course)

Christian Ministry Minor

Description: The focus of this minor is on skills needed for pastoral ministry or other ministries in local churches or international missions.

Courses Required:

- CMIN 302: Preaching Practicum
- CMIN 401: Counseling
- **ONE** of the following:
 - CMIN 403 Pastoral Leadership
 - CFOR 401 Small Group Ministries
 - CFOR 302 Women's Ministry
- **TWO** 300- or 400-level courses (3 credits each) from the following subject areas:
 - Bible (BIBL)
 - Old Testament (BOLD)
 - New Testament (BNEW)
 - Christian Formation (CFOR)
 - Christian Ministry (CMIN)
 - Church History (CHIS)
 - Theology (THEO)
- **ONE** of the following:
 - FEDU 401 Church Leadership and Administration Practicum
 - FEDU 403 Cross Cultural Mission Practicum

Education Minor

Description: This minor will provide prospective teachers with a theoretical and practical grounding for effective classroom teaching at the elementary or secondary level. This grounding includes attention to who is being taught, what is being taught, what effective teaching will look like, and how teachers will assess and report on student learning.

Courses Required:

- PSYC 310: Personality Development

NOTE: For those working towards a BA in Liberal Studies, this is a Core requirement.

They may substitute this course with one of the following:

- ENGL 304: Discover Your Language
- ENGL 305: Grammar for Teaching English as a Second Language

- PSYC 401: Counseling
- Any 300- or 400-level course from EDLS, ENGL, or PSYC not otherwise taken.
- ☐ EDLS 320: Teaching Methods
- ☐ EDLS 330: Elementary and Secondary Curriculum
- ☐ EDLS 410: Assessment Methods
- ☐ EDLS 420: Teaching Diverse Populations
- ☐ FEDU 405: Classroom Practicum in Education (3 credit internship course)

International Business Minor

Description: This minor is designed to develop students' perspectives with a biblical worldview on the role of international business on the economic, political and social development of the various communities in Micronesia and throughout the Pacific Region.

Courses Required:

- ☐ BUSN 310 Principles of Marketing
- ☐ BUSN 315 Strategic Management
- ☐ BUSN 320 Principles of Financial Management
- ☐ BUSN 325 Business Analysis Software Tools
- ☐ BUSN 330 Dynamics of Organizational Cultures
- ☐ FEDU 408 International Business practicum (3 credit internship course)

Recreational Ministry Minor

Description: The courses in this minor are designed to prepare interested students with the skills necessary to participate in SCUBA diving and for the final stages of dive instructor certification. After completing FEDU 406, students are qualified to pursue completion of an external examination to receive their Open Water Scuba Instructor certification. (This exam is not a part of the minor, and arrangements for the exam and related fees are entirely the responsibility of the individual to pursue.)

Notes:

- The courses in this minor are different from most of PIU's courses in that they vary in number of credits. Each class has its credit value posted after the course name.
- Each semester, dive courses will be offered in "clusters" of three credits to simplify registration and financing.

Courses Required*:

- ☐ **ALL** of the following courses:
 - SPRC 301: Open Water Diver (1 credit)
 - SPRC 310: Advanced Open Water (1 credit)

- SPRC 320: First Aid/CPR (1 credit)
 - SPRC 401: Rescue Diver (1 credit)
 - SPRC 420: Dive Master (2 credits)
 - SPRC 430: Emergency 1st Aid Response Instructor (1 credit)
 - COMM 300: Cross Cultural Communication (3 credits) *or* a Foreign Language Course (other than English)
 - FEDU 406: Dive Instructor Development (4 credits)
- ☐ **FOUR** of the following courses:
- SPRC 311: Wreck Diver (1 credit)
 - SPRC 312: Deep Diver (1 credit)
 - SPRC 313: Search and Rescue Diver (1 credit)
 - SPRC 314: Digital Underwater Photographer (1 credit)
 - SPRC 315: Underwater Navigator (1 credit)
 - SPRC 316: Enriched Air Diver (1 credit)

Undefined Minor

Description: This minor is designed for students who have not selected an area of emphasis for their studies or who prefer a wider range of courses.

Required Courses:

- ☐ **FIVE** 300- or 400-level courses (3 credits each) not otherwise taken.
- ☐ FEDU 401: Church Practicum (3 credit internship course) or any other practicum if all prerequisites are completed

FINANCIAL INFORMATION

SCHEDULE OF CHARGES

Tuition and Fees	
Tuition fee per credit hour	\$199.10
Registration fee per semester ¹ (non-refundable)	\$25.00
Student Services fee per semester ²	\$275.00
DE Student Services fee per semester (Distance Education Students only)	\$125.00
Accident Insurance per semester(non-refundable)	\$25.00

NOTE:

- ^{1.} Late registration (after the last day of registration) is **\$100.00**. No students will be permitted to register after Friday, 4:00 p.m. of Week 1 of any semester.
- ^{2.} Students taking 5 credits or less will be charged 50% (**\$137.50**) of the student services fee.

MISCELLANEOUS CHARGES

(The following charges are assessed when applicable)

Miscellaneous Fees ¹	
Application fee (non-refundable)	\$40.00
Reapplication fee (non-refundable)	\$25.00
ESOL fees per course (for ENGL 071R and 072R)	\$210.00
English Placement Test Fee ²	FREE
Room Deposit (refundable)	\$50.00
Room Fee per semester	\$1,000.00
A/C Fee per semester	\$300.00
Graduation Fee ³ (non-refundable)	\$75.00
Transcript fee ⁴	\$10.00
Audit fee (per course) ⁵	\$200.00

NOTE:

¹ Penalties for late payments and returned checks (see *Student Financial Obligation Policy*).

Students taking dive classes will be responsible for the rental or purchase of equipment necessary for those classes and for any transportation costs to off-campus sites.

² Free for academic year 2018-2019.

³ Graduation cap and gown are not included.

⁴ Transcript requests must be made in writing to the Registrar. Diplomas or transcripts are not issued if the student account has an outstanding balance.

⁵ Students may not audit the courses with an “R” in the course number.

TYPICAL COST OF ATTENDANCE

Fees Per Semester ¹	
School Fees	\$325.00
Tuition (12 credit hours)	\$2,389.20
Dorm with A/C Fee ²	\$1,300.00
Sub-Total	\$4,014.20

NOTE:

¹ The typical costs of attendance as a full-time student are based on the assumptions that an independent student is sharing his/her room with another student and one (1) semester is a four (4) month period of class attendance.

Amounts for food, transportation and personal expenses vary and are not included, they should be kept in mind when the overall costs are counted. For students whose permanent residence is not Guam a round trip airfare must be added (~\$1500.00).

The student still needs to calculate additional costs of approximately \$150.00 for textbooks.

². Will be reviewed annually.

SAMPLE SCENARIOS OF NET COSTS

(Cost of Attendance minus total grants and scholarships)

Student taking 12 credit hours per Semester	Off-campus	On-campus
Cost of Attendance*	\$2,714.20	\$4,014.20
(LESS)		
Federal Pell Grant	(\$2,907.50)	(\$2,907.50)
State Grants	(\$0.00)	(\$0.00)
Other Scholarships/Grants	(\$0.00)	(\$0.00)
Expected Net Costs	(\$193.30)**	\$1,106.70

**Textbooks/Materials are not included in the computation; the student still needs to calculate additional costs of approximately \$150.00 for textbooks.*

***Refund amount.*

NOTE:

A full-time student (taking a minimum of 12 credit hours per semester), while maintaining a grade point average of 3.5 or above, will receive a scholarship for the tuition costs of up to 3 credit hours beyond 12 credit hours in the succeeding semester.

Full time students will be given priority over part time students for dorm occupancy. Full time students will be admitted into the dorms on a “first come-first served” policy.

Returning students must clear their previous balances in order to register for the next semester. On-campus students must be prepared to pay at least “\$250.00” during registration at the beginning of the term, after expected Federal Pell Grant is applied. A payment plan may be arranged by contacting the business office.

Example Computation:

*The expected net cost of an on-campus resident student is **\$1,106.70** to cover a portion of the dormitory fee. During registration, the student must pay **\$250.00**. The remaining balance of **\$856.70** can be paid in three monthly rates of **\$285.57** each.*

FINANCIAL POLICIES

LATE REGISTRATION POLICY

Students who do not arrive on campus and register each semester by the posted registration deadline (the last day of the registration period) will pay a late registration fee of **\$100.00**.

Pre-registered Students and Registration: Students who have pre-registered must confirm their pre-registration form either in person or via email by the posted registration deadline (the last day of the registration period). **Pre-registered students who do not confirm their registration by the deadline will pay a late registration fee of \$100.00.**

REFUND POLICY

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

100% withdrawal during registration & add/drop period (week 1 of the semester or the equivalent)

75%.....withdrawal during the second week (or the equivalent) of instruction

50%..... withdrawal during the third week (or the equivalent) of instruction

25%..... withdrawal during the fourth week (or the equivalent) of instruction

0%.....withdrawal after the fourth week (or the equivalent) or thereafter

A withdrawing student is required to complete a withdrawal form which can be obtained from the PIU Business Office or the PIU website. The date of the withdrawal is the same as the date the Business Office receives the signed form from the student.

Military Status: Pacific Islands University considers students who must temporarily set aside their educational pursuits when called to active duty in the military. Students called to active duty military service after the beginning of a term or session are entitled to drop their courses and receive a refund of tuition and fees for courses still in progress and in which they are actively enrolled at the time of the call-up. As an alternative to refunds, students may opt for credit against future enrollment, or request an incomplete grade (I") from their respective instructors (subject to instructor approval). To exercise this option, students will be required to provide to the Registrar written proof of active military status and deployment and indicate whether a refund or credit is preferred, and process withdrawal (W) from classes (or drop selected classes or request for an incomplete/"I" if appropriate). After appropriate review, the withdrawal or grading status, and refund or credit will be authorized and processed.

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

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

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

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

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

STUDENT FINANCIAL OBLIGATION POLICY

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

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

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

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

Penalties for late payments

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

Penalties for returned checks

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

As a last resort, the University may report students with unpaid accounts to a credit bureau and/or Department of Revenue and Taxation.

FINANCIAL AID

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

Students wanting to be considered for this financial support must obtain and complete the application forms, including the financial summary form.

It is the hope that no admitted student will be denied opportunity to study at PIU because of inadequate financial support. For more information, contact the PIU Financial Aid Officer or the registrar. *Note: PIU does not participate in the student loan program. Federal financial aid can only be used for students enrolled in an AA or BA program. The Free Application for Federal Student Aid (FAFSA) is not required for admission. However, it is strongly encouraged and recommended that students complete the FAFSA as early as possible. The online application can be found at: fafsa.ed.gov.*

SCHOLARSHIPS AND GRANTS

Federal Title IV Pell Grant Program

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

Academic Excellence Scholarship

This scholarship is available to any full-time student who in the previous semester took at least 12 credit hours on degree level (course numbers 100 or higher) with a term GPA of 3.5 or above and takes more than 12 credit hours in the succeeding semester. Students will receive a scholarship for the tuition costs of up to 3 credit hours beyond 12 credit hours.

Bible Knowledge Enrichment Scholarship

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

Bible Translation Training Scholarship

This scholarship is available to students who desire to learn about the field of Bible translation and its role in strengthening the church. This scholarship is funded by the Isles of the Sea which works in Bible translation in the Pacific. Scholarship funds will be awarded to students who have enrolled in the Bible translation courses, especially those who have declared a Bible translation minor.

Community Action Scholarship

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

Pastor's Scholarship

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

PIU President's Grant*

The purpose of this grant (award amount up to \$500 per semester) is to make Christian higher education available for students who are unable financially to attend PIU **after all other grants are applied at the end of the semester**. All program students are eligible to be considered for this grant upon receipt of a written application. Applications will be considered and be awarded at the

discretion of the President. The grant will be applied to the student account for tuition, room and other fees excluding course textbooks and penalty fees. This grant reflects the contributions to PIU made by Liebenzell Mission and volunteers to the operating and capital budget, as well as the provision of missionary faculty and staff.

Other Institutional Scholarships*

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

Veterans Benefits

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

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

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

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

For more information on qualification or veteran benefits visit the US Department of Veterans Affairs website, www.gibill.va.gov, or contact the PIU Financial Aid Office.

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

STUDENT LIFE

DISCIPLINE POLICY

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

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

STANDARDS OF BEHAVIOR FOR PIU STUDENTS

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 submit to the Word of God as the authoritative standard by which all aspects of the University is to operate.

In addition, it is important to learn to live in a community. God calls staff and students from different cultural and church backgrounds. This complicates daily life on PIU campus, 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 and staff members. For the sake of maintaining a healthy campus community, PIU specifically prohibits the possession and use of tobacco, illegal drugs, alcohol, and betel nut on school property or at school-sponsored activities. Furthermore, PIU expects students to live lives that are consistent with biblical principles. We understand drunkenness, sexual immorality, gossip, slander, profanity, ethnic or cultural discrimination, dishonesty, stealing, plagiarism, etc. to be inconsistent with biblical living. We expect all PIU students to be active participants in the life of a local church and to strive for academic excellence. PIU will attempt to deal with these issues firmly and redemptive. These and other important standards are described further in the Student Handbook and must be followed by each student.

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

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

DISCIPLINARY COMMITTEE

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

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

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

Level One concerns may include:

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

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

Level Two Concerns may include:

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

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

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

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

Dismissal concerns may include:

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

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

A. 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.

B. 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!").

C. 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

A. 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.

B. 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.

C. Disruptive, threatening or violent behavior is prohibited under criminal or civil law. When appropriate, PIU will refer cases for civil action or criminal prosecution.

D. 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).

E. 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.

F. 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.

2018-2019 PIU CALENDAR

2018

August 22	New Student Orientation
August 23-24.....	Registration
August 27	General Orientation
August 27	Fall semester classes begin
September 3	Labor Day (no classes)
October 10.....	Virtual Board Meeting
Oct 31-Nov 2	TRACS Commission and Annual Conference
November 9-10	K2 Retreat
November 22-23	Thanksgiving (no classes)
December 15	Fall Semester Ends

2019

January 7.....	Orientation
January 8.....	Commuter and New Student Registration
January 9	Registration for All Students
January 10	Spring semester classes begin
January 16	Last Day to Add/Drop
March 12-14.....	Annual Board Meeting
March 15-17.....	PIU Days
March 18-22.....	Spring Break
April 19	Good Friday (no classes)
May 3	Baccalaureate Service
May 4	Spring Semester Ends
May 4	Graduation

SUMMER 2019

PIU will be offering a few selected courses for summer semester, from May 6 through August 17. Please check our website or contact our campus after April 01, 2019 for information on applying for courses offered during the summer.

HOLIDAYS

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

1. Independence Day (July 04, 2018)
2. Liberation Day (July 21, 2018)
3. Labor Day (September 03, 2018)
4. Thanksgiving Day and Thanksgiving Friday (November 22-23, 2018)
5. Christmas Break (December 24, 2018 - January 2, 2019)
6. Good Friday (April 19, 2019)
7. Memorial Day (May 27, 2019)

COURSE DESCRIPTIONS

Not all courses are offered every semester or even every year. Check with the registrar's office for the current course schedule. Unless indicated otherwise, all classes are 3-credit hours. PIU also offers some courses online (Distance Education) and/or in a hybrid format (partially on-site and partially online) by some of our regular PIU faculty members each semester. These are posted on each semester's course schedule for your convenience. *Note: Students are strongly encouraged to take their 100 and 200 level courses before their 300 and 400 level courses.*

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

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

COURSE LISTING

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

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

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

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

BIBL 301 - Introduction to Biblical Languages: A brief exposure to the Hebrew language of the Old Testament and Greek language of the New Testament with an emphasis upon the meaning of verb tenses, noun cases, etc. The course is designed to help students use Biblical tools, including critical commentaries, which are essential for interpreting Old and New Testament passages.

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

BIBL 303 - Intermediate New Testament Greek: A continuation of the study of the phonology, vocabulary and grammar of New Testament Greek including translation and exegesis of selected passages. Prerequisite: BIBL302.

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

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

BIBL 401 - Exegesis in the Greek New Testament 1: A continuation of the study of Greek syntax, exegesis and interpretation in the Greek text of the Gospel of John. Students will learn how to diagram and outline biblical passages. Prerequisite: BIBL 303

BIBL 402 - Exegesis in the Greek New Testament 2: Application of the previously learned Greek exegesis skills in a selected book of the Greek New Testament. Students will improve these skills while developing an in-depth understanding of the chosen New Testament book. Prerequisite: BIBL 401.

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

BNEW 100 - New Testament Survey: An introduction to the background issues, content and messages of all 27 New Testament books. Special attention will be given to key concepts, important persons, places, and events, as well as the main contributions of each New Testament book to the overall message of the Bible.

BNEW 101 - New Testament History: A survey of the intertestamental period, the four canonical Gospels, and the Book of Acts. This study enables students to become familiar with the events surrounding the incarnation of Christ and the establishment of his church.

BNEW 201 - Pauline Literature: A survey of the books of the New Testament from Romans through Philemon. The study includes various epistles written to congregations and individuals which outline life for the individual Christian churches.

BNEW 301 - General Epistles: A survey of the last nine books of the New Testament including the practical book of James, the theological letter to the Hebrews, the letters of Peter and John, and the apocalyptic book of Revelation.

BNEW 401 - Exegesis in John: An exegetical study of the English text of the fourth Gospel, including a detailed look into the themes John emphasizes, such as the Word, bread, light, and shepherd. The content of John is also compared with the synoptic Gospels. Prerequisite: BIBL 304

BNEW 402 - Exegesis in Romans: An exegetical study of the English text of the book of Romans. Such important topics as justification, sin, reconciliation, and submission are studied in detail. Prerequisite: BIBL 304

BNEW 403 - Exegesis in Hebrews: An exegetical study of the English text of the book of Hebrews, including a detailed analysis of this document in light of Jewish and Greco-Roman background materials. Prerequisite: BIBL 304

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

BOLD 100 - Old Testament Survey: An introduction to the background issues, content and messages of the Old Testament books. Special attention will be given to important persons, places and events, as well as the contribution of each Old Testament book to the overall message of the Bible.

BOLD 101 - Old Testament History: A survey of the history of the nation of Israel and her relationship with God as developed in the Old Testament books of Genesis through Judges, and 1 Samuel through 2 Chronicles.

BOLD 201 - Wisdom Literature: A survey of the "Writings" section of the Old Testament. Students study the content and themes of the books of Ruth, Ezra through Esther, Job through Song of Solomon, Daniel and Lamentations.

BOLD 202 - Prophetic Literature: A survey of writings of the Hebrew prophets. Students will study the "Major Prophets" -- Isaiah, Jeremiah, and Ezekiel, along with the twelve "Minor Prophets."

BOLD 401 - Exegesis in Genesis: An exegetical study of the English text of the book of Genesis. In addition to the study of the relationship of the patriarchs to God, the course focuses on important themes from Genesis, including creation, the flood, and the covenant. Prerequisite: BIBL 304

BOLD 402 - Exegesis in Psalms: An exegetical and theological examination of the major types of Psalms. Special attention is given to the importance of the psalmist material in the contemporary understanding of worship. Prerequisite: BIBL 304

BOLD 403 - Exegesis in Isaiah: An exegetical study of the writings of Isaiah, including thorough studies of the prophet's call and servant passages. Prerequisite: BIBL 304

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

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

BUSN 101 - Introduction to Business: Introduction and survey of business skills including topics such as management, finance accounting, marketing, production, computers, international business, small business, investments, and other areas of general business interest.

BUSN 201 - Small Business Management: This course focuses on general functions, procedures, and specific subject areas related to starting, organizing and operating a successful small business, including franchising. Prerequisite: BUSN 101 or instructor's permission

BUSN 301 - Small Business Operation/Internship: In this course which is a part of the Certificate in Dive Instruction series of courses, students will study marketing, small business laws and tax laws, bookkeeping, profit/loss, hiring and keeping of employees, payroll, spreadsheets, advertising, and other general business management skills needed for the operation of a SCUBA

diving business. Pre-requisite: passing a math skills test or college algebra or bookkeeping (college level).

BUSN 310 - Principles of Marketing: This course addresses the fundamentals of marketing with an emphasis on global perspectives as well as the perspectives of small businesses. Prerequisite: BUSN 101

BUSN 315 – Strategic Management: This course introduces students to the integration of various business functions and to the development of strategic goals. Prerequisite: PHIL 200

BUSN 320 – Principles of Financial Management: This course develops the student's knowledge and understanding of the primary components of financial reporting and the interpretation of financial reporting documents. Prerequisite: MATH 201

BUSN 325 – Business Analysis Software Tools: This course develops student's capacity to learn and use computer applications and data analyses, presentations, and communication in the business context. Prerequisite: Performing satisfactorily on an assessment of computer application skills or CSCI 210

BUSN 330 – Dynamics of Organizational Cultures: This course examines various worldviews held by communities and the impact of those worldviews on organizational strategies, ethics, and business practices. Prerequisite: COMM 300.

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

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

CFOR 301 - Youth and Children: A practical study of programs, recreation, and special activities for children and youth. Emphasis is put on methods of enlisting and involving youth in the local church. Students are assigned lessons or activities to present in local ministry.

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

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

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

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

CHIS 210 (also ENGL 210) - Christian Literature: This reading and writing intensive course introduces a variety of literature with Christian themes. Students learn about literary forms, terms, and techniques. Extensive writing in response to literature is also expected of course participants. Prerequisite: ENGL 102.

CHIS 300 - Church History: A study of the origin, early development, and medieval period of the Christian movement, followed by the study of the Reformation, Post-Reformation, and modern periods of Christianity. This study focuses on the development of Christian thought and practices.

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

CHIS 401 – The Reformation: A survey of the continental, English, and Roman Catholic reformation of the sixteenth century.

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

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

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

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

CMIN 301 - Preaching: A study of the nature and importance of preaching, and the principles of

sermon construction. Students are required to preach sermons which they have constructed. Prerequisite or co-requisite: BIBL 304

CMIN 302 - Preaching Practicum: A study of the principles of sermon communication. The delivery and content of each student's sermons are evaluated by various techniques, including the use of video and peer appraisal. Prerequisite: CMIN 301

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

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

CMIN 402 - Church Planting: A study of the church multiplication strategies and methods which have been effective around the world. Students are encouraged to develop a church planting plan which is biblically holistic, culturally appropriate, well-conceived, gives attention to leadership identification, training, coaching, and which is financially sustainable.

CMIN 403 - Pastoral Leadership: A study of the role of the Christian leader in the context of the local church, the nature of the church as an organization, and the different ministerial functions. Students are given opportunities to demonstrate understanding of pastoral duties.

CMIN 404 - Church Finances: A study of stewardship, budget planning and promotion, year-round stewardship education, church finances, and legal requirements imposed by government.

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

COMM 101 - Basic Public Speaking: Beginning with simple public speaking tasks to build confidence, students progress to persuasive speaking and debate. The evaluation of speeches given by others is studied in class and beyond.

COMM 300 (also CMIN 300) - Cross-Cultural Communication: Examines principles and processes of communicating from one culture to another. A case study approach increases students'

awareness of different ways of thinking and expression, different value systems and worldviews, thus helping them to be more effective in communicating the Christian message cross-culturally.

CSCI 101 - Introduction to Computer Applications: Introduction to the operation and use of computers. Emphasis is placed on the use of word processing, electronic spreadsheets, databases, presentations, graphics, and the Internet.

CSCI 201 - Desktop Publishing 1: Utilization of computer systems to design, compose and publish graphic materials. Computer-aided publishing concepts are also emphasized.

CSCI 202 - Desktop Publishing 2: An intermediate level course designed to develop desktop publishing skills. Digital images and illustrations, word processing/presentation and page layout programs are used to create printed and electronic publications, and materials for use on-line. Activities include image capture and manipulation, design principles and creation of artwork, page layout and composition, and file formatting and converting of printed and electronic projects. Prerequisite: CSCI 201 or permission of the instructor.

CSCI 210 – Computer-Based Statistical Applications and Lab: The course covers preparation, storage and processing of data, documents, illustrations and graphing. Students will utilize software to organize statistical data, to use formulas in producing descriptive and inferential statistics, and to present results of basic statistical analysis. The course will support the collection, organization, and analysis of data in business and economic situations.

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

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

EDLS 301 - Methods of Elementary Education 1: This class focuses on teacher planning, from setting up the classroom to curriculum, with its varied presentations for students from various cultures and with different learning styles. It includes direct and indirect approaches to teaching **language** and **social science** material along with the implementation of strategies and assessments.

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

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

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

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

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

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

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

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

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

ENGL 071R - Community ESOL 1: This class focuses on the basic social skills needed to speak, read and write English about self, family and personal interests. Basic grammar skills, vocabulary pertinent to these topics, and English cultural conventions of conversation are also covered.

ENGL 072R - Community ESOL 2: This class focuses on the English skills needed for shopping, banking, eating out, medical appointments, telephone calls, and interaction with business people.

ENGL 081R - English Reading 1: This class in the CBE program focuses on developing the skills necessary to read college textbooks.

ENGL 082R - English Writing 1: This class in the CBE program focuses on sentence and paragraph writing, with remedial grammar instruction.

ENGL 083R - Basic Bible Knowledge: This class in the CBE program uses the Bible as a text for developing both English skills and a basic understanding of the Bible.

ENGL 084R - Academic Expectations: This English class in the CBE program focuses on developing college-level and speaking study skills.

ENGL 085R - English Reading 2: This class in the CBE program is a continuation of ENGL 081R and focuses on further developing the skills necessary to read college textbooks.

ENGL 086R - English Writing 2: This class in the CBE program is a continuation of ENGL 082R and focuses on paragraph and essay writing practices, as well as additional grammar instruction.

ENGL 087R - Christian Living: This class in the CBE program focuses on the subject of what it means to live life as a Christian. There is an emphasis on the development of English skills within that context.

ENGL 088R - Public English Skills: This class in the CBE program helps students develop the confidence to speak in front of a class and contribute to class discussions.

ENGL 091R - English for Academic Purposes 1: This advanced course in English as a Second Language is designed for students who already read, write and speak English, but whose skills are not presently adequate for college level demands. Focusing intensively on writing, the course also assists students with vocabulary development and reading comprehension, as well as contextualized grammar study. ENGL 091R also includes a one hour required lab time each week.

ENGL 092R - English for Academic Purposes 2: This advanced course in English as a Second Language focuses on Reading Comprehension. ENGL 092R also includes a one hour required lab time each week.

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

for a foundation necessary in college reading and writing. Students will practice skills such as identifying the main points and supporting arguments in a variety of nonfiction texts, structuring their own writing logically and clearly into critical book reviews. Students will also be responsible for vocabulary acquisition and improving reading skills. Students will learn to use basic computer processing and presentation software necessary for college learning. Prerequisite: At least a B in ENGL 071R-092R and passing score on English placement test.

ENGL LAB requirement: Students who are permitted to enroll with borderline English Placement Test scores (500-510) will be required to attend a 101X lab for one hour a week to ensure success in this rigorous college writing class. Lower level students are more successful with added assistance this lab provides. In addition, the teacher can require this lab for students whose grade drops below the 75% point at any time during the semester. Students who are retaking ENGL 101 will also be required to attend the lab. The teacher will notify the student if this is required.

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

Students who pass **ENGL 101 with a D** or are **retaking ENGL 102**, will be required to take the lab for a minimum of 1 hour per week. In addition, the teacher can require this lab for students whose grade drops below the 75% point at any time during the semester.

ENGL 210 (also CHIS 210) - Christian Literature: This reading and writing intensive course introduces a variety of literature with Christian themes. Students learn about literary forms, terms, and techniques. Extensive writing in response to literature is also expected of course participants. Prerequisite: ENGL 102.

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

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

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

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

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

FEDU 200 - Field Education Introduction and Development: This course is designed to expose the student to the basics of practical ministry and team ministry. The course provides opportunities for the student to observe a variety of local ministries, be trained in how to do relational ministry, and experiencing ministry in a specific local ministry setting. (Pass/Fail)

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

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

FEDU 403 – Cross Cultural Mission Practicum: Internship experience for students who expect to be serving as missionaries in a cross-cultural context. (Pass/Fail)

FEDU 404 - Classroom Practicum in TESL: Students divide their time between coursework/ classes and working in classes of adult or child ESL learners. Prerequisite: Completion of, or concurrent enrollment in, all other courses required in the minor. (Pass/Fail)

FEDU 405 - Classroom Practicum in Education (Replaces Classroom Practicum in Elementary Education for those entering PIU in the Fall of 2016). Internship experience for students who plan to teach in elementary, secondary, or TESL classrooms. Prerequisite: Completion of, or concurrent enrollment in, all other courses required in the minor. (Pass/Fail)

FEDU 406 - Diver Instructor Development: (4 credits) This course requires all students to present four confined water teaching presentations, four knowledge development presentations, and two open water teaching presentations integrating two skills. In addition, students will attend and participate in fourteen curriculum presentations listed in the course syllabus. Students will demonstrate competence in performing all 20 dive skills listed on the Skill Evaluation and performing a facedown, nonstop swim for 800 meters/yards using a mask, snorkel and fins. During

the course, students will also need to demonstrate competency in Dive theory by passing a five-part theory exam scoring a minimum of 75% on each part. (Pass/Fail)

Pre-requisites: The Dive Instructor Development course is the capstone course for the Outdoor Recreation Minor. As such, all courses SPRC required for this minor must be completed prior to enrolling in this course. Any exceptions to this must be approved by instructor.

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

FEDU 408 – International Business Practicum: This course will give students appropriate experiences that will demonstrate their knowledge and ability to undertake functional business tasks using communication styles and cultural norms that are fitting for the professional business environment. Prerequisite: successful completion of all other courses required in the minor. (Pass/Fail)

GOVT 301 - Political Science: By examining and comparing different political systems in various countries, the course will provide an introduction to the basic ideas, terminology, and debates in political science. The fundamental goals of the class are to expose students to the diversity of political systems in the modern world, teach students how to analyze politics in other countries, teach students to think critically, and through reflection gain a better understanding of their own political system. In an increasingly global world advancing our understanding of the politics, histories, and cultures outside our borders is crucial

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

HEAL 301 - Health Education: This course teaches basic health care for situations, “where there is no doctor.” In addition, students are introduced to CPR and First Aid procedures.

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

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

ISCI 401 - Introduction to Library Science: Fundamental elements of the world of libraries, librarianship and information science are covered.

JAPA 101 - Japanese 1: Introduction to the Japanese language with an emphasis on the acquisition of elementary Japanese skills and learning hiragana and katakana syllabaries, as well as some kanji characters.

JAPA 102 - Japanese 2: Continues with the development of skills learned in JAPA 101.

JAPA 301 – Conversational/Business Japanese 1: This course will provide an introduction to some basic conversational Japanese skills needed to successfully teach Japanese speaking tourists safe SCUBA diving practices. Focus will be on basic social and instructional phrases and accumulating basic dive instruction vocabulary, pronunciation, inflection, and comprehension. Pre-requisite: Passing grade of B or better in ENGL 101 and ENGL 102.

JAPA 302– Conversational/Business Japanese 2: This course further develops the skills introduced in JAPA 301. This course will focus on developing conversational skills for instruction of safe SCUBA diving practices in order to certify Japanese speaking tourists for SCUBA diving. Students will greatly increase their vocabulary and comprehension of not only dive terminology, but the business terminology needed for working in the dive industry. Pre-requisite: JAPA 301

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

**Students are required to take a mathematics placement test administered by PIU. New incoming freshmen are required to take the test to find out if they need to take remedial math class. Advanced students who want to take math classes and haven't taken any of the math courses before are also required to take the placement test to identify their level of mastery in mathematics. Based on the placement test score, students will be assigned to the appropriate math courses to take.*

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

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

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

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

MUSC 202 - Music 2: Development of skills learned in MUSC 201.

MUSC 203 - Choir: Practical course designed for the student to learn how to direct a choir.

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

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

PHIL 403 (also THEO 403) - World Religions: Introduction to the study of religion with specific attention to major world and traditional or animistic religions, as well as the development of a

Christian approach to their adherents.

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

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

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

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

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

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

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

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

SERV 200 – Community Service/Ministry: All full-time PIU undergraduate students are required to participate in community service or ministry activities for at least 36 hours each semester. Students will be assisted by the Student Development Office to identify and arrange for the activities. Students are responsible for receiving and reporting verification of the hours they served from church pastors/leaders, directors of organizations, or other individuals who worked directly with the students. At the end of each semester, a student's transcript will indicate whether or not the student fulfilled the Community Service/Ministry requirement with a Pass (P) or a Fail (F) indicated on the transcript.

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

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

SPRC 301- Open Water Diver: (1 credit) The Open Water Diver course consists of three main phases: knowledge development to understand basic principles of scuba diving; confined water dives to learn basic scuba skills; and open water dives to review skills and adapt them to the ocean environment.

SPRC 310 - Advanced Open Water: (1 credit) The Advanced Open Water Diver will introduce the diver to higher level knowledge and skills. Some content will vary with interest and the three optional dives the student chooses. The course will include practical aspects of deep diving; physiological effects of deeper scuba diving; more ways to use the underwater compass; how to navigate using kick-cycles, visual landmarks and time; how to better use the dive computer and electronic Recreational Dive Planner™ (eRDPTM). Pre-requisite: SPRC 301

SPRC 311 - Wreck Diver: (1 credit) The Wreck Diver course provides knowledge development and skills in: techniques for diving exploring shipwrecks, and how to avoid common hazards; how to research and learn the background of your favorite wrecks; wreck scuba diving equipment considerations; considerations and techniques for entering intact wrecks; experience in planning, organizing and making at least four wreck dives under the supervision of your PADI Instructor. Pre-requisite SPRC 310 or instructor permission.

SPRC 312 - Deep Diver: (1 credit) The Deep Diver course provides knowledge development and skills for: techniques for diving in the deeper range of 18-40 meters/ 60-130 feet; deep scuba diving equipment considerations; experience in planning, organizing and making at least four deep dives under the supervision of your PADI Instructor. Pre-requisite SPRC 310 or instructor permission.

SPRC 313 - Search and Rescue Diver: (1 credit) The Search and Recovery Diver course provides knowledge development and skills in: The search and recovery dive planning, organization, procedures, techniques and how to deal with potential problems; how to locate large and small objects using search patterns; how to use a lift bag and other recovery methods; limited visibility search techniques. Pre-requisite SPRC 310 or instructor permission.

SPRC 314 - Digital Underwater Photographer: (1 credit) The Digital Underwater Photographer course provides knowledge development and skills in: how to choose the right underwater camera system for your diving needs; the SEA (Shoot, Evaluate, Adjust) method for getting clear photographic shots quickly; the three primary principles for good underwater photos; primary skills in photo image editing. Pre-requisite SPRC 310 or instructor permission.

SPRC 315 - Underwater Navigator: (1 credit) The Underwater Navigator course provides knowledge development and skills in: navigation patterns; natural navigation (without a compass); compass navigation; how to “mark” or relocate a submerged object or position from the surface; underwater map making; how to follow irregular courses with a navigation plotter; dive site relocation; how to estimate distance underwater. Pre-requisite SPRC 310 or instructor permission.

SPRC 316 - Enriched Air Diver: (1 credit) The Enriched Air Diver course provides knowledge development and skills in: techniques for getting more dive time by using enriched air nitrox; enriched air scuba diving equipment considerations; enriched air considerations, including managing oxygen exposure, how to analyze what’s in your scuba tank and how to set your dive computer. Pre-requisite SPRC 310 or instructor permission.

SPRC 320 - 1st Aid/CPR: (1 credit) The Emergency First Response courses encompasses: CPR courses for adults, children and infants; First Aid for adults, children and infants; and Automated External Defibrillator (AED) training.

SPRC 401 - Rescue Diver: (1 credit) The Rescue Diver Course: Building upon skills already learned, this course expands on previous knowledge about how to prevent problems and how to manage them if they occur. Training will include: self-rescue; recognizing and managing stress in other divers; emergency management and equipment; rescuing panicked divers; rescuing unresponsive divers. Pre-requisite: SPRC 310 and co/pre-requisite SPRC 320

SPRC 420 - Dive Master: (2 credits) The Dive Master Course teaches dive leadership skills through both classroom and independent study. Students complete water skills and stamina exercises, as well as training exercises that stretch the ability to organize and solve problems as well as help others improve their scuba diving skills. Students put this knowledge into action through a structured internship or series of practical training exercises. Pre-requisite: SPRC 401

SPRC 430 - Emergency 1st Aid Response Instructor: (1 credit) In this course, students gain experience in how to structure learning; the requirements of performance-based training; and the role of the instructor in the learning environment for teaching CPR and first aid. Students also

learn how to motivate students; evaluate student knowledge; present course content effectively; become proficient in developing students' hands-on skills practice sessions; and are taught how to present an effective scenario-based learning experience. Students also learn how to conduct the Emergency First Response Primary Care (CPR) and Emergency First Response Secondary Care (first aid) courses as well as how to conduct the recommended Automated External Defibrillator (AED), emergency oxygen and conscious choking management skills. Pre-requisite: SPRC 320 and co/pre-requisite SPRC 420

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

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

THEO 101 - Christian Doctrine 1: A study of the nature and attributes of God the Father, the Son, and the Holy Spirit. In addition, the course focuses on the work of God and the doctrine of the Trinity.

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

THEO 201 - Christian Doctrine 2: A study of the doctrines of man, sin, and salvation. This course includes consideration of human nature, sin, predestination, incarnation, atonement, and our new standing with God.

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

THEO 302 - Christian Doctrine 4: A study of the doctrines of the Church and eschatology. Included is an examination of the church's origin, ministry, ordinances, nature, and function. It will also include an intensive study of the various eschatological systems and their major themes including death, the intermediate state, the second coming of Christ, judgment, heaven, and hell.

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

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

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

THEO 403 (also PHIL 403) - World Religions: Introduction to the study of religion with specific attention to major world and traditional or animistic religions, as well as the development of a Christian approach to their adherents.

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

LISTINGS

FACULTY

FULL TIME

Iotaka Choram

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

Paul Drake

BA in History and Education, Southeastern Massachusetts University; MRE, Canadian Theological College; MLS, University of Alberta. *Library Director and Instructor – email: pdrake@piu.edu*

Gary Houde

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

Hartmut Scherer

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

Urte M Scherer

Dipl.-Finwin (FH), Fachhochschule für Finanzen, Nordkirchen; Gemeindehelferin, Theologisches Seminar der Liebenzeller Mission; MDiv, Trinity Evangelical Divinity School. *Enrollment Management Director/Registrar and Instructor – email: uscherer@piu.edu*

Alex Tavarez

BA in Student Ministry, Geneva College; MA in TEFL/Intercultural Studies, Columbia International University. *Vice President for Student Development & Instructor – email: atavarez@piu.edu*

PART-TIME

Kenneth Dixon

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

Dorothy Houde

BA in Spanish, MS in Teaching English to Speakers of Other Languages (TESOL), State University of New York at Albany. *Vice President for Academics, Interim Liberal Studies Chair and Instructor – email: dhoude@piu.edu*

Peter Knapp

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

Howard Merrell

Bachelor of Theology, Appalachian Bible College, Baptist Bible College; MA in Religion, Liberty University. *President & Instructor – email: hmerrell@piu.edu*

Niño Pate

BS in Statistics, GD in Econometrics, MS in Econometrics, Masters in Business Administration, University of Southeastern Philippines (USEP). *Vice President for Administration & Finance (CFO), Institutional Assessment Director and Instructor – email: npate@piu.edu*

Christel B Wood

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

William P Wood

BS in Mathematics, Geneva College; MDiv, Reformed Presbyterian Theological Seminary; PhD-Reformation-Post Reformation Studies, Westminster Theological Seminary. *Instructor – email: bwood@piu.edu*

ADJUNCT AND VISITING

Bradley L Boydston

BA in Communication, Arizona State University; MDiv, DMin, Fuller Theological Seminary.
Visiting Instructor – email: bboydston@piu.edu website: www.boydston.us

Ambrosio D. Constantino

BA in Mathematics, University of Guam. *Adjunct Instructor – email: ajpconst@hotmail.com*

Josephine Cruz

BA in Elementary Education, University of Guam; Med in Teacher Leadership, University of Portland;
EdD in Educational Leadership, Argosy University (Honolulu). *Adjunct Instructor – email: jcruz@piu.edu*

Juan Flores

BA in Biology, Colgate University of Hamilton, NY; MA in Education, University of Portland;
PhD in Leadership Studies, Gonzaga University. *Adjunct Instructor - email: jflores@piu.edu*

Mary Garvilles

BA in Education-Secondary Education, Master of Education-Emphasis on STEM, University of Guam. *Adjunct Instructor – email: mgarvilles@gmail.com*

Jesse Hartt

BA in Liberal Studies, Pacific Islands University; MA in Secondary Education, University of Guam. *Adjunct Instructor – email: jhartt@piu.edu*

Celeste Heimbach

BS in Intercultural Studies, Columbia International University; MA in Intercultural Studies, Southeastern Baptist Theological Seminary. *Adjunct Instructor – email: nheimbach@piu.edu*

Kathleen Merrell

Diploma in Bible & Music, Appalachian Bible College. Instructor – email: kmerrell@piu.edu

David L Owen

BA in History, Biola University; ThM in Academic Studies, Dallas Theological Seminary; PhD in Biblical Studies, Trinity Theological Seminary. *Instructor – email: downen@piu.edu – website: www.owensonguam.com*

Michael Owen

BA in Humanities, Biola University; MA in Biblical and Theological Studies Diversified, Talbot School of Theology; ThM in Bible Exposition, Talbot School of Theology. *Adjunct Instructor – email: mowen@piu.edu (On Educational Sabbatical)*

Samantha Owen

BS in Biological Science, Biola University; MA in Science & Religion, Biola University.
Adjunct Instructor – email: sowen@piu.edu

Crystal Pegarido

BA in Secondary Education, University of Guam; Med in Education, University of Portland. *Adjunct Instructor – email: cupegarido@piu.edu*

Robert Puckett II

BS in Humanities, United States Air Force Academy; MA in Theological Studies, Liberty University Baptist Theological Seminary. US Air Force Pilot (Retired). *Adjunct Instructor.*

Jo Romaniello

BA in Interdisciplinary Creative Arts/Elementary Ed., San Francisco State University, CA; MFA in Art Education/Ed. Development, Boston University, Boston; MS in Counseling Psychology, Northeastern University, Boston. *Adjunct Instructor – email: jromaniello@piu.edu*

Fred Schmidt

BA in Political Science, University of Indiana; Bloomington, IN; Juris Doctorate, Northwestern University, Chicago, IL; State Bar Association for Illinois and California (inactive/retired); PADI (Professional Association of Diving Instructors) Certificate #272264. *Adjunct Instructor– email fschmidt@piu.edu*

Karyn Sorenson

BA, Simpson College; MA in Marriage, Family, and Child Counseling, Azusa Pacific University. *Adjunct Instructor – email: ksorenson@piu.edu – website: eksorenson.blogspot.com*

Steven Stinnette

BA in Spanish Education, Radford University; MMin, Trinity Theological Seminary. *Visiting Instructor -- email: sstinnette@piu.edu – website: stinnettesonguam.blogspot.com*

Tom Van Engen

BA in Psychology/Communications, Dordt College. Ordained in Christian Reformed Church of North America. *Adjunct Instructor - email: tvanengen@piu.edu*

Rolando Zepeda

BS in Industrial Education, Technological University of the Philippines. *Adjunct Instructor - email: rzepeda@piu.edu*

Allan Ziegler

BA in History, West Virginia University; BA, Education, Cleveland State University; MA Educational Leadership, San Diego State University. *Adjunct Instructor - email: aziegler@piu.edu*

REMEDIAL & ESL PROGRAMS

Joshua Combs

BA in Biblical Studies, Pacific Islands University. *Adjunct Instructor – jcombs@piu.edu*

Denise Gregson, RD

BS in Clinical Dietetics, University of Connecticut; 100-hour certificate in TEFL, Bridge Education Group. *Adjunct Instructor – email: denise.gregson@piu.edu*

Joaline Smith

BA in Diversified Education, Simpson College. *Adjunct Instructor – email: jsmith@piu.edu*

Jeff Sudo

BS in Finance & Economics, University of Guam; Diploma, Faith Bible Institute. *Adjunct Instructor – email: jsudo@piu.edu*

RETIRED FACULTY

Stephen Bradley

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

Marjorie Raess

BSEd, Concordia Teachers' College; MEd in Guidance & Counseling, Wayne State University; EdS (Education Specialist in Education Administration), University of Kansas; DEd in Curriculum & Instruction, University of Oregon. *Adjunct Instructor – email: mraess@piu.edu*

Howard Stone

BS, University of Maryland; MA, University of Virginia. *Adjunct Instructor email: hstone@piu.edu, Visiting Instructor, Retired.*

BOARD OF TRUSTEES

Chairman	- TBA
Vice-Chairman	- William Schuit, LMI-United States (<i>Interim Chairman</i>)
Secretary	- Siska Hutapea, Guam
Treasurer	- John Robertson, Guam
Trustee	- David Mayer, United States
Trustee	- Gidion Moofall, YEC Yap
Trustee	- Komber Kumo, ECC-Chuuk
Trustee	- Pacita Tomada, Guam

ADMINISTRATORS AND STAFF

President	- Howard Merrell
Vice President for Administration & Finance	- Niño Pate
Vice President for Academics	- Dorothy Houde
Vice President for Student Development	- Alex Tavarez
Biblical Studies Chair	- Iotaka Choram
Liberal Studies Chair, <i>Interim</i>	- Paul Drake
Distance Education Director	- Hartmut Scherer
Enrollment Mgt. Director & Registrar	- Urte Scherer
Financial Aid Officer	- Delight Suda
Admissions Coordinator & Financial Aid Assistant	- Joshua Combs
Student Development/Advancement Assistant & Maintenance Services Coordinator	- Scott Refilong
Library Director	- Paul Drake
Library Information Specialist	- Stella Yafneg

Operations Director & Bookkeeper	- Celia Atoigue
Maintenance Services Supervisor	- TBA
Information Technology Specialist	- Mary Lou Carruthers
Assistant Information Technology Specialist	- Nainoth Welle
Finance Director	- Niño Pate
Accounting Specialist & Bookkeeper	- TBA
Administrative Assistant	- Kathy Merrell
Human Resources Director	- Joshua Combs
Administrative Assistant	- Leandra Castro
Institutional Advancement Director, <i>Interim</i>	- Howard Merrell
Alumni Relations Coordinator	- TBA
Institutional Assessment Director	- Niño Pate

SUPPORTING AGENCIES

Liebenzell Mission International

Palau Evangelical Church

Yap Evangelical Church

Evangelical Church of Chuuk

GIVING TO PIU

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

PIU CONTACT INFORMATION

Website: www.piu.edu

Our time zone is GMT +10

Location and Mailing Address:

172 Kinney's Road
Mangilao, Guam 96913

Phone: 671-734-1812

Fax: 671-734-1813

Email: GuamCampus@piu.edu

**Providing Excellent, Accessible, Transformational
Christian Higher Education in the Pacific since 1976**



Pacific Islands University
172 Kinney's Road, Mangilao, Guam 96913 USA
Telephone: (671) 734-1812
Fax: (671) 734-1813
www.piu.edu