

2024



March 2024



ACADEMIC BULLETIN

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The editions are in red font.

MESSAGE FROM THE VICE-CHANCELLOR

Welcome to another academic year!

Pacific Adventist University (PAU) has been preparing its graduates for service for almost 40 years. And as we prepare for our 40th anniversary of education in the Pacific this year, our extraordinary graduates continue to lead meaningful change all over our planet.

PAU has continued to serve as the senior Adventist tertiary institution for the Pacific Island nations of the South Pacific. It currently has schools of business, humanities, education, theology, science and technology, and health science. At the heart of all we do is a simple principle, educate to serve. We strive to prepare and educate world changers so they can continue to serve our communities across the Pacific nations. We also want our student experience to be equal to the rest in the world.

Our vision is to provide the BEST quality tertiary Christian education through discovery, learning and experience in the Pacific.

Professor Teatuholi (Lohi) Matainaho, PhD
Vice-Chancellor

ABOUT THE ACADEMIC BULLETIN

The Pacific Adventist University Academic Bulletin is the primary source for academic information regarding the University and its programmes.

The Bulletin is accurate at the time of publication but the university reserves the right to institute changes to its regulations, policies, procedures, courses and programmes and any other content of this Bulletin as may be deemed necessary during the period for which this Bulletin is valid. In particular, the University reserves the right to not offer any previously advertised units should there be an insufficient number of students registered for the course or should academic staff be unavailable. This Bulletin supersedes all previous bulletins, and if there are any discrepancies between this and previous publications, this Bulletin will be authoritative.

It is the responsibility of each student to familiarise themselves with those changes to policies and programmes that may affect their studies.

This Bulletin does not constitute a contract between a student and the University.

SECTION A: GENERAL INFORMATION

PACIFIC ADVENTIST UNIVERSITY ACADEMIC CALENDAR 2024

Academic calendar as of 8 February 2024

| Teaching Week | Academic Week Commencing (Monday) | Date | Events |
|---------------|-----------------------------------|--|---|
| | | Monday 1 January | MON 1 JAN NEW YEAR'S DAY |
| | 2 January | Tuesday 2 Jan | |
| | 8 January | Monday 8 -Friday 12 Jan | |
| | 15 January | Monday 15 – Friday 19 Jan | |
| | 22 January | Monday 22 – Friday | |
| | 29 January | Mon 29 Jan – Fri 2 Feb | Mon 29 Jan Deadline for paying 80% of Sem 1 fees by all students. All High Schools in PNG commence classes. Thur 1 – Sat 3 Feb Staff Commencement Program |
| | 29 January | Mon 29 Jan – Fri 2 Feb | Mon 29 – Fri 2 Feb Registration for New Midwifery Students |
| | 5 February | Monday 5 Feb | Supplementary Exams |
| | 12 February | Mon 13 – Fri 16 Feb | Mon 12– Fri 16 Feb REGISTRATION FOR ALL STUDENTS |
| | 19 February | Mon 19 – Fri 23 Feb | Thur 15 Feb – Mon 19 Feb Orientation for New Students |
| | SEMESTER 1 | | |
| 1 | 19 February | 19 Feb– Fri 23 Feb | Tue 20 Feb Opening Convocation Wed 21 Feb – Semester 1 classes commence |
| 2 | 26 February | Mon 26 – Fri 1 Mar | Fri 10 Mar Last day to enrol for Semester 1 or make changes to the academic program. |
| 3 | 4 March | Mon 4 – Fri 8 Mar | Sun 3 Apr – Sat 9 Apr Week of Prayer |
| 4 | 11 March | Mon 11 – Fri 15 Mar Wed 20 – Thurs 21 Mar | Thur 21 PAU Council |
| 5 | 18 March | Mon 18 – 22 Mar | |
| 6 | 25 March | Mon 25 – Fri 29 Mar | Thur 28 Mar – Last day of classes before mid-semester break |
| 7 | 1 April | Mon 1 – Fri 5 April | Fri 29 Mar – Mon 5 Apr - MID-SEMESTER BREAK |
| 8 | 8 April | Mon 2 – Fri 12 April | Mon 8 Apr - Classes resume after mid-semester break Fri 12 Apr – Deadline to withdraw from study or withdraw from a unit without a penalty or WF (Withdrawal Fail) grade Fri 12 April Exam script moderation |
| 9 | 15 April | Mon 15 – 19 April | |
| 10 | 22 April | Mon 22 – 26 April | Wed 24 April – Sun 12 May PNG For Christ |
| 11 | 29 April | Mon 29 - Fri 3 May | Fri 26 April Deadline for Sem 1 exam scripts |
| 12 | 6 May | Mon 6 – Fri 10 May | |
| 13 | 13 May | Mon 13 – Fri 17 May | Thurs 16 May Last day of classes for Semester 1 Fri 17 – Thur 23 May Study Break (5 days) |
| 14 | 20 May | Mon 20 – Fri 24 May | Fri 24 May – Tue 4 June Sem 1 Examinations Commence |
| 15 | 27 May | Mon 27 – Fri 31 May | Mon 27 – Fri 31 May Semester 1 Examinations Continue. Fri 31 May Deadline for submitting applications from re-enrolling students for semester 2 |
| 16 | 3 June | Mon 3 – Fri 7 June | 3 June – 12 July SOB Practicum |
| | MID-YEAR BREAK | | WED 10 JUNE – 19 JULY (6 WEEKS) |
| P1 | 10 June | Mon 10 – Fri 14 June | Mon 10 June KING'S BIRTHDAY HOLIDAY Practicum Tue 12 – 13 June Examination Boards and Academic Senate 11 June – 19 July MA Pastoral Ministry & Masters Intensives |
| P2 | 17 June | Mon 17 – Fri 21 June | |
| P3 | 24 June | Mon 24 – Fri 28 June | |
| P4 | 1 July | Mon 1 – Fri 5 July | Thur 4 July PAU Council Mon 1 – Sun 7 July PAU 40th Anniversary Homecoming |
| P5 | 8 July | Mon 8 – Fri 12 July | Fri 12 July Deadline for paying 80% of fees for semester 2 |
| P6 | 15 July | Mon 15 – Fri 19 July Mon 26 July | Tue 16 – 17 Wed July Postgraduate supervisor training THUR 18 – 19 FRI JULY REGISTRATION FOR ALL STUDENTS FOR SEMESTER 2 |
| | SEMESTER 2 | | |
| 1 | 22 July | Mon 22 – Fri 26 July | Mon 22 July - Semester 2 classes commence MON 22 JULY - 17 NOVEMBER – SEMESTER 2 |
| 2 | 29 July | Mon 29 July – Fri 2 Aug | Fri 2 Aug Last day to enrol for Semester 2 or make changes to your academic program. |
| 3 | 5 August | Mon 5 – Fri 9 Aug | |
| 4 | 12 August | Mon 12 – Fri 16 Aug | |
| 5 | 19 August | Mon 19 – Fri 23 Aug | Fri 23 Aug - Deadline for submitting applications for 2025 intake. |
| 6 | 26 August | Mon 26– Fri 30 Aug | Mon 26 Aug NATIONAL REPENTANCE DAY 31 Aug – 8 Sept MID-SEMESTER BREAK |
| 7 | 2 September | Mon 2 – Fri 6 Sept | 2-3 Sept Company Directors Workshop |

| Teaching Week | Academic Week Commencing (Monday) | Date | Events |
|---------------|-----------------------------------|------------------------|---|
| 8 | 9 September | Mon 9 – Fri 13 Sept | 9 Sept Classes resume 9 Sept International Accounting Day <i>Sun 8 – 14 Sat Sept Festival of Faith</i> 12 Sept Exam scripts moderation |
| 9 | 16 September | Mon 16 – Fri 20 Sept | Mon 16 Sept Independence Day |
| 10 | 23 September | Mon 23 – Fri 27 Sept | 26 Sept Deadline for Sem 2 Exam Scripts Census Date. Fri 27 Sept Last day to withdraw from a unit or from study without incurring penalty (WF grade) |
| 11 | 30 September | Mon 30 – Fri 4 Oct | High School Term 4 Mon 30 Sept – Fri 6 Dec |
| 12 | 7 October | Mon 7 – Fri 11 Oct | |
| 13 | 14 October | Mon 14 – Fri 18 Oct | Thur 17 Oct – Last day of classes for Semester 2 17 Oct – The Pitch <i>Fri 18 – Wed 23 Oct - Study Break.</i> |
| 14 | 21 October | Mon 21 – Fri 25 Oct | Thur 24-Oct 4 Nov Semester 2 Examinations |
| 15 | 28 October | Mon 28 Oct – Fri 1 Nov | Mon 28 Oct – Fri 1 Nov – Semester 2 Examinations continue. |
| 16 | 4 November | Mon 4 – Fri 8 Nov | Thur 8- Fri 9 Nov – Examination Board and Academic Senate. |
| 17 | 11 November | Mon 11 – Fri 15 Nov | 11 – 12 Nov Exam Boards |
| | 18 November | Mon 18- Fri 22 Nov | 24 Nov – 9 Jan MLM Intensive 20 – 21 Nov PAU Council Fri 22-Sun 24 Nov – Graduation |
| | 25 November | Mon 25 – 29 Nov | |
| | 2 December | Mon 2 – Fri 6 Dec | |
| | 9 December | Mon 9 – Fri 13 Dec | |
| | 16 December | Mon 16 – Fri 20 Dec | |
| | 23 December | Mon 23 – Fri 27 Dec | WED 25 DEC CHRISTMAS DAY THUR 26 DEC BOXING DAY |
| | 30 December | 30 Dec – 3 Jan | Wed 1 Jan 2025 NEW YEAR'S DAY HOLIDAY |

Summary of the 2024 Academic Calendar

Semester 1

| | |
|----------------|---|
| 12-14 February | Registration For All Students |
| 15-19 February | New Students' Orientation |
| 20 February | Opening Convocation |
| 21 Feb-16 May | Semester 1 Academic Programme (14 weeks – 55 Days of Classes) |

10 June – 19 July Mid-Year Break/Practicum (6 Weeks)

Semester 2:

| | |
|---------------|--|
| 18-19 July | Registration of All Students |
| 22 Jul-77 Nov | Academic Programme (14 Weeks - 57 Days of Classes) |

22-24 Nov Graduation Weekend

STATEMENT OF PHILOSOPHY

Pacific Adventist University's philosophy of education affirms that true education has to do with the development of the whole person not just the mind. Viewed from a Christian perspective, students are multi-dimensional and are valued and gifted by God with individuality and the capacity to achieve their full potential.

1Aspects of the Philosophy of Adventist Education

Nature of God: Seventh-day Adventists believe that God is infinitely loving, wise, and powerful. He relates to human beings on a personal level, presenting His character as the ultimate norm for human conduct and His grace as the means of restoration.

Nature of humankind: Adam was created in the image of God – physically, mentally and spiritually to fully reflect and glory of the Creator. Man lost all because he chose to listen to the deceiver rather than to Him who is Truth, who alone has understanding. By the mingling of evil with good, his mind had become confused, his mental and spiritual powers benumbed. No longer could he appreciate the good that God had so freely bestowed. Not only intellectual but spiritual power, a perception of right, a desire for goodness, exists in every heart. But against these principles there is struggling an antagonistic power. The result of the eating of the tree of knowledge of good and evil is manifest in every man's experience. There is in his nature a bent to evil, a force which, unaided, he cannot resist. To withstand this force, to attain that ideal which in his inmost soul he accepts as alone worthy, he can find help in but one power. That power is Christ. Co-operation with that power is man's greatest need. In all educational effort this co-operation is the highest aim. The mind is to be disciplined, educated, trained for men to do service for God in ways that are not in harmony with inborn inclination. The distinctive characteristics of Adventist education--derived from the Bible and the writings of Ellen G. White--point to the redemptive aim of true education: *to restore human beings into the image of their Maker.*

Nature of learning: To many, education means a knowledge of books; "but the fear of the Lord is the beginning of wisdom" (Proverbs 1:7). The precepts and principles of religion are the first steps in the acquisition of knowledge, and lie at the very foundation of true education. Christ is the foundation of all knowledge. In Him our hopes of eternal life are centred. He is the greatest teacher the world has ever known. What we need is knowledge that will strengthen mind and soul, that will make us better men and women. Heart education is of far more importance than mere book learning. It is well, even essential, to have a knowledge of the world in which we live; but if we leave eternity out of our reckoning, we shall make a failure from which we can never recover. The human mind is fearfully and wonderfully made. "No matter who you are...the Lord has blessed you with intellectual faculties capable of vast improvements. Train and discipline the mind by study, by observation, by reflection... A resolute purpose will accomplish wonders."²

The Great Conflict between good and evil: All humanity is now involved in a great controversy between Christ and Satan regarding

the character of God, His law, and His sovereignty over the universe. This conflict originated in heaven when a created being, endowed with freedom of choice, in self-exaltation became Satan, God's adversary, and led into rebellion a portion of the angels. He introduced the spirit of rebellion into this world when he led Adam and Eve into sin. This human sin resulted in the distortion of the image of God in humanity, the disordering of the created world. Everyone on earth must take a side in this spiritual war, this Great Controversy. They must look at the world around them, see the terrible results sin has brought and choose whom they will serve. They can serve God, accepting His free gift of salvation and choosing to live by His commandments or they can serve themselves, choosing the path of rebellion, following Satan, and eventually sharing his fate. Adventist Education prepares one to choose wisely.

Whole-person development: Luke 2:52 states that "Jesus grew in wisdom and stature, and in favour with God and man." This multi-faceted growth incorporated four crucial dimensions: intellectual, physical, spiritual and social development. Whole person-development describes the *product* of Adventist education. In the mental arena, the educational experience is to impart wisdom, a correct application of knowledge that seeks to glorify God and bless those around us. It contributes to higher-level thinking: analysis, evaluation, and creative thought and action. Fundamentally, it seeks to frame a biblical worldview, where each aspect of life and learning is viewed through a biblical lens, with students endeavoring to understand the discipline and its applications as God sees them. The physical component incorporates a healthy lifestyle, a solid work ethic, and recreation as re-creation—a change in routine that contributes to restoring God's image. The spiritual focus encompasses Bible study, the development of a personal and corporate relationship with God, and the formation of moral character. The social dimension features service, witness, and orienting life and vocation as a response to the divine calling. In all, a "harmonious development" that prepares the student for life here and "in the world to come."

Integration of faith, learning and life: Scripture tells us that faith, learning and life are closely intertwined. "Faith comes by hearing, and hearing by the word of God" (Romans 10:7). Faith and learning are thus linked through the power of the Word. Adventist education includes biblical principles in the teaching and learning process. Education that fuses knowledge about God with information relevant to the acquisition of some valuable skill or preparing to enter a profession is life changing and restorative, thereby resulting in the development of better people, citizens and employees. Where faith is incorporated into students' learning experiences, the aim is to cultivate men and women who have firm characters and exemplify strong values such as integrity, compassion, emotional strength, honesty, honour, humility, discipline and moral fairness. Hence, the student does not simply complete a course of study but more importantly, emerges as an individual of high calibre with laudable character strengths, one who will thus be empowered to fulfill his or her duty to God as devotedly as he or she fulfils duty to humanity.³

¹ Taylor, J. W. *Philosophy, Mission and Purpose of Seventh-day Adventist Education: Quotations from the Writings of Ellen G. White*

² Life Sketches of EGW. 275 (1915)

³ Michael H. Harvey, "The Importance of Training Faculty to Integrate Faith With Learning," *Journal of Adventist Education* 81:3 (July–September, 2019): 9-16.

Available <https://www.journalofadventisteducation.org/en/2019.81.3.3>.

The role of ethics and aesthetics: Seventh-day Adventists acknowledge God's moral law, the Ten Commandments, as timeless and superseding all cultures. This divinely given code of conduct determines our ethics.

Respect for the environment and for diverse culture: God is the creator and we are made in His image. Human beings are stewards of His creations. We are therefore to be responsible trustees of the ecosystem that in which we live. God remains connective with and protective of His creation. In Psalm the bible makes it clear that environmental care is God's business and that God protects, preserves and provide for the care of all creatures. Should we be any less caring? God instructions human beings to care for the creation. This is a commission that has never been rescinded. God is distressed when His creation is desecrated and exploited.⁴

Education for this life and for eternity: Salvation is at the heart of the Adventist philosophy of education. "The great Teacher calls for every youth to learn the true philosophy of education: What shall I do to be saved?" Consequently, the ultimate priority of Seventh-day Adventist education is that each student may personally experience God's saving grace in their life. "The work of education and the work of redemption are one."

Because a God-like character is the only asset "that we can take from this world to the next," character formation is paramount in Adventist education. Ellen White asserted that "The great object to be secured [in the education and training of the youth] should be the proper development of character, that the individual may be fitted to rightly discharge the duties of the present life, and to enter at last upon the future, immortal life."

The University provides, therefore, a balanced educational programme that fosters the intellectual, physical, emotional, social and spiritual growth of its students. The University emphasises not only personal and professional development but also the acceptance of values that motivate its graduates toward lives of dedicated service to the glory of God in the wider community.

UNIVERSITY CHARTER

Pacific Adventist University is a private Seventh-day Adventist University with a unique philosophy and specific focus on helping achieve the development of the citizens of countries in the South Pacific.

Pacific Adventist College was founded in 1983 as a tertiary institution under an Act of the Papua New Guinea Parliament (Act, No.24 of 1983).

Under an Act of the Papua New Guinea Parliament (Act, No.34 of 1997) the College was officially granted full University status and is thereby legally entitled to award certificates, diplomas, degrees and other such awards as the University deems appropriate.

Having this charter by act of parliament, it is PAU's intention to work in harmony with the government of Papua New Guinea, and other governments in the region, to strive for the highest standards laid down by both the Pacific Qualifications Framework (PQF) and the Papua New Guinea National Qualifications Framework (PNGNQF).

HISTORICAL BACKGROUND

The dream of establishing an Adventist tertiary institution grew out of the dramatic growth of the Seventh-day Adventist Church in the South Pacific in the 1960s and '70s. In the 1970s, educated leaders were required to meet the needs of the growing church organization and membership. Further, many young people wanted to pursue degrees in a Christian environment.

A meeting of South Pacific church leaders in Honiara, Solomon Islands in 1977, voted to establish a senior college in the region. The South Pacific regional headquarters of the church, located in Sydney, Australia, would establish the institution and provide funding. In 1981 the present site of Pacific Adventist University was selected. At that time a dairy and other commercial activities were carried out on the property. The first academic year began in 1984 following the passage of the *Pacific Adventist College Act* by the Parliament of Papua New Guinea in 1983. The Right Honourable Grand Chief Sir Michael T. Somare, Prime Minister of PNG, officially opened the college on February 14, 1984.

Pacific Adventist College was successful from the beginning in attracting highly motivated students and qualified staff. Graduates were recognized throughout the Pacific region. Diploma recipients in Business were accepted into membership by the PNG Association of Accountants. The Bachelor of Theology programme was recognized by the Melanesian Association of Theological Schools, and Education graduates became government-registered teachers.

An important step forward in service to the nation and the church came with the passage of the *Pacific Adventist University Act* in 1997. The College became Pacific Adventist University on 11 December 1997. The Act recognises that the University has a distinctive philosophy and that its focus includes all South Pacific countries. Many nations now sponsor students to the University and numerous international aid agencies also support students. Graduates of the University are employed by the church, government and private industry across the Pacific region.

Since 1997, the institution has purchased additional property. In 2001 the Sopas School of Nursing relocated its operation to the Koiari Park campus of the University and is now operated as the School of Health Science. At present major additions are being carried out to enlarge the mission and service of the University to the church and society. Pacific Adventist University continues to enjoy the confidence of the church and the PNG government. Fulton University College in Fiji and Sonoma Adventist College in PNG formalised institutional and programme affiliations with PAU (in 2008 and 2009 respectively), enabling the university to meet the needs of a larger number of students. In 2013, PAU reviewed its arrangement with Fulton and signed a new MOU. Fulton is no longer a campus of PAU but is authorised to teach PAU's MEd classes there. Program affiliation with Sonoma Adventist College is still ongoing. In 2015, Pacific Adventist University established its second campus, an amalgamation with the Atoifi Adventist College of Nursing, forming the Solomon Island Campus of Pacific Adventist University and offering the Bachelor of Nursing. In 2019, PAU reviewed its arrangement with Atoifi and signed a new MOU. Atoifi Adventist College of Nursing (AACoN) is no longer a Campus of

⁴ adventist.education/wp-content/uploads/Caring-for-the-Environment-Gods-Business-and-Ours.mp3

PAU but is authorised to teach the PAU Bachelor of Nursing program through an affiliation arrangement. PAU has an MOU in place with the Enga College of Nursing which authorised them to teach the PAU Bachelor of Nursing program.

UNIVERSITY VISION, MISSION AND VALUES

Our **Vision** is to provide the **BEST** quality tertiary Christian education in the South Pacific. This will be achieved by being:

- Biblically Sound
- Educationally Valid
- Spiritually Challenging
- Technologically Relevant

Our **Mission** is to prepare GRADUATES who are spiritually prepared, educated, equipped and willing to serve their community, their country, their church and their God, and be world changers.

Pacific Adventist University Values:

Service

"We are devoted to a life of serving as modelled by Jesus Christ, who served with compassion, fostered peace and worked for justice."

Excellence

"Of the highest standard, we utilise our God-given gifts in the service of our God, our church and our community."

Knowledge

"We are committed to creating, preserving and sharing knowledge through teaching, research, and creative work."

Integrity

"We are honest, fair, transparent and professional, upholding the highest ethical standards."

Community

"We create a welcoming, inclusive community that respect diversity and encourages, challenges and nurtures one another."

GRADUATE ATTRIBUTES

Pacific Adventist University aims to produce graduates who are:

1. Knowledgeable and skilled in their field of study.
2. Critical thinkers with strong reasoning abilities who are skilled at identifying, gathering, evaluating and using information.
3. Effective oral and written communicators who are able to successfully collaborate with others.
4. Committed to exemplary personal and professional ethical standards.
5. Focused on service and who value every person as created in the image of God.
6. Committed to following Jesus Christ.

ACADEMIC STATUS OF PACIFIC ADVENTIST UNIVERSITY

Programmes of study at Pacific Adventist University are regularly reviewed and subjected to rigorous quality assurance controls. Pacific Adventist University courses are accredited by the Department of Higher Education, Research, Science and Technology (DHERST) of the Papua New Guinea Government. As well as abiding by the requirements of the Papua New Guinea National Qualifications Framework (PNGNQF), because of its role in training leaders throughout the Pacific, Pacific Adventist University also follows closely the Pacific Qualifications Framework (PQF).

Because Pacific Adventist University is a member of the worldwide network of Seventh-day Adventist colleges and universities, along with more than one hundred other colleges and universities, it is also accredited by the **Adventist Accreditation Association (AAA)**, the global accrediting association of Seventh-day Adventist schools, colleges, and universities. This accreditation gives Pacific Adventist University degree holders potential access to postgraduate programmes around the world.

Pacific Adventist University courses are recognised in most South Pacific countries, including Australia and New Zealand. Pacific Adventist University and Pacific Adventist College graduates have successfully studied at Avondale University, Edith Cowan University, Curtin University, James Cook University, the University of Newcastle, the University of Southern Queensland, the University of Sydney, Melbourne University, Flinders University and the University of Wollongong in Australia, Auckland University, Victoria University of Wellington, Waikato University, and at Massey University in New Zealand. In the United States of America, they have studied at Andrews University (Michigan), La Sierra University (California), Southern Adventist University (Tennessee), and Loma Linda University (California).

Professional recognition of relevant programmes is granted by the following professional bodies:

- Certified Practicing Accountants Papua New Guinea (BBus)
- The Nursing Council of Papua New Guinea (BM and BN) and the Solomon Islands Nursing Council (BN)
- The Papua New Guinea Teaching Service Commission (BEEd [Sec])
- The Board of Ministerial and Theological Education, the South Pacific Division office, Sydney.

QUALITY ASSURANCE

Pacific Adventist University has successfully satisfied the requirements for the PNG Department of Higher Education's 12 standards for University External Quality Assessment. In the 2017 Curriculum Review, all the courses offered at Pacific Adventist University, its international campuses and affiliated institutions have been reviewed and aligned to the second edition of the Papua New Guinea National Qualifications Framework (PNGNQF). Implementation of the revised curriculum began in 2018, with renewal scheduled for mid-2021.

The quality assurance programme on the campus of Pacific Adventist University involves personnel and processes, both internal and external to the institution. These include regular internal reviews of educational practice and standards; and external assessments of the institution's practice and standards. The process is also linked to the Pacific Adventist University's voluntary participation with other Adventist institutions and governing bodies in a recognition process that involves periodic inspections and site visits by international teams of higher education specialists. Self-study documents and annual reports are prepared to facilitate the visits which are coordinated by the Adventist Accrediting Association (AAA). Participation by the institution in this mutual review process also serves the purpose of assuring Adventist international constituencies that Pacific Adventist University meets internationally established standards and criteria for academic excellence.

This Academic Bulletin records the implementation of the revised curriculum which was rolled out to the first-year students who enrolled in Semester 1 2018. The 2017 Academic Bulletin structures and course regulations have now been phased out with the introduction of the 2021 Bulletin. Any former PAU students enrolling after the transition due date into the undergraduate courses will now be admitted into the revised curriculums which are aligned to the PNGNQF.

In addition, Pacific Adventist University is regularly assessed by the Papua New Guinea Government's Nursing Council and the Department of Education Accreditation Board. Most requirements of the Department of Higher Education, Research, Science and Technology are met in the accreditation visit of PAU's accrediting agency, the Adventist Accrediting Association (AAA).

Other regular quality assurance processes involve:

- annual programme-self review reports submitted to Academic Senate;
- systematic reviews of academic support and student services;
- comprehensive curriculum review every 5 years, including review by External Advisory Committees;
- 5 year cyclical accreditation of the institution and its programs, by External Accreditation agencies;
- internal moderation of examinations and assessments by Faculty Examination Boards;
- external moderation of examinations and assessments by External Advisory Committees comprised of academics from other universities and other stakeholders;
- student feedback surveys on the enrolment and orientation processes at the Pacific Adventist University; and
- student feedback surveys of the teaching and learning experience at Pacific Adventist University.
- various other surveys as per policy and requirements.
- Benchmarking.

PAU is now a member of the Asia-Pacific Quality Network (APQN) and where possible, participates in the conference of the peak quality assurance body, the International Network for Quality Assurance Agencies (INQAAHE). PAU was the first PNG higher learning institution to present a paper at this forum in 2019.

AFFILIATIONS AND ASSOCIATIONS

Pacific Adventist University strengthens its ability to serve the Pacific region by forming alliances with like-minded institutions both locally and internationally. Pacific Adventist University, for example, is a signatory to a Memorandum of Understanding between all Adventist tertiary education providers across the South Pacific Division of the Seventh-day Adventist Church, promoting a spirit of cooperation, coordination and collegiality as we work towards common goals.

Affiliated Institutions

PAU has institutional and programme affiliations (business, education and theology) with Sonoma Adventist College, Rabaul, PNG and Enga College of Nursing, Wabag, Enga Province, PNG. The Atoifi Adventist College of Nursing in the Solomon Islands has been granted authorisation to continue teaching its Bachelor of Nursing program in 2020 onwards under a revised Memorandum of

Understanding. PAU also has an off-shore campus at Fulton University College, Fiji, offering a Master's program. Heads of Departments at the affiliated institution are responsible for coordinating the day to day operation of the affiliated programmes of study. For day to day matters connected with the delivery of the programme, the Heads of Departments report to their Principal through the Deputy Principal who carries responsibility for academic oversight. In all matters of curriculum sequence, unit content and student assessment the Heads report to and consult closely with the University school deans in collaboration with their Deputy Principal. The partner institution ensures PAU academic governance requirements are applied in the implementation of its curriculum. In matters of admission and registration the campus registrars deal directly with the University registrar.

Study Centres

The University also operates a Study Centre at the Seventh-day Adventist Church's Papua New Guinea Union Mission office in Lae, Papua New Guinea on an *ad-hoc* basis. Previously an in-service Master of Arts (Pastoral Ministry) cohort was taught from the Centre. The Fiji Seventh-day Adventist Mission Office in Suva and Fulton University College are Study Centres for the PAU MED(CEL) program.

Overseas Delivery Location

Fulton University College in Fiji is an overseas delivery location for Pacific Adventist University. PAU started offering its Master of Education (Christian Educational Leadership) [MED(CEL)] program in November 2018 at Fulton University College.

Institute of Alternative Energy

The Institute of Alternative Energy (IAE) undertakes research and consultancies to develop alternative energy technologies to facilitate the reduction of energy dependence on traditional fossil fuels. It currently operates as an institute within the School of Science and Technology.

Associations

Pacific Adventist University is a member of the following Associations:

- The Adventist Accrediting Association
- International Association of Universities

The University has active links or working partnerships with the following organisations:

- Adventist Media Network
- Association for Tertiary Education Management
- Association of Certified Practicing Accountants, PNG
- Avondale University, Australia
- Deakin University, Australia
- Department of Health, PNG
- Department of Higher Education, Research, Science and Technology, PNG
- Ecological Solutions, Solomon Islands
- Higher Education Private Providers Quality Network, Australia
- James Cook University, Australia
- Melanesian Association of Theological Schools
- National Agriculture Research Institute, PNG
- Pacific Islands University Research Network

- PNG Institute of Directors, PNG
- PNG Institute of Medical Research, PNG
- Solomon Islands National University, Solomon Islands
- Tropical Health Solutions, Australia
- University of Canberra, Australia
- University of Goroka, PNG
- University of New South Wales, Australia
- University of Papua New Guinea, PNG
- University of Technology, PNG
- University of Utrecht, Netherlands

CONTACT INFORMATION – Koiari Park

Campus

Main Numbers

Telephone (+675) 7411 1300

Facsimile (+675) 328 1257

Email Address:

infor@pau.ac.pg

Mailing Address:

Pacific Adventist University, Private Mail Bag
Boroko NCD 111, Papua New Guinea

Residential Address:

Pacific Adventist University, 14 Mile Sogeri Road,
Port Moresby, Papua New Guinea

Academic Office Hours (Koiari Park Campus)

Monday to Thursday 8:00am - 12:30pm and 1:30pm - 5:00pm
Friday 8:00am -12:00pm

GOVERNANCE

Pacific Adventist University has been established by the Seventh-day Adventist Church and is operated as an Adventist University. The Institution is governed by a University Council appointed in accordance with the legislative requirements of the act of the New Guinea Parliament establishing the University (the Pacific Adventist University Act, No. 34 of 1997). The University Council appoints the Vice-Chancellor, who is entrusted with the day-to-day operation of the University. The Vice-Chancellor is advised and assisted by the Deputy Vice-Chancellor. The Academic Senate has responsibility for the University academic programme. The Senior Officer's Committee, an Administrative Committee and other duly appointed officers and committees also assist in the management of the university who are committed to achieving the University's mission and objectives.

University Council

Pr Glenn Townend, Chancellor, Pacific Adventist University (Chair) and President, South Pacific Division; **Prof Teatulohi (Lohi) Matainaho**, Vice-Chancellor, Pacific Adventist University (Secretary); **Mr Francois Keet**, Chief Financial Officer, South Pacific Division; **Prof Lalen Simeon**, Deputy Vice-Chancellor-Academic, Pacific Adventist University; **Mrs Mere Vaiholo**, Deputy Vice-Chancellor-Administration Pacific Adventist University; **Mrs Noelyn Alekevu**, Bursar, Pacific Adventist University; **Pr Malachi Yani**, President, Papua New Guinea Union Mission; **Dr Malcom Coulson**, Education Director, South Pacific Division; **Mr Jim Yawane**, Education Director, Papua New Guinea Union Mission;

Mrs Rejeli Liligeto, Deputy Principal, Fulton University College; **Mr Vincent Kuma**, Kuma Accountants, Lae (SPD Executive Appointee); **Mr John Sagom**, Lawyer (SPD Executive Appointee); **Mrs Salote Rabuka**, Lay representative (SPD Executive Appointee); **Dr Raelyn L Esau**, Business person, Tonga (SPD Executive Appointee), **Mr Kelvin Waukave**, Accountant/Entrepreneur, Consultant for PNG Institute of Medical Research as Financial Advisor, (SPD Executive Appointee), **Prof. Kaul Gena**, Pro Vice Chancellor, University of Technology (SPD Executive Appointee), **Mike Sikuri**, Division Secretary, South Pacific Division.

Executive Officers

Vice-Chancellor, Prof Teatulohi (Lohi) Matainaho

PhD

Deputy Vice-Chancellor-Academic, Prof Lalen Simeon

EdD

Deputy Vice-Chancellor-Administration, Mrs Mere Vaiholo

MA

Academic Registrar, Mrs Martina Mark-Poya

MBA

Bursar, Mrs Noelyn Alekevu

BA, CPA

Director of Student Services, Jones Taos

MA

University Committees

Administration Committee

Lohi Matainaho, Vice-Chancellor (Chair); **Meck Kuk**, Director of Corporate Services (Secretary); **Lalen Simeon**, Deputy Vice-Chancellor-Academic (Deputy Chair); **Mere Vaiholo**, Deputy Vice-Chancellor-Administration, **Noelyn Alekevu**, Bursar; **Martina Poya**, Registrar; **Jones Taos**, Director of Student Services; **Gabriel Smerewai**, Director of Support Services; **Obed Yamasombi**, Spiritual Services Director; **Rachael Romas**, Human Resources Director; **Stephen Piez**, Faculty Member; **Lavarah Haihavu**, Faculty Member; **Betty Opa**, Executive Administrative Officer (Recording Secretary)

Academic Senate

Lalen Simeon, Deputy Vice-Chancellor-Academic (Chair); **Lohi Matainaho**, Vice-Chancellor (Deputy Chair); **Mere Vaiholo** Deputy Vice-Chancellor-Administration; **Martina Poya**, Academic Registrar (Secretary); **Khin Maung Kyi**, Dean – School of Business; **Stephen Piez**, Dean – School of Humanities, Education and Theology; **Isaac Joshua**, Dean – School of Health Science; **Samuel Kopamu**, Dean – School of Science and Technology; **Kepha Pondi**, A/Director – Office of Research and Postgraduate Studies; **Ita Kemba** – Librarian, **Raijieli Caucau**, Director – The Learning Centre; **Daphne Artango**, Academic Quality Assurance Manager, **Judy Elisha**, Faculty Member; **Ridley Joseph** Assistant Registrar (Recording Secretary).

Other University committees are outlined in the PAU Committees Booklet.

ACADEMIC STRUCTURE

Schools

Pacific Adventist University academic structure is organised into four schools: School of Humanities, Education and Theology, School of Business, School of Health Science, and School of Science and Technology. In addition, there is an Office of Research

and Postgraduate Studies catering for postgraduate research students across all disciplines.

Each school is responsible for the programmes and units taught in its content area and for the overall coordination of the academic programmes of students registered in any courses based in that school. The Dean of School, or a designated course coordinator, acts as the primary academic counsellor for students registered in particular courses in a school. With the agreement of the Dean of the School of Humanities, Education and Theology, another Dean of School may take responsibility for the academic counselling or part thereof for any specified BEd(Sec) student or students registered for a content major taught in that school.

ACADEMIC STAFF – Koiari Park Campus

School of Humanities, Education and Theology

Dean

Pr Stephen Piez: MA

Assistant Dean:

Judy Elisha: MA

Senior Lecturer

Joses Imona: PhD
Leeroy Elisha: PhD
Loren Poli: DMin
Unia Kaise Api: DMiss

Lecturers

Asipeli Kauyaca: PhD (Candidate)
Clare Kokinai: MPhil [ON STUDY LEAVE]
David Sailo: PhD
Judy Elisha: MA
Rusel Kaio: MA
Laisa Paul: MEd
Laveti Tikomaimaleya: MA
Pakop Sovo: MPhil
Perilla N'Dramei-Dodi: MPhil
Peter Korave: MTh [ON STUDY LEAVE]
Remsang Puui: MA(Ed)
Ronell Mamarimbing: PhD
Rufina Katovai: MPhil
Toakase Kauyaca: MA

Graduate Teaching Assistants

Benedict Kiah: MPhil (Candidate)
Dulcie Motamota: MPhil (Candidate)
Kenny Wantip: MPhil (candidate)

Adjuncts

A/Prof David Thiele: PhD
A/Prof Jillian Thiele: PhD
Dr Jonathan Ritchie: PhD
Dr Kym Simoncini: PhD
A/Prof Scott Charlesworth: PhD

School of Business

Dean

Khin Maung Kyi: PhD

Assistant Dean

Lavarah Haihavu: MA

Senior Lecturers

Annye Elumba: PhD
Kepha Odiwuor Pondi: PhD

Lecturers

Eldy G. Suniko: MIT
Enoch Pokarop, MBA
Jessica Torohama, MPhil, CPA PNG
Marjorie Sunico: MBA
Tuai Erapae: MCD

Tutor

Delka Rinny: MPhil (Candidate)

Graduate Teaching Assistants

Nelda Kopamu: MPhil (Candidate)

School of Health Science

Dean

Isaac Joshua: PhD

Assistant Dean

Aketa Tiaon-lentak: RN, MN

Senior Lecturers

Rachel Tommbe: RN, PhD

Lecturers

Caroline Siwi: RN, MClinNg
Cherolyn Polomon: RM, MM [On Study-Leave]
Diane Kono: RN, MM
Dulcie Silas, BN, MA
Ellen Baibuni: RM, MPhil (Mid)
Julianne Omaro: RN, MN
Michelle Sabakamen: RN, MPhil (Nurs)
Nancy Geregi: RM, MM

Associate Lecturers

Ellie Korave: RN, BM
Jochebed Geita: RM, BM [On Study part-time]

Clinical Tutors

Annejulia Viyufa: RN
Jasmine Kaiah: RN
Judith Joshua: RN, BN
Julie Api: RM, BN, PGDipPH
Pune Alickson: RN, BA

Adjunct

Dr Catharine Cooper: PhD

A/Prof David MacLaren: *PhD*
Dr Michelle MacLaren: *PhD*
Dr Marie McAuliffe: *RM, PhD*
Dr Russell Kitau: *EdD*

The Learning Centre

Director

Raiijeli Vakasau S. Caucau: *MA*

School of Science and Technology

Dean

A/Prof Samuel Kopamu: *PhD*

Library

University Librarian

Ita Kemba: *MA*

Assistant Dean

Daren Bito: *PhD*

Lecturers

Buya Morgan: *MSc*
Challis Pulotu: *MPhil*
Deborah Kakis: *MSc [ON STUDY LEAVE]*
Linta Qalopui: *MPhil*
Nelson Barau: *MPhil*
Orelle Pinor-Job: *MPhil*
Peter Saguba: *MA*
Philomena Bolly: *MSc*

Tutors

Steven Babato: *BSc*
Thompson Koma: *BSc*

Graduate Teaching Assistant

Ientaake Tiaon: (*MPhil Candidate*)

Lab Technician

Morrison Garth: *BSc-Hon (MPhil Candidate)*

Adjunct Professors

Prof Rodger Jones: *PhD*
Prof. Fifaia Matainaho: *PhD*
Prof Clement Waine: *PhD*

Adjunct Senior Lecturers

Dr Wilfred Kaleva: *PhD*
Dr Eric Katovai: *PhD*

Adjunct Lecturers

Mrs Dawnie Katovai: *MSc*

Office of Research and Postgraduate Studies

A/Director

Dr Kepha Pondi: *PhD*

Project Coordinator

Alice Napasu: *MPhil*

Adjunct Senior Lecturers

Dr Danijela Schubert: *DMin*
Dr Pauline Potter: *PhD*

COURSES – QUICK REFERENCE

| Qualification | Abbreviation | Majors/Minors | Duration | Mode | Location(s) | School |
|--|--------------------------|---|-----------|----------|---|------------------------------|
| Advanced Diploma of Business (Accounting and Entrepreneurship) | AdvDipBus(Acct&Entp) | | 3 years | Semester | Sonoma | Business |
| Advanced Diploma of Business (Accounting and Management) | AdvDipBus(Acct&Mgt) | | 3 years | Semester | Sonoma | Business |
| Advanced Diploma of Ministry and Theology | AdvDipMinTheol | - | 3 years | Semester | Sonoma | Education, Arts and Theology |
| Bachelor of Arts | BA(name of major/majors) | Double Major: English, Geography, History | 4 years | Semester | Koiari Park | Education, Arts and Theology |
| Bachelor of Business (Accounting and Entrepreneurship) | BBus(Acct&Entp) | - | 4 years | Semester | Koiari Park | Business |
| Bachelor of Business (Accounting and Information Systems) | BBus(Acct&InfSys) | - | 4 years | Semester | Koiari Park | Business |
| Bachelor of Business (Accounting and Management) | BBus(Acct&Mgt) | - | 4 years | Semester | Koiari Park | Business |
| Bachelor of Education (Early Childhood) | BEd(EC) | - | 4 years | Semester | Sonoma | Education, Arts & Theology |
| Bachelor of Education (Primary) | BEd(Prim) | - | 4 years | Semester | Sonoma | Education, Arts and Theology |
| Bachelor of Education (Secondary) | BEd(Sec) | Accounting, Biology, Business, Computing, Chemistry, English, Geography, History, Mathematics, Physics, Religious Studies | 4 years | Semester | Koiari Park | Education, Arts and Theology |
| Bachelor of Midwifery | BMid | - | 18 months | Semester | Koiari Park | Health Science |
| Bachelor of Ministry and Theology | BMinTheol | - | 4 years | Semester | Koiari Park | Education, Arts and Theology |
| Bachelor of Nursing | BN | - | 4 years | Semester | Koiari Park; Atoifi Adventist College of Nursing; Enga College of Nursing | Health Science |
| Bachelor of Science (Biology and Chemistry) | BSc(Bio&Chem) | 2 majors in Biology and Chemistry | 4 years | Semester | Koiari Park | Science and Technology |
| Bachelor of Science (Biology and Environmental Science) | BSc(Bio&EnvSci) | 2 majors in Biology and Environmental Science | 4 years | Semester | Koiari Park | Science and Technology |
| Bachelor of Science (Chemistry and Environmental Science) | BSc(Chem&EnvSci) | 2 majors in Chemistry and Environmental Science | 4 years | Semester | Koiari Park | Science and Technology |

| Qualification | Abbreviation | Majors/Minors | Duration | Mode | Location(s) | School |
|--|------------------|---|-----------|-----------|------------------------------------|------------------------------|
| Bachelor of Science (Environmental Science and Mathematics) | BSc(EnvSci&Math) | 2 majors in Environmental Science and Mathematics | 4 years | Semester | Koiari Park | Science and Technology |
| Bachelor of Science (Environmental Science and Physics) | BSc(EnvSci&Phys) | 2 majors in Environmental Science and Physics | 4 years | Semester | Koiari Park | Science and Technology |
| Bachelor of Science (Honours) | BSc(Hons) | | 1 year | Semester | Koiari Park | Science and Technology |
| Bachelor of Science (Mathematics and Physics) | BSc(Math&Phys) | 2 majors in Mathematics and Physics | 4 years | Semester | Koiari Park | Science and Technology |
| Certificate in Health Promotion | CertHP | - | 1 year | Intensive | Koiari Park | Health Science |
| Diploma of Business Studies | DipBus | - | No intake | Semester | Koiari Park | Business |
| Graduate Certificate in Pastoral Ministry | GradCertPastMin | | 1 year | Intensive | Koiari Park | Education, Arts and Theology |
| Graduate Diploma in Pastoral Ministry | GradDipPastMin | - | 2 years | Intensive | Koiari Park | Education, Arts and Theology |
| Graduate Diploma in Tertiary Teaching | | | 2 years | Intensive | Koiari Park | Education, Arts and Theology |
| Master of Arts (Pastoral Ministry) | MA(PastMin) | | 4 years | Intensive | Koiari Park | Education, Arts and Theology |
| Master of Education (Christian Educational Leadership) | MEd(CEL) | | 3 years | Intensive | Koiari Park & Fulton College, Fiji | Education, Arts and Theology |
| Master of Leadership and Management | MLM | | 2 years | Intensive | Koiari Park | Business |
| Master of Philosophy | MPhil | - | 2 years | Semester | Koiari Park | Postgraduate |
| Master of Theology | MTh | - | No intake | Semester | Koiari Park | Education, Arts and Theology |
| Postgraduate Diploma in Education (Christian Education Leadership) | PGradDip(CEL) | | 2 years | Intensive | Koiari Park & Fulton College, Fiji | Education, Arts and Theology |
| Postgraduate Diploma in Leadership and Management | PGradDip(LM) | | 1 year | Intensive | Koiari Park | Business |
| Doctor of Philosophy | PhD | | 4 years | Intensive | Koiari Park | All Schools |

SECTION B: ACADEMIC POLICIES AND REGULATIONS

Admission

Pacific Adventist University welcomes qualified applicants without regard to race, colour, gender or status. While the Seventh-day Adventist Church in the South Pacific sponsors and financially supports the University, and the majority of students are Seventh-day Adventists, the University requires no specific religious affiliation for admission. Subject to available space, admission to and continued enrolment at the University is dependent on evidence of good character, intellectual competence and a willingness to respect the faith, beliefs, mission and lifestyle expectations of the Seventh-day Adventist Church.

The Seventh-day Sabbath is observed from sunset Friday evening to sunset Saturday evening. Students are expected to respect this period and refrain from activities that would interfere with the personal and organised worship programmes during this period. All students are invited to attend and participate in these worship programmes.

Pacific Adventist University is committed to sound scholarship and learning. Each school of the University carefully monitors the level of academic rigour in each course of study, and aims to follow a programme of progressive academic assessment designed to teach personal accountability and responsibility in all academic areas.

Pacific Adventist University provides a balanced educational programme that fosters the intellectual, physical, emotional, social and spiritual growth of its students. The University emphasises not only personal and professional development but also the acceptance of values that motivate its graduates toward lives of dedicated service to the glory of God in the wider community.

All students accepted for study at Pacific Adventist University must sign an agreement that while registered students of the University that they will adhere to the high moral standards of the university and not consume alcohol, use tobacco, betel nut and illicit drugs on or off campus or bring such substances onto the campus.

Applicants for study at the Koiari Park Campus must apply directly to the University on the official Pacific Adventist University application form to:

The Registrar
Pacific Adventist University
Private Mail Bag
Boroko, NCD 111
Papua New Guinea
Tel: +675 7411 1300
Email: infor@pau.ac.pg

Applications for undergraduate and postgraduate programs close on August 31 of the year before intended enrolment. Applications received after that date will normally only be considered if they have been post-marked no later than August 31. Applicants from overseas should ensure that they send their applications by airmail, email or by facsimile. Applications for study programmes starting mid-year or semester two, close on April 1 of the year that a student intends to begin the respective course of study.

Students who have taken a leave of absence from Pacific Adventist University and plan to resume study in the second rather than first semester must reapply no later than April 1 of the year that they plan to return.

Applications will be considered only if all the required information is enclosed with the application form. Such information includes official school reports, appropriate academic awards and academic transcripts from tertiary institutions where applicable.

Certified copies of documents will only be accepted if signed by officials such as secondary school or tertiary college principals or

academic registrars. *All academic documents must be free from alterations of any kind including whiteouts, hand written additions, or cross-outs. The submission of a document containing alterations of any kind will be grounds for rejection of the application.* Pacific Adventist University may require the sighting of original documents before confirming an applicant's acceptance to the University. If it is subsequently discovered that the presented documents have been altered or are forgeries, the University will immediately deregister that student and annul any credits earned at Pacific Adventist University.

In consultation with the Schools of the University, the Registrar reviews all academically eligible applicants and selects candidates for admission to the University. Currently, the Academic Senate sets enrolment quotas for all University courses and applications may be rejected because there are more applications than vacancies. The Academic Registrar will notify all successful applicants.

Applications

Koiari Park Campus

Persons seeking admission to the University for the purpose of pursuing a course of study shall submit an application form which may be obtained from the Pacific Adventist University Admissions Office during business hours or through the following facilities:

- Pacific Adventist University Koiari Park Campus Admission Office
- Pacific Adventist University Web-Site, www.pau.ac.pg

STAT P

PAU will commence conducting the Special Tertiary Admission Test (STAT) P (PNG) to all **PNG** applications (School Leavers and Non-School Leavers) in 2023. The STAT P result will be used as an additional criterion for the admission process. PNG applicants who wish to apply for admissions into the PAU Undergraduate courses in 2024 are required to sit for this mandatory entry test. The Admissions Office will **only** process applications for PNG applicants who sit this test.

All applicants must register and book online to sit for the test. Bookings for STAT P test sessions for school leavers will be via NOAS (DHERST National Online Application System); for non-school leavers, it will be on this website: <https://statpng.acer.org/>

The STAT P fee is K130.

The STAT P is jointly conducted annually by the PNG University of Technology, the University of Goroka and now Pacific Adventist University for all applicants wishing to enrol at these universities. The STAT P is managed and administered by The Australian Council for Educational Research Ltd (ACER) for these three universities in PNG.

Applicants must provide the following documents with the Application Form:

- An application fee, amount stipulated on the Application Form
- Certified copies of Academic Results including Diplomas or Degrees
- For School Leavers, please submit your latest high school results, and provide the external results as soon as they are available
- TWO Character References:
 - For School Leavers, one academic reference must be from your school
 - For Non-School Leavers, one reference must be from your employer or Church Pastor
- Official College/University Transcripts
- A Medical Report

- Academic Reference (for Postgraduate Research Degrees only)

References are to be sent direct to Pacific Adventist University from your referees.

Applications will be considered **only** if all the required information is enclosed with the application form and the application form is fully completed and signed.

Documents submitted with your application will NOT be returned. If you do not wish to submit original documents then you should submit copies that have been certified by a Commissioner of Oaths, a Senior Civil Servant, or a School Principal. Your application will be rejected if documents show alterations, erasures of any kind or falsification.

Sonoma Adventist College

Persons seeking admission to the University for the purpose of pursuing a course of study at Sonoma campus shall apply directly to the affiliated institution using the relevant Application Form and procedure of Sonoma Adventist College.

Atoifi Adventist College of Nursing, Solomon Island

Persons seeking admission to the Bachelor of Nursing at Atoifi shall apply directly to the institution using the relevant Application Form and procedure of Atoifi Adventist College of Nursing in the Solomon Islands.

Enga College of Nursing

Persons seeking admission to the University for the purpose of pursuing a course of study at the Enga College of Nursing (ECofN) shall apply directly to the affiliated institution using the relevant Application Form and procedure of the Enga College of Nursing.

Fulton University College, Fiji

Persons seeking admissions into the Master of Education (Christian Education Leadership) (MEd(CEL)) at Fulton Campus shall apply directly to Pacific Adventist University using the relevant Application Form and procedure of the University.

Admission Requirements

Pacific Adventist University may decline to admit any persons in any year or course of study on the grounds of:

- applicants not satisfying the University's academic requirements at this University or at other Universities;
- applications exceeding the quotas that have been set by the Academic Senate for a given course;
- applicants not satisfying the University's high moral standards.

The University reserves the right to decline admission to any person without necessarily specifying the reason.

The Academic Registrar will notify all successful applicants via letter or email after the Academic Senate has formally approved the list of accepted applications.

All students accepted for study at Pacific Adventist University must sign an agreement that while registered students of the University they will adhere to the high moral standards of the university and not consume alcohol, use tobacco, betel-nut and illicit drugs on or off campus, be in possession of illegal items or bring such substances onto the campus.

Undergraduate Admission Requirements

Academic eligibility for admission into Pacific Adventist University

undergraduate courses is gained upon meeting at least one of the following requirements:

- Passed the STAT P.
- The successful completion of Year Twelve High School Certificate or its equivalent as prescribed later in this section.
- The successful completion of a diploma or degree from a recognised tertiary institution.
- Non-School leavers for PNG applicants only – requirement will be; a full verification of grade 12 matriculation done in the following designated centres: (1) UPNG Open Campus – Provincial Centres (2) Unitech – DODL (3) UNRE – Dept. of SELF Education (4) Another University.

High School Certificate Requirements

HSC (Higher School Certificate) – Papua New Guinea

- Matriculation: A pass in 4 subjects, including English with a minimum upper C level pass

FSLC (Fiji School Leaving Certificate) – Fiji

- Matriculation: A pass in 4 subjects, including an upper C pass in English with an aggregate score of not less than 250 points

TSFC (Tonga Form 6 Certificate) – Tonga

- Form 6 Certificate (TSFC) with an aggregate of 200 for English + 3 best subjects.

SIF6 (Solomon Island Form 6) – Solomon Islands

- Form 6 Certificate with a pass in 4 subjects including English with an aggregate score of not more than 13 points.
- A pass is defined as a rating of 4 or less on a scale of 1 (highest) to 9 (lowest), in a subject. English should be passed at 3 or better.

PSSC (Pacific Senior Secondary Certificate) – Kiribati, Samoa, Solomon Islands, Vanuatu.

- Matriculation: A pass in 4 subjects, including English, with an aggregate score of not more than 13 points.
- A pass is defined as a rating of 4 or less on a scale of 1 (highest) to 9 (lowest), in a subject. English should be passed at 3 or better.

HSC (Higher School Certificate) – New South Wales, Australia

- Matriculation: A pass in 4 subjects, including English. 65 UAI.

SSC (Senior School Certificate) – Queensland, Australia

- Possession of a Senior Certificate which records the study of at least 4 Board subjects, including English for 4 consecutive semesters.
- A Tertiary Entrance Statement in which the applicant's overall position (OP) in Board subjects is recorded 1-13.
- A Tertiary Entrance Statement in which is recorded field positions from 1-6 in English (Written Expression) and Mathematics.

ZNCEA (New Zealand National Certificate of Educational Achievement Level 2) – New Zealand

- Matriculation: Passes in 4 subjects, including English, with an aggregate score of not more than 13 points.
- A pass is defined as a rating of 4 or higher, on a scale of 1 (highest) to 9 (lowest), in a subject.
- English Should be passed at 3 or better.

NB. Cultural and vernacular subjects are not accepted in the calculation of the aggregate scores for determining entrance.

Special Admission Requirements

In addition to standard entry requirements the following courses require additional prerequisites or have advanced standing arrangements as outlined below:

Sonoma Adventist College Graduates – Bachelor of Ministry and Theology

A full Bachelor of Ministry and Theology programme is not offered at Sonoma Adventist College. Students who have completed the requirements for an Advanced Diploma of Ministerial and Theology at Sonoma Adventist College and who wish to apply for admission to the BMinTheol degree at PAU must have attained a cumulative grade point average of 2.70.

In order to gain admission into the Advanced Diploma of Ministry and Theology programme taught at Sonoma, applicants are normally required to meet the same admission criteria as those for the degree programme which requires a Higher School Certificate (HSC) from Papua New Guinea with a pass in 4 subjects, including English with a minimum upper C level pass. (GPA of no less than 2.00).

Sonoma Adventist College Graduates – Bachelor of Business

Students who have successfully completed the requirements of Diploma of Business (Accounting and Entrepreneurship) or the Diploma of Business (Accounting and Management) at Sonoma Adventist College (SAC) will be deemed to have met the requirements for the first two years of either the Bachelor of Business (Accounting and Entrepreneurship) or the Bachelor of Business (Accounting and Management) programme on the basis of the direct transfer of their academic credit to the new award. Students must then complete four (4) further semesters (2 years) of study to meet the requirements of the degree.

Students who completed a Diploma in Business Studies at Sonoma with the old curriculum through affiliation agreement will need to have achieved a cumulative GPA of 2.70 in the diploma studies and have relevant work experience in order to be considered for admission directly into the third year of the degree programme. Students in this category who have achieved a cumulative GPA between 2.20 and 2.70 may be considered for admission into the second year of the degree programme.

Students who graduated prior to the affiliation agreement with a minimum cumulative GPA of 2.20 in the diploma programme may be considered for admission into the first year of the degree programme.

Bachelor of Business

A minimum of B pass in Mathematics, English, and business-related subjects (Business Studies, Accounting, Economics, etc.) at the Matriculation level is required. No prior work experience is required. Students need to achieve a GPA of 2.70 or better at their matriculation to be admitted to this programme.

Bachelor of Education (Secondary)

BEd-Science

A minimum B pass in Mathematics A for students taking Biology, Chemistry, Mathematics, or Physics as Science content area, together with an A in Language/English. Students must have a minimum GPA of 2.70 at their matriculation to be eligible for entry into this programme.

BEd-Humanities/Business

A minimum upper C pass in subjects directly related to major and minor content areas in Business and Humanities, together with a minimum pass of B for Language/English. However, exception is made for Religious Studies, since this subject is not always studied at Higher School Certificate level.

Bachelor of Education (Primary) and Bachelor of Education (Early Childhood) - Sonoma Campus

Degree applicants for the Bachelor of Education (Primary) and Bachelor of Education (Early Childhood) degrees at Sonoma must normally have successfully completed the requirements for the Sonoma Adventist College Diploma of Teaching (Primary) and (Early Childhood) with a cumulative grade point average of 2.20. Such applicants will be granted advanced standing for 50% of the requirements of the Bachelor of Education (Primary) and (Early Childhood) programmes and will have their academic credit transferred to the new award. Students must complete a further two further years of study to meet the requirements of the degree. Admission to the degree is by invitation.

Applicants must also have completed a minimum of one full year of teaching employment experience in a primary school and will be required to demonstrate competency in basic computing skills.

Diploma applicants who wish to gain admission into the Diploma of Teaching (Primary) and (Early Childhood) taught at Sonoma Adventist College, must have achieved a Papua New Guinea Matriculation HSC (Higher School Certificate) with a minimum upper C level pass in 4 subjects, including English and Mathematics. (Minimum GPA of 2.00.) Applicants to the Diploma of Teaching (Primary) and (Early Childhood) programmes from other countries must meet the same criteria as other undergraduate admissions.

Bachelor of Midwifery

Successful applicants must demonstrate:

- Current registration as a Registered Nurse with the Nursing Council of PNG or equivalent body in another country;
- Grade 12 completion;
- Diploma of Nursing (3 years) or Bachelor of Nursing (4 years).
- Minimum of 2 years' clinical experience in nursing (while 6 months working in maternity (obstetrics and gynaecology) section is preferred but it is not a requirement for acceptance
- Evidence of ongoing professional development as demonstrated through in-service attendance, conferences, workshops or the like;
- Recommendation and approval of study from the current employer;
- Evidence of interest and commitment to midwifery (demonstrated through the submission of a short essay with application); and
- Good moral character and a willingness to order their conduct in harmony with the aims and philosophy of the institution.

Bachelor of Nursing

A minimum B pass or above in Language and Literature, a C pass or above in Mathematics A or a minimum B pass or above in Mathematics B; a minimum B pass or above in Biology and a C pass or above in Chemistry. Matriculation or upgrade at University or FODE should attained a B pass or above in Language & Literature, Mathematics, Biology and Chemistry.

N.B. The Academic Registrar will advise on minimum equivalence grades for non-PNG applicants.

Bachelor of Science

A minimum B pass in Mathematics A and two science subjects (Biology, Chemistry, or Physics).

Graduate Diploma in Theology

Students need to have completed a degree from a recognised tertiary institution. They must also provide documented evidence of part-time or full-time ministry experience.

Postgraduate Admission Requirements

Academic eligibility for admission into Pacific Adventist University postgraduate courses is gained upon meeting the specific requirements for the chosen programme of study as outlined below.

Bachelor of Science (Honours)

Academic eligibility for direct admission into the Bachelor of Science (Honours) is met if a prospective student has achieved a minimum PAU GPA of 2.70, or the equivalent at another institution, in a relevant baccalaureate degree. Applicants for the Bachelor of Science (Honours) must also have good moral character and a willingness to order their lives in harmony with the aims and philosophy of the University. Relevant work experience may be taken into account for research degree admission.

Master of Arts in Pastoral Ministry

The applicant must have completed a bachelor's degree in a related field to begin this MA degree. It is also a requirement to demonstrate evidence of professional experience in some form of ministry. The following academic requirements apply:

- An undergraduate GPA of 2.7. If the GPA is less than that, the student may commence the Graduate Certificate in Theology, and graduate with that award. If they achieve a GPA of more than 2.5, they may continue into the Graduate Diploma in Theology. If a student with a low-entry GPA reaches 2.7 at the conclusion of the first six units of the course, they may articulate into the MA degree.
- Pre-Masters courses may be offered which provide students with the chance to improve their skills in order to meet the academic requirements for postgraduate study, and for students who need help to improve their research skills and academic proficiency in the English language.

Master in Management and Leadership and Postgraduate Diploma in Leadership and Management

Academic eligibility for direct admission into the Master in Management and Leadership is met if:

- A prospective student has successfully completed all 6 units of a Postgraduate Diploma in Leadership and Management with a minimum PAU GPA of 2.70.

Academic eligibility for admission into the Postgraduate Diploma in Leadership and Management is met if:

- A prospective student has achieved a PAU GPA of 2.50 or above, or the equivalent from another institution, in a relevant Bachelor's degree.

A student enrolled in the Postgraduate Diploma in Leadership and Management will be eligible for an enrolment transfer into the Master of Leadership and Management, subject to successful completion all 6 units with a GPA of 2.70 or higher. Applicants for either the Master in Leadership and Management or Postgraduate Diploma in Leadership and Management must also have:

- At least 2 years' work experience or be currently employed in the development industry;
- A recommendation from their employer or other relevant superior in their professional field;
- A commitment to serving diverse peoples and communities; and
- A good moral character and a willingness to order their lives in harmony with aims and philosophy of the university.

Master of Education (Christian Educational Leadership)

Academic eligibility for direct admission into the MEd(CEL) is met if:

- A prospective student has achieved a minimum PAU GPA of 2.70, or the equivalent at another institution, in a relevant a Bachelor's degree.
- A prospective student has successfully completed four postgraduate level units and for those units achieved a minimum PAU GPA of 2.70, or the equivalent at another institution.

The PGDip(CEL) serves as an indirect entry point for those who do not initially meet the 2.70 GPA minimum. Academic eligibility for admission into the PGDip(CEL) is met if:

- A prospective student has achieved a PAU GPA of 2.70 or above, or the equivalent at another institution, in a Bachelor's degree.

A student enrolled in the PGDip(CEL) will be eligible for an enrolment transfer into the MA(CEL) units to successful completion of 4 units with a GPA of 2.70 or above at postgraduate level.

Applicants for either the MEd(CEL) or PGDip(CEL) must also:

- Have a minimum of 2 years teaching/administrative experience in secondary schools or related role in education.
- Eligible applicants may seek advanced standing by submitting documentary evidence of course completed at the time of initial enrolment. The Course Coordinator will then determine the number of units of credits the units to be granted. Advanced standing for this course will be considered in accordance with the university policies on Advanced Standing.
- A recommendation letter from the respective head teacher/school administrator.
- Applicants must also be able to meet the criteria of good moral character and a willingness to order their lives in harmony with the aims and philosophies of the institution.
- Applicants with equivalent or alternative qualifications will be considered on merit.
- Considerations may be also made for those working in other educational related organisations and are keen in pursuing leadership roles in the area of Christian Education.

Master of Philosophy

Academic eligibility for direct admission into the Master of Philosophy is met if:

- A prospective student has achieved a minimum PAU GPA of 3.00, or the equivalent at another institution, in a relevant baccalaureate degree; or
- A prospective student has successfully completed two postgraduate level units and for those units has achieved a minimum PAU GPA of 3.00, or the equivalent at another institution.

Applicants for the Master of Philosophy must show evidence of ability in research and writing and must also have good moral character and a willingness to order their conduct in harmony with the aims and philosophy of the University. Relevant work experience may be taken into account for research degree admission.

Master of Theology

Academic eligibility to apply for entry into the Master of Theology includes:

- A prospective student has achieved a minimum PAU GPA of 3.00, or the equivalent at another institution, in relevant a baccalaureate degree;
- A prospective student has successfully completed six postgraduate level Biblical-Theological units and for those units has achieved a minimum PAU GPA of 3.00, or the equivalent at another institution; and
- A suitable supervisor is available.

Where the proposed research is in the area of Biblical Studies, it will be expected that the student has already undertaken two Greek units and/or two Hebrew units at the undergraduate level.

Applicants for the Master of Theology must also have good moral character and a willingness to order their lives in harmony with the aims and philosophy of the University.

Admission Responses to Applications

Applicants will be advised by mail or email as soon as practicable that their applications have been received. Successful applicants will normally be officially advised of an offer of acceptance into a Pacific Adventist University course as soon as Year 12 results are available and a decision has been made.

Student Responses to Offers of Acceptance

Offers of a place at Pacific Adventist University are open for a limited time only and successful applicants must advise the University in writing of their acceptance of the University's offer by signing the Confirmation of Acceptance Form. This form must also include the receipt of 80% semester fee to confirm their placement and financially enable them to register and enrol. Applicants who omit to advise the University within the specified time may have their offer withdrawn and the University Admissions Office may reallocate their offer to another applicant.

Supporting Documents for Applications

All supporting documents must be certified as a true copy of the original. The name of the applicant on the application form must be the same as on the supporting documents. The name used in the application form will be used on all student documentation for the duration of the study should the student be accepted to enrol at PAU.

Late Applications

Applications submitted after the closing date are charged a late fee.

Former Students' Applications

Former students applying to re-enrol at PAU ought to follow the normal application process to enrol in the Semester they withdrew from study. Application to re-enrol is not guaranteed. If they were terminated from studies due to academic or disciplinary reasons, they are to follow the conditions as outlined in their termination letter providing the required documentation to support their application for re-enrolment.

Students may reapply for the incomplete course they previously

withdrew from. Students may also apply to re-enrol but into a different course of study rather than the previous course they withdrew from. Entry requirements of the course plus other criteria will be applied in assessing the application for re-admission.

As of 2021 onwards, any former student wishing to re-enrol into the undergraduate course will begin in Year 1 as the old curriculum which they have withdrawn from was phased out in 2020. Former students re-enrolling in 2021 onwards will be enrolled into the revised courses which are aligned to the PNG National Qualifications Framework. The Advanced Standing and Articulation Policy and other academic regulations will apply.

Once accepted, the former student is to pay in full all outstanding fees plus 80% of the new fees in order to re-enrol.

Deferred Acceptances

If a student is accepted for study and does not take the offer in the accepted year but decides to defer to the following year, they are to tick the correct option in the Confirmation of Acceptance Form. During the year for which they were initially accepted, the candidate is to write a letter to re-active their enrolment application in the coming year attaching any required documentation. Applications for enrolment are competitive and accepted based on merit. Deferred acceptances may not necessarily be considered due to quota restrictions for each year.

Withdrawal from Study

Students who wish to withdraw from their enrolled course must submit to the Academic Office a completed Withdrawal From Study form. The *Academic Withdrawal Policy* should be carefully followed. Re-admission into the degree is not guaranteed once a student withdraws.

PAU will cancel visas for international students one month after the date of withdrawal and/or one month after completion of studies.

De-registration

Enrolled students who fail to meet their financial obligations or other student obligations will be de-registered from study. They will be denied access to the university services and formal classes until all obligations are settled and they are re-registered to continue their study. Students who fail to re-register will be asked to complete a Withdrawal Form and to vacate the Campus.

Registration

All new and returning students must complete registration formalities before they commence or resume study at Pacific Adventist University. This normally occurs the week before classes commence. An orientation programme is scheduled for new students a week prior to the commencement of regular classes.

New students or returning students who have taken a break from study at Pacific Adventist University must have formal written authority from the Academic Registrar before proceeding with registration. Upon arrival on campus, foreign students **must deposit their passports for safekeeping with the Academic Registrar**. Failure to do so will incur penalties.

Registration Procedures

Since Semester 1, 2018 new students have been registered using the student management information web-based system, Uni-10 (U10). Therefore, registration is now done online at the Koiari Park Campus

Financial clearance from the Business Office is the prerequisite to gaining access to the online registration process. Each required

office: Registrar, School Dean, Residential Dean, DOSS – Capacity Training Program (CTP), Day Students and the Media Office, all upload the information and allocation for each student into the system. Personal information of the student is verified and each office requirement is uploaded to complete the process.

Students however, cannot be registered with outstanding work hours.

Late Registration

A student who does not complete registration during the scheduled period (13–16 Feb for new students and 20–23 Feb for continuing students) will normally be charged a **one hundred kina late fee** for the **first day** or part thereof, and **twenty kina** a day for **each additional day** or part thereof. Ignorance of regulations, misreading timetables, lack of finance, or missing scheduled transport arrangements are not considered acceptable reasons for late registration. A late registrant will not be given exemption from any assignment or test given during the period for which the student is not registered. A student will **not normally be registered after midday of the second Friday** of the semester.

Student ID/Access Card

The student ID card is now called an Access Card as it will be used for all services at the university. All students are issued with an Access Card during registration. It contains personal details, course and the type of residence they are formally registered for. All students are required to wear their Access Cards at all times while on campus, and are required to present them when seeking services at any of the departments/schools at PAU eg: Library, Cashier, Academic Office, Student Services Office, Day Student Transportation etc. If a student changes their residential status, it is their responsibility to ensure they immediately see the Media Office to change their residential status on their Access Card as well. It is also the responsibility of the student to see the Media Office to replace any lost or damaged Access Card. Without it, a student is barred from entering into an examination room to sit their exams. It will be used by currently registered indoor residential students to access their rooms.

Academic Load

A normal full-time study load consists of sixty credit points, (normally 4 units) per semester for undergraduate students and sixty credit points (normally 2 units) per semester for postgraduate students. In addition, there may be mid-year practicum or sessional units that are outlined in the course programmes in this Bulletin that are also part of the study load. While a student is on academic probation, they will normally be allowed to study no more than forty-five credit points (normally 3 units for undergraduate students only), per semester. Upon request, an undergraduate student with a semester GPA of 2.5 in the preceding semester may be permitted to study up to seventy-five credit points (normally 5 units) a semester, subject to timetable constraints. If the timetable permits, they may be able to continue to study up to the same number of credit points as in the previous semester, provided they are not placed on academic probation.

Any student who scores a grade of “F” or “U” must repeat that unit when it is next scheduled in the university timetable and must pass that unit with at least a P grade. Only the result scored the second time around is taken into account in calculating a student's cumulative GPA. If the unit is an elective, a student may choose an alternative unit in consultation with his/her academic advisor.

Progression Rules

Except in special circumstances, a student enrolled in a course must take the prescribed unit in the order listed for that course.

Prerequisites are specifically stated in the unit synopses section of this bulletin and must be successfully completed before enrolling in a unit.

Students are not usually permitted to repeat a unit in which they have already achieved a pass grade, unless they need to do so for the purposes of reaching the graduation requirements and the repeat is approved by the Dean.

Availability of Units

Not all units listed in this Bulletin are available every year. The University reserves the right not to offer a unit should there be insufficient enrolment for that unit, or non-availability of staff.

Adding a Unit

A student may normally add a unit in the first two weeks of the semester, provided the addition does not create a timetable clash; provided the appropriate lecturer(s) and dean(s) give approval; and provided that they do not end up doing more than four units in a semester, or five units, if their GPA from the immediately preceding semester is at least 2.5.

An application form for adding a unit is available from the Academic Office. All applications need to be accompanied by a thirty kina (K30) application fee.

Changes in Units

Students wishing to change their units after registration must apply to the Dean of Schools on the prescribed form.

A student shall not normally be permitted to change units after 10 days of classes after Registration.

Withdrawing from a Unit

A student may withdraw from a unit at any time during the semester. However, the student is solely responsible for any impact that the withdrawal may have on their future programme, e.g. disruption in the sequencing of units; the need to take a future overload or to extend one's programme, with no guarantee for residential students of their future residential status beyond the normal length of their course; or the immediate loss of residential status for any student registered for less than three units a semester.

A student who withdraws from a unit before the end of the eighth week of the semester or before the midpoint of an intensive unit session will have a grade of “W” Withdrawal recorded on his/her academic transcript. A student who withdraws from a unit after the end of the eighth week of the semester or the midpoint of an intensive unit session will receive a grade of “WF” Withdrawal Failure, unless the student has received written approval from the Academic Senate to have “W” Withdrawal grade recorded instead.

The School offering a unit can require a student to withdraw from it if the student exceeds the permitted number of absences for the unit, is found guilty of academic dishonesty in that unit, or has failed a component of the unit required for passing the unit as a whole before the final exam. Appeals procedures against required withdrawals are explained below in the section entitled, “Academic Appeals”.

A student discontinuing a unit part way through a semester for any reason must complete the unit withdrawal form available from the Academic Office. There is a non-refundable fee of K500, after which there will be a pro rata refund available on tuition fees until the end of week eight and on accommodation/boarding fees until the end of the semester. Fee refunds are calculated from the date of the completion of this form. A student who fails to comply with these

formalities forfeits University fee refunds and is awarded a WF grade for each enrolled unit.

Changes in Course, Majors or Minors

A quota system applies to acceptances into the different university courses, therefore a student must stay in the course for which they were accepted for a minimum of one year. A change of course after that date will not be granted automatically, but will need the approval of the Dean of the School in which the student is based and the Dean of the School in which the proposed new course is based. PNG TESAS-sponsored students may lose their sponsorship if they do not obtain approval for change of course.

If a BEd(Sec) student wishes to change teaching fields, they need the approval of the Dean of the School of Humanities, Education and Theology (SoHET) and the Deans of the Schools responsible for the content areas involved. The SoHET Dean may also initiate changes in content fields in consultation with these schools.

Students will not normally be allowed to change their Major or Minor after the end of their second year.

If a student in a BBus course wishes to change their major combination, approval from the School Dean is required.

When a continuing student applies to transfer to another course, their external Grade 12 results must satisfy the entry requirements for that particular course. This applies especially to students wishing to change to the BSc, BBus, BN and BEd(Sec) (Science teaching fields). However, both the Grade 12 results and their respective Cumulative GPAs listed below in their first year of study at Pacific Adventist University must satisfy the entry requirement to be granted provisional acceptance subject to them successfully completing the first semester of the new course:

- Cum GPA 2.50 or better to transfer to BMinTheol, BEd(Sec) (Humanities teaching fields),
- Cum GPA 2.60 or better to transfer to BN
- Cum GPA 2.70 or better to transfer to BBus, BEd(Sec) (Science or Business teaching fields)
- Cum GPA 3.00 or better to transfer to BSc

Application forms for changing either a course or a major or minor are available from the Academic Office. There is a non-refundable fee of two hundred kina (K200) for all student-initiated applications to change a course or content area.

Auditing a Unit

A regular student may only audit one unit a semester under the following circumstances.

- a) The student submits the appropriate application form to the Academic Office before the end of the first week of semester.
- b) There must be a vacancy in the designated unit. A receipt must be produced for the payment of the tuition fee before attending an audited unit.
- c) The student's academic advisor, the unit lecturer, and the Dean of the School offering the unit must approve the application.
- d) No provision will be made for auditing a unit in academic timetabling.
- e) No academic credit is awarded for any audited unit.

To Audit a unit the student pays half the standard fee for a unit. However for a student auditing the unit for which they have a credit, the fee is K50. A student spouse may audit units for K50 per unit (practical fees may also apply).

Approval to audit a unit will be contingent upon a student's previous experience and/or academic performance, evidence that the unit will benefit them, and an undertaking that they will regularly attend scheduled lectures, tutorials, and laboratory periods.

A student auditing a course will receive the official unit outline, lecture notes, and handouts relevant to the unit. An auditing student may submit assignments and sit for tests, but the lecturer will not normally mark or return tests or assignments. Auditing students are not permitted to sit final examinations and may be excluded from lectures, tutorials, and laboratory periods if the lecturer deems the student's attendance to be too irregular to have any substantial benefit.

An application form for auditing a unit is available from the Academic Office.

Attendance Requirements

Students are expected to attend all scheduled classes and attendance rolls will usually be kept. It is understood that sickness and personal crises sometimes make one hundred percent attendance impossible. A minimum of eighty percent attendance is required for each unit, ninety percent if a student is on academic probation. If a student has missed more than twenty percent or ten percent of classes respectively, the School in which the unit is taught, may require the student to withdraw from the unit thus becoming ineligible to sit the final examination. If this withdrawal happens after the end of week eight of a semester, the student will receive a grade of "WF", Withdrawal Failure. If a student has a load of less than forty-five credit points a semester, (sixty credit points for post graduate students), they will not normally be allowed to remain a resident at Pacific Adventist University.

Attendance at the scheduled weekly general assembly is also expected. University Schools, Administration, campus visitors, and regional and international speakers are recruited for presentations and discussions. Although some assemblies are religiously oriented, the principal focus is on exposing students to a variety of perspectives outside the normal academic programme.

Student Status and Time Limitations

A student may enrol in full-time or part-time mode.

An undergraduate student resident in the dormitories or in married student housing must enrol in full-time mode – meaning the student is enrolled in at least forty-five credit points (3 undergraduate units) of study per semester. A resident postgraduate student must take at least 40 or 60 credit points (2 postgraduate units) per semester for full-time status. The credit point is based on the specialised program offered in each school.

A full-time undergraduate student in a four-year degree programme must complete all course requirements in no more than ten years. A full-time student in a three-year diploma student programme must complete all course requirements in no more than eight years. A full-time postgraduate student must complete all course requirements in no more than three years.

A part-time student is one who attempts less than 60 credit points a semester. A part-time undergraduate student in a four-year degree programme must complete all course requirements in no more than ten years. A part-time student in a three-year diploma programme must complete all course requirements in no more than eight years. A part-time student in a postgraduate course must complete all course requirements in no more than four years.

Unless the Academic Senate decides that valid reasons exist for non-compliance, any full-time or part-time student whose studies

extend for more than their respective stipulated maximum times will have his/her course of study terminated permanently.

When a course is replaced, students enrolled in that course must be supported to complete study according to policy.

Refund of excess school fees

School fee refunds of excess fees will be done at the end of Study (Graduation). Fee Refunds are up to what is personally paid by Student/Parents. For Sponsors paid fees, the Student Finance Office require an authorization from Sponsor that fees can be refunded to the student. The student finance office will comply with Sponsors fee policies with regards to fee refunds.

Student Obligations

As in any University, registration for a semester does not guarantee that the student will complete that semester and failure in any of the following areas may result in either deregistration or termination.

Financial Obligations

All students are required to settle all outstanding fees before they can be allowed to sit for their final semester examinations. The University has the right to deny candidates from sitting for final exams if financial obligations have not been fulfilled.

Capacity Training Programme

In addition to its economic importance to Pacific Adventist University, the work programme contributes to the personal development of students by helping them to acquire a sense of responsibility, organise their time, balance their lifestyle, and gain new skills. Students who fail to meet the work programme requirements may be deregistered.

Good Citizenship

Character building and deportment is an integral part of Adventist Education and ethos. Students uphold, who fail to uphold the ethics and values of the University may be disciplined. Staff and students are expected to respect and uphold the Adventist beliefs and values.

Grading and Continuation

Objectives of Grading

Assessment of students' work through the grading of assignments, tests, formal semester papers, and end of semester/session examinations has the following objectives:

- The provision of a learning experience in which students may develop and demonstrate a range of abilities, skills;
- To permit the lecturer to measure the achievement of students against both institutional objectives and standards as specified by PQF and PNGNQF standards;
- To provide a means of monitoring student progress, identifying student strengths and diagnosing specific weaknesses, with a view to initiating procedures to remedy weaknesses and maximise student achievement;
- To rank group performance on a course-by-course basis in order to prepare submissions to sponsoring bodies and scholarship committees responsible for determining the kind and extent of scholarships that may be awarded to students.

Unit Outlines

All unit outlines are endorsed by the Deputy Vice Chancellor a week before classes commence. The procedure of preparing the unit outline is shown below:

a). Every unit outline has to be peer reviewed by colleagues in the same Discipline and approved by the Head of Discipline/Unit Coordinator.

b). The Unit Coordinator uses the checklist to finalise the unit outline.

c). Final approval is given by the School Dean and if major changes are made to the unit outline, it has to be taken to the Academic Senate. The only thing that could be changed in a unit outline by class consent is a deadline, if there are too many assignments due for a class in the same week.

d). The Deputy Vice Chancellor endorses every unit outline before its distribution to the students.

Grading Procedures

Grading for each unit is definitively specified in the unit outline. During the first week of each new semester, students will receive a unit outline for each unit in which they are registered. Each unit outline will provide adequate details of each assessment item, including due dates, the weighting of each task in the calculation of the final grade, and any component that must be completed at a required level in order to pass the unit, even if a student has an overall passing grade. No subsequent change to the unit outline may be made except in writing with the unanimous approval of the lecturer concerned, the class and the School Dean. The revised unit outline will then be forwarded to the Deputy Vice-Chancellor.

Except in units specifically exempted by the Academic Senate, each unit will include a final examination worth between forty and sixty percent of the overall semester assessment. This examination covers work covered throughout the entire semester.

Credit Points

The credit point structure used by the University is to define the volume of learning for all University Coursework and Research Awards. The University has adopted the PNG and Pacific Qualifications Frameworks Volume of Learning where one credit point is equivalent to ten notional hours of learning. The structure of University award courses is based on a standard measure of 120 credit points per year being equivalent to one equivalent full-time student load (EFTSL). An undergraduate standard unit at PAU will carry a 15 Credit Point weighting – 150 notional hours of learning. A post graduate standard unit will carry a weighting of 20 or 30 Credit Points depending on the specialised degree.

Academic Integrity

Students are responsible for submitting original work for assessment, without plagiarizing or cheating, and abiding by the University's Academic Integrity Policy which may be downloaded from:

<https://www.pau.ac.pg/wp-content/uploads/2022/03/Academic-Integrity-Policy-2021.pdf>

[The University has introduced Turn-it-in so that all assessment tasks can be checked for plagiarism, encouraging the highest standard of academic honesty.](#)

School Committees are responsible for handling and recording any suspected cases of academic dishonesty. Depending on the nature and extent of the offence, penalties for academic dishonesty may include the loss of all the marks for an assignment, or failure in the unit for which the plagiarised assessment task was submitted. A subsequent offence may result in a student being terminated from the University.

In any case, where a penalty is applied, the Dean of the School will send written notification of the details of the case and of the penalty applied to the student. The Dean will also forward a copy to the

Academic Registrar, who will maintain a record of the incident in the student's file and will be noted in the Academic Senate.

Deadlines for Assignments

It is the responsibility of each student to complete each assessment task by the deadlines set in each unit outline. Unit outlines detail penalties for overdue work or missed tests. If illness or unexpected personal misfortune makes it impossible to complete an assessment task on time, **it is the student's responsibility to contact the lecturer** immediately with any supporting documentation. Extensions for missed assessment tasks are at the discretion of the lecturer but must be done according to policy.

No major assignment or major test is to be scheduled within the two weeks prior to final examinations.

Grading Scale

Pacific Adventist University's grading policy is based on a criterion-referenced and standards-based assessment system.

Any form of scaling or adjustment to grades is only made in situations where there are large unjustifiable and unexplainable deviations from the reasonable ranges. These changes can only be made by the examination boards, and approved by Senate.

Grades for academic units are assigned from the following range:

| Marks | Grades | Grade Points |
|---------|-----------------------|--------------|
| 85-100% | High Distinction (HD) | 4.00 |
| 80-84% | Distinction (D) | 3.70 |
| 70-79% | Credit (C) | 3.20 |
| 65-69% | Upper Pass (UP) | 2.70 |
| 50-64% | Pass (P) | 2.20 |
| 0-49% | Fail (F) | 0.00 |

Where a student receives a grade between 46-49% a supplementary assessment may be granted. See Supplementary Assessment Policy below.

Competency-based Assessment

The Academic Senate determines which units are suitable for competency-based assessment. Competency-based assessment is externally and objectively referenced, with assessment criteria included in the unit outline.

Competency-based assessments are integrated into a unit with assessment tasks and criteria included in the unit outlines. Grades from the assessment of the competency-based task contribute to the final grade of the unit.

Other Grades

The Grades below will be awarded to students, whose marks do not meet the requirement as per policy.

| | |
|----|------------------|
| CH | Challenge Credit |
| I | Incomplete |
| T | Transfer Credit |
| W | Withdrawal |
| WF | Withdrawal Fail |

Examination Procedures

Before the commencement of the Semester, all lecturers are to inform their respective School Dean of the units that will be exempted from final examination. The Dean is to notify the Academic Senate. The Senate will give the final endorsement on whether the unit will be non-examinable or not. The final decision by the Senate is to be stated in the Unit Outline.

Examination Timetable

The Academic Registrar publishes a provisional examination timetable. The student is responsible to check the timetable for any problems and has five (5) days from the time of the publication of the provisional timetable to advise the Academic Registrar in writing. The Academic Registrar examines all appeals sympathetically, but reserves the right to set times and venues according to the contingencies of the examination period.

Once the final timetable has been published, a student can no longer appeal on any aspect of the timetable. **It is the responsibility of the student to be familiar with the final examination timetable for their units and to turn up on the allocated times to sit their exams.**

Examination Scripts

Final Examination scripts will not be returned to the student. They will be retained by the institution for a period of at least twenty-four months after the exam was sat.

Missed Examination

Missing an examination because the student did not see its scheduled time or read it incorrectly is not an acceptable excuse. Any student who misses any examination must promptly write to the lecturer providing the reasons for missing the examination. The letter will be discussed by the School Examination board and a decision will be made regarding the missed examination. Students who missed an examination for medical reasons must provide a medical certificate with a letter to the lecturer and the Registrar.

Examination Boards

The Examination Board consists of the faculty members of the school, teaching faculty in any unit taught for the School and an examiner from outside of the school appointed by the Academic Senate. The Board of Examiners pays special attention to any marginal grades and minutes its reasons for accepting any deviation from the stated norms of grading. The School in which the student's course is based reviews the overall performance of the student. The final grades are ratified by the Academic Senate.

No grades will be issued where fees are still outstanding.

The University reserves the right to release grade reports and other reports to a student's sponsor(s) and guardians.

Thesis Progress Tracking

Thesis students are required to submit a progress report, with comments and a signature from the first supervisor, every 3 months (end of February, May, August, and November while enrolled in the thesis) to the Director of Research and Postgraduate Studies.

Thesis Examination

Theses shall be graded by two examiners who are independent of the research work, and at least one of whom is external to the University. The Dean of the relevant School is responsible for recommending the final grade, taking into account both reports and any other relevant information, and submitting this grade to the Postgraduate Studies Committee and finally the Academic Senate for ratification.

The first supervisor shall notify in writing (email is acceptable) the Director of Research and Postgraduate Studies two months before the anticipated submission of a thesis for examination. The supervisor makes a recommendation for an examiner internal to PAU (where possible) and an examiner external to PAU. Current Curriculum Vitae for any external examiner must accompany the recommendation to verify the suitability of the examiner. The recommended examiners are approved by the Postgraduate

Studies Committee. The student concerned should not be informed who the examiners are until the examination is over, to maximise the rigour of the examination process. However, the examiners will be given the option to keep their identity unknown to the student. In this case, examiners' reports will still be made available to the student.

When the thesis is ready for examination, the student submits three spiral bound copies and an electronic copy in PDF format to the Director of Research and Postgraduate Studies along with a Thesis Research Supervision Statement form signed by both the student and the supervisor. The Director of Research and Postgraduate Studies issues a receipt for the thesis. A copy of the thesis submission receipt is forwarded to the Registrar, for recording on the student's academic record, and to the relevant Dean.

The examiners normally have up to six weeks from the time they receive the thesis to complete their report. A small examiners honorarium is payable to external examiners and is paid only after the Examiner's Report and Recommended Grade have been returned.

The Dean makes the final recommendation in regard to the grade and recommends the examination result to the Postgraduate Studies Committee and then to the Academic Senate.

The thesis will be awarded one of the following grades:

| | |
|------|--|
| HD | 4.00 (no editing or revision necessary) |
| D | 3.70 (subject to minor editing/revision) |
| C | 3.20 (subject to minor editing/revision) |
| UP | 2.70 (subject to major editing/revision) |
| P | 2.20 (subject to minor editing/revision) |
| Fail | |

Resubmission of a failed thesis is at the discretion of the Dean. A decision of whether resubmission will be permitted is made prior to the declaration of a fail grade by the Dean. Resubmission will not normally be permitted unless one of the examiners has recommended a pass grade at first presentation of the thesis. If neither examiner has recommended a pass grade, then both examiners should have indicated that, in their opinions, the research report or thesis could be brought up to a pass standard if the candidate was allowed the opportunity for revision.

A candidate who has been permitted to resubmit a thesis for re-examination will be eligible for a grade in the P range. Where a thesis has been submitted for re-examination, the grade that is awarded to the revised thesis shall be regarded as final.

Final Copy following any Editing and Revision:

Once the thesis has been edited and revised to the satisfaction of the Dean, two bound copies of the thesis plus an electronic copy in PDF format must be submitted to the Postgraduate Studies Coordinator. These will then be passed onto the PAU library for their collection.

A student may appeal the thesis grade on the grounds that there were significant procedural issues related to the grading of the thesis. A written appeal must be addressed to the Appeals Committee no later than 5 working days after the thesis grade has been received by the student. The appeals Committee, in consultation with the Postgraduate Studies Coordinator and the Dean, may decide to seek the views of a third examiner. The Appeals Committee's decision is final.

In order for the examination process to be complete before graduation, theses should normally be submitted for examination ten (10) weeks before the graduation date in order to complete the

examination process, including any revisions or editing required as an outcome of the examination, which must be completed to the satisfaction of the Dean before graduation.

Thesis Extensions or Suspensions

Postgraduate students writing a thesis, who are unable to complete the thesis within the prescribed timeframe, must submit a written application for an Extension of time. This application must be submitted to the Postgraduate Studies Committee at least one month prior to the end of the period of expected study (2 years' full time and 4 years' part time). A thesis student may apply for up to 2 extensions of a maximum of 3 months each (total of 6 months). The extension fee is K1500 each time. However, dormitory accommodation or married student housing will not normally be made available during a second extension. A continuation fee is payable for every 3 month's extension. (If the extension is for one month, the same fee is payable as if the extension was for 3 months). There is no fee for suspension, but during the period of suspension, the student's status as a student is suspended (therefore their eligibility for housing and computer access is normally suspended for the stated period).

Lapsed Candidature

If a postgraduate student fails to submit their thesis by their expected work submission date and has not received an approved extension, their candidature will lapse after a period of 3 years of full time study and 4 years of part time study. If the candidature has lapsed, it means that the student:

- Will no longer be enrolled;
- Will no longer formally be entitled to supervision;
- May not carry out any lab or field work because they are not covered by University policy.

An approval for a lapse will only be for 12 months. The goal of the period of approved lapsed candidature is to submit the thesis for examination. If the student does not submit their thesis by the end of the lapsed period, they will be withdrawn from studies.

Incomplete Grades

An Incomplete 'I' Grade is awarded when a student is yet to complete an assessment task. The 'I' grade is awarded for outstanding internal assessment tasks including final examinations, post-examination, supplementary assessment, a practicum integrated unit and any postgraduate assessment that is yet to be fulfilled.

All outstanding assessment tasks in any unit for which an incomplete grade has been recorded must be completed before the beginning of the next semester and grades finalised by the end of week 2 in the new semester. After these due dates, the Registrar will automatically convert any outstanding grade of "I" Incomplete to a grade of "F" Fail.

Supplementary Assessment Policy

When a student has a failing mark that falls in the range (46%-49% inclusive), the student, upon recommendation of the School Examination Board, may be granted a supplementary assessment, the nature of which shall be determined by the School Examination Board in consultation with the unit lecturer, according to approved discipline-specific guidelines.

Supplementary assessments will normally

- be taken during the vacation period
- be granted in only one unit in a given semester

- not offered if more than 30 credit points, (2 units), have been failed in the semester
- be granted only once in the first two years of a programme
- be granted only twice in a three-year study programme, or three times in a four-year programme.

The student is to complete the Supplementary Request Application form from the Academic Office and attach the receipt of the processing fee (K150). The unit lecturer will allow the student to do the supplementary assessment only when these requirements are satisfied.

There are no provisions to defer a supplementary assessment. Students who apply to sit the supplementary are strongly encouraged to complete the assessment when scheduled.

At the successful completion of the supplementary assessment, **the “I” grade will be converted to a “P” grade**. Should the supplementary not be passed, the “I” grade will be converted back to an “F” grade.

Deferred Examinations

If a student misses a final exam because of illness or unexpected personal misfortune, they may apply to the Academic Registrar using the Examination Deferral Application Form for a grade of “I” Incomplete. The University considers an exceptional circumstance:

- to be a very serious personal circumstance that is out of the control of the student; and
- that the student could not reasonably have prevented or accommodated; and
- it has had a severe and demonstratively negative effect on the student’s ability to study or undertake an assessment.

Additionally, the timing of the circumstances must be directly relevant to the affected assessments and/or period of study. All elements must be met with supporting documentation in order to substantiate a claim for exceptional circumstances.

Exceptional circumstances may include serious illness requiring hospitalisation, being a victim of a crime, or being impacted by a natural disaster.

They do not include minor ailments such as sickness on the day of or prior to the assessment date with common cold, headaches, COVID symptoms, exam stress, etc.

You must provide a comprehensive and detailed explanation together with supporting documentation (eg: death certificate, medical certificate) that demonstrates how exceptional and unavoidable circumstances prevented you from taking your scheduled examination(s).

The Academic Senate will make a decision as to the validity of the application and what supplementary assessment task(s) the student has to do to complete the unit. A fee of K100 may be charged for a deferred examination.

Aegrotat, Compassionate, and Restricted Pass

If a student misses a final exam because of illness or unexpected personal misfortune, they may apply to the Academic Registrar for an Aegrotat or Compassionate Pass as detailed below. An application form must be submitted in writing with supporting documentation within twenty-four hours of the exam. The Academic Petitions and Appeals Committee (APAC) will make a decision as to the validity of the application.

Application for Aegrotat Pass

Students who are prevented by illness or injury from presenting themselves at the final examination, or, who consider that their performance in the examination will be seriously impaired by illness or injury, may apply for an Aegrotat Pass.

An Aegrotat Pass is given with the approval of APAC under the following conditions:

- the student furnishes to the Registrar or nominee, normally prior to the examination, a medical certificate (on an official form) from a registered medical practitioner
- the medical certificate must be dated, declaring that from the opinion of the medical practitioner, the student was unable through illness or injury to sit the examination and/or that the student’s performance in the examination was likely to have been seriously impaired by illness or injury, and
- that the student was not responsible for the said disability, and
- the nature of the illness or injury is described in sufficient detail and in a form suitable for submission in cases of doubt to another medical referee
- that the student had achieved in the coursework a mark equivalent to a grade of at least a Credit (C).
- that the quality of any work which the student had completed when not ill or prevented from taking the exams be taken into account.

Application for Compassionate Pass

Students who are prevented from sitting the final examination by exceptional circumstances beyond their control; and other than their own illness or injury, or who consider that their performance in the examination will be seriously impaired by the same circumstances may apply for a Compassionate Pass.

A compassionate pass is given with the approval of APAC under the same conditions as those listed above in clause a), e), and ff) under *Application for Aegrotat Pass*.

In considering applications for a Compassionate Pass, it will be permissible to take into consideration the effect of any exceptional circumstance beyond the control of the student other than the student’s own illness or injury or the student’s performance during the semester.

Restricted Pass

A restricted pass may, on the recommendation of the Dean, exam boards or Deputy Vice-Chancellor be awarded to a potential graduating student who has passed in his/her final year, all but one of the prescribed units.

Subsequently, a restricted pass:

- shall be awarded to a student in a unit only if the total marks for that unit is no more than five marks less than the pass mark
- shall not normally be awarded in retrospect
- shall be awarded once to a student who is enrolled in a programme of study with more than twenty units.

Students are required to submit an application for a restricted pass at least three working days after the release of end of semester results.

Semester Grades

Each lecturer is responsible for preparing and submitting marks to the Dean of School with the final approval of grades resting with the Academic Senate.

Units with marks that result in the awarding of credit points will be included in the calculation of the GPA. Units that do not result in

the awarding of credit points will not be included in the calculation of the GPA e.g.: 'I' Incomplete and 'TR' Transfer.

Only units which students are formally enrolled in with tuition paid for will be assessed and graded. Students enrolling into unofficially unapproved units will not have the assessment marked or graded.

Corrections of Final Grades due to

Administrative Errors

Amendments to a final grade because of (i) a mathematical error or (ii) omission of the marks from one of the assessments, are considered an administrative error and are submitted to the Academic Registrar, through the School Dean, and the change in the final result is ratified by the Academic Senate. Correcting a mathematical error in the calculation of the final result is not an assessment re-mark.

Academic Probation

The minimum requirement to continue in a course at PAU is a semester and/or cumulative GPA of 2.20. Where the GPA of a student falls below the required level in any given semester, they will be placed on academic probation.

A report indicating that a student has been placed on Academic Probation is normally sent to his/her guardian and/or sponsors.

Students on academic probation must:

- sign an academic agreement noting the conditions for continuing in their course
- seek academic counselling from the University counselling department
- reduce extracurricular activities
- attend at least ninety percent of all classes in each units
- provide a status report to the Dean of the School in which they are studying by the end of week nine

A student on academic probation will normally also have to take a reduced study load. Refer Academic Load on page 24.

Academic Termination

Students are normally terminated from their course of study if one or more of the following is true:

- they have a semester GPA below 2.20 for more than two consecutive semesters
- their cumulative GPA remains below the required level for more than two consecutive semesters
- they attain a GPA of less than **1.80** in any given semester
- they fail the same required unit twice
- they exhibit wilful defiance or neglect, or breach professional standards of care and conduct during a practicum
- Postgraduate research students may be terminated for lack of progress and/or repeatedly missing deadlines.

Appeals procedures against academic termination (AT) are explained in the section entitled *Appeals re Withdrawal from a Unit or Academic Termination* on page 28 and this page. A student whose appeal is successful is placed on **academic probation last chance (APLC)**. A student will be placed on APLC in any given semester if their semester and/or cumulative GPA is consecutively below 2.20.

In cases where students are terminated from a degree course and a relevant exit diploma exists, the student will be migrated to the diploma course, provided that they have attained the required minimum 2.00 GPA for diploma courses. If a student who was transferred to a diploma course due to poor performance in a degree

course then attains a semester GPA below 2.00 in one semester, they will normally be terminated from that diploma course of study.

Units Failed Twice

A student who **fails a unit twice will not normally be allowed to re-enrol in the unit**. A student must appeal to the Academic Petitions and Appeals Committee (APAC) through the relevant School Dean for approval to attempt the unit a third time.

Academic Appeals

Appeals for Re-Grading

A student contesting a grade in a class has the right to request the lecturer, through the relevant Dean, to review the marks for possible computational errors. The following procedures are to be carefully adhered to:

- a careful check that each examination question and part question was read by the examiner and given an appropriate mark;
- a careful remarking of each examination question and part question;
- a careful check that the total examination mark has been accurately recorded, with the correct proportions for the final grade, as outlined in the unit outline.
- a careful computation of the marks awarded for all coursework exercises; and a careful check that the coursework mark has been accurately transposed within the proportions previously established by the examiner.

No information relative to the application will be placed before the examiner.

If the review reveals no computational errors and the student still is not satisfied, the student may pay a one hundred kina fee and request the Academic Petitions and Appeals Committee (APAC) to regrade the unit.

The regrading fee will be refunded only if the decision raises the grade. It will not be refunded if the APAC retains the grade or lowers it.

The appeal must be lodged within three working days of the delivery of grades for the relevant semester. In any dispute relating to instructions which have been given to students on assessment procedures within a unit, the written guidelines in the unit outline provided to students at the beginning of the semester will be taken as definitive. Note that a lecturer may amend the unit outline during the semester with the approval of the relevant Dean. Any such amendments must be provided in writing to the class.

The decision of APAC is final and may not be appealed.

Appeals re Withdrawal from a Unit or Academic Termination

When a student is required to withdraw from a unit or is terminated from his/her course and from the University, the Academic Office respectively issues a notice of withdrawal or termination. In the notice, the student is informed of their right to appeal to APAC in writing within three days of delivery of the notice, providing APAC with any information that the student believes to be relevant to the appeal.

In all matters of academic appeals, there is no court of appeal beyond the Academic Petitions and Appeals Committee, and its decisions are final.

Modes of Class Delivery

These are the modes of class delivery:

- **Semester-long:**
This is the normal mode of delivery for all undergraduate and some postgraduate programs. Students attend regular classes throughout the semester. The modes of delivery are:
 - Face-to-face
 - Online via Moodle as the learning management system, Zoom, Skype, or other available media.
 - Blended mode, face-to-face and online
- **Intensive/Block:**
This is where classes are delivered via the delivery modes as mentioned above but to cohorts of students who come in blocks of time. Some courses and unit are taught outside the normal semester duration. These are courses taught at scheduled times during the mid-year and year-end breaks. Classes are intensive and taught during shorter time periods, and at multiple times, until the course requirements are met. Postgraduate classes are usually delivered in this mode. All university policies, regulations and procedures, apply to this mode of delivery. Refer to Intensive Study regulations for units taught in this mode.

Special Considerations

Independent Study

Conditions

Sometimes a student has a particular area of interest that is not covered by regular classes, but which they would still like to study further, either as an elective or in addition to the minimum requirements of the course. At other times, material is covered by the regular units listed in the Academic Bulletin, but timetabling constraints either make it impossible for the student to take the unit, or impose an unreasonable imbalance of study load across odd and even semesters. In cases where a unit was overlooked in the sequence on the course plan or is listed on the course plan but not taught during the regular semester, independent study is required. Under these circumstances, a student who is not on academic probation may apply to register for independent study.

Independent study should not be used as a substitute for taking a unit by class work, except when timetabling constraints either make it impossible for the student to take the unit in the regular fashion, or impose an unreasonable imbalance of study load upon the student across odd and even semesters. In such cases, the appointed lecturer, the relevant School Dean, and the Deputy Vice-Chancellor must approve the application. It is then endorsed by the Academic Senate. In such cases, the unit code, name, and description will be as per the Academic Bulletin.

Rules and procedures

The following rules and procedures govern independent study. An application form for undertaking independent study is available from the Academic Office. All requests to do independent study must be approved by the supervisor guiding the study and by the Dean of School pertaining to the discipline in which the study is being undertaken and endorsed at the Academic Senate.

Once approval has been given for an independent unit, the study supervisor for the unit is tasked to prepare a unit outline in the regular Pacific Adventist University format. This outline must include details of learning outcomes and assessment tasks, due dates and student responsibilities. The relevant Dean of School must certify that it reflects standards and workload comparable to those for a unit taught in the same discipline at the same level for the same number of credit points. All due dates must be as strictly adhered to as in a regular class. The Academic Registrar is to keep a copy of the unit outline in the student's permanent file, along with a copy of each of the assessed major assignments and the final exam paper done by the student as part of the requirements for the unit. The

purpose of this documentation is to provide backup for the details that appear on the student's transcript.

The supervising lecturer will normally submit the unit outline to the Dean of School no later than one week before the beginning of classes in the relevant semester. When approval to do an independent study unit is given during a registration period, the unit supervisor must submit a final draft of the unit profile to the Dean of School within a week of approval of the programme. The Dean of School must submit a copy of the unit profile to the Academic Registrar's Office within three working days of giving it approval.

For the purpose of calculating student study loads, an independent study unit counts in exactly the same way as a classroom unit with the same number of credit points.

A student taking an independent study load will receive no reduction in Capacity Training Program (CTP) hour responsibilities or in the number of Pacific Adventist University scholarship hours, even between semesters.

The same grading system applies to independent study units as to other academic units.

The tuition fee for each credit point of an independent study unit is to be the same as for each credit point of a classroom unit, plus the cost of additional study materials.

The student must meet with the independent study supervisor a minimum of once a week at a regularly scheduled time for dialogue, receiving counsel, and giving progress reports.

No provision will be made for independent study units in academic timetabling.

A student is allowed only one independent study in the course of their study. A student should not be on academic probation. The independent study is done throughout a full/normal semester

Intensive Study

Some units are taught outside of the normal semester duration. There are units taught during the mid-semester and year-end breaks but at scheduled times and taught in a shorter than normal semester duration.

Conditions

Approval is granted by the Academic Senate to a student who is faced with unexpected circumstances. Cases are considered individually with approval granted accordingly. This is to ensure all requirements for the unit are satisfactorily met, and to address the circumstances of the student concerned.

Rules and procedures

The following rules and procedures for independent study apply when a student studies by intensive mode.

The difference between an independent study and intensive study mode is that the former is semester long (for just one student), while the latter is shorter in duration, is for a cohort, and is scheduled by the Academic Senate. The integrity and quality of the unit and course is maintained by regular academic review.

Academic Credit Regulations

A student usually earns credit for each unit at Pacific Adventist University by securing a passing grade in that unit. However, a student may receive credit in one of three other ways: by units previously studied at Pacific Adventist University; by studies completed at other approved tertiary institutions; or by successfully passing a challenge exam. Refer to the *Advanced Standing Policy and Articulation* for details.

Credits from Previous Study at Pacific Adventist University/Pacific Adventist College

On the advice of a student's academic advisor to the Deputy Vice-Chancellor, credits may be given for specific units in current Pacific Adventist University courses on the basis of study previously undertaken at Pacific Adventist University. Credit will only be given for a unit with at least a Pass (50%) level.

When a former student receives credit for units previously studied at Pacific Adventist University, the new course plan will list those units for which credit is given. The cumulative GPA calculation will commence with the new grades but not include units credited to the new course plan.

Current students who are given approval to transfer to a new course will have the grades for their completed units carried over and shown together with the units for the new course. Calculation of the cumulative GPA will include grades and credit points from the former course. The student will need to complete all the requirements of the new course, as it is different to the former course except in the case for core curriculum units, in order to graduate.

Credits from Study at Other Approved Tertiary Institutions

Students seeking advanced standing on the basis of studies completed at other approved tertiary institutions should submit full official transcripts with a copy of unit descriptions and course information, so that credit point equivalents can be established. Consideration will be given to programs that are accredited by the Papua New Guinea National Qualifications Framework (PNGNQF) and other equivalent qualification frameworks. A proof of the program's accreditation should be provided as well. It is not normally granted for study completed more than ten years previously, for Pacific Adventist University units taught at the 3000-level, or for more than fifty percent of a PAU award. Units in the current course for which credit is being given will be listed on the student's course plan as receiving a "TR" or Transfer Credit grade. This grade has no value in terms of calculating a student's grade point average.

The School in which a student's course is based, makes a decision at the end of the student's first semester in residence at Pacific Adventist University as to whether the credits given should be confirmed or annulled. However, transfer credits remain provisional until a student graduates from Pacific Adventist University. This fact may have important ramifications for a student's study programme. For example, the school responsible for teaching a unit for which credit has been given may still annul that credit at a later date, if it determines that the student is a deficient in the foundation that the unit is intended to provide.

The *Advanced Standing and Articulation Policy* is applied when assessing applications for credit transfers. TR grades will be worked out by the Course Coordinator during the application screening process for applicants who have requested for transfer credit on their application forms. The Course Coordinator will complete an Advanced Standing Request Form which the Dean will bring to Senate for approval. Approved TR applications are applied when creating the course plan for the student. All TR should be worked out with the correct course plan created by the Course Coordinator before the student comes to register for enrolment to ensure the new student enrolls into their correct year of study.

Challenge Credits

If a student believes that they have already achieved mastery over the content of a particular unit, policy permits the student to apply to sit a challenge exam. The student must notify the relevant Dean of School in writing of his/her intention to sit a challenge exam by the

beginning of the second week of semester classes, or by the opening of business on the third day of an intensive session. A receipt for the non-refundable fee, which will be fifty percent of the usual unit fee, must be submitted with the request. The Dean will organise the setting, timing, supervision, and marking of the challenge exam, which must be sat before the beginning of the third week of semester classes, or before the beginning of the second week of classes in an intensive unit session. The pass mark for a challenge exam is set at fifty percent. If a student passes a challenge exam, they will receive a grade of "CH" Challenge Credit. This grade has no value in terms of calculating a student's grade point average.

Intellectual Property

The *Intellectual Property Policy* outlines the rights and responsibilities of the parties in the creation, protection and commercialisation of University Property. It also provides a framework for the identification, management and where appropriate, the commercialisation of the University's IP. This is to enhance the reputation of PAU as a research institution and ensure economic benefits can arise from the use of its Intellectual Property.

Graduation

Academic Requirements

In order to graduate, students of Pacific Adventist University must attain the minimum CUM GPA requirements for their course. This requirement is:

- 2.00 for certificate and diploma courses
- 2.20 for bachelor courses (except BEd)
- 2.80 for Bachelor of Education
- 2.50 for honours and postgraduate courses
- 2.70 for master's courses

To graduate, a student must earn a minimum grade of P, S (Satisfactory), or BC (Basic Competency) in each unit in his/her course plan as defined in this Bulletin, including all practicum requirements. If the student has begun under a different Bulletin and has not had a leave of absence of more than two consecutive semesters, the academic advisor may construct an appropriate programme with units from the current Bulletin. However, the total number and level of units to be passed shall not normally be lower than that in the current Bulletin.

Financial Requirements

To graduate, a student must make satisfactory arrangements to settle their financial obligations. Final year students are to ensure they meet their financial obligations throughout the last year of their study. Graduates with outstanding fees will not participate in the graduation. Graduation documents will not be issued until fees are fully paid.

Citizenship Requirements

Graduation from Pacific Adventist University implies good citizenship as well as good scholarship. Even if a student has completed final examinations, a candidate may be disqualified from a Pacific Adventist University award if they are involved in activities that breach the Code of Conduct signed by all students as part of the conditions of their acceptance into the University. Under these circumstances, the Student Discipline Committee will determine the time and the conditions under which such a student may later be allowed to graduate. Normally, a student will be allowed to graduate after the length of time that they would be suspended as a continuing student for the offence involved, and subject to the receipt of the same sort of current character references as would be required for re-admittance into the University.

Capacity Training Program Requirement

Prospective graduating students must ensure that all Capacity Training Program (CTP) hours are completed in order to graduate. Any prospective graduate with deficit hours will not be allowed to graduate.

Graduation Class

The Graduation Class is formed early in the second semester. All graduating students are expected to attend class meetings and participate in graduation practices and preparations. A student on academic probation is not eligible to join the graduation class nor hold any graduation class executive position.

Graduation in Absentia

A graduand who wishes to graduate in absentia is required to request permission in writing from the Academic Registrar.

Academic Regalia

Each graduate is required to wear the specified academic regalia during graduation ceremonies, as determined by the Academic Senate.

Academic Excellence

The testamur of an undergraduate degree with a cumulative GPA of 3.67 or above will state that the student has graduated with **Distinction**. The testamur of an undergraduate degree with a cumulative GPA between 3.00 and 3.66 will state that the student has graduated with **Merit**.

Graduation Awards

These are the awards presented to graduates during the graduation ceremony:

- Academic Award
- Best Clinical Award
- Best Teaching Practice Award
- Certified Practising Accountant (CPA) Award
- Henrietta McCauley Award
- Leadership Award

Other awards may also be presented upon approval by the Academic Senate.

Graduation Documents

These are the three main graduation documents issued by the University:

1. Testamur

The PAU testamur is an official document imprinted with the Seal of the University stating that the student has successfully completed the award named on the testamur.

2. Transcript

The academic transcript is the chronological record of the results of a student's study at PAU.

3. Graduation Statement

All graduates who have completed a programme of learning that leads to the award of a PNGNQF qualification are entitled to receive the Papua New Guinea Higher Education Graduation Statement (PNGHEGS) which contains further information on the units completed.

Graduates who have obtained a PNGNQF qualification are entitled to use the approved abbreviation for the qualification as a post nominal (after their name).

Transcripts

On completing a course, a student is entitled to an original transcript. Additional transcripts will cost ten kina. A partial transcript for current students is available upon receipt of a five-kina fee. Transcripts are released without correction or alteration and with the stamp and signature of the Deputy Vice-Chancellor. A minimum of one week should normally be allowed for the issuance of a transcript.

Reissuing of Testamur

Any re-issue or replacement of a testamur must be approved by the Academic Senate and as per the *Academic Documents Policy*.

SECTION C: COURSE DESCRIPTIONS

OFFICE OF RESEARCH AND POSTGRADUATE STUDIES

Doctor of Philosophy [PhD]

PAU is planning to offer the Doctor of Philosophy (PhD) program. This is a pinnacle educational qualification, which demonstrates that the graduate is a world-class researcher. The PhD comprises an independent, supervised research project mutually agreed upon by a student, supervisor, head of school and the Dean of the Postgraduate Studies and Research. It may be undertaken in any school in the University.

The PhD is a program of independent, supervised research that is assessed solely on the basis of a thesis, sometimes including a creative work component, that is examined externally. The work presented for a PhD must be a substantial and original contribution to scholarship, demonstrating mastery of the subject of interest as well as an advance in that field of knowledge.

Master of Philosophy [MPhil]

The MPhil is a two year full-time multi-disciplinary research degree, allowing students to pursue in-depth advanced study on a selected topic, climaxing with a thesis of approximately 40,000 words. Although coordinated by the Office of Research and Postgraduate Studies, MPhil students are attached to the relevant school according to their thesis topic. Through a mentoring relationship with thesis supervisors, research students develop skills in high level analysis and presentation, integrating academic and professional concerns. Upon completion of the degree an MPhil graduate will:

- achieve mastery of the relevant field of study and in-depth understanding in a specific area of knowledge;
- demonstrate a high order of skill in analysis and critical evaluation through the planning and execution of a piece of scholarship or research;
- demonstrate creativity and flexibility in the application of knowledge and skills to new situations to solve complex problems and think rigorously and independently; and
- Have an appreciation for, and personal commitment to, continued life-long learning.

Entry Criteria

- GPA of 2.70 or above in relevant Bachelor degree
- Evidence of research writing ability

Curriculum Progression

The progression through the MPhil degree for a **fulltime** student is set out in the table below.

| Master of Philosophy (full time sequence) | | | |
|---|----------|--|------------------------------------|
| Yr | Semester | Unit | Credits |
| 1 | 1 | GRAD5000 Research Methods GRAD5400 Directed Reading or Elective | 40 credits 20 credits |
| 1 | 2 | GRAD6300 Thesis Progress 1 GRAD6000 Graduate Seminar | 40 credits 20 credits |
| 2 | 1 | GRAD6301 Thesis Progress 2 GRAD6001 Graduate Seminar | 40 credits 20 credits |
| 2 | 2 | GRAD6302 Thesis GRAD6002 Graduate Seminar | 40 credits 20 credits |
| | | | Total Credits Required: 240 |

SCHOOL OF BUSINESS

The school of Business provides a range of study programme from Diploma to Masters level with the intention of preparing students for professional careers in business, accounting, management, information systems, entrepreneurship and leadership and development.

The objective of the School of Business is to prepare graduates who will have a strong academic foundation equipping them with a comprehensive knowledge base and the skills of self-reflection, critical thinking, analysis and communication. These skills will be complemented and balanced by an aptitude for understanding others, cross cultural sensitivity and the ability to relate empathetically to people from all strata of society. Students are also encouraged to develop a personal spirituality and manifest a commitment to religious principle and high ethical standards befitting persons who will exemplify the ideals of Christian business professionals. It is intended that students will understand and accept that the privilege of benefitting from a higher education carries the obligation and the privilege of service for God and humanity. The concept of altruistic service is therefore, central to courses offered in the School of Business.

Courses offered by the School of Business

| Qualification | Abbreviation | Duration | Mode | Location |
|--|----------------------|----------|-----------|-------------|
| Advanced Diploma of Business (Accounting and Management) | AdvDipBus(Acct&Mgt) | 3 years | Semester | Sonoma |
| Advanced Diploma of Business (Accounting and Entrepreneurship) | AdvDipBus(Acct&Entp) | 3 years | Semester | Sonoma |
| Bachelor of Business (Accounting and Entrepreneurship) | BBus(Acct&Entp) | 4 years | Semester | Koiari Park |
| Bachelor of Business (Accounting and Information Systems) | BBus(Acct&InfSys) | 4 years | Semester | Koiari Park |
| Bachelor of Business (Accounting and Management) | BBus(Acct&Mgt) | 4 years | Semester | Koiari Park |
| Postgraduate Diploma in Leadership and Management | PGDip(LM) | 1 year | Intensive | Koiari Park |
| Master of Leadership and Management | MLM | 2 years | Intensive | Koiari Park |

Sonoma Adventist College

The Advanced Diploma of Business in Accounting and Management and Accounting and Entrepreneurship are offered at the Sonoma College and requires the completion of a minimum of 375 credit points of study which normally takes three academic years to complete. Diploma of Business in Accounting and Management and Accounting and Entrepreneurship are exit awards. This Diploma award requires a cumulative Grade Point Average of 2.00 and completion of 270 credit points.

Advanced Diploma of Business (Accounting and Management) [AdvDipBus(Acct&Mgt)]

| Advanced Diploma of Business (Accounting and Management) | | | | | | |
|--|------|---|---------------|--|---|---------------|
| PNGNQF Level & Qualification | Year | Semester 1 | Credit Points | Mid-Year | Semester 2 | Credit Points |
| 4 | 1 | ACCT1100 Introduction to Accounting 1 | 15 | | ACCT1110 Introduction to Accounting 2 | 15 |
| | | BUSS1100 Intro to Spreadsheets & Database | 15 | | BUSS1130 Business Law | 15 |
| | | UNIV1100 Academic Skills for University Success | 15 | | MNGT1100 Introduction to Management | 15 |
| | | CHRS1100 Encountering Jesus Christ | 15 | | BUSS1120 Business Mathematics | 15 |
| 5 Diploma | 2 | BUSS2100 Principles of Economics | 15 | | ACCT2200 Cost Accounting | 15 |
| | | ACCT2100 Financial Accounting 1 | 15 | | CHRS2100 Adventist Beliefs Today | 15 |
| | | BUSS2200 Business Statistics | 15 | | BUSS2300 Business Communications | 15 |
| | | MNGT2100 Organizational Behaviour | 15 | | MNGT2200 Principles of Marketing | 15 |
| 6 Advanced Diploma | 3 | ACCT3100 Financial Accounting 2 | 15 | BUSS4100 Professional Internship 15 | BUSS3100 Corporate Finance | 15 |
| | | ACCT3200 Management Accounting | 15 | | MNGT3300 Strategic Management | 15 |
| | | MNGT3100 Operational Management | 15 | | BIBS3700 Biblical Apocalyptic | 15 |
| | | MNGT3200 Management Not-for-Profit Organisation | 15 | | ACCT3300 Computer Accounting Applications | 15 |
| Total Credits Required: 375 (3,750 hours) | | | | | | |

Advanced Diploma of Business (Accounting and Entrepreneurship)

[AdvDipBus(Acct&Entp)]

| Bachelor of Business (Accounting and Entrepreneurship) | | | | | | |
|--|------|---|---------------|--|---|---------------|
| PNGNQF Level & Qualification | Year | Semester 1 | Credit Points | Mid-Year | Semester 2 | Credit Points |
| 4 | 1 | ACCT1100 Introduction to Accounting 1 | 15 | | ACCT1110 Introduction to Accounting 2 | 15 |
| | | BUSS1100 Intro to Spreadsheets & Database | 15 | | BUSS1130 Business Law | 15 |
| | | UNIV1100 Academic Skills for University Success | 15 | | MNGT1100 Introduction to Management | 15 |
| | | CHRS1100 Encountering Jesus Christ | 15 | | BUSS1120 Business Mathematics | 15 |
| | | | | | | |
| 5 Diploma | 2 | BUSS2100 Principles of Economics | 15 | | ACCT2200 Cost Accounting | 15 |
| | | ACCT2100 Financial Accounting 1 | 15 | | CHRS2100 Adventist Beliefs Today | 15 |
| | | BUSS2200 Business Statistics | 15 | | BUSS2300 Business Communications | 15 |
| | | ENTR2100 Principles of Entrepreneurship | 15 | | MNGT2200 Principles of Marketing | 15 |
| | | | | | | |
| 6 Advanced Diploma | 3 | ACCT3100 Financial Accounting 2 | 15 | BUSS4100 Professional Internship 15 | BUSS3100 Corporate Finance | 15 |
| | | ACCT3200 Management Accounting | 15 | | MNGT3300 Strategic management | 15 |
| | | MNGT3100 Operational Management | 15 | | BIBS3700 Biblical Apocalyptic | 15 |
| | | ENTR3200 Social Entrepreneurship | 15 | | ACCT3300 Computer Accounting Applications | 15 |
| | | | | | | |
| Total Credits Required: 375 (3,750 hours) | | | | | | |

Koiari Park Campus

Diploma of Business Studies [DipBus]

The Diploma of Business Studies (DipBus) is an exit diploma only; it does not have an intake of students. It is provided as an exit point for students who fail to meet the academic requirements of the Bachelor of Business degrees. This DipBus requires a Cumulative Grade Point Average of 2.00 and completion of at least 240 credit points to graduate.

Bachelor of Business

A key focus of the bachelor programmes is the development of personnel to take up professional roles in accounting and in other business related activities within the various service organisations operated in Papua New Guinea and in other Pacific Island nations. These programmes are designed to meet the need for business and entrepreneurial personnel in the Seventh-day Adventist Church, in government organisations and in private industry. These programmes are also designed to meet the basic academic and practice requirements in the professional areas required by professional organisations such as the Certified Practising Accountants of Papua New Guinea.

In terms of academic content, the Bachelor of Business programme aims to provide students with a systematic and coherent introduction to a body of knowledge appropriate to the preparation of a professional business practitioner together with attitudes and interpersonal skills necessary to provide comprehensive entry-level practice in a variety of professional settings and own businesses.

The Bachelor of Business programme is a four-year full-time degree programme requiring the successful completion of 495 credit points of study.

Accounting is offered as the core field of study in all three double major programmes. The choices are as follows:

- Accounting and Entrepreneurship (Double Major)
- Accounting and Information Systems (Double Major)
- Accounting and Management (Double Major)

Nested within the degree are a series of diplomas which students may use for credit toward the completion of the degree requirements in the major concentration of their choice. Admission to diploma programmes is available only on the Sonoma campus. A Diploma of Business award may be conferred on the Koiari Park campus but only as an exit award.

These three double-major degrees are offered to the first year students enrolling at the Koiari Park Campus:

Bachelor of Business (Accounting and Entrepreneurship) [BBus(Acct&Entp)]

| Bachelor of Business (Accounting and Entrepreneurship) | | | | | | |
|--|------|---|---------------|----------|---------------------------------------|---------------|
| PNGNQF Level & Qualification | Year | Semester 1 | Credit Points | Mid-Year | Semester 2 | Credit Points |
| 4 | 1 | ACCT1100 Introduction to Accounting 1 | 15 | | ACCT1110 Introduction to Accounting 2 | 15 |
| | | BUSS1100 Intro to Spreadsheets & Database | 15 | | BUSS1130 Business Law | 15 |
| | | | | | CHRS1100 Encountering Jesus Christ | 15 |
| | | | 15 | | MNGT1100 Introduction to Management | 15 |

| | | | | | | |
|---|---|--|----------------------|-------------------------------------|---|----------------------|
| | | UNIV1100 Academic Skills for University Success BUSS1120 Business Mathematics | 15 | | | |
| 5 Diploma | 2 | BUSS2100 Principles of Economics ACCT2100 Financial Accounting 1 BUSS2200 Business Statistics ENTR2100 Principles of Entrepreneurship | 15 15 15 15 | | MNGT2200 Principles of Marketing ACCT2200 Cost Accounting CHRS2100 Adventist Beliefs Today BUSS2300 Business Communications | 15 15 15 15 |
| 6 | 3 | ACCT3100 Financial Accounting 2 ACCT3200 Management Accounting MNGT3100 Operations Management ENTR3200 Social Entrepreneurship | 15 15 15 15 | BUSS4100 Professional Internship 15 | BUSS3100 Corporate Finance MNGT3300 Strategic Management BIBS3700 Biblical Apocalyptic ACCT3300 Computer Accounting Applications | 15 15 15 15 |
| 7 Bachelor | 4 | ENTR4100 Venture Startup Finance & Management ACCT4100 Corporate Accounting ACCT4200 Taxation Law and Practice ENTR4200 Small Business Management | 15 15 15 15 | After completion of year 3 | ENTR4300 Entrepreneurship Growth Strategies CHRS4200 Christian Ethics in Business ACCT4300 Auditing and Assurance INFS3200 Management Information Systems/MNGT4200 Business Research Methods | 15 15 15 15 |
| Total Credits Required: 495 (4,950 hours) | | | | | | |

Bachelor of Business (Accounting and Information Systems) [BBus(Acct&InfSys)]

| Bachelor of Business (Accounting and Information Systems) | | | | | | |
|---|------|--|----------------------|-------------------------------------|---|----------------------|
| PNGNQF Level & Qualification | Year | Semester 1 | Credit Points | Mid-Year | Semester 2 | Credit Points |
| 4 | 1 | ACCT1100 Introduction to Accounting 1 BUSS1100 Intro to Spreadsheets & Database UNIV1100 Academic Skills for University Success BUSS1120 Business Mathematics | 15 15 15 15 | | ACCT1110 Introduction to Accounting 2 BUSS1130 Business Law CHRS1100 Encountering Jesus Christ INFS1100 Intro to Information Systems | 15 15 15 15 |
| 5 Diploma | 2 | BUSS2100 Principles of Economics ACCT2100 Financial Accounting 1 BUSS2200 Business Statistics INFS2100 Advanced Spreadsheets and Databases | 15 15 15 15 | | INFS2200 Intro to Multi-media Design & Graphics ACCT2200 Cost Accounting CHRS2100 Adventist Beliefs Today BUSS2300 Business Communications | 15 15 15 15 |
| 6 | 3 | ACCT3100 Financial Accounting 2 ACCT3200 Management Accounting INFS3100 Information Systems Security INFS3200 Management Information Systems | 15 15 15 15 | BUSS4500 Professional Internship 15 | BUSS3100 Corporate Finance INFS3300 System Analysis and Design BIBS3700 Biblical Apocalyptic ACCT3300 Computer Accounting Applications | 15 15 15 15 |
| 7 Bachelor | 4 | INFS4100 Website Development INFS4200 Network and Operating System ACCT4100 Corporate Accounting ACCT4200 Taxation Law and Practice | 15 15 15 15 | After completion of year 3 | INFS4300 E-business Strategy and Systems INFS4400 Databased Management Systems CHRS4200 Christian Ethics in Business ACCT4300 Auditing and Assurance | 15 15 15 15 |
| Total Credits Required: 495 (4,950 hours) | | | | | | |

Bachelor of Business (Accounting and Management) [BBus(Acct&Mgt)]

| Bachelor of Business (Accounting and Management) | | | | | | |
|--|------|--|----------------------|----------|---|----------------------|
| PNGNQF Level & Qualification | Year | Semester 1 | Credit Points | Mid-Year | Semester 2 | Credit Points |
| 4 | 1 | ACCT1100 Introduction to Accounting 1 BUSS1100 Intro to Spreadsheets & Database UNIV1100 Academic Skills for University Success BUSS1120 Business Mathematics | 15 15 15 15 | | ACCT1110 Introduction to Accounting 2 BUSS1130 Business Law MNGT1100 Introduction to Management CHRS1100 Encountering Jesus Christ | 15 15 15 15 |
| 5 Diploma | 2 | BUSS2100 Principles of Economics ACCT2100 Financial Accounting 1 BUSS2200 Business Statistics MNGT2100 Organizational Behaviour | 15 15 15 15 | | MNGT2200 Principles of Marketing ACCT2200 Cost Accounting CHRS2100 Adventist Beliefs Today BUSS2300 Business Communications | 15 15 15 15 |
| | | ACCT3100 Financial Accounting 2 | 15 | | BUSS3100 Corporate Finance | 15 |

| | | | | | | |
|---|---|---|----------------------|--|--|----------------------|
| 6 | 3 | ACCT3200 Management Accounting MNGT3100 Operations Management MNGT3200 Management Not-for-Profit Organizations | 15 15 15 | BUSS 4100 Professional Internship 15 After completion of year 3 | MNGT3300 Strategic Management BIBS3700 Biblical Apocalyptic ACCT3300 Computer Accounting Applications | 15 15 15 |
| 7 Bachelor | 4 | MNGT4200 Business Research Methods ACCT4100 Corporate Accounting ACCT4200 Taxation Law and Practice MNGT4100 Human Resource Management | 15 15 15 15 | | MNGT4300 Project Management CHRS4200 Christian Ethics in Business ACCT4300 Auditing and Assurance INFS3200 Management Information Systems/MNGT3400 International Management | 15 15 15 15 |
| Total Credits Required: 495 (4,950 hours) | | | | | | |

Master of Leadership and Management [MLM]

The overall goal of the postgraduate business degree programme, the Master of Leadership and Management (MLM), is to enhance the organizational effectiveness and productivity of managerial/administrative personnel. The program attempts to:

- Meet students' intellectual and professional growth needs.
- Further develop students' analytical, conceptual and professional skills for solving management problems.
- Help students acquire knowledge needed for competent financial, managerial and administrative responsibilities in contemporary business and development environments.
- Enhance students' interpersonal and communication skills.
- Sharpen students' sensitivity toward ethical expectations of the needs of society.
- Develop students' skills in implementing effective solutions to business administration problems.
- Develop leadership skills in leading the organization to achieve its goals and mission.

To be awarded a master's degree in leadership and management, a student must successfully complete 240 credit points (12 units) as prescribed in PQF and PNG NQF level 9. At the completion of 120 credit points (6 units) equivalent to PNG NQF level 8, the student will be able to continue with the Master of Leadership and Management (MLM) programme if he/she achieves a CUM GPA of 2.70 in Postgraduate Diploma in Leadership and Management (PGDip LM). Otherwise, students will be awarded with PGDip LM as an exit award.

| Postgraduate Diploma in Leadership and Management [PNGNQF Level 8] | | Master of Leadership and Management [PNGNQF Level 9] | |
|--|---------------|--|---------------|
| Intensive Sessions 1, 2, & 3 [Jun-Jul] | Credit Points | Intensive Session 1, 2, & 3 [Jun-Jul] | Credit Points |
| MNGT5100 Management Theory and Practice | 20 | RSBU6100 Applied Research Methods and Practice | 20 |
| MNGT5200 Organizational Behaviour | 20 | MNGT6200 Change & Conflict Management | 20 |
| MNGT5300 Leadership Theories | 20 | MNGT6300 Human Resource Management | 20 |
| Intensive Sessions 4, 5 & 6 [Dec-Jan] | | Intensive Sessions 4, 5 & 6 [Dec-Jan] | |
| MNGT5400 Accounting for Management Decisions | 20 | MNGT6400 Current Issues and Developments in Management | 20 |
| MNGT5500 Quantitative Methods for Management Decisions | 20 | MNGT6500 Strategic Management | 20 |
| MNGT5600 Professional Ethics & Corporate Governance | 20 | RSBU6900 Management/Leadership Research Project | 20 |
| Total Credit Required: 120 (1,200 hours) | | Total Credit Required: 240 (2,400 hours) | |

SCHOOL OF HEALTH SCIENCE

The School of Health Science programmes are designed to prepare students for careers in both urban and rural health care settings throughout Papua New Guinea and the South Pacific.

Courses offered by the School of Health Science

| Qualification | Abbreviation | Majors/Minors | Duration | Mode | Location |
|---------------------------------|--------------|---------------|----------|-----------|---|
| Certificate in Health Promotion | CerHP | | 1 year | Intensive | Koiari Park |
| Bachelor of Midwifery | BMid | - | 1 year | Semester | Koiari Park |
| Bachelor of Nursing | BN | - | 4 years | Semester | Koiari Park, Atoifi & Enga College of Nursing |
| Master of Philosophy | MPhil | - | 2 years | Semester | Koiari Park |

Certificate in Health Promotion [CertHP]

The course is a combination of coursework and a practical field-based project and reflects high academic quality and rigour. The course is designed for practicing Community Health Workers (CHWs) based at Community Health Post (CHPs) in PNG, or their equivalents in other Pacific nations, and is designed to equip CHWs working at CHPs with a sound theoretical foundation in Health Promotion partnered with appropriate skills development.

| Certificate in Health Promotion | | |
|---|---------------|-------------------|
| Units | Credit Points | Hours of Learning |
| HP101 Introduction to Public Health and Health Promotion Planning | 15 | 150 |
| HP102 Contemporary Public Health Issues | 15 | 150 |
| HP103 Health Promotion Project | 15 | 150 |
| PNGNQF Level 4 Certificate | Total | 45 |
| | | 450 |

Bachelor of Midwifery [BMid]

The revised Bachelor of Midwifery program adapts the PNG National Framework for Midwifery Education offering its 18 months' degree program. The National midwifery curriculum is tailored to meet PAU's institutional requirements. The BMid programme specialises in training students to become competent midwives, focusing primarily on woman's health, pregnancy and the childbirth process within the context of holistic woman-centred care and contemporary midwifery practice. The knowledge, skills and attitudes obtained by students will enable them to provide professional midwifery care at all levels of health in hospital, urban clinic and rural health settings, not only in Papua New Guinea but also throughout the Pacific region. The BMid has a mandatory number of clinical experiences and competencies as per the PNG Nursing Council requirements and BMid graduates are eligible for registration with the Nursing Council of PNG.

The BMid course is 18 months in duration. Students are allocated 60% of clinical which equates to 1330 clinical hours. The key components of the Bachelor of Midwifery programme include:

- 10 theory units: 40%
- 4 clinical practicums: 60%

Breakdown of clinical hours

The 60% of student contact hours is distributed into four clinical practicums as shown in the table below. Clinical practicums are done on blocks all throughout the duration of the 18 months.

| | |
|----------------------|-----------|
| Clinical Practicum 1 | 350 hours |
| Clinical Practicum 2 | 385 hours |
| Clinical Practicum 3 | 280 hours |
| Clinical Practicum 4 | 315 hours |

Learning in the clinical areas occurs across the range of clinical sites. The table below outlines the allocation of 38 weeks of clinical time into these different clinical areas.

| Clinical Area | Allocated Weeks | Allocated Hours |
|-----------------------------|-----------------|-------------------|
| Antenatal Care | 4 | 140 |
| Labour Ward | 16 | 560 |
| Postnatal Ward | 3 | 105 |
| Family Planning | 2 | 70 |
| Special Care Nursery | 3 | 105 |
| Rural Health Care | 8 | 280 |
| Gynaecology | 2 | 70 |
| Total allocated time | 38 weeks | 1330 hours |

Each unit has been developed to ensure the graduate will be able to meet the Nursing Council of PNG Midwifery Competency Standards. The graduate midwife will not only be able to practice autonomously in the provision of care through normal pregnancy and birth but to also work with women to optimise their health and environment to maximise their ability to birth safely without complication. In addition, the units include the effective prediction, detection and management of emergencies and appropriate safe and timely referral. Additional skills and knowledge around public health initiatives, health planning and policy implementation is provided. A table of the units is provided below. Social, religious and cultural influences of women's role in family life and wider society are also taught so that midwives can work as active agents to improve opportunities for women to birth safely with the best possible outcomes. Key concepts in public health are introduced as well as the midwives' role in understanding and implementing policy, monitoring and evaluating health services and working in partnership with women, men and the wider community to achieve optimal health outcomes.

| Theory Hours | | | | | | |
|-----------------|--|--|--------------|-------------------------|-----------------------|--------------------------------|
| PNGNQF Level 7 | UNITS | Credit Points | Theory Hours | Indep Study Hour/ Tutor | Supervised Laboratory | Supervised Clinical Placements |
| Year & Semester | | | | | | |
| YEAR 1 1 | MIDW4100 Foundations of Midwifery Practice | 15 | 60 | 60 | 30 | |
| | MIDW4200 Emergency Obstetrics and Neonatal Care | 15 | 30 | 20 | 30 | 70 |
| | MIDW4300 Midwifery Practice 1 | 15 | 30 | 10 | 40 | 70 |
| | MIDW4400 Health Science Communication | 15 | 90 | 60 | | |
| | MIDW4910 Midwifery Clinical Practicum 1 | 15 | | | | 210 |
| | TOTAL | 75 | 210 | 150 | 100 | 350 |
| 2 | MIDW4310 Midwifery Practice 2 | 15 | 40 | 20 | 10 | 80 |
| | MIDW4500 Sexual and Reproductive Health | 15 | 40 | 20 | 10 | 80 |
| | MIDW4600 Public Health and Reproduction | 15 | 90 | 60 | | |
| | MIDW4210 Neonatal Health | 15 | 40 | 10 | 20 | 80 |
| | MIDW4911 Midwifery Clinical Practicum 2 | 15 | | | | 145 |
| | TOTAL | 75 | 210 | 110 | 40 | 385 |
| YEAR 2 3 | MIDW4700 Midwifery Leadership and Management | 15 | 90 | 60 | | |
| | MIDW4800 Sociocultural Influences on Maternal Health in PNG | 15 | 90 | 60 | | |
| | MIDW4912 Midwifery Clinical Practicum 3: Rural Practice | 15 | | | | 280 |
| | MIDW4913 Midwifery Clinical Practicum 4: Comprehensive Care | 15 | | | | 315 |
| | TOTAL | 60 | 180 | 120 | | 595 |
| Total | Credit Points & Hours | 210 | 600 | 380 | 140 | 1,330 |
| | Nursing Council Hours | Contact Theory, Tutorials & Independent Studies: 980 (40%) Labs & Clinicals: 1,470 (60%) Total: 2,450 | | | | |
| | Total Credits Required | 210 (2,100 hours) | | | | |

Bachelor of Nursing [BN]

The Bachelor of Nursing (BN) programme specialises in training students to become competent nurses, focusing primarily on adults and children's health process within the context of holistic person-centred care and contemporary nursing practice. The knowledge, skills and attitudes obtained by students will enable them to provide professional nursing care at all levels of health in hospital, urban clinic and rural health settings, not only in Papua New Guinea but also throughout the Pacific region. The BN has a mandatory number of clinical experiences as per the PNG Nursing Council requirements and BN graduates are eligible for registration with the Nursing Council of PNG.

The BN programme is 4 years in duration. At the end of the four years, the students will have completed 2170 clinical (practicum) hours from the Nursing Specialities courses in practicums carried out in approved hospitals, urban clinics and health centres around PNG and where required, overseas. Together with Theory, Independent Study and Supervised Laboratory/Tutorial Hours, the student will have completed 4,940 hours of learning. These are offered within two semesters per year and a total of eight academic semesters over four years. The academic year begins as per the academic calendar of the University.

The aim of the course is to integrate sound nursing knowledge, skills and attitudes where nurses recognise each patient as a unique individual who is holistic in nature, is valued and respected, regardless of social, economic, religious and cultural background. Nurses must have the opportunity to develop and maintain standards of professional skill and practice at a high level of competency. Nursing is a team activity which involves cooperation between professional nurses, nursing colleagues and other health care providers.

The graduates from the BN will demonstrate competency in practice skills, critical thinking, analysis of research data, implementing findings and decision making. The research UNITS prepare students for further studies.

The Enga College of Nursing (ECofN) in Wabag, Enga Province has an affiliation arrangement with Pacific Adventist University to offer the Bachelor of Nursing degree. This nursing degree was offered to the first-year students enrolling in 2018 at the Koiari Park Campus and at the Enga College of Nursing in 2020. The revised BN course was also offered at the Atoifi Adventist College of Nursing (AACON), in the Solomon Islands, in 2019. AACON is affiliated with PAU.

Revised Bachelor of Nursing [BN] Course Structure: 2021 onwards

The revised BN course structure as shown below, will be taught at the Koiari Park Campus and at the approved partner institutions (Enga College of Nursing & Atoifi Adventist College of Nursing) from 2021 onwards. Year 2 BN students in 2021 at the said locations will have their course plans updated to this revised course structure. In addition, the BN structure has an exit point at level 6 to cater for students whose cumulative GPA falls below 2.20 and at 2.00 or above. These students will exit and graduate with an Advance Diploma in Nursing. Only those students whose cumulative GPA falls at 2.20 or above will proceed to level 7 (BN 4th year).

| Bachelor of Nursing | | | | | | |
|---|---|---------------|----------------------------------|--|---------------|---------------------------------------|
| PNGNQF Level & Qualification | SEMESTER 1 | CREDIT POINTS | Clinical Practice (Jun-Jul) | SEMESTER 2 | CREDIT POINTS | Clinical Practice (Nov-Dec & Jan-Feb) |
| Level 4 | Year 1 | | | | | |
| | UNIV1100 Academic Skills for University Success | 15 | NURS1300 Nursing Practice A (15) | CHRS1100 Encountering Jesus Christ | 15 | NURS1350 Nursing Practice B |
| | NURS1100 Human Lifespan Development | 15 | | NURS1600 Applied Science for Nurses | 15 | |
| | NURS1400 Professional Nursing A | 15 | | NURS1450 Professional Nursing B | 15 | |
| | NURS1200 Anatomy and Physiology A | 15 | | NURS1250 Anatomy and Physiology B | 15 | |
| Level 5 | Year 2 | | | | | |
| | NURS2800 Medical Surgical Nursing A | 15 | NURS 2150 Nursing Practice C | NURS2810 Medical Surgical Nursing B | 15 | NURS 2550 Nursing Practice D |
| | NURS2200 Psychology for Nurses | 15 | | NURS2100 Health Promotion for Nurses | 15 | |
| | NURS2900 Maternal and Neonatal Care A | 15 | | NURS2350 Maternal and Neonatal Care B | 15 | |
| | NURS2400 Pharmacology for Nurses | 15 | | CHRS2100 Adventist Beliefs Today | 15 | |
| Level 6 | Year 3 | | | | | |
| Advanced Diploma in Nursing | NURS3400 Leadership and Management in Nursing | 15 | NURS3510 Nursing Practice E | NURS3900 Research Methods in Nursing | 15 | NURS 3550 Nursing Practice F |
| | NURS3300 Pediatric Nursing | 15 | | NURS3910 Mental Health Nursing | 15 | |
| | NURS3520 Community Rural Health Nursing | 15 | | NURS3911 Perioperative Nursing | 15 | |
| | NURS3800 Communicable and Non-Communicable Diseases | 15 | | NURS4800 Principles of Christian Ethics in Nursing | 15 | |
| Level 7 | Year 4 | | | | | |
| Bachelor of Nursing | NURS4900 Environmental Health | 15 | NURS 4700 Nursing Practice G | NURS4600 Rehabilitation | 15 | NURS 4550 Nursing Practice H |
| | NURS4520 Critical Care Nursing | 15 | | NURS4510 Transcultural Care | 15 | |
| | NURS4250 Research Project in Nursing | 15 | | NURS4910 Nutrition | 15 | |
| | NURS4400 Palliative Care Nursing | 15 | | NURS3700 Spirituality and Health | 15 | |
| Total Credits Required: 480 (4,800 hours) | | | | | | |

SCHOOL OF HUMANITIES, EDUCATION AND THEOLOGY

The School of Humanities, Education and Theology offers the following degrees in their respective fields:

- Humanities: Bachelor of Arts
- Education: Advanced Diploma in Education (Secondary), Advanced Diploma of Teaching (Primary), Advanced Diploma of Education (Early Childhood), Bachelor of Education (Primary), Bachelor of Education (Early Childhood), Bachelor of Education (Secondary), Graduate Diploma of Teaching (Secondary), Master of Education (Christian Education Leadership)
- Theology: Diploma of Ministerial Studies, Diploma of Ministry and Theology, Advanced Diploma of Ministry and Theology, Bachelor of Ministry and Theology, Graduate Diploma (Theology), Postgraduate Certificate (Pastoral Ministry), Postgraduate Diploma (Pastoral Ministry), Master of Arts (Pastoral Ministry), Master of Theology.

Students may also undertake and complete a Master of Philosophy in any field where supervision is available.

| Qualification | Abbreviation | Majors/Minors | Duration | Mode | Location |
|--|--------------------|--------------------------------|----------|------------------------|--------------------------------------|
| Bachelor of Arts | BA (name of major) | English, Geography and History | 4 years | On Campus – Semester | Koiari Park |
| Bachelor of Education (Primary) | BEd(Prim) | - | 4 years | On Campus – Semester | Sonoma |
| Bachelor of Education (Early Childhood) | BEd(EC) | - | 4 years | On Campus – Semester | Sonoma |
| Bachelor of Education (Secondary) | BEd(Sec) | Business, Humanities & Science | 4 years | On Campus – Semester | Koiari Park |
| Master of Arts (Pastoral Ministry) | MA(PastMin) | - | 4 years | Intensives – Part Time | Koiari Park |
| Master of Philosophy | MPhil | - | 2 years | On Campus – Semester | Koiari Park |
| Master of Education (Christian Educational Leadership) | MEd(CEL) | - | 2 years | Intensive | Koiari Park or approved Study Centre |
| Bachelor of Ministry and Theology | BMinTheol | - | 4 years | On Campus – Semester | Koiari Park |
| Master of Theology | MTh | - | 2 years | On Campus – Semester | Koiari Park |

Bachelor of Arts [BA]

The Bachelor of Arts (BA) requires 4 academic years to complete with the emphasis on a double major in either English, Geography or History. Each major requires the completion of 10 units. For students completing an Education degree with major/minor in the school, an option is available to complete the requirements of a BA degree after an additional 18 months of study.

Practicum Requirements

Practicums 1 and 2 will be done during the mid-year in year 3 and year 4 respectively. Practicum 1, a community development-oriented program, will be attached to the third year first semester unit HMNT3100 Project Management and Policy Writing while Practicum 2, the organisational work experience-oriented practicum, will be attached to HMNT4400 Leadership, Organisation and Work Culture a fourth year first semester. In Practicum 2, students will be assigned as interns with organisations that are related to one of their majors. Each practicum is considered as an assessment component. This, therefore, means that assessment of the units to which the practicums are attached will not be complete until after the practicum period. The duration of Practicum 1 is two to three weeks (depending on the nature of the project chosen) and the duration of Practicum 2 is four weeks.

This BA course structure at the Koiari Park Campus is as follows:

Double Major: English/Geography

| Bachelor of Arts (ENGLISH/GEOGRAPHY Majors) | | | | | |
|---|------|---|---------------|--|---------------|
| PNGNQF Level & Qualification | Year | Semester 1 | Credit Points | Semester 2 | Credit Points |
| 4 | 1 | UNIV1100 Academic Skills for Success | 15 | CHRS1100 Encountering Jesus Christ | 15 |
| | | ENGL1100 Practical English Writing | 15 | ENGL1200 Applied Communication | 15 |
| | | GEOG1100 Introduction to Physical Geography | 15 | GEOG1500 Introduction to Human Geography | 15 |
| | | HIST1100 Introduction to History | 15 | HIST1200 Themes in World History | 15 |
| | | | | | |
| 5 | 2 | ENGL2100 English Grammar and Usage | 15 | CHRS2100 Adventist Beliefs Today | 15 |
| | | ENGL2300 Survey of Literature | 15 | ENGL2500 Creative Writing | 15 |
| | | | | GEOG2500 Biogeography | 15 |

| | | | | | |
|--|---|--|----------------------|---|----------------------|
| | | GEOG2600 Population and Human Geography GEOG2200 Pacific Islands Geog. | 15 15 | Elective: 1 out of 3 options | 15 |
| 6 | 3 | ENGL3100 Mass Media & Comm. GEOG3100 History, Philosophy and Practice of Geography Elective: 1 out of 3 options HMNT3100 Project Management and Policy Writing | 15 15 15 15 | BIBS3700 Biblical Apocalyptic ENGL3300 Post-Colonial English Literature GEOG3200 Skills and Techniques in Geography HMNT3500 Research for the Humanities and Education | 15 15 15 15 |
| 7 Bachelor | 4 | ENGL4100 English in the Pacific GEOG4100 Policy and Planning for Development HMNT4400 Leadership, Org. & Work Culture HMNT4100 Human Values and Professional Ethics | 15 15 15 15 | ENGL4300 Themes in Literature ENGL4500 Research Project in English GEOG4200 Current Issues in Geography GEOG4500 Research Proj in Geog. | 15 15 15 15 |
| Total Credits Required: 480 (4,800 hours) | | | | | |

Double Major: English/History

| Bachelor of Arts (ENGLISH/HISTORY Majors) | | | | | |
|--|-------------|--|----------------------|--|----------------------|
| PNGNQF Level & Qualification | Year | Semester 1 | Credit Points | Semester 2 | Credit Points |
| 4 | 1 | UNIV1100 Academic Skills for Success ENGL1100 Practical English Writing GEOG1100 Introduction to Physical Geography HIST1100 Introduction to History | 15 15 15 15 | CHRS1100 Encountering Jesus Christ ENGL1200 Applied Communication GEOG1500 Introduction to Human Geography HIST1200 Themes in World History | 15 15 15 15 |
| 5 | 2 | ENGL2100 English Grammar and Usage ENGL2300 Survey of Literature HIST2100 Era of Expansion HIST2400 Independence Movements and Post-Colonialism | 15 15 15 15 | CHRS2100 Adventist Beliefs Today ENGL2500 Creative Writing HIST2150 Era of Upheaval Elective: 1 out of 3 options | 15 15 15 15 |
| 6 | 3 | ENGL3100 Mass Media and Communication HIST3100 The Making of the Modern World – Cooperation and Conflicts Elective: 1 out of 3 options HMNT3100 Project Management and Policy Writing | 15 15 15 15 | BIBS3700 Biblical Apocalyptic ENGL3300 Post-Colonial English Literature HIST3200 Pacific History HMNT3500 Research for the Humanities and Education | 15 15 15 15 |
| 7 Bachelor | 4 | ENGL4100 English in the Pacific HIST4100 History of PNG HMNT4400 Leadership, Organization, and Work Culture HMNT4100 Human Values and Professional Ethics | 15 15 15 15 | ENGL4300 Themes in Literature ENGL4500 Research Project in English HIST4200 Modern South East Asia HIST4500 Research Project in History | 15 15 15 15 |
| Total Credits Required: 480 (4,800 hours) | | | | | |

Double Major: Geography/History

| Bachelor of Arts (GEOGRAPHY/HISTORY Majors) |
|--|
|--|

| PNGNQF Level & Qualification | Year | Semester 1 | Credit Points | Semester 2 | Credit Points |
|---|------|---|---------------|--|---------------|
| 4 | 1 | UNIV1100 Academic Skills for Success | 15 | CHRS1100 Encountering Jesus Christ | 15 |
| | | ENGL1100 Practical English Writing | 15 | ENGL1200 Applied Communication | 15 |
| | | GEOG1100 Introduction to Physical Geography | 15 | GEOG1500 Introduction to Human Geography | 15 |
| | | HIST1100 Introduction to History | 15 | HIST1200 Themes in World History | 15 |
| 5 | 2 | GEOG2600 Population and Human Geography | 15 | CHRS2100 Adventist Beliefs Today | 15 |
| | | GEOG2200 Pacific Islands Geography | 15 | GEOG2500 Biogeography | 15 |
| | | HIST2100 Era of Expansion | 15 | HIST2150 Era of Upheaval | 15 |
| | | HIST2400 Independence Movements and Post-Colonialism | 15 | Elective: 1 out of 3 options | 15 |
| 6 | 3 | GEOG3100 History, Philosophy, and Practice of Geography | 15 | BIBS3700 Biblical Apocalyptic | 15 |
| | | HIST3100 The Making of the Modern World – Cooperation and Conflicts | 15 | GEOG3200 Skills and Techniques in Geography | 15 |
| | | Elective: 1 out of 3 options | 15 | HIST3200 Pacific History | 15 |
| | | HMNT3100 Project Management and Policy Writing | 15 | HMNT3500 Research for the Humanities and Education | 15 |
| 7 Bachelor | 4 | GEOG4100 Policy and Planning for Development | 15 | GEOG4200 Current Issues in Geography | 15 |
| | | HIST4100 History of PNG | 15 | GEOG4500 Research Project in Geography | 15 |
| | | HMNT4400 Leadership, Organization, and Work Culture | 15 | HIST4200 Modern South East Asia | 15 |
| | | HMNT4100 Human Values and Professional Ethics | 15 | HIST4500 Research Project in History | 15 |
| Total Credits Required: 480 (4,800 hours) | | | | | |

Bachelor of Education (Primary or Early Childhood) [BEd(Prim) or BEd(EC)]

The Bachelor of Education (Primary or Early Childhood) program is a four-year full-time degree program requiring the successful completion of 480 credit points of study. It is designed for both pre-service and in-service students and is offered at Sonoma Adventist College.

The program is designed to be relevant, practical and specific to the educational needs of the Seventh-day Adventist Church throughout the South Pacific. It also accommodates the needs of other students who desire a Christian foundation for their Early Childhood and Primary Education programs of study. It is designed primarily for in-service students. The program has been constructed to develop competent, reflective teachers and graduates who are recognized by the Teaching Service Commission of Papua New Guinea as eligible to teach across the whole curriculum in national primary schools, grades 3 – 8.

Students combine studies in Early Childhood or Primary Education with both theoretical and practical aspects. The course requires the completion of a range of specialist units in education and professional studies. Each student also completes a core selection of religion studies that integrate moral values and learning. In each year, students develop skills in classroom competence and spend a total of a minimum of 320 hours over a duration of 80 days on supervised teaching practice in allocated Primary schools. Units required by the National PNG Curriculum guidelines for the pre-Service Advanced Diploma in Teaching (Primary) are included.

Degree Structure

A minimum of 480 semester credit points of study must be completed to qualify for the Bachelor of Education (Primary) or the Bachelor of Education (Early Childhood) degree. Nested within the degree is a three-year Advanced Diploma of Education (Primary) or Advanced Diploma of Education (Early Childhood). To exit with an Advanced Diploma of Teaching (Primary) a student must complete 360 credit points with an overall GPA of 2.00. In order for a student to be invited to continue on into the fourth year of the degree program students must have achieved a 2.2 CUM GPA by the end of their sixth semester.

Discipline teaching specialisation. Each student chooses one discipline area as a major teaching specialisation from either Early Childhood (pre-school to Grade 2) OR Primary (Grade 3 – 6). A major teaching specialisation requires the completion of 10 units in order to prepare and equip the student teacher to teach at early childhood or primary school level.

Bachelor of Education (Early Childhood) [BEd(EC)]

| Bachelor of Education (Early Childhood) | | | | | |
|---|------|---|---------------|---|---------------|
| PNGNQF Level & Qualification | Year | Semester 1 | Credit Points | Semester 2 | Credit Points |
| 4 | 1 | UNIV1100 Academic Skills for University Success | 15 | CHRS1100 Encountering Jesus Christ | 15 |
| | | EDUC1100 Education Teaching Skills (Practicum 1) | 15 | EDUC1200 Psychology for Educators | 15 |
| | | EDUC1700 Foundation Social Science | 15 | EDUC1300 Curriculum Studies – Physical Education | 15 |
| | | OR EDUC1600 Foundation Science | 15 | EDUC1800 Curriculum Studies – Exp. Arts & Technology | 15 |
| | | EDUC1500 Foundation Mathematics | 15 | | |
| 5 | 2 | EDUC2200 Understanding Student Differences (Practicum 2) | 15 | CHRS2100 Adventist Belief Today | 15 |
| | | EDUC2100 Teaching with Integrity | 15 | EDUC2300 Societal Issues in Education | 15 |
| | | EDUC4110 Curriculum Studies – Science | 15 | EDUC2850 Curriculum Studies – Social Science | 15 |
| | | EDUC2500 Social Science | 15 | EDUC2700 Play & Pedagogy | 15 |
| | | | | | |
| 6 | 3 | EDUC3600 Curriculum Studies – Religious Studies (Practicum 3) | 15 | BIBS3700 Biblical Apocalyptic | 15 |
| | | EDUC3100 Classroom Management | 15 | EDUC3900 Research Methods for Educators | 15 |
| | | EDUC3200 Assessment in Education | 15 | EDUC3650 Curriculum Studies – Mathematics | 15 |
| | | EDUC3350 Language B: Phonics | 15 | EDUC3500 Mathematics A: Space Measurements & Numbers | 15 |
| | | | | | |
| 7 Bachelor | 4 | EDUC4130 Curriculum Studies – Language (Practicum 4) | 15 | CHRS4600 Philosophy of Adventist Education | 15 |
| | | EDUC4300 Curriculum Design & Development | 15 | EDUC4500 Educational Leadership | 15 |
| | | EDUC4700: Science A: Biology & Physical Sciences | 15 | EDUC4800: Mathematics B: Problem Solving & Investigations | 15 |
| | | EDUC4600 Language C: Teaching Writing | 15 | EDUC4740 Science C: Health, Safety & Nutrition | 15 |
| | | | | | |
| Total Credits Required: 480 (4,800 hours) | | | | | |

Bachelor of Education (Primary) [BEd(Prim)]

| Bachelor of Education (Primary) | | | | | |
|---|------|---|---------------|---|---------------|
| PNGNQF Level & Qualification | Year | Semester 1 | Credit Points | Semester 2 | Credit Points |
| 4 | 1 | UNIV1100 Academic Skills for University Success | 15 | CHRS1100 Encountering Jesus Christ | 15 |
| | | EDUC1100 Education Teaching Skills (Practicum 1) | 15 | EDUC1200 Psychology for Educators | 15 |
| | | EDUC1700 Foundation Social Science | 15 | EDUC1300 Curriculum Studies – Physical Education | 15 |
| | | OR EDUC1600 Foundation Science | 15 | EDUC1800 Curriculum Studies – Exp. Arts & Technology | 15 |
| | | EDUC1500 Foundation Mathematics | | | |
| 5 | 2 | EDUC2200 Understanding Student Differences (Practicum 2) | 15 | CHRS2100 Adventist Belief Today | 15 |
| | | EDUC2100 Teaching with Integrity | 15 | EDUC2300 Societal Issues in Education | 15 |
| | | EDUC4110 Curriculum Studies – Science | 15 | EDUC2850 Curriculum Studies – Social Science | 15 |
| | | EDUC2500 Social Science | 15 | EDUC2600 Making a Living | 15 |
| 6 | 3 | EDUC3600 Curriculum Studies – Religious Studies (Practicum 3) | 15 | BIBS3700 Biblical Apocalyptic | 15 |
| | | EDUC3100 Classroom Management | 15 | EDUC3900 Research Methods for Educators | 15 |
| | | EDUC3200 Assessment in Education | 15 | EDUC3650 Curriculum Studies – Mathematics | 15 |
| | | EDUC4560 Language D: Teaching Reading & Writing | 15 | EDUC3500 Mathematics A: Space Measurements & Numbers | 15 |
| 7 | 4 | EDUC4130 Curriculum Studies – Language (Practicum 4) | 15 | CHRS4600 Philosophy of Adventist Education | 15 |
| | | EDUC4300 Curriculum Design & Development | 15 | EDUC4500 Educational Leadership | 15 |
| | | EDUC4700: Science A: Biology & Physical Sciences | 15 | EDUC4800: Mathematics B: Problem Solving & Investigations | 15 |
| | | EDUC4600 Language C: Teaching Writing | 15 | EDUC4720: Science B: Agriculture & Resource Science | 15 |
| Total Credits Required: 480 (4,800 hours) | | | | | |

Bachelor of Education (Secondary) [BEd(Sec)]

The single degree of Bachelor of Education (Secondary) is a four-year program (full-time equivalent, FTE) for intending secondary school teachers to teach Grade 7 – 12 or its equivalent. Students combine studies in Humanities, Business or Science with both theoretical and practical aspects of education. The course requires the completion of a range of specialist units in education and professional studies. Each student also completes a core selection of religion studies that integrate moral values and learning. In each year, students develop skills in classroom competence and spend a minimum total of 320 hours over a duration of 80 days on supervised teaching practice in allocated secondary schools.

The program is designed to be relevant, practical and specific to the educational needs of the Adventist Church in Papua New Guinea and in other oceanic countries of the South Pacific. It also accommodates the needs of other students who desire a Christian foundation for their Secondary Education program of study. The program has been constructed to develop competent, reflective teachers and graduates are thus recognized by the Teaching Service Commission of Papua New Guinea as eligible to teach across the whole curriculum in national secondary schools, grades 7 to 12.

Each student chooses one discipline area as a major teaching field and one area as a minor teaching field. A minor in Religious Studies is incorporated into the course by default. A Religion major, however, can be selected. A major requires the completion of 10 units and a minor requires the completion of 5 units. The course requires the completion of a range of specialist units in education and curriculum studies. Each student also completes a core selection of religion studies that integrate moral values and learning.

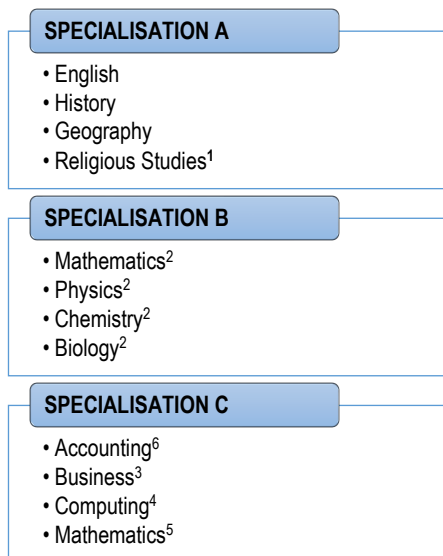
Majors and Minors are offered in the following discipline areas:

- | | |
|-------------|---------------------|
| • Biology | • Geography |
| • Business | • History |
| • Computing | • Mathematics |
| • Chemistry | • Physics |
| • English | • Religious Studies |

Teaching Fields Pattern

The major area, minor area and elective area MUST all be chosen from only ONE of the following content areas A, B and C. For example, if a student chooses SPECIALISATION A, then the major and minor teaching specialisation must be all selected from the disciplines areas listed in SPECIALISATION A.

Specialisation A is for students who would like to specialise in teaching in humanities/social sciences. Specialisation B is for students who would like to specialise in teaching science and mathematics. Specialisation C is for students who would like to specialise in teaching business and computing.



¹ Religious Studies can only be selected as a major.

² Physics cannot be selected as a major/minor with Biology hence can only be selected with either Mathematics or Chemistry.

² Biology can be a major/minor of Chemistry and major of Mathematics.

² Chemistry can be a major/minor of Biology and major of Mathematics.

³ Business can only be selected as a major if Computing and Accounting and English is the minor.

⁴ Computing can only be selected as a major if Mathematics is the minor.

⁵ Mathematics can only be a minor of Computing and Accounting.

⁶ Accounting can be a major and can combine with Business, Computing and Mathematics.

A Major Teaching Specialisation is made up of 9 units and will normally subscribe to the following pattern:

2 units at level 4 (Year 1)

2 units at level 5 (Year 2)

2 units at level 6 (Year 3)

3 units at level 7 (Year 4)

A Minor Teaching Specialisation is made up of 5 units and will normally subscribe to the following pattern:

2 units at level 4 (Year 1)

2 units at level 5 (Year 2)

1 unit at level 6 (Year 3)

Students need to choose their Major and Minor fields of study carefully, taking into account their own specific unit preferences and interests that must meet the minimum entry requirements of chosen major or minor fields. In making the choice of fields, students need to give consideration to the normal combination of units required of teachers in the school system. Thus, personal interest needs to be balanced by the needs of the workplace.

During the first year of the programme the student will study units from two content areas. Then, based on the level of their interest and grades, the student will be asked to narrow down their choice to one preferred major area of study and one minor area of study. This choice is made by the student before the end of the second semester of the first year. The introductory discipline unit fills the place of electives in the student's programme in the second year.

Under exceptional circumstances and conditions some changes may be permitted during a second year but this normally means that a student must plan on additional time of one year or more for the completion of their course. Special permission and approval of the Appeals and Petitions Committee is required to authorise such a change.

Students who wish to choose Science and Business as their major must obtain a 2.5 GPA in their first content unit in order to proceed in the discipline.

Practicum is conducted during the Mid-Year Break:

EDUC1100 Education Teaching Skills (Practicum 1)

EDUC2200 Understanding Student Differences (Practicum 2)

EDUC3600 Curriculum Studies – Religious Studies (Practicum 3)

EDUC4200-Hum/EDUC4110-Sci/EDUC4120-Bus Curriculum Studies – Major (Practicum 4)

Degree Structure

The major sequence consists of all 9 units listed plus the Curriculum Studies unit; while the minor sequence consists of 5 units chosen within the same Specialisation category.

SPECIALISATION A: HUMANITIES

MAJOR: GEOGRAPHY MINOR: ENGLISH

| Bachelor of Education (Secondary) | | | | |
|---|------|---|---------------|--|
| PNGNQF Level & Qualification | Year | Semester 1 | Credit Points | Semester 2 |
| 4 | 1 | UNIV1100 Academic Skills for University Success | 15 | CHRS1100 Encountering Jesus Christ EDUC1200 Psychology for Educators GEOG1500 Intro Human Geography ENGL1200 Applied Communication |
| | | EDUC1100 Education Teaching Skills (Practicum 1) | 15 | |
| | | GEOG1100 Intro to Physical Geography | 15 | |
| | | ENGL1100 Practical English Writing | 15 | |
| 5 | 2 | EDUC2200 Understanding Student Differences (Practicum 2) | 15 | CHRS2100 Adventist Belief Today EDUC2300 Societal Issues in Education GEOG2500 Biogeography ENGL2500 Creative Writing |
| | | EDUC2100 Teaching with Integrity | 15 | |
| | | GEOG2600 Population & Human Geography | 15 | |
| | | ENGL2100 English Grammar and Usage | 15 | |
| 6 | 3 | EDUC3600 Curriculum Studies – Religious Studies (Practicum 3) | 15 | BIBS3700 Biblical Apocalyptic EDUC3200 Assessment in Education EDUC3900 Research Methods for Humanities & Education GEOG3200 Skills & Techniques in Geography |
| | | EDUC3100 Classroom Management | 15 | |
| | | GEOG2200 Pacific Is Geography | 15 | |
| | | ENGL2300 Survey of Literature | 15 | |
| 7 Bachelor | 4 | EDUC4100-Hum/EDUC4110-Sci/EDUC4120-Bus Curriculum Studies – Major (Practicum 4) | 15 | CHRS4600 Philosophy of Adventist Education EDUC4500 Educational Leadership GEOG4200 Current Issues in Geography GEOG4500 Research Project in Geography |
| | | EDUC4300 Curriculum Design & Development | 15 | |
| | | EDUC4400 Counselling and Guidance | 15 | |
| | | GEOG3100 History, Philosophy and Practice of Geography | 15 | |
| Total Credits Required: 480 (4,800 hours) | | | | |

MAJOR: ENGLISH MINOR: GEOGRAPHY

| Bachelor of Education (Secondary) | | | | |
|---|------|---|---------------|--|
| PNGNQF Level & Qualification | Year | Semester 1 | Credit Points | Semester 2 |
| 4 | 1 | UNIV1100 Academic Skills for University Success | 15 | CHRS1100 Encountering Jesus Christ |
| | | EDUC1100 Education Teaching Skills (Practicum 1) | 15 | EDUC1200 Psychology for Educators |
| | | GEOG1100 Intro to Physical Geography | 15 | GEOG1500 Intro Human Geography |
| | | ENGL1100 Practical English Writing | 15 | ENGL1200 Applied Communication |
| 5 | 2 | EDUC2200 Understanding Student Differences (Practicum 2) | 15 | CHRS2100 Adventist Belief Today |
| | | EDUC2100 Teaching with Integrity | 15 | EDUC2300 Societal Issues in Education |
| | | GEOG2600 Population & Human Geography | 15 | GEOG2500 Biogeography |
| | | ENGL2100 English Grammar and Usage | 15 | ENGL2500 Creative Writing |
| 6 | 3 | EDUC3600 Curriculum Studies – Religious Studies (Practicum 3) | 15 | BIBS3700 Biblical Apocalyptic |
| | | EDUC3100 Classroom Management | 15 | EDUC3200 Assessment in Education |
| | | GEOG2200 Pacific Is Geography | 15 | EDUC3900 Research Methods for Humanities & Education |
| | | ENGL2300 Survey of Literature | 15 | ENGL3300 Post-Colonial English Literature |
| 7 Bachelor | 4 | EDUC4100-Hum/EDUC4110-Sci/EDUC4120-Bus Curriculum Studies – Major (Practicum 4) | 15 | CHRS4600 Philosophy of Adventist Education |
| | | EDUC4300 Curriculum Design & Development | 15 | EDUC4500 Educational Leadership |
| | | EDUC4400 Counselling and Guidance | 15 | ENGL4300 Themes in Literature |
| | | ENGL4100 English in the Pacific | 15 | ENGL4500 Research Project in English |
| Total Credits Required: 480 (4,800 hours) | | | | |

MAJOR: HISTORY MINOR: GEOGRAPHY

| Bachelor of Education (Secondary) | | | | |
|---|------|---|---------------|--|
| PNGNQF Level & Qualification | Year | Semester 1 | Credit Points | Semester 2 |
| 4 | 1 | UNIV1100 Academic Skills for University Success | 15 | CHRS1100 Encountering Jesus Christ |
| | | EDUC1100 Education Teaching Skills (Practicum 1) | 15 | EDUC1200 Psychology for Educators |
| | | GEOG1100 Intro to Physical Geography | 15 | GEOG1500 Intro Human Geography |
| | | HIST1100 Intro to History | 15 | HIST1200 Themes in World History |
| 5 | 2 | EDUC2200 Understanding Student Differences (Practicum 2) | 15 | CHRS2100 Adventist Belief Today |
| | | EDUC2100 Teaching with Integrity | 15 | EDUC2300 Societal Issues in Education |
| | | GEOG2600 Population & Human Geography | 15 | HIST2150 Era of Upheaval |
| | | HIST2100 Era of Expansion | 15 | ENGL2500 Creative Writing |
| 6 | 3 | EDUC3600 Curriculum Studies – Religious Studies (Practicum 3) | 15 | BIBS3700 Biblical Apocalyptic |
| | | EDUC3100 Classroom Management | 15 | EDUC3200 Assessment in Education |
| | | GEOG2200 Pacific Is Geography | 15 | EDUC3900 Research Methods for Humanities & Education |
| | | HIST3100 The Making of the Modern World-Cooperation and Conflicts | 15 | HIST3200 Pacific History |
| 7 Bachelor | 4 | EDUC4100-Hum/EDUC4110-Sci/EDUC4120-Bus Curriculum Studies – Major (Practicum 4) | 15 | CHRS4600 Philosophy of Adventist Education |
| | | EDUC4300 Curriculum Design & Development | 15 | EDUC4500 Educational Leadership |
| | | EDUC4400 Counselling and Guidance | 15 | HIST4200 Modern South East Asia |
| | | HIST4100 History of PNG | 15 | HIST4500 Research Project in History |
| Total Credits Required: 480 (4,800 hours) | | | | |

MAJOR: GEOGRAPHY MINOR: HISTORY

| Bachelor of Education (Secondary) | | | | |
|---|------|---|---------------|--|
| PNGNQF Level & Qualification | Year | Semester 1 | Credit Points | Semester 2 |
| 4 | 1 | UNIV1100 Academic Skills for University Success | 15 | CHRS1100 Encountering Jesus Christ |
| | | EDUC1100 Education Teaching Skills (Practicum 1) | 15 | EDUC1200 Psychology for Educators |
| | | GEOG1100 Intro to Physical Geography | 15 | GEOG1500 Intro Human Geography |
| | | HIST1100 Intro to History | 15 | HIST1200 Themes in World History |
| 5 | 2 | EDUC2200 Understanding Student Differences (Practicum 2) | 15 | CHRS2100 Adventist Belief Today |
| | | EDUC2100 Teaching with Integrity | 15 | EDUC2300 Societal Issues in Education |
| | | GEOG2600 Population & Human Geography | 15 | GEOG2500 Biogeography |
| | | HIST2100 Era of Expansion | 15 | HIST2150 Era of Upheaval |
| 6 | 3 | EDUC3600 Curriculum Studies – Religious Studies (Practicum 3) | 15 | BIBS3700 Biblical Apocalyptic |
| | | EDUC3100 Classroom Management | 15 | EDUC3200 Assessment in Education |
| | | GEOG2200 Pacific Is Geography | 15 | EDUC3900 Research Methods for Humanities & Education |
| | | HIST3100 The Making of the Modern World-Cooperation and Conflicts | 15 | GEOG3200 Skills & Techniques in Geography |
| 7 Bachelor | 4 | EDUC4100-Hum/EDUC4110-Sci/EDUC4120-Bus Curriculum Studies – Major (Practicum 4) | 15 | CHRS4600 Philosophy of Adventist Education |
| | | EDUC4300 Curriculum Design & Development | 15 | EDUC4500 Educational Leadership |
| | | EDUC4400 Counselling and Guidance | 15 | GEOG4200 Current Issues in Geography |
| | | GEOG3100 History, Philosophy and Practice of Geography | 15 | GEOG4500 Research Project in Geography |
| Total Credits Required: 480 (4,800 hours) | | | | |

MAJOR: ENGLISH MINOR: HISTORY

| Bachelor of Education (Secondary) | | | | |
|---|------|---|---------------|--|
| PNGNQF Level & Qualification | Year | Semester 1 | Credit Points | Semester 2 |
| 4 | 1 | UNIV1100 Academic Skills for University Success | 15 | CHRS1100 Encountering Jesus Christ EDUC1200 Psychology for Educators HIST1200 Themes in World History ENGL1200 Applied Communication |
| | | EDUC1100 Education Teaching Skills (Practicum 1) | 15 | |
| | | HIST1100 Intro to History | 15 | |
| | | ENGL1100 Practical English Writing | 15 | |
| 5 | 2 | EDUC2200 Understanding Student Differences (Practicum 2) | 15 | CHRS2100 Adventist Belief Today EDUC2300 Societal Issues in Education HIST2150 Era of Upheaval ENGL2500 Creative Writing |
| | | EDUC2100 Teaching with Integrity | 15 | |
| | | HIST2100 Era of Expansion | 15 | |
| | | ENGL2100 English Grammar and Usage | 15 | |
| 6 | 3 | EDUC3600 Curriculum Studies – Religious Studies (Practicum 3) | 15 | BIBS3700 Biblical Apocalyptic EDUC3200 Assessment in Education EDUC3900 Research Methods for Humanities & Education ENGL3300 Post-Colonial English Literature |
| | | EDUC3100 Classroom Management | 15 | |
| | | HIST3100 The Making of the Modern World-Cooperation and Conflicts | 15 | |
| | | ENGL2300 Survey of Literature | 15 | |
| 7 Bachelor | 4 | EDUC4100-Hum/EDUC4110-Sci/EDUC4120-Bus Curriculum Studies – Major (Practicum 4) | 15 | CHRS4600 Philosophy of Adventist Education EDUC4500 Educational Leadership ENGL4300 Themes in Literature ENGL4500 Research Project in English |
| | | EDUC4300 Curriculum Design & Development | 15 | |
| | | EDUC4400 Counselling and Guidance | 15 | |
| | | ENGL4100 English in the Pacific | 15 | |
| Total Credits Required: 480 (4,800 hours) | | | | |

MAJOR: HISTORY MINOR: ENGLISH

| Bachelor of Education (Secondary) | | | | |
|---|------|---|---------------|--|
| PNGNQF Level & Qualification | Year | Semester 1 | Credit Points | Semester 2 |
| 4 | 1 | UNIV1100 Academic Skills for University Success | 15 | CHRS1100 Encountering Jesus Christ |
| | | EDUC1100 Education Teaching Skills (Practicum 1) | 15 | EDUC1200 Psychology for Educators |
| | | ENGL1100 Practical English Writing | 15 | ENGL1200 Applied Communication |
| | | HIST1100 Intro to History | 15 | HIST1200 Themes in World History |
| 5 | 2 | EDUC2200 Understanding Student Differences (Practicum 2) | 15 | CHRS2100 Adventist Belief Today |
| | | EDUC2100 Teaching with Integrity | 15 | EDUC2300 Societal Issues in Education |
| | | ENGL2100 English Grammar and Usage | 15 | HIST2150 Era of Upheaval |
| | | HIST2100 Era of Expansion | 15 | ENGL2500 Creative Writing |
| 6 | 3 | EDUC3600 Curriculum Studies – Religious Studies (Practicum 3) | 15 | BIBS3700 Biblical Apocalyptic |
| | | EDUC3100 Classroom Management | 15 | EDUC3200 Assessment in Education |
| | | ENGL2300 Survey of Literature | 15 | EDUC3900 Research Methods for Humanities & Education |
| | | HIST3100 The Making of the Modern World-Cooperation and Conflicts | 15 | HIST3200 Pacific History |
| 7 Bachelor | 4 | EDUC4100-Hum/EDUC4110-Sci/EDUC4120-Bus Curriculum Studies – Major (Practicum 4) | 15 | CHRS4600 Philosophy of Adventist Education |
| | | EDUC4300 Curriculum Design & Development | 15 | EDUC4500 Educational Leadership |
| | | EDUC4400 Counselling and Guidance | 15 | HIST4200 Modern South East Asia |
| | | HIST4100 History of PNG | 15 | HIST4500 Research Project in History |
| Total Credits Required: 480 (4,800 hours) | | | | |

MAJOR: RELIGIOUS STUDIES MINOR: ENGLISH

| Bachelor of Education (Secondary) | | | | |
|---|------|---|---------------|--|
| PNGNQF Level & Qualification | Year | Semester 1 | Credit Points | Semester 2 |
| 4 | 1 | UNIV1100 Academic Skills for University Success | 15 | CHRS1100 Encountering Jesus Christ |
| | | EDUC1100 Education Teaching Skills (Practicum 1) | 15 | EDUC1200 Psychology for Educators |
| | | ENGL1100 Practical English Writing | 15 | ENGL1200 Applied Communication |
| | | BIBS1400 Pentateuch | 15 | MNTY1500 Health & Family Life |
| 5 | 2 | EDUC2200 Understanding Student Differences (Practicum 2) | 15 | CHRS2100 Adventist Belief Today |
| | | EDUC2100 Teaching with Integrity | 15 | EDUC2300 Societal Issues in Education |
| | | ENGL2100 English Grammar and Usage | 15 | THEO2200 Adventist Heritage |
| | | THEO2100 Survey of Church History | 15 | ENGL2500 Creative Writing |
| 6 | 3 | EDUC3600 Curriculum Studies – Religious Studies (Practicum 3) | 15 | BIBS3700 Biblical Apocalyptic |
| | | EDUC3100 Classroom Management | 15 | EDUC3200 Assessment in Education |
| | | ENGL2300 Survey of Literature | 15 | EDUC3900 Research Methods for Humanities & Education |
| | | THEO3100 Life and Writing of Ellen White | 15 | THEO2300 Biblical Hermeneutics |
| 7 Bachelor | 4 | EDUC4100-Hum/EDUC4110-Sci/EDUC4120-Bus Curriculum Studies – Major (Practicum 4) | 15 | CHRS4600 Philosophy of Adventist Education |
| | | EDUC4300 Curriculum Design & Development | 15 | EDUC4500 Educational Leadership |
| | | EDUC4400 Counselling and Guidance | 15 | CHRS4100 Science and Faith |
| | | THEO4100 Principles of Christian Ethics | 15 | THEO3300 Revelation Inspiration and the Bible Text |
| Total Credits Required: 480 (4,800 hours) | | | | |

MAJOR: RELIGIOUS STUDIES MINOR: GEOGRAPHY

| Bachelor of Education (Secondary) | | | | |
|-----------------------------------|------|------------|---------------|------------|
| PNGNQF Level & Qualification | Year | Semester 1 | Credit Points | Semester 2 |

| | | | | |
|---|---|---|----|--|
| 4 | 1 | UNIV1100 Academic Skills for University Success | 15 | CHRS1100 Encountering Jesus Christ |
| | | EDUC1100 Education Teaching Skills (Practicum 1) | 15 | EDUC1200 Psychology for Educators |
| | | GEOG1100 Intro to Physical Geography | 15 | GEOG1500 Intro Human Geography |
| | | BIBS1400 Pentateuch | 15 | MNTY1500 Health & Family Life |
| 5 | 2 | EDUC2200 Understanding Student Differences (Practicum 2) | 15 | CHRS2100 Adventist Belief Today |
| | | EDUC2100 Teaching with Integrity | 15 | EDUC2300 Societal Issues in Education |
| | | GEOG2600 Population & Human Geography | 15 | THEO2200 Adventist Heritage |
| | | THEO2100 Survey of Church History | 15 | GEOG2500 Biogeography |
| 6 | 3 | EDUC3600 Curriculum Studies – Religious Studies (Practicum 3) | 15 | BIBS3700 Biblical Apocalyptic |
| | | EDUC3100 Classroom Management | 15 | EDUC3200 Assessment in Education |
| | | GEOG2200 Pacific Is Geography | 15 | EDUC3900 Research Methods for Humanities & Education |
| | | THEO3100 Life and Writing of Ellen White | 15 | THEO2300 Biblical Hermeneutics |
| 7 Bachelor | 4 | EDUC4100-Hum/EDUC4110-Sci/EDUC4120-Bus Curriculum Studies – Major (Practicum 4) | 15 | CHRS4600 Philosophy of Adventist Education |
| | | EDUC4300 Curriculum Design & Development | 15 | EDUC4500 Educational Leadership |
| | | EDUC4400 Counselling and Guidance | 15 | CHRS4100 Science and Faith |
| | | THEO4100 Principles of Christian Ethics | 15 | THEO3300 Revelation Inspiration and the Bible Text |
| Total Credits Required: 480 (4,800 hours) | | | | |

MAJOR: RELIGIOUS STUDIES MINOR: HISTORY

| Bachelor of Education (Secondary) | | | | |
|---|------|---|---------------|--|
| PNGNQF Level & Qualification | Year | Semester 1 | Credit Points | Semester 2 |
| 4 | 1 | UNIV1100 Academic Skills for University Success | 15 | CHRS1100 Encountering Jesus Christ |
| | | EDUC1100 Education Teaching Skills (Practicum 1) | 15 | EDUC1200 Psychology for Educators |
| | | HIST1100 Intro to History | 15 | HIST1200 Themes in World History |
| | | BIBS1400 Pentateuch | 15 | MNTY1500 Health & Family Life |
| 5 | 2 | EDUC2200 Understanding Student Differences (Practicum 2) | 15 | CHRS2100 Adventist Belief Today |
| | | EDUC2100 Teaching with Integrity | 15 | EDUC2300 Societal Issues in Education |
| | | HIST2100 Era of Expansion | 15 | THEO2200 Adventist Heritage |
| | | THEO2100 Survey of Church History | 15 | HIST2150 Era of Upheaval |
| 6 | 3 | EDUC3600 Curriculum Studies – Religious Studies (Practicum 3) | 15 | BIBS3700 Biblical Apocalyptic |
| | | EDUC3100 Classroom Management | 15 | EDUC3200 Assessment in Education |
| | | HIST3100 The Making of the Modern World-Cooperation and Conflicts | 15 | EDUC3900 Research Methods for Humanities & Education |
| | | THEO3100 Life and Writing of Ellen White | 15 | THEO2300 Biblical Hermeneutics |
| 7 Bachelor | 4 | EDUC4100-Hum/EDUC4110-Sci/EDUC4120-Bus Curriculum Studies – Major (Practicum 4) | 15 | CHRS4600 Philosophy of Adventist Education |
| | | EDUC4300 Curriculum Design & Development | 15 | EDUC4500 Educational Leadership |
| | | EDUC4400 Counselling and Guidance | 15 | CHRS4100 Science and Faith |
| | | THEO4100 Principles of Christian Ethics | 15 | THEO3300 Revelation Inspiration and the Bible Text |
| Total Credits Required: 480 (4,800 hours) | | | | |

SPECIALISATION B: SCIENCE

MAJOR: BIOLOGY MINOR: CHEMISTRY

| Bachelor of Education (Secondary) | | | | |
|-----------------------------------|------|------------|---------------|------------|
| PNGNQF Level & Qualification | Year | Semester 1 | Credit Points | Semester 2 |

| | | | | |
|---|---|---|----|--|
| 4 | 1 | UNIV1100 Academic Skills for University Success | 15 | CHRS1100 Encountering Jesus Christ |
| | | EDUC1100 Education Teaching Skills (Practicum 1) | 15 | EDUC1200 Psychology for Educators |
| | | BIOL1100 Foundation Biology A | 15 | BIOL1150 Foundation Biology B |
| | | CHEM1100 Foundation Chemistry A | 15 | CHEM1150 Foundation Chemistry B |
| 5 | 2 | EDUC2200 Understanding Student Differences (Practicum 2) | 15 | CHRS2100 Adventist Belief Today |
| | | EDUC2100 Teaching with Integrity | 15 | EDUC2300 Societal Issues in Education |
| | | BIOL2100 Animal Form and Function | 15 | BOTN2100 Plant Form and Function |
| | | CHEM2100 Organic Chemistry A | 15 | CHEM2150 Organic Chemistry B |
| 6 | 3 | EDUC3600 Curriculum Studies – Religious Studies (Practicum 3) | 15 | BIBS3700 Biblical Apocalyptic |
| | | EDUC3100 Classroom Management | 15 | EDUC3200 Assessment in Education |
| | | BIOL3200 Zoology | 15 | EDUC3900 Research Methods for Humanities & Education |
| | | CHEM3200 Biochemistry A | 15 | BIOL3200 Genetics and Biotechnology |
| 7 Bachelor | 4 | EDUC4100-Hum/EDUC4110-Sci/EDUC4120-Bus Curriculum Studies – Major (Practicum 4) | 15 | CHRS4600 Philosophy of Adventist Education |
| | | EDUC4300 Curriculum Design & Development | 15 | EDUC4500 Educational Leadership |
| | | EDUC4400 Counselling and Guidance | 15 | BOTN3200 Plant Systematics |
| | | BIOL4320 Applied Entomology/ ECOL4300 Applied Terrestrial Ecology | 15 | ECOL4310 Applied Aquatic Ecology |
| Total Credits Required: 480 (4,800 hours) | | | | |

MAJOR: BIOLOGY MINOR: MATHS

| Bachelor of Education (Secondary) | | | | |
|---|------|---|---------------|--|
| PNGNQF Level & Qualification | Year | Semester 1 | Credit Points | Semester 2 |
| 4 | 1 | UNIV1100 Academic Skills for University Success | 15 | CHRS1100 Encountering Jesus Christ |
| | | EDUC1100 Education Teaching Skills (Practicum 1) | 15 | EDUC1200 Psychology for Educators |
| | | BIOL1100 Foundation Biology A | 15 | BIOL1150 Foundation Biology B |
| | | MATH1100 Foundation Mathematics A | 15 | MATH1150 Foundation Mathematics B |
| 5 | 2 | EDUC2200 Understanding Student Differences (Practicum 2) | 15 | CHRS2100 Adventist Belief Today |
| | | EDUC2100 Teaching with Integrity | 15 | EDUC2300 Societal Issues in Education |
| | | BIOL2100 Animal Form and Function | 15 | BOTN2100 Plant Form and Function |
| | | MATH2100 Calculus A | 15 | MATH2150 Calculus B |
| 6 | 3 | EDUC3600 Curriculum Studies – Religious Studies (Practicum 3) | 15 | BIBS3700 Biblical Apocalyptic |
| | | EDUC3100 Classroom Management | 15 | EDUC3200 Assessment in Education |
| | | BIOL3200 Zoology | 15 | EDUC3900 Research Methods for Humanities & Education |
| | | MATH3250 Statistics and Probability | 15 | BIOL3200 Genetics and Biotechnology |
| 7 Bachelor | 4 | EDUC4100-Hum/EDUC4110-Sci/EDUC4120-Bus Curriculum Studies – Major (Practicum 4) | 15 | CHRS4600 Philosophy of Adventist Education |
| | | EDUC4300 Curriculum Design & Development | 15 | EDUC4500 Educational Leadership |
| | | EDUC4400 Counselling and Guidance | 15 | BOTN3200 Plant Systematics |
| | | BIOL4320 Applied Entomology/ECOL4300 Applied Terrestrial Ecology | 15 | ECOL4310 Applied Aquatic Ecology |
| | | | | |
| Total Credits Required: 480 (4,800 hours) | | | | |

MAJOR: CHEMISTRY MINOR: MATHS

| Bachelor of Education (Secondary) | | | | |
|-----------------------------------|------|------------|---------------|------------|
| PNGNQF Level & Qualification | Year | Semester 1 | Credit Points | Semester 2 |

| | | | | |
|---|---|---|----|--|
| 4 | 1 | UNIV1100 Academic Skills for University Success | 15 | CHRS1100 Encountering Jesus Christ |
| | | EDUC1100 Education Teaching Skills (Practicum 1) | 15 | EDUC1200 Psychology for Educators |
| | | CHEM1100 Foundation Chemistry A | 15 | CHEM1150 Foundation Chemistry B |
| | | MATH1100 Foundation Mathematics A | 15 | MATH1150 Foundation Mathematics B |
| 5 | 2 | EDUC2200 Understanding Student Differences (Practicum 2) | 15 | CHRS2100 Adventist Belief Today |
| | | EDUC2100 Teaching with Integrity | 15 | EDUC2300 Societal Issues in Education |
| | | CHEM2100 Organic Chemistry A | 15 | CHEM2150 Organic Chemistry B |
| | | MATH2100 Calculus A | 15 | MATH2150 Calculus B |
| 6 | 3 | EDUC3600 Curriculum Studies – Religious Studies (Practicum 3) | 15 | BIBS3700 Biblical Apocalyptic |
| | | EDUC3100 Classroom Management | 15 | EDUC3200 Assessment in Education |
| | | CHEM3200 Biochemistry A | 15 | EDUC3900 Research Methods for Humanities & Education |
| | | MATH3250 Statistics and Probability | 15 | CHEM3250 Biochemistry B |
| 7 Bachelor | 4 | EDUC4100-Hum/EDUC4110-Sci/EDUC4120-Bus Curriculum Studies – Major (Practicum 4) | 15 | CHRS4600 Philosophy of Adventist Education |
| | | EDUC4300 Curriculum Design & Development | 15 | EDUC4500 Educational Leadership |
| | | EDUC4400 Counselling and Guidance | 15 | CHEM4350 Physical Chemistry |
| | | CHEM4210 Quantitative Chemistry | 15 | CHEM4310 Environmental Chemistry |
| Total Credits Required: 480 (4,800 hours) | | | | |

MAJOR: CHEMISTRY MINOR: PHYSICS

| Bachelor of Education (Secondary) | | | | |
|---|------|---|---------------|--|
| PNGNQF Level & Qualification | Year | Semester 1 | Credit Points | Semester 2 |
| 4 | 1 | UNIV1100 Academic Skills for University Success | 15 | CHRS1100 Encountering Jesus Christ |
| | | EDUC1100 Education Teaching Skills (Practicum 1) | 15 | EDUC1200 Psychology for Educators |
| | | CHEM1100 Foundation Chemistry A | 15 | CHEM1150 Foundation Chemistry B |
| | | PHYS1100 Foundation Physics A | 15 | PHYS1150 Foundation Physics B |
| 5 | 2 | EDUC2200 Understanding Student Differences (Practicum 2) | 15 | CHRS2100 Adventist Belief Today |
| | | EDUC2100 Teaching with Integrity | 15 | EDUC2300 Societal Issues in Education |
| | | CHEM2100 Organic Chemistry A | 15 | CHEM2150 Organic Chemistry B |
| | | PHYS2100 Mechanics A | 15 | PHYS2200 Light & Waves |
| 6 | 3 | EDUC3600 Curriculum Studies – Religious Studies (Practicum 3) | 15 | BIBS3700 Biblical Apocalyptic |
| | | EDUC3100 Classroom Management | 15 | EDUC3200 Assessment in Education |
| | | CHEM3200 Biochemistry A | 15 | EDUC3900 Research Methods for Humanities & Education |
| | | PHYS2150 Electricity and Magnetism | 15 | CHEM3250 Biochemistry B |
| 7 Bachelor | 4 | EDUC4100-Hum/EDUC4110-Sci/EDUC4120-Bus Curriculum Studies – Major (Practicum 4) | 15 | CHRS4600 Philosophy of Adventist Education |
| | | EDUC4300 Curriculum Design & Development | 15 | EDUC4500 Educational Leadership |
| | | EDUC4400 Counselling and Guidance | 15 | CHEM4350 Physical Chemistry |
| | | CHEM4210 Quantitative Chemistry | 15 | CHEM4310 Environmental Chemistry |
| Total Credits Required: 480 (4,800 hours) | | | | |

MAJOR: CHEMISTRY MINOR: BIOLOGY

| Bachelor of Education (Secondary) | | | | |
|--|-------------|-------------------|----------------------|-------------------|
| PNGNQF Level & Qualification | Year | Semester 1 | Credit Points | Semester 2 |

| | | | | |
|---|---|---|----|--|
| 4 | 1 | UNIV1100 Academic Skills for University Success | 15 | CHRS1100 Encountering Jesus Christ |
| | | EDUC1100 Education Teaching Skills (Practicum 1) | 15 | EDUC1200 Psychology for Educators |
| | | CHEM1100 Foundation Chemistry A | 15 | CHEM1150 Foundation Chemistry B |
| | | BIOL1100 Foundation Biology A | 15 | BIOL1150 Foundation Biology B |
| 5 | 2 | EDUC2200 Understanding Student Differences (Practicum 2) | 15 | CHRS2100 Adventist Belief Today |
| | | EDUC2100 Teaching with Integrity | 15 | EDUC2300 Societal Issues in Education |
| | | CHEM2100 Organic Chemistry A | 15 | CHEM2150 Organic Chemistry B |
| | | BIOL2100 Animal Form and Function | 15 | BOTN2100 Plant Form and Function |
| 6 | 3 | EDUC3600 Curriculum Studies – Religious Studies (Practicum 3) | 15 | BIBS3700 Biblical Apocalyptic |
| | | EDUC3100 Classroom Management | 15 | EDUC3200 Assessment in Education |
| | | CHEM3200 Biochemistry A | 15 | EDUC3900 Research Methods for Humanities & Education |
| | | BIOL3200 Zoology | 15 | CHEM3250 Biochemistry B |
| 7 Bachelor | 4 | EDUC4100-Hum/EDUC4110-Sci/EDUC4120-Bus Curriculum Studies – Major (Practicum 4) | 15 | CHRS4600 Philosophy of Adventist Education |
| | | EDUC4300 Curriculum Design & Development | 15 | EDUC4500 Educational Leadership |
| | | EDUC4400 Counselling and Guidance | 15 | CHEM4350 Physical Chemistry |
| | | CHEM4210 Quantitative Chemistry | 15 | CHEM4310 Environmental Chemistry |
| Total Credits Required: 480 (4,800 hours) | | | | |

MAJOR: PHYSICS MINOR: CHEMISTRY

| Bachelor of Education (Secondary) | | | | |
|---|------|---|---------------|--|
| PNGNQF Level & Qualification | Year | Semester 1 | Credit Points | Semester 2 |
| 4 | 1 | UNIV1100 Academic Skills for University Success | 15 | CHRS1100 Encountering Jesus Christ |
| | | EDUC1100 Education Teaching Skills (Practicum 1) | 15 | EDUC1200 Psychology for Educators |
| | | CHEM1100 Foundation Chemistry A | 15 | CHEM1150 Foundation Chemistry B |
| | | PHYS1100 Foundation Physics A | 15 | PHYS1150 Foundation Physics B |
| 5 | 2 | EDUC2200 Understanding Student Differences (Practicum 2) | 15 | CHRS2100 Adventist Belief Today |
| | | EDUC2100 Teaching with Integrity | 15 | EDUC2300 Societal Issues in Education |
| | | CHEM2100 Organic Chemistry A | 15 | CHEM2150 Organic Chemistry B |
| | | PHYS2100 Mechanics A | 15 | PHYS2200 Light & Waves |
| 6 | 3 | EDUC3600 Curriculum Studies – Religious Studies (Practicum 3) | 15 | BIBS3700 Biblical Apocalyptic |
| | | EDUC3100 Classroom Management | 15 | EDUC3200 Assessment in Education |
| | | CHEM3200 Biochemistry A | 15 | EDUC3900 Research Methods for Humanities & Education |
| | | PHYS2150 Electricity and Magnetism | 15 | PHYS3200 Fluids & Heat |
| 7 Bachelor | 4 | EDUC4100-Hum/EDUC4110-Sci/EDUC4120-Bus Curriculum Studies – Major (Practicum 4) | 15 | CHRS4600 Philosophy of Adventist Education |
| | | EDUC4300 Curriculum Design & Development | 15 | EDUC4500 Educational Leadership |
| | | EDUC4400 Counselling and Guidance | 15 | PHYS4200 Environmental Physics |
| | | PHYS3200 Electronics | 15 | PHYS3330 Radiation Physics |
| Total Credits Required: 480 (4,800 hours) | | | | |

MAJOR: PHYSICS MINOR: MATHS

| Bachelor of Education (Secondary) | | | | |
|-----------------------------------|------|------------|---------------|------------|
| PNGNQF Level & Qualification | Year | Semester 1 | Credit Points | Semester 2 |

| | | | | |
|---|---|---|----|---|
| 4 | 1 | UNIV1100 Academic Skills for University Success | 15 | CHRS1100 Encountering Jesus Christ EDUC1200 Psychology for Educators MATH1150 Foundation Mathematics B PHYS1150 Foundation Physics B |
| | | EDUC1100 Education Teaching Skills (Practicum 1) | 15 | |
| | | MATH1100 Foundation Mathematics A | 15 | |
| | | PHYS1100 Foundation Physics A | 15 | |
| 5 | 2 | EDUC2200 Understanding Student Differences (Practicum 2) | 15 | CHRS2100 Adventist Belief Today EDUC2300 Societal Issues in Education MATH2150 Calculus B PHYS2200 Light & Waves |
| | | EDUC2100 Teaching with Integrity | 15 | |
| | | MATH2100Calculus A | 15 | |
| | | PHYS2100 Mechanics A | 15 | |
| 6 | 3 | EDUC3600 Curriculum Studies – Religious Studies (Practicum 3) | 15 | BIBS3700 Biblical Apocalyptic EDUC3200 Assessment in Education EDUC3900 Research Methods for Humanities & Education PHYS3200 Fluids & Heat |
| | | EDUC3100 Classroom Management | 15 | |
| | | MATH3250 Statistics and Probability | 15 | |
| | | PHYS2150 Electricity and Magnetism | 15 | |
| 7 Bachelor | 4 | EDUC4100-Hum/EDUC4110-Sci/EDUC4120-Bus Curriculum Studies – Major (Practicum 4) | 15 | CHRS4600 Philosophy of Adventist Education EDUC4500 Educational Leadership PHYS4200 Environmental Physics PHYS3330 Radiation Physics |
| | | EDUC4300 Curriculum Design & Development | 15 | |
| | | EDUC4400 Counselling and Guidance | 15 | |
| | | PHYS3200 Electronics | 15 | |
| Total Credits Required: 480 (4,800 hours) | | | | |

MAJOR: MATH MINOR: PHYSICS

| Bachelor of Education (Secondary) | | | | |
|---|------|---|---------------|--|
| PNGNQF Level & Qualification | Year | Semester 1 | Credit Points | Semester 2 |
| 4 | 1 | UNIV1100 Academic Skills for University Success | 15 | CHRS1100 Encountering Jesus Christ EDUC1200 Psychology for Educators MATH1150 Foundation Mathematics B PHYS1150 Foundation Physics B |
| | | EDUC1100 Education Teaching Skills (Practicum 1) | 15 | |
| | | MATH1100 Foundation Mathematics A | 15 | |
| | | PHYS1100 Foundation Physics A | 15 | |
| 5 | 2 | EDUC2200 Understanding Student Differences (Practicum 2) | 15 | CHRS2100 Adventist Belief Today EDUC2300 Societal Issues in Education MATH2150 Calculus B PHYS2200 Light & Waves |
| | | EDUC2100 Teaching with Integrity | 15 | |
| | | MATH2100Calculus A | 15 | |
| | | PHYS2100 Mechanics A | 15 | |
| 6 | 3 | EDUC3600 Curriculum Studies – Religious Studies (Practicum 3) | 15 | BIBS3700 Biblical Apocalyptic EDUC3200 Assessment in Education EDUC3900 Research Methods for Humanities & Education MATH3200 Computer Mathematics |
| | | EDUC3100 Classroom Management | 15 | |
| | | MATH3250 Statistics and Probability | 15 | |
| | | PHYS2150 Electricity and Magnetism | 15 | |
| 7 Bachelor | 4 | EDUC4100-Hum/EDUC4110-Sci/EDUC4120-Bus Curriculum Studies – Major (Practicum 4) | 15 | CHRS4600 Philosophy of Adventist Education EDUC4500 Educational Leadership MATH4330 Differential Equations MATH4350 Geometry |
| | | EDUC4300 Curriculum Design & Development | 15 | |
| | | EDUC4400 Counselling and Guidance | 15 | |
| | | MATH4340 Linear Algebra | 15 | |
| Total Credits Required: 480 (4,800 hours) | | | | |

MAJOR: MATHS MINOR: CHEMISTRY

| Bachelor of Education (Secondary) | | | | |
|-----------------------------------|------|------------|---------------|------------|
| PNGNQF Level & Qualification | Year | Semester 1 | Credit Points | Semester 2 |

| | | | | |
|---|---|---|----|--|
| 4 | 1 | UNIV1100 Academic Skills for University Success | 15 | CHRS1100 Encountering Jesus Christ |
| | | EDUC1100 Education Teaching Skills (Practicum 1) | 15 | EDUC1200 Psychology for Educators |
| | | CHEM1100 Foundation Chemistry A | 15 | CHEM1150 Foundation Chemistry B |
| | | MATH1100 Foundation Mathematics A | 15 | MATH1150 Foundation Mathematics B |
| 5 | 2 | EDUC2200 Understanding Student Differences (Practicum 2) | 15 | CHRS2100 Adventist Belief Today |
| | | EDUC2100 Teaching with Integrity | 15 | EDUC2300 Societal Issues in Education |
| | | CHEM2100 Organic Chemistry A | 15 | CHEM2150 Organic Chemistry B |
| | | MATH2100 Calculus A | 15 | MATH2150 Calculus B |
| 6 | 3 | EDUC3600 Curriculum Studies – Religious Studies (Practicum 3) | 15 | BIBS3700 Biblical Apocalyptic |
| | | EDUC3100 Classroom Management | 15 | EDUC3200 Assessment in Education |
| | | CHEM3200 Biochemistry A | 15 | EDUC3900 Research Methods for Humanities & Education |
| | | MATH3250 Statistics and Probability | 15 | MATH3200 Computer Mathematics |
| 7 Bachelor | 4 | EDUC4100-Hum/EDUC4110-Sci/EDUC4120-Bus Curriculum Studies – Major (Practicum 4) | 15 | CHRS4600 Philosophy of Adventist Education |
| | | EDUC4300 Curriculum Design & Development | 15 | EDUC4500 Educational Leadership |
| | | EDUC4400 Counselling and Guidance | 15 | MATH4330 Differential Equations |
| | | MATH4340 Linear Algebra | 15 | MATH4350 Geometry |
| Total Credits Required: 480 (4,800 hours) | | | | |

MAJOR: BIOLOGY MINOR: MATHS

| Bachelor of Education (Secondary) | | | | |
|---|------|---|---------------|--|
| PNGNQF Level & Qualification | Year | Semester 1 | Credit Points | Semester 2 |
| 4 | 1 | UNIV1100 Academic Skills for University Success | 15 | CHRS1100 Encountering Jesus Christ |
| | | EDUC1100 Education Teaching Skills (Practicum 1) | 15 | EDUC1200 Psychology for Educators |
| | | BIOL1100 Foundation Biology A | 15 | BIOL1150 Foundation Biology B |
| | | MATH1100 Foundation Mathematics A | 15 | MATH1150 Foundation Mathematics B |
| 5 | 2 | EDUC2200 Understanding Student Differences (Practicum 2) | 15 | CHRS2100 Adventist Belief Today |
| | | EDUC2100 Teaching with Integrity | 15 | EDUC2300 Societal Issues in Education |
| | | BIOL2100 Animal Form and Function | 15 | BOTN2100 Plant Form and Function |
| | | MATH2100 Calculus A | 15 | MATH2150 Calculus B |
| 6 | 3 | EDUC3600 Curriculum Studies – Religious Studies (Practicum 3) | 15 | BIBS3700 Biblical Apocalyptic |
| | | EDUC3100 Classroom Management | 15 | EDUC3200 Assessment in Education |
| | | BIOL3200 Zoology | 15 | EDUC3900 Research Methods for Humanities & Education |
| | | MATH3250 Statistics and Probability | 15 | MATH3200 Computer Mathematics |
| 7 Bachelor | 4 | EDUC4100-Hum/EDUC4110-Sci/EDUC4120-Bus Curriculum Studies – Major (Practicum 4) | 15 | CHRS4600 Philosophy of Adventist Education |
| | | EDUC4300 Curriculum Design & Development | 15 | EDUC4500 Educational Leadership |
| | | EDUC4400 Counselling and Guidance | 15 | MATH4330 Differential Equations |
| | | MATH4340 Linear Algebra | 15 | MATH4350 Geometry |
| Total Credits Required: 480 (4,800 hours) | | | | |

SPECIALISATION C: BUSINESS

MAJOR: BUSINESS MINOR: COMPUTING

| Bachelor of Education (Secondary) | | | | |
|-----------------------------------|------|------------|---------------|------------|
| PNGNQF Level & Qualification | Year | Semester 1 | Credit Points | Semester 2 |

| | | | | |
|---|---|---|----|--|
| 4 | 1 | UNIV1100 Academic Skills for University Success | 15 | CHRS1100 Encountering Jesus Christ EDUC1200 Psychology for Educators MNGT1100 Introduction to Management INFS1100 Introduction to Information Systems |
| | | EDUC1100 Education Teaching Skills (Practicum 1) | 15 | |
| | | BUSS1120 Business Mathematics | 15 | |
| | | BUSS1100 Introduction to Spreadsheets & Databases | 15 | |
| 5 | 2 | EDUC2200 Understanding Student Differences (Practicum 2) | 15 | CHRS2100 Adventist Belief Today EDUC2300 Societal Issues in Education MNGT2200 Principles of Marketing INFS2200 Introduction to Multi-media Design and Graphics |
| | | EDUC2100 Teaching with Integrity | 15 | |
| | | MNGT2100 Organisational Behaviour | 15 | |
| | | INFS2100 Advanced Spreadsheets and Databases | 15 | |
| 6 | 3 | EDUC3600 Curriculum Studies – Religious Studies (Practicum 3) | 15 | BIBS3700 Biblical Apocalyptic EDUC3200 Assessment in Education EDUC3900 Research Methods for Humanities & Education BUSS2300 Business Communication |
| | | EDUC3100 Classroom Management | 15 | |
| | | MNGT3100 Operations Management | 15 | |
| | | INFS3100 Information Systems Security | 15 | |
| 7 Bachelor | 4 | EDUC4100-Hum/EDUC4110-Sci/EDUC4120-Bus Curriculum Studies – Major (Practicum 4) | 15 | CHRS4600 Philosophy of Adventist Education EDUC4500 Educational Leadership MNGT3300 Strategic Management MNGT4300 Project Management |
| | | EDUC4300 Curriculum Design & Development | 15 | |
| | | EDUC4400 Counselling and Guidance | 15 | |
| | | MNGT4100 Human Resource Management | 15 | |
| Total Credits Required: 480 (4,800 hours) | | | | |

MAJOR: BUSINESS MINOR: ACCOUNTING

| Bachelor of Education (Secondary) | | | | |
|---|------|---|---------------|--|
| PNGNQF Level & Qualification | Year | Semester 1 | Credit Points | Semester 2 |
| 4 | 1 | UNIV1100 Academic Skills for University Success | 15 | CHRS1100 Encountering Jesus Christ |
| | | EDUC1100 Education Teaching Skills (Practicum 1) | 15 | EDUC1200 Psychology for Educators |
| | | BUSS1120 Business Mathematics | 15 | MNGT1100 Introduction to Management |
| | | ACCT1100 Introduction to Accounting 1 | 15 | ACCT1110 Introduction to Accounting 2 |
| 5 | 2 | EDUC2200 Understanding Student Differences (Practicum 2) | 15 | CHRS2100 Adventist Belief Today |
| | | EDUC2100 Teaching with Integrity | 15 | EDUC2300 Societal Issues in Education |
| | | MNGT2100 Organisational Behaviour | 15 | MNGT2200 Principles of Marketing |
| | | ACCT2100 Financial Accounting 1 | 15 | ACCT2200 Cost Accounting |
| 6 | 3 | EDUC3600 Curriculum Studies – Religious Studies (Practicum 3) | 15 | BIBS3700 Biblical Apocalyptic |
| | | EDUC3100 Classroom Management | 15 | EDUC3200 Assessment in Education |
| | | MNGT3100 Operations Management | 15 | EDUC3900 Research Methods for Humanities & Education |
| | | ACCT3100 Financial Accounting 2 | 15 | BUSS2300 Business Communication |
| 7 Bachelor | 4 | EDUC4100-Hum/EDUC4110-Sci/EDUC4120-Bus Curriculum Studies – Major (Practicum 4) | 15 | CHRS4600 Philosophy of Adventist Education |
| | | EDUC4300 Curriculum Design & Development | 15 | EDUC4500 Educational Leadership |
| | | EDUC4400 Counselling and Guidance | 15 | MNGT3300 Strategic Management |
| | | MNGT4100 Human Resource Management | 15 | MNGT4300 Project Management |
| Total Credits Required: 480 (4,800 hours) | | | | |

MAJOR: BUSINESS MINOR: ENGLISH

| Bachelor of Education (Secondary) |
|-----------------------------------|
|-----------------------------------|

| PNGNQF Level & Qualification | Year | Semester 1 | Credit Points | Semester 2 |
|---|------|---|---------------|--|
| 4 | 1 | UNIV1100 Academic Skills for University Success | 15 | CHRS1100 Encountering Jesus Christ EDUC1200 Psychology for Educators MNGT1100 Introduction to Management ENGL1200 Applied Communication |
| | | EDUC1100 Education Teaching Skills (Practicum 1) | 15 | |
| | | BUSS1120 Business Mathematics | 15 | |
| | | ENGL1100 Practical English Writing | 15 | |
| 5 | 2 | EDUC2200 Understanding Student Differences (Practicum 2) | 15 | CHRS2100 Adventist Belief Today EDUC2300 Societal Issues in Education MNGT2200 Principles of Marketing ENGL2500 Creative Writing |
| | | EDUC2100 Teaching with Integrity | 15 | |
| | | MNGT2100 Organisational Behaviour | 15 | |
| | | ENGL2100 English Grammar and Usage | 15 | |
| 6 | 3 | EDUC3600 Curriculum Studies – Religious Studies (Practicum 3) | 15 | BIBS3700 Biblical Apocalyptic EDUC3200 Assessment in Education EDUC3900 Research Methods for Humanities & Education BUSS2300 Business Communication |
| | | EDUC3100 Classroom Management | 15 | |
| | | MNGT3100 Operations Management | 15 | |
| | | ENGL2300 Survey of Literature | 15 | |
| 7 Bachelor | 4 | EDUC4100-Hum/EDUC4110-Sci/EDUC4120-Bus Curriculum Studies – Major (Practicum 4) | 15 | CHRS4600 Philosophy of Adventist Education EDUC4500 Educational Leadership MNGT3300 Strategic Management MNGT4300 Project Management |
| | | EDUC4300 Curriculum Design & Development | 15 | |
| | | EDUC4400 Counselling and Guidance | 15 | |
| | | MNGT4100 Human Resource Management | 15 | |
| Total Credits Required: 480 (4,800 hours) | | | | |

MAJOR: COMPUTING MINOR: MATHS

| Bachelor of Education (Secondary) | | | | |
|---|------|---|---------------|--|
| PNGNQF Level & Qualification | Year | Semester 1 | Credit Points | Semester 2 |
| 4 | 1 | UNIV1100 Academic Skills for University Success | 15 | CHRS1100 Encountering Jesus Christ |
| | | EDUC1100 Education Teaching Skills (Practicum 1) | 15 | EDUC1200 Psychology for Educators |
| | | BUSS1100 Introduction to Spreadsheets & Databases | 15 | INFS1100 Introduction to Information Systems |
| | | MATH1100 Foundation Mathematics A | 15 | MATH1150 Foundation Mathematics B |
| 5 | 2 | EDUC2200 Understanding Student Differences (Practicum 2) | 15 | CHRS2100 Adventist Belief Today |
| | | EDUC2100 Teaching with Integrity | 15 | EDUC2300 Societal Issues in Education |
| | | INFS2100 Advanced Spreadsheets and Databases | 15 | INFS2200 Introduction to Multi-media Design and Graphics |
| | | MATH2100 Calculus A | 15 | MATH2150 Calculus B |
| 6 | 3 | EDUC3600 Curriculum Studies – Religious Studies (Practicum 3) | 15 | BIBS3700 Biblical Apocalyptic |
| | | EDUC3100 Classroom Management | 15 | EDUC3200 Assessment in Education |
| | | INFS3100 Information Systems Security | 15 | EDUC3900 Research Methods for Humanities & Education |
| | | MATH2300 Introduction to Abstract Mathematics | 15 | INFS3300 System Analysis and Design |
| 7 Bachelor | 4 | EDUC4100-Hum/EDUC4110-Sci/EDUC4120-Bus Curriculum Studies – Major (Practicum 4) | 15 | CHRS4600 Philosophy of Adventist Education |
| | | EDUC4300 Curriculum Design & Development | 15 | EDUC4500 Educational Leadership |
| | | EDUC4400 Counselling and Guidance | 15 | INFS4400 Database Management Systems |
| | | INFS4200 Network and Operating System | 15 | INFS4300 E-business Strategies & Systems |
| Total Credits Required: 480 (4,800 hours) | | | | |

MAJOR: ACCOUNTING MINOR: MATHS

| Bachelor of Education (Secondary) |
|-----------------------------------|
|-----------------------------------|

| PNGNQF Level & Qualification | Year | Semester 1 | Credit Points | Semester 2 |
|---|------|---|---------------|--|
| 4 | 1 | UNIV1100 Academic Skills for University Success | 15 | CHRS1100 Encountering Jesus Christ |
| | | EDUC1100 Education Teaching Skills (Practicum 1) | 15 | EDUC1200 Psychology for Educators |
| | | ACCT1100 Introduction to Accounting 1 | 15 | ACCT1110 Introduction to Accounting 2 |
| | | MATH1100 Foundation Mathematics A | 15 | MATH1150 Foundation Mathematics B |
| 5 | 2 | EDUC2200 Understanding Student Differences (Practicum 2) | 15 | CHRS2100 Adventist Belief Today |
| | | EDUC2100 Teaching with Integrity | 15 | EDUC2300 Societal Issues in Education |
| | | ACCT2100 Financial Accounting 1 | 15 | ACCT2200 Cost Accounting |
| | | MATH2100 Calculus A | 15 | MATH2150 Calculus B |
| 6 | 3 | EDUC3600 Curriculum Studies – Religious Studies (Practicum 3) | 15 | BIBS3700 Biblical Apocalyptic |
| | | EDUC3100 Classroom Management | 15 | EDUC3200 Assessment in Education |
| | | ACCT3100 Financial Accounting 2 | 15 | EDUC3900 Research Methods for Humanities & Education |
| | | MATH2300 Introduction to Abstract Mathematics | 15 | BUSS3100 Corporate Finance |
| 7 Bachelor | 4 | EDUC4100-Hum/EDUC4110-Sci/EDUC4120-Bus Curriculum Studies – Major (Practicum 4) | 15 | CHRS4600 Philosophy of Adventist Education |
| | | EDUC4300 Curriculum Design & Development | 15 | EDUC4500 Educational Leadership |
| | | EDUC4400 Counselling and Guidance | 15 | ACCT4300 Auditing & Assurance |
| | | ACCT4100 Corporate Accounting | 15 | ACCT3300 Computer Accounting Applications |
| Total Credits Required: 480 (4,800 hours) | | | | |

MAJOR: ACCOUNTING MINOR: COMPUTING

| Bachelor of Education (Secondary) | | | | |
|---|------|---|---------------|--|
| PNGNQF Level & Qualification | Year | Semester 1 | Credit Points | Semester 2 |
| 4 | 1 | UNIV1100 Academic Skills for University Success | 15 | CHRS1100 Encountering Jesus Christ |
| | | EDUC1100 Education Teaching Skills (Practicum 1) | 15 | EDUC1200 Psychology for Educators |
| | | ACCT1100 Introduction to Accounting 1 | 15 | ACCT1110 Introduction to Accounting 2 |
| | | BUSS1100 Introduction to Spreadsheets & Databases | 15 | INFS1100 Introduction to Information Systems |
| 5 | 2 | EDUC2200 Understanding Student Differences (Practicum 2) | 15 | CHRS2100 Adventist Belief Today |
| | | EDUC2100 Teaching with Integrity | 15 | EDUC2300 Societal Issues in Education |
| | | ACCT2100 Financial Accounting 1 | 15 | ACCT2200 Cost Accounting |
| | | INFS2100 Advanced Spreadsheets and Databases | 15 | INFS2200 Introduction to Multi-media Design and Graphics |
| 6 | 3 | EDUC3600 Curriculum Studies – Religious Studies (Practicum 3) | 15 | BIBS3700 Biblical Apocalyptic |
| | | EDUC3100 Classroom Management | 15 | EDUC3200 Assessment in Education |
| | | ACCT3100 Financial Accounting 2 | 15 | EDUC3900 Research Methods for Humanities & Education |
| | | INFS3100 Information Systems Security | 15 | BUSS3100 Corporate Finance |
| 7 Bachelor | 4 | EDUC4100-Hum/EDUC4110-Sci/EDUC4120-Bus Curriculum Studies – Major (Practicum 4) | 15 | CHRS4600 Philosophy of Adventist Education |
| | | EDUC4300 Curriculum Design & Development | 15 | EDUC4500 Educational Leadership |
| | | EDUC4400 Counselling and Guidance | 15 | ACCT4300 Auditing & Assurance |
| | | ACCT4100 Corporate Accounting | 15 | ACCT3300 Computer Accounting Applications |
| Total Credits Required: 480 (4,800 hours) | | | | |

MAJOR: ACCOUNTING MINOR: BUSINESS

| Bachelor of Education (Secondary) | | | | |
|-----------------------------------|------|------------|---------------|------------|
| PNGNQF Level & Qualification | Year | Semester 1 | Credit Points | Semester 2 |

| | | | | |
|---|---|---|----|--|
| 4 | 1 | UNIV1100 Academic Skills for University Success | 15 | CHRS1100 Encountering Jesus Christ |
| | | EDUC1100 Education Teaching Skills (Practicum 1) | 15 | EDUC1200 Psychology for Educators |
| | | ACCT1100 Introduction to Accounting 1 | 15 | ACCT1110 Introduction to Accounting 2 |
| | | BUSS1120 Business Mathematics | 15 | MNGT1100 Introduction to Management |
| 5 | 2 | EDUC2200 Understanding Student Differences (Practicum 2) | 15 | CHRS2100 Adventist Belief Today |
| | | EDUC2100 Teaching with Integrity | 15 | EDUC2300 Societal Issues in Education |
| | | ACCT2100 Financial Accounting 1 | 15 | ACCT2200 Cost Accounting |
| | | MNGT2100 Organisational Behaviour | 15 | MNGT2200 Principles of Marketing |
| 6 | 3 | EDUC3600 Curriculum Studies – Religious Studies (Practicum 3) | 15 | BIBS3700 Biblical Apocalyptic |
| | | EDUC3100 Classroom Management | 15 | EDUC3200 Assessment in Education |
| | | ACCT3100 Financial Accounting 2 | 15 | EDUC3900 Research Methods for Humanities & Education |
| | | MNGT3100 Operations Management | 15 | BUSS3100 Corporate Finance |
| 7 Bachelor | 4 | EDUC4100-Hum/EDUC4110-Sci/EDUC4120-Bus Curriculum Studies – Major (Practicum 4) | 15 | CHRS4600 Philosophy of Adventist Education |
| | | EDUC4300 Curriculum Design & Development | 15 | EDUC4500 Educational Leadership |
| | | EDUC4400 Counselling and Guidance | 15 | ACCT4300 Auditing & Assurance |
| | | ACCT4100 Corporate Accounting | 15 | ACCT3300 Computer Accounting Applications |
| Total Credits Required: 480 (4,800 hours) | | | | |

Postgraduate Diploma of Education (Christian Educational Leadership) [PGDipEd(CEL)]

The degree is nested within the Master of Education (Christian Education Leadership) and requires the completion of 120 credit points and 1200 volumes of learning hours of coursework taught via intensives. A successful completion of sub units ects 1 – 4 qualifies for the nested Postgraduate Diploma of Education [PGDipEd(CEL)].

| Postgraduate Diploma of Education (Christian Educational Leadership) | | | |
|--|------|--|---------------|
| PNGNQF Level & Qualification | Year | Semester 1 | Credit Points |
| 8 Postgraduate Diploma | 1 | EDUC5100 Leadership for Learning | 30 |
| | | EDUC5200 Philosophy of Adventist Education | 30 |
| | 2 | EDU5300 School Leadership & Management | 30 |
| | | EDUC5400 Spiritual Leadership | 30 |
| Total Credits Required: 120 (1,200 hours) | | | |

Master of Education (Christian Educational Leadership) [MEd(CEL)]

The degree is a combination of coursework and research with content coverage in four main areas: Educational Leadership, Psychology, Christian Philosophy and Ethos and Research. A minimum of 240 semester credit points of study must be completed to qualify for the Master of Education (Christian Education Leadership) [MEd(CEL)] award. A total of 48 credit points and 2400 hours of study at postgraduate level must be completed from the units below to qualify for the MEd(CEL) award.

| Master of Education (Christian Educational Leadership) | | | |
|--|------|---|---------------|
| PNGNQF Level & Qualification | Year | Semester 1 | Credit Points |
| 8 Postgraduate Diploma | 1 | EDUC5100 Leadership for Learning | 30 |
| | | EDUC5200 Philosophy of Adventist Christian Education | 30 |
| | 2 | EDU5300 School Leadership & Management | 30 |
| | | EDUC5400 Spiritual Leadership | 30 |
| 9 Masters | 3 | RSCH6100 Research Methods | 30 |
| | | THES6100 Thesis/or two MA-level classes + mini thesis | 90 |
| Total Credits Required: 240 (2,400 hours) | | | |

Fulton University College

The MEd(CEL) program is also taught on the campus of Fulton University College in Fiji. All governance and administration of the course is managed by PAU. Students seeking enrolment into this course should apply directly to the Admissions Office at PAU.

Sonoma Campus

Advanced Diploma of Ministry and Theology [AdvDipMinTheol]

The single degree of Advanced Diploma of Ministry and Theology is a three-year program (full-time equivalent, FTE) for intending ministers of the Seventh-day Adventist Church. The programme is offered with an approximate equal emphasis both in Ministerial Studies, Theological Studies, Biblical Studies and core curriculum. In each year, students develop skills in ministerial competence and spend a minimum total of 320 hours over a duration of 80 days on supervised ministerial practice in allocated church settings.

The programme is designed primarily to prepare ministers and other skilled pastoral personnel for service in the Adventist Church in the oceanic countries of the South Pacific. It provides a foundation for ordination to pastoral ministry and for later specialisation and graduate studies. The programme is structured to develop the potential of the student through a sequential series of studies and by providing a biblical/theological, pastoral and spiritual framework, which will assist the student to be effective in professional pastoral ministry.

The full Bachelor of Arts in Theology program is not offered on the Sonoma campus. Students who wish to apply for admission to the degree on the Moresby campus must have first successfully completed the requirements for the 360 semester credit point PAU Diploma of Ministry and Theology program on the Sonoma campus with a demonstrated ability to succeed in higher level studies.

Specific Unit Requirements

A total of 360 credit points of study must be completed to qualify for the award. Diploma of Ministry and Theology is the nested program within the Advanced Diploma of Ministry and Theology award with a grade point average of 2.20.

| Advanced Diploma of Ministry and Theology | | | | | |
|---|------|---|---------------|---|---------------|
| PNGNQF Level & Qualification | Year | Semester 1 | Credit Points | Semester 2 | Credit Points |
| 4 Certificate | 1 | THEO1100 Introduction to Hermeneutics | 15 | MNTY1300 Spiritual Formation | 15 |
| | | MNTY1100 Health & Family Life (Practicum 1) | 15 | BIBS1500 Gospels | 15 |
| | | BIBS1100 Biblical Greek A | 15 | BIBS1300 Biblical Hebrew A | 15 |
| | | UNIV1100 Skills for University Study | 15 | CHRS1100 Encountering Jesus Christ | 15 |
| | | | | | |
| 5 Diploma | 2 | THEO2100 Survey of Church History | 15 | MNTY2300 Religion in the Pacific | 15 |
| | | MNTY2200 Homiletics | 15 | THEO2300 Revelation, Inspiration and the Bible Text | 15 |
| | | BIBS2400 Pentateuch | 15 | BIBS2100 Biblical Greek B/BIBS2300 Biblical Hebrew B/Elective | 15 |
| | | MNTY2100 Discipleship (Practicum 2) | 15 | CHRS2100 Adventist Beliefs Today | 15 |
| | | | | | |
| 6 Advanced Diploma | 3 | THEO2200 Adventist Heritage | 15 | THEO3200 Life and Writings of Ellen White | 15 |
| | | THEO3100 Pacific Church History | 15 | MNTY3400 Cultural Anthropology | 15 |
| | | BIBS3400 Old Testament Prophets | 15 | BIBS3500 New Testament Epistles | 15 |
| | | MNTY3100 Evangelism & Church Planting (Practicum 3) | 15 | BIBS3700 Biblical Apocalyptic | 15 |
| | | | | | |
| Total Credits Required: 360 (3,600 hours) | | | | | |

Koiari Park Campus

Diploma of Ministry and Theology [DipMinTheol]

The Diploma in Ministry and Theology is an exit diploma only; it does not have an intake of students. It is provided as an exit point for students who fail to meet the academic requirements of the Bachelor of Arts in Theology degree (a CUM GPA of 2.2). To graduate with a DipMinTheo a student is required to pass three units that have practicum integrated into them: MNTY1300 Spiritual Formation (Practicum 1), MNTY2100 Discipleship (Practicum 2), MNTY3100 Evangelism & Church Planting and MNTY4100 Pastoral Care & Psychology (Practicum 4); and any other 12 units from the Bachelor of Ministry and Theology.

Bachelor of Ministry and Theology [BMinTheol]

The single degree of Bachelor of Ministry and Theology is a four-year program (full-time equivalent, FTE) for intending ministers of the Seventh-day Adventist Church. The programme is offered with an approximate equal emphasis in Ministerial Studies, Theological Studies, Biblical Studies and core curriculum. In addition, students develop skills in ministerial competence during "practicum" assignments each year, adding up to a total over the four years of 320 hours over a duration of 80 days on supervised ministerial practice in allocated church settings.

The programme is designed primarily to prepare ministers and other skilled pastoral personnel for service in the Adventist Church in the oceanic countries of the South Pacific. It provides a foundation for ordination to pastoral ministry and also for later specialisation

and graduate studies. The programme is structured to develop the potential of the student through a sequential series of studies and by providing a biblical/theological, pastoral and spiritual framework which will assist the student to be effective in professional pastoral ministry.

Specific Unit Requirements

A total of 480 credit points of study must be completed to qualify for the degree. The revised course constitutes four strands on Ministry, Theology, Biblical Studies and Core Curriculum.

| Bachelor of Ministry and Theology | | | | | |
|---|------|---|---------------|---|---------------|
| PNGNQF Level & Qualification | Year | Semester 1 | Credit Points | Semester 2 | Credit Points |
| 4 Certificate | 1 | MNTY1300 Spiritual Formation (prac 1) | 15 | MNTY1500 Health & Family Life | 15 |
| | | BIBS1400 Pentateuch | 15 | BIBS1100 Biblical Greek A | 15 |
| | | MNTY1500 Religion in the Pacific | 15 | BIBS1600 Acts of the Apostles | 15 |
| | | UNIV1100 Academic Skills for Success | 15 | CHRS1100 Encountering Jesus Christ | 15 |
| 5 Diploma | 2 | THEO2100 Survey of Church History | 15 | THEO 2300 Biblical Hermeneutics | 15 |
| | | MNTY2200 Homiletics | 15 | BIBS2100 Biblical Greek B/BIBS2300 Biblical Hebrew B/ELECT2100 Elective | 15 |
| | | BIBS2000 Biblical Hebrew A | 15 | CHRS2100 Adventist Beliefs Today | 15 |
| | | MNTY2100 Discipleship (Practicum 2) | 15 | THEO2200 Adventist Heritage | 15 |
| 6 Advanced Diploma | 3 | BIBS3400 Old Testament Prophets | 15 | MNTY3400 Cultural Anthropology | 15 |
| | | MNTY3100 Evangelism & Church Planting (Practicum 3) | 15 | THEO3300 Revelation, Inspiration and the Bible Text | 15 |
| | | BIBS3500 New Testament Epistles | 15 | BIBS3700 Biblical Apocalyptic | 15 |
| | | THEO3100 Life and Writings of Ellen White | 15 | THEO3200 Pacific Church History | 15 |
| 7 Bachelor Degree | 4 | THEO4300 Systematic Theology A | 15 | THEO4350 Systematic Theology B | 15 |
| | | THEO4100 Principles of Christian Ethics | 15 | MNTY4200 Church Leadership | 15 |
| | | BIBS4400 Old Testament Poetry & Wisdom Literature | 15 | MNTY4300 Theology & Practice of Mission | 15 |
| | | MNTY4100 Pastoral Care & Psychology (Practicum 4) | 15 | CHRS4100 Science & Faith | 15 |
| Total Credit Points Required: 480 (4,800 hours) | | | | | |

Master of Arts in Pastoral Ministry [MA(PastMin)]

The MA(PastMin) is delivered in intensive mode at PAU. The units offered provide an avenue for professional development for ministers and other skilled pastoral personnel for service in the Seventh-day Adventist Church in the nations of the South Pacific. It provides capacity building for future leadership within the church, through in-depth study and exposure to skilled and experienced field practitioners.

The MA(PastMin) degree requires a GPA of 2.20 to enrol and involves four intensive six-week sessions at an agreed time each year (usually mid-June to the end of July). In each of the intensive sessions, three units are taught, each including a pre-session activity that needs to be completed before the intensive session begins. There may also be a post-session project.

To be awarded an MA in Pastoral Ministry, the student must successfully complete 240 credit points (12 units) as prescribed in the PNGNQF Level 9 for a Master's Degree. After the first intensive, if the student does not achieve a GPA of 2.50, they will exit at that point with a Postgraduate Certificate award. At the completion of 120 credit points (6 units and two intensives), the student must achieve a GPA of 2.70 to be able to continue. If not, they will exit with a Postgraduate Diploma. If they achieve a GPA of at least 3.00 the student will be given the option of migrating to the MTh award.

Postgraduate Diploma in Pastoral Ministry [PGDip(PastMin)]

The PGDip(PastMin), is an exit award, nested in the MA(PastMin) degree, which is delivered in intensive mode at PAU. The units provide an avenue for professional development for ministers and other skilled pastoral personnel for service in the Seventh-day Adventist Church in the nations of the South Pacific. The PGDip(PastMin) is an avenue for professional development, for those who for whatever reason do not choose, or are not eligible, to complete the full Masters' program.

The PGDip(Past Min) involves two intensive six-week sessions at an agreed time each year (usually mid-November to the end of December) during which three units are taught, each including a pre-session activity that needs to be completed before the intensive session begins, as well as a post-session project.

To be awarded a Postgraduate Diploma in Pastoral Ministry, the student must successfully complete 120 credit points (6 units) as prescribed in the PNGNQF Level 8 for a Postgraduate Diploma.

Postgraduate Certificate (Pastoral Ministry) [PGCert(PastMin)]

The PGCert(Past Min), nested within the MA(PastMin), is delivered in intensive mode at PAU. The Level of the course is equivalent to a PNGNQF Level 8 Postgraduate Certificate. The PGCert(PastMin) involves one intensive six-week session at an agreed time (usually mid–November to the end of December) to study three units, each having a pre-session activity to be completed before the intensive session begins, as well as a post-session project.

To be awarded a Postgraduate Certificate in Pastoral Ministry, a student must successfully complete 60 credit points (3 units) as prescribed in the PNGNQF Level 8 within 1 year.

| <i>Master of Arts (Pastoral Ministry) – Unit Schedule</i> | | |
|---|---|--|
| Intensive Session | Units | Credits |
| 1 PG Certificate | MNTY5100 Spiritual Nurturing and Pastoral Care | 20 |
| | BIBS5100 Preaching from the Old Testament | 20 |
| | MNTY5200 Preaching in Context | 20 |
| 2 PG Diploma | THEO5100 Distinctive Doctrines of the SDA Church | 20 |
| | BIBS5200 Preaching from the New Testament | 20 |
| | GRAD5200 Academic Writing | 20 |
| 3 | <ul style="list-style-type: none"> GRAD6200 Theological Research Methods OR Elective | 20 |
| | THEO6100 Interpreting Ellen G White's Writings | 20 |
| | MNTY6200 Servant Leadership | 20 |
| 4 MA (PastMin) | <ul style="list-style-type: none"> MNTY6100 Professional Portfolio OR GRAD6400 Mini Thesis OR Elective | 20 |
| | BIBS6400 Preaching from the Apocalypses | 20 |
| | MNTY6300 Discipleship in a Multi-church Context | 20 |
| | | Total Credits Required: 240 |

Master of Theology [MTh]

The Master of Theology is a two-year research degree providing advanced theological study for those who have completed a first degree in theology and who have demonstrated the potential for excellent writing and analytical skills. Through a mentoring relationship with research supervisors, research students develop skills in high level analysis and presentation. Research may be undertaken in a range of fields (e.g. religion, theology, ministry, evangelism) and could be applied, involving fieldwork, or be literary based. The MTh thesis is approximately 40,000 words in length.

A total of 240 credit points of study at postgraduate level must be completed from the units below to qualify for the MTh degree. The programme may be completed in 2 years full time or in 4 years part time. The following table demonstrates the progression through the programme for a full-time student.

| Master of Theology (Full Time) | | | |
|--------------------------------|----------|---------------------------------------|-----------------------------|
| Year | Semester | Unit | Credits |
| 1 | 1 | GRAD5000 Research Methods | 30 |
| | | GRAD5400 Directed Reading or Elective | 30 |
| 1 | 2 | GRAD6300 Thesis Progress 1 | 40 |
| | | GRAD6000 Graduate Seminar | 20 |
| 2 | 1 | GRAD6301 Thesis Progress 2 | 40 |
| | | GRAD6001 Graduate Seminar | 20 |
| 2 | 2 | GRAD6302 Thesis | 40 |
| | | GRAD6002 Graduate Seminar | 20 |
| | | | Total Credits Required: 240 |

SCHOOL OF SCIENCE AND TECHNOLOGY

The School of Science and Technology offers an undergraduate Bachelor of Science (BSc) degree as well as a postgraduate BSc(Hons) degree. The discipline areas include Biology, Chemistry, Environmental Science, Mathematics and Physics.

| Qualification | Abbreviation | Majors/Minors | Duration | Mode | Location |
|---|----------------|-----------------------------------|----------|----------|-------------|
| Bachelor of Science (Biology and Chemistry) | BSc(Biol&Chem) | 2 majors in Biology and Chemistry | 4 years | Semester | Koiari Park |

| | | | | | |
|---|------------------|---|---------|----------|-------------|
| Bachelor of Science (Mathematics and Physics) | BSc(Math&Phys) | 2 majors in Mathematics and Physics | 4 years | Semester | Koiari Park |
| Bachelor of Science (Biology and Environmental Science) | BSc(Biol&EnvSci) | 2 majors in Biology and Environmental Science | 4 years | Semester | Koiari Park |
| Bachelor of Science (Environmental Science and Physics) | BSc(EnvSci&Phys) | 2 majors in Environmental Science and Physics | 4 years | Semester | Koiari Park |
| Bachelor of Science (Chemistry and Environmental Science) | BSc(Chem&EnvSci) | 2 majors in Chemistry and Environmental Science | 4 years | Semester | Koiari Park |
| Bachelor of Science (Environmental Science and Mathematics) | BSc(EnvSci&Math) | 2 majors in Environmental Science and Mathematics | 4 years | Semester | Koiari Park |
| Bachelor of Science (Honours) | BSc(Hons) | | 1 year | Semester | Koiari Park |
| Master of Philosophy | MPhil | | 2 years | Semester | Koiari Park |

Bachelor of Science [BSc]

The Bachelor of Science course is a four-year degree which consists of a) Foundation sub units jects; b) Double majors; c) A discipline-specific unit and d) institutional Core Units. It is a full-time degree that requires 495 credit points of study as per the PNGNQF. This revised curriculum offers a double major program in Biology, Chemistry, Environmental Science, Mathematics and Physics. For a major, there shall be no more than 2 at 1000 level, no less than 2 at 2000 level and no less than 2 at 3000 level.

There is a practicum session in the fourth year of the course that is integrated into the research unit in science.

Topics covered in the units are designed to be relevant and to provide the student with the knowledge and skills necessary for a career in science and geared for the rapidly developing countries of the South Pacific region. The units encourage critical thinking and problem solving and provide practical laboratory and field experience. The degree is designed to prepare graduates for employment in scientific industry, academia and research facilities.

There will be three possible exit points in this curriculum. The certificate level at the end of the first year (science foundation). The second possible exit would be the Advanced Diploma at the end of the third year and the third exit point would be at the Bachelor's Degree level at the end of Year 4. To be qualified to exit at one of the three exit points, students must meet the exit GPA of 2.20. Students failing to meet the 2.20 GPA will receive a notice to withdraw from studies after the first warning.

| Bachelor of Science | | | | | | |
|---|------|--------------------------------------|---------------|---|------------------------------------|---------------|
| PNGNQF Level & Qualification | Year | Semester 1 | Credit Points | Mid- year | Semester 2 | Credit Points |
| 4 Certificate (Science Foundation) | 1 | UNIV1100 Skills for University Study | 15 | | CHRS1100 Encountering Jesus Christ | 15 |
| | | BIOL1100 Foundation Biology A/ | 15 | | BIOL1150 Foundation Biology B/ | 15 |
| | | PHYS1100 Foundation Physics A | | | PHYS1150 Physics B | |
| | | CHEM1100 Foundation Chemistry A | 15 | | CHEM1150 Foundation Chemistry B | 15 |
| | | MATH1100 Foundation Mathematics A | 15 | | MATH1150 Foundation Mathematics B | 15 |
| 5 | 2 | Major A 1 | 15 | | Major A 2 | 15 |
| | | Major A 3 | 15 | | CHRS2100 Adventist Beliefs Today | 15 |
| | | Major B 1 | 15 | | Major B 2 | 15 |
| | | Major B 3 | 15 | | Major B 4 | 15 |
| | | | | | | |
| 6 Advanced Diploma | 3 | Major A 4 | 15 | | Major A 5 | 15 |
| | | Major A 6 | 15 | | BIBS3700 Biblical Apocalyptic | 15 |
| | | Major B 5 | 15 | | Major B 6 | 15 |
| | | Major B 7 | 15 | | Major B 8 | 15 |
| | | | | | | |
| 7 Bachelor | 4 | SCIE4300 Research in Science | 30 | Practicum integrated into SCIE4300 Research in Science Unit | CHRS4100 Science and Faith | 15 |
| | | Major A 7 | 15 | | Major A 8 | 15 |
| | | Major A 9 | 15 | | Major A 10 | 15 |
| | | Major B 9 | 15 | | Major B 10 | 15 |
| | | | | | | |
| Total Credits Required: 495 (4,950 hours) | | | | | | |

The double major enrolment pattern for *Biology and Chemistry [Biol&Chem]* is as follows:

| Biology/Chemistry Double Major | | | | | | |
|--------------------------------|------|---|---------------|-----------|-------------------------------------|---------------|
| PNGNQF Level & Qualification | Year | Semester 1 | Credit Points | Mid- year | Semester 2 | Credit Points |
| 4 | 1 | UNIV1100 Academic Skills for University Success | 15 | | CHRS1100 Encountering Jesus Christ | 15 |
| | | BIOL1100 Foundation Biology A | 15 | | BIOL1150 Foundation Biology B | 15 |
| | | CHEM1100 Foundation Chemistry A | 15 | | CHEM1150 Foundation Chemistry B | 15 |
| | | MATH1100 Foundation Mathematics A | 15 | | MATH1150 Foundation Mathematics B | 15 |
| | | | | | | |
| 5 | 2 | MAJOR A 1 | | | MAJOR A 2 | |
| | | CHEM2100 Organic Chemistry A | 15 | | CHEM2150 Organic Chemistry B | 15 |
| | | MAJOR A 3 | | | CHRS2100 Adventist Beliefs Today | 15 |
| | | CHEM2200 Inorganic Chemistry | 15 | | MAJOR B 2 | |
| | | MAJOR B 1 | | | BOTN2100 Plant Form and Function | 15 |
| 6 | 3 | BIOL2100 Animal Form and Function | 15 | | MAJOR B 4 | |
| | | MAJOR B 3 | | | BIOL2200 Genetics and Biotechnology | 15 |
| | | ECOL2200 Introduction to Ecology | 15 | | | |
| | | MAJOR A 4 | | | MAJOR A 5 | |
| | | CHEM3200 Biochemistry A | 15 | | CHEM3250 Biochemistry B | 15 |
| 6 | 3 | MAJOR A 6 | | | BIBS3700 Biblical Apocalyptic | 15 |
| | | CHEM3300 Organic Spectroscopy | 15 | | MAJOR B 6 | |
| | | MAJOR B 5 | | | BOTN3200 Plant Systematics | 15 |
| | | BIOL3200 Zoology | 15 | | MAJOR B 8 | |
| | | MAJOR B 7 | | | BIOL3300 Ornithology/ | |
| 6 | 3 | ECOL3340 Tropical Biodiversity | 15 | | BOTN3310 Plant Pathology | 15 |

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|---|---|--|----|--|--|----|
| 7 | 4 | SCIE4300 Research in Science MAJOR A 7 | 30 | Practicum integrated into SCIE4300 Research in Science Unit | CHRS4100 Science and Faith MAJOR A 8 | 15 |
| | | CHEM4200 Principles of Industrial Chemistry MAJOR A 9 | 15 | | CHEM4310 Environmental Chemistry MAJOR A 10 | 15 |
| | | CHEM4210 Quantitative Chemistry MAJOR B 9 | 15 | | CHEM4350 Physical Chemistry MAJOR B 10 | 15 |
| | | BIOL4320 Applied Entomology/ ECOL4300 Applied Terrestrial Ecology | 15 | | ECOL4350 Disturbance and Restoration Ecology/ ECOL4310 Applied Aquatic Ecology | 15 |
| | | Total Credits Required: 495 (4,950 hours) | | | | |

The double major enrolment pattern for *Mathematics and Physics [Math&Phys]* is as follows:

| Mathematics/Physics Double Major | | | | | | |
|---|-------------------|---|---------------|---|------------------------------------|---------------|
| PNGNQF Level & Qualification | Year | Semester 1 | Credit Points | Mid- year | Semester 2 | Credit Points |
| 4 | 1 | UNIV1100 Academic Skills for University Success | 15 | | CHRS1100 Encountering Jesus Christ | 15 |
| | | PHYS1100 Foundation Physics A | 15 | | PHYS1150 Foundation Physics B | 15 |
| | | CHEM1100 Foundation Chemistry A | 15 | | CHEM1150 Foundation Chemistry B | 15 |
| | | MATH1100 Foundation Mathematics A | 15 | | MATH1150 Foundation Mathematics B | 15 |
| 5 | 2 | MAJOR A 1 | 15 | | MAJOR A 2 | 15 |
| | | MATH2100 Calculus A | | | MATH2200 Calculus B | |
| | | MAJOR A 3 | 15 | | CHRS2100 Adventist Beliefs Today | 15 |
| | | MATH2150 Introduction to Abstract Mathematics | | | MAJOR B 2 | |
| | | MAJOR B 1 | 15 | | PHYS2200 Light and Waves | 15 |
| | | PHYS2100 Mechanics A | 15 | | MAJOR B 4 | 15 |
| MAJOR B 3 | 15 | PHYS2210 Modern Physics | | | | |
| PHYS2150 Electricity and Magnetism | | | | | | |
| 6 | 3 | MAJOR A 4 | 15 | | MAJOR A 5 | 15 |
| | | MATH3210 Number Theory | | | MATH3200 Computer Mathematics | |
| | | MAJOR A 6 | 15 | | BIBS3700 Biblical Apocalyptic | 15 |
| | | MATH3250 Statistics and Probability | | | MAJOR B 6 | |
| | | MAJOR B 5 | 15 | | PHYS3220 Fluids & Heat | 15 |
| | | PHYS3200 Electronics | 15 | | MAJOR B 8 | 15 |
| MAJOR B 7 | 15 | PHYS3330 Radiation Physics | | | | |
| PHYS3340 Mechanics B | | | | | | |
| 7 | 4 | SCIE4300 Research in Science | 30 | Practicum integrated into SCIE4300 Research in Science Unit | CHRS4100 Science and Faith | 15 |
| | | MAJOR A 7 | 15 | | MAJOR A 8 | 15 |
| | | MATH4310 Abstract Algebra | | | MATH4320 Numerical Method/ | |
| | | MAJOR A 9 | 15 | | MATH4330 Differential Equations | 15 |
| | | MATH4340 Linear Algebra | | | MAJOR A 10 | |
| | | MAJOR B 9 | 15 | | MATH4200 Vector Calculus/ | 15 |
| PHYS4300 Nuclear Physics | MATH4350 Geometry | | | | | |
| | | | | MAJOR B 10 | 15 | |
| | | | | PHYS4350 Environmental Physics | | |
| Total Credits Required: 495 (4,950 hours) | | | | | | |

The double major enrolment pattern for *Environmental Science and Physics [EnvSci&Phys]* is as follow:

| Environmental Science/Physics Double Major | | | | | | |
|--|------|---|---------------|---|--|---------------|
| PNGNQF Level & Qualification | Year | Semester 1 | Credit Points | Mid- year | Semester 2 | Credit Points |
| 4 | 1 | UNIV1100 Academic Skills for University Success | 15 | | CHRS1100 Encountering Jesus Christ | 15 |
| | | PHYS1100 Foundation Physics A | 15 | | PHYS1150 Foundation Physics B | 15 |
| | | CHEM1100 Foundation Chemistry A | 15 | | CHEM1150 Foundation Chemistry B | 15 |
| | | MATH1100 Foundation Mathematics A | 15 | | MATH1150 Foundation Mathematics B | 15 |
| | | | | | | |
| 5 | 2 | MAJOR A 1 | 15 | | MAJOR A 2 | 15 |
| | | ENVS2100 Climate Change | | | ENVS2150 Environmental Pollution | |
| | | MAJOR A 3 | 15 | | CHRS2100 Adventist Beliefs Today | 15 |
| | | ENVS2200 Occupational Health and Safety | | | MAJOR B 2 | |
| | | MAJOR B 1 | 15 | | PHYS2200 Light and Waves | 15 |
| | | PHYS2100 Mechanics A | 15 | | MAJOR B 4 | 15 |
| MAJOR B 3 | 15 | PHYS2210 Modern Physics | | | | |
| PHYS2150 Electricity and Magnetism | | | | | | |
| 6 | 3 | MAJOR A 4 | 15 | | MAJOR A 5 | 15 |
| | | ENVS3200 Energy Technology | | | ENVS3300 Sustainable Development | |
| | | MAJOR A 6 | 15 | | BIBS3700 Biblical Apocalyptic | 15 |
| | | ENVS3210 Waste Management | | | MAJOR B 6 | |
| | | MAJOR B 5 | 15 | | PHYS3220 Fluids & Heat | 15 |
| | | PHYS3200 Electronics | 15 | | MAJOR B 8 | 15 |
| | | MAJOR B 7 | 15 | | PHYS3330 Radiation Physics | |
| PHYS3340 Mechanics B | | | | | | |
| 7 | 4 | SCIE4300 Research in Science | 30 | Practicum integrated into SCIE4300 Research in Science Unit | CHRS4100 Science and Faith | 15 |
| | | MAJOR A 7 | 15 | | MAJOR A 8 | 15 |
| | | ENVS4210 Introduction to GIS | | | ENVS4310 Built Environment | |
| | | MAJOR A 9 | 15 | | MAJOR A 10 | 15 |
| | | ENVS4300 Environmental policy | 15 | | ENVS4350 Environmental Impact Assessment | 15 |
| | | MAJOR B 9 | 15 | | MAJOR B 10 | |
| PHYS4300 Nuclear Physics | | PHYS4350 Environmental Physics | | 15 | | |
| Total Credits Required: 495 (4,950 hours) | | | | | | |

The double major enrolment pattern for *Biology and Environmental Science [Biol&EnvSci]* is as follows:

| Biology/Environmental Science Double Major | | | | | | |
|--|------|---|---------------|-----------|-------------------------------------|---------------|
| PNGNQF Level & Qualification | Year | Semester 1 | Credit Points | Mid- year | Semester 2 | Credit Points |
| 4 | 1 | UNIV1100 Academic Skills for University Success | 15 | | CHRS1100 Encountering Jesus Christ | 15 |
| | | BIOL1100 Foundation Biology A | 15 | | BIOL1100 Foundation Biology B | 15 |
| | | CHEM1100 Foundation Chemistry A | 15 | | CHEM1150 Foundation Chemistry B | 15 |
| | | MATH1100 Foundation Mathematics A | 15 | | MATH1150 Foundation Mathematics B | 15 |
| | | | | | | |
| 5 | 2 | MAJOR A 1 | | | MAJOR A 2 | |
| | | ENVS2100 Climate Change | 15 | | ENVS2150 Environmental Pollution | 15 |
| | | Major A 3 | | | CHRS2100 Adventist Beliefs Today | 15 |
| | | ENVS2200 Occupational Health and Safety | 15 | | MAJOR B 2 | |
| | | MAJOR B 1 | | | BOTN2100 Plant Form and Function | 15 |
| | | BIOL2100 Animal Form and Function | 15 | | MAJOR B 4 | |
| | | MAJOR B 3 | | | BIOL2200 Genetics and Biotechnology | 15 |
| | | ECOL2200 Introduction to Ecology | 15 | | | |
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|---|---|--|----|---|---|----|
| 6 | 3 | MAJOR A 4 | 15 | | MAJOR A 5 | 15 |
| | | ENVS3200 Energy Technology | | | ENVS3300 Sustainable Development | |
| | | MAJOR A 6 | | | BIBS3700 Biblical Apocalyptic | |
| | | ENVS3210 Waste Management | | | MAJOR B 6 | |
| | | MAJOR B 5 | | | BOTN3200 Plant Systematics | |
| | | BIOL3200 Zoology | 15 | | MAJOR B 8 | |
| | | MAJOR B 7 | 15 | | BIOL3300 Ornithology / | |
| | | ECOL3340 Tropical Biodiversity | 15 | | BOTN3310 Plant Pathology | 15 |
| 7 | 4 | SCIE4300 Research in Science | 30 | Practicum integrated into SCIE4300 Research in Science Uni | CHRS4100 Science and Faith | 15 |
| | | MAJOR A 7 | 15 | | MAJOR A 8 | |
| | | ENVS4210 Introduction to GIS | 15 | | ENVS4310 Built Environment | 15 |
| | | MAJOR A 9 | 15 | | MAJOR A 10 | |
| | | ENVS4300 Environmental policy | 15 | | ENVS4350 Environmental Impact Assessment | 15 |
| | | MAJOR B 9 | 15 | | MAJOR B 10 | |
| | | BIOL4320 Applied Entomology/ ECOL4300 Applied Terrestrial Ecology | 15 | | ECOL4350 Disturbance and Restoration Ecology / ECOL4310 Applied Aquatic Ecology | 15 |
| Total Credits Required: 495 (4,950 hours) | | | | | | |

The double major enrolment pattern for *Chemistry and Environmental Science [Chem&EnvSci]* is as follows:

| Chemistry/Environmental Science Double Major | | | | | | |
|--|------|---|----------------------------|---|--|---------------|
| PNGNQF Level & Qualification | Year | Semester 1 | Credit Points | Mid- year | Semester 2 | Credit Points |
| 4 | 1 | UNIV1100 Academic Skills for University Success | 15 | | CHRS1100 Encountering Jesus Christ | 15 |
| | | BIOL1100 Foundation Biology B | 15 | | BIOL1100 Foundation Biology A | 15 |
| | | CHEM1100 Foundation Chemistry A | 15 | | CHEM1150 Foundation Chemistry B | 15 |
| | | MATH1100 Foundation Mathematics A | 15 | | MATH1150 Foundation Mathematics B | 15 |
| | | | | | | |
| 5 | 2 | MAJOR A 1 | 15 | | MAJOR A 2 | 15 |
| | | CHEM2100 Organic chemistry A | | | CHEM2150 Organic Chemistry B | |
| | | MAJOR A 3 | 15 | | CHRS2100 Adventist Beliefs Today | 15 |
| | | CHEM2200 Inorganic Chemistry | | | MAJOR B 2 | |
| | | MAJOR B 1 | 15 | | ENVS2150 Environmental Pollution | 15 |
| | | ENVS2100 Climate Change | | | MAJOR B 4 | |
| | | MAJOR B 3 | ENVS3200 Energy Technology | | 15 | |
| ENVS2200 Occupational Health and Safety | 15 | | | | | |
| 6 | 3 | MAJOR A 4 | 15 | | MAJOR A 5 | 15 |
| | | CHEM3200 Biochemistry A | | | CHEM3250 Biochemistry B | |
| | | MAJOR A 6 | 15 | | BIBS3700 Biblical Apocalyptic | 15 |
| | | CHEM3300 Organic Spectroscopy | | | MAJOR B 6 | |
| | | MAJOR B 5 | 15 | | ENVS3300 Sustainable Development | 15 |
| | | ENVS3210 Waste Management | | | MAJOR B 8 | |
| | | MAJOR B 7 | ENVS4310 Built Environment | | 15 | |
| ENVS4210 Introduction to GIS | 15 | | | | | |
| 7 | 4 | SCIE4300 Research in Science | 30 | Practicum integrated into SCIE4300 Research in Science Unit | CHRS4100 Science and Faith | 15 |
| | | MAJOR A 7 | 15 | | MAJOR A 8 | 15 |
| | | CHEM4200 Principles of Industrial Chemistry | | | CHEM4310 Environmental Chemistry | |
| | | MAJOR A 9 | 15 | | MAJOR A 10 | 15 |
| | | CHEM4210 Quantitative Chemistry | | | MAJOR B 10 | |
| | | MAJOR B 9 | 15 | | ENVS4350 Environmental Impact Assessment | 15 |
| | | ENVS4300 Environmental Policy | | | | |
| Total Credits Required: 495 (4,950 hours) | | | | | | |

The double major enrolment pattern for *Environmental Science and Mathematics [EnvSci&Math]* is as follows:

| Environmental Science/Mathematics Double Major | | | | | | |
|--|----------------------------|---|----------------------------|---|------------------------------------|---------------|
| PNGNQF Level & Qualification | Year | Semester 1 | Credit Points | Mid- year | Semester 2 | Credit Points |
| 4 | 1 | UNIV1100 Academic Skills for University Success | 15 | | CHRS1100 Encountering Jesus Christ | 15 |
| | | BIOL1100 Foundation Biology A | 15 | | BIOL1150 Foundation Biology B | 15 |
| | | CHEM1100 Foundation Chemistry A | 15 | | CHEM1150 Foundation Chemistry B | 15 |
| | | MATH1100 Foundation Mathematics A | 15 | | MATH1150 Foundation Mathematics B | 15 |
| | | | | | | |
| 5 | 2 | MAJOR A 1 | 15 | | MAJOR A 2 | 15 |
| | | MATH2100 Calculus A | | | MATH2200 Calculus B | |
| | | Major A 3 | 15 | | CHRS2100 Adventist Beliefs Today | 15 |
| | | MATH2150 Introduction to Abstract Mathematics | | | MAJOR B 2 | |
| | | MAJOR B 1 | 15 | | ENVS2150 Environmental Pollution | 15 |
| | | ENVS2100 Climate Change | 15 | | MAJOR B 4 | 15 |
| | | MAJOR B 3 | ENVS3200 Energy Technology | | | |
| ENVS2200 Occupational Health and Safety | 15 | | | | | |
| 6 | 3 | MAJOR A 4 | 15 | | MAJOR A 5 | 15 |
| | | MATH3210 Number Theory | | | MATH3200 Computer Mathematics | |
| | | MAJOR A 6 | 15 | | BIBS3700 Biblical Apocalyptic | 15 |
| | | MATH3250 Statistics and Probability | | | MAJOR B 6 | |
| | | MAJOR B 5 | 15 | | ENVS3300 Sustainable Development | 15 |
| | | ENVS3210 Waste Management | 15 | | MAJOR B 8 | 15 |
| MAJOR B 7 | ENVS4310 Built Environment | | | | | |
| ENVS4210 Introduction to GIS | 15 | | | | | |
| 7 | 4 | SCIE4300 Research in Science | 30 | Practicum integrated into SCIE4300 Research in Science Unit | CHRS4100 Science and Faith | 15 |
| | | MAJOR A 7 | 15 | | MAJOR A 8 | 15 |
| | | MATH4310 Abstract Algebra | 15 | | MATH4320 Numerical Method/ | |
| | | MAJOR A 9 | 15 | | MATH4330 Differential Equations | 15 |
| | | MATH4340 Linear Algebra | 15 | | MAJOR A 10 | |
| | | MAJOR B 9 | 15 | | MATH4200 Vector Calculus/ | 15 |
| ENVS4300 Environmental Policy | | MATH4350 Geometry | 15 | | | |
| | | | | MAJOR B 10 | 15 | |
| | | | | ENVS4350 Environmental Impact Assessment | | |
| Total Credits Required: 495 (4,950 hours) | | | | | | |

Bachelor of Science (Honours) [BSc(Hon)]

The Bachelor of Science (Honours) degree is a one-year research-based qualification. Currently this is being offered in the area of Environmental Science with Biology, Chemistry, Environmental Science, Mathematics and Physics to be offered in the coming years. This allows students to undertake research on the campus utilising its natural resources as well as supporting environmental projects. The research topic is chosen in consultation with the Dean and the supervisor, and would involve one or more of the following:

- a systems approach to understanding the present and past interactions between the processes operating in the lithosphere, cryosphere, hydrosphere, atmosphere and biosphere, and the perturbations of these systems by extra-terrestrial influences
- the scientific study of surface and near-surface physical, chemical, biological and anthropogenic processes operating on the Earth
- modelling environmental phenomena
- problem-solving related to environmental phenomena
- the history of the Earth in the context of the period of human occupancy
- the monitoring and management of natural and human-induced environmental changes
- scientific examination of the implications of sustainability and sustainable development.

A total of 1200-1600 hours of study at Honours level must be completed to qualify for the degree. Students must complete the required number of credit points as detailed below:

| Bachelor of Science (Hons) full time sequence | | | |
|---|--|------------------------------|--|
| Year | Semester 1 | Mid-Year | Semester 2 |
| 1 | GRAD4000 Research Methods and Seminar [15 credits] GRAD4600 Thesis [15 credits] | GRAD4601 Thesis [15 credits] | GRAD4000 Research Methods and Seminar [15 credits] GRAD4600 Thesis [15 credits] |
| Bachelor of Science (Hons) part time sequence | | | |
| Year | Semester 1 | Mid-Year | Semester 2 |
| 1 | GRAD4000 Research Methods and Seminar [15 credits] GRAD4600 Thesis [15 credits] | GRAD4601 Thesis [15 credits] | GRAD4001 Research Methods and Seminar [15 credits] GRAD4602 Thesis [15 credits] |
| 2 | GRAD4002 Research Methods and Seminar [15 credits] GRAD4603 Thesis [15 credits] | GRAD4601 Thesis [15 credits] | GRAD4003 Research Methods and Seminar [15 credits] GRAD4605 Thesis [15 credits] |

SECTION D: UNIT DESCRIPTIONS

ACCT1100 Introduction to Accounting 1 [PNGNQF Level 4] (15)

This unit is designed to provide students with the fundamental principles of accounting. It introduces students to accounting in the global business environment setting. The unit covers accounting equation, recording of business transactions, adjusting process, completing the accounting cycle, retailing operations, inventory control, accounting information systems, internal control, accounts receivables. *Prerequisite: None*

ACCT1110 Introduction to Accounting 2 [PNGNQF Level 4] (15)

A continuation of ACCT1100. Topics include non-current assets and liabilities, partnership formation, operation and reporting, company formation and operation, presentation of financial statements, statements of cash flow, financial statement analysis and interpretations, receivables and inventories. *Prerequisite: ACCT1100 Introduction to Accounting 1*

ACCT2100 Financial Accounting 1 [PNGNQF Level 5] (15)

The unit provides a sound knowledge of the accounting process that enables one to have a valuable set of skills for assessing and determining financial decisions, and for analysing and solving diverse business problems. It focuses on the accounting skills and competencies needed in the various business entities and the relevant and conventional accounting principles and practices underpinning the specific actions taken in the formation and operation of partnerships and companies and on specific asset accounts which include non-current assets acquisition and depreciation, receivables and inventories. *Prerequisite: ACCT1110 Introduction to Accounting 2*

ACCT2200 Cost Accounting [PNGNQF Level 5] (15)

An introduction to the role of cost accounting in the overall management system with an emphasis on the development of control systems for raw materials, layout and overheads. The distinction is made between job and process costing systems. *Prerequisite: ACCT2100 Financial Accounting 1*

ACCT3100 Financial Accounting 2 [PNGNQF Level 6] (15)

The unit provides a sound knowledge of accounting issues in selected areas. Topics include revenue recognition issues (real estate and construction contracts) agricultural activity, extractive industries, segment reporting, foreign currency transactions, insurance contracts, superannuation plans, and accounting for investment, employee entitlements. *Prerequisite: ACCT2100 Financial Accounting 1*

ACCT3200 Management Accounting [PNGNQF Level 6] (15)

This unit extends and expands the cost accounting data studied in ACCT2200. The emphasis will be on the use of cost information for management control and decision-making purposes, issues and techniques arising from cost allocations for common costs, classification of variable costs, capital investment decisions and the rewarding system are vital parts of the unit. *Prerequisites: ACCT2200 Cost Accounting*

ACCT3300 Computer Accounting Applications [PNGNQF Level 6] (15)

The provision of a practical application of accounting processes in which the components parts of a computerised accounting system are examined and developed into an integrated system. A hands-on experience is provided in at least one corporate accounting package – MYOB. *Prerequisites: BUSS1100 Intro to Spreadsheet and Databases, and ACCT1110 Introduction to Accounting 2*

ACCT4100 Corporate Accounting [PNGNQF Level 7] (15)

This unit investigates accounting requirements of companies with shareholders' funds and emphasis is placed on company requirements, formations, and operations. Topics include regulations of companies, company operations, accounting for company tax, business combinations, consolidation of financial statements (whole/part owned subsidiaries, intra group transactions, non-controlling interest, indirect ownership, investment in associates and company liquidation *Prerequisite: ACCT2100 Financial Accounting 1*

ACCT4200 Taxation Law and Practice [PNGNQF Level 7] (15)

The unit covers the principles of taxation by examining the Income Tax Act, the Amendments thereto, and the accounting practice and application of income taxation, especially in Papua New Guinea, but not limited in its usage in the other Pacific countries. The major emphasis of the unit will cover the alternative methods required internationally of accounting for company income tax by applying the tax-payable and the tax-effect methods. Topics covered include: introduction to taxation, wages and salaries taxation, taxation of sole traders and partnerships, company taxation, depreciation and specific tax incentives, taxation of non-residents and overseas income, taxation of resource projects, and tax administration. *Prerequisites: ACCT2100 Financial Accounting 1*

ACCT4300 Auditing and Assurance [PNGNQF Level 7] (15)

The course examines the nature of modern auditing, the purpose it serves and the framework within which an auditor functions. It also discusses the principal aspects of the financial report audit which are common to auditing in both the private and public sectors. Theory and methodology are integrated so as to enable students to better appreciate the fundamental concepts and principles that underlie auditing practice. *Prerequisite: ACCT2100 Financial Accounting 1*

BIBS1100 Biblical Greek A [PNGNQF Level 4] (15)

This unit is an introduction to the alphabet, grammar, syntax, and vocabulary of New Testament Greek. *Prerequisite: None*

BIBS1300 Biblical Hebrew A [PNGNQF Level 4] (15)

This is an introduction to the Pentateuch that examines different approaches taken in its study; gives a historical, structural, and thematic overview of each of its books; studies Pentateuchal theology, narrative and law; and conducts exegesis of selected passages in each book. *Prerequisite: None*

BIBS1400 Pentateuch [PNGNQF Level 4] (15)

This unit is an introduction to the Pentateuch that examines different approaches taken in its study; gives a historical, structural, and thematic overview of each of its books; studies Pentateuchal theology, narrative and law; and conducts exegesis of selected passages in each book. *Prerequisite: None*

BIBS1600 Acts of the Apostles [PNGNQF Level 4] (15)

This unit analyses the mission and message of the Apostles and early Christians as recorded in the book of Acts. A brief survey of the book's religious, political and social backgrounds will precede the actual study of the life, teachings and ministries of the Apostles, beginning with the 12 disciples of Jesus and Paul, the Apostle to the Gentiles.

BIBS2100 Biblical Heb B [PNGNQF Level 5] (15)

An intermediate level of Biblical Hebrew that builds upon the foundation of Biblical Hebrew A. Much of the work consists of the translation of passages from the Bible, but emphasis is also given to the more common forms of the irregular verb and to vocab

building down to 75 Scriptural occurrences. *Prerequisite: BIBS1300 Biblical Hebrew A*

BIBS2300 Biblical Greek B [PNGNQF Level 5] (15)

The unit is an intermediate level study of the grammar, syntax and vocabulary of New Testament Greek, supplemented by a study of the Greek text of the Gospel of John. *Prerequisite: BIBS1100 Biblical Greek A*

BIBS3400 Old Testament Prophets [PNGNQF Level 5] (15)

This unit is a study of the pre-exilic and post-exilic Old Testament prophets in chronological order. The unit's areas of emphasis are: (1) the historical background, literary structure, and theological messages of each book under study; (2) the exegesis of selected passages using an appropriate methodology. *Prerequisite: BIBS2400 Pentateuch.*

BIBS3500 New Testament Epistles [PNGNQF Level 6] (15)

A study of the historical background and the main message of the early Christian epistles (Galatians, Thessalonians, Corinthians, Romans) and their relationship to the development of the Christian Churches. The exegetical and theological study of the prison (Philemon, Colossians, Ephesians, and Philippians) and pastoral epistles (I and II Timothy and Titus), and Hebrews is also included. *Prerequisite: BIBS1100 Biblical Greek A*

BIBS3700 Biblical Apocalyptic [PNGNQF Level 6] (15)

A survey of the apocalyptic genre, particularly as it is presented in the biblical books of Daniel and Revelation. *Prerequisite: None*

BIBS4400 Old Testament Poetry and Wisdom Literature [PNGNQF Level 7] (15)

This unit begins with a general introduction to the distinctive features of Hebrew poetry and the characteristics of Hebrew wisdom in its Ancient Near-Eastern context. The historical backgrounds, structure and theologies of Psalms, Job, Proverbs, Ecclesiastes (Qoheleth), and Song of Solomon are then studied. *Prerequisite: BIBS1300 Biblical Hebrew A*

BIBS5100 Preaching from the Old Testament [PNGNQF Level 8] (20)

A study of the basic theological, theoretical, and procedural principles required for the construction and delivery of practical biblical/expository sermons from the books of the Old Testament. The themes developed will include God's faithfulness to His people, living ethically, God's promise of restoration, and the basis of worship. *Prerequisite: None*

BIBS5200 Preaching from the New Testament [PNGNQF Level 8] (20)

A study of the basic theological, theoretical, and procedural principles required for the construction and delivery of practical biblical/expository sermons from the books of the New Testament. The themes developed will include Christ's teaching methods, the church as the body of Christ, the centrality of the resurrection, how the Holy Spirit works through the churches, dealing with evil spirits, and with heretical teaching. *Prerequisite: None*

BIBS6400 Preaching from the Apocalypses

[PNGNQF Level 9] (20)

This unit examines preaching from the apocalyptic books and passages of the Bible using different methodologies. Special attention is given to the skills and methods necessary for developing expository sermons relevant to contemporary culture without diluting the impact of the original sources. The themes developed include hope during prevailing hopelessness, identity, perseverance, focusing on Jesus, and creation/new creation. *Prerequisite: None*

BIOL1100 Foundation Biology A [PNGNQF Level 4] (15)

An introductory analysis of life forms and of the chemistry, structure and genetic imprinting of cells. An examination of the two principal theories of evolution and genetic change precedes a survey of the diversity of the five kingdoms of life-forms. *Prerequisite: Year 12 Biology*

BIOL1150 Foundation Biology B [PNGNQF Level 4] (15)

A study of the relationship between form and function in plants and animals the ecological perspectives of our world and the manner in which animal behaviour adjusts to or modifies these systems. *Prerequisite: BIOL1100 Foundation Biology A*

BIOL2100 Animal Form and Function [PNGNQF Level 5] (15)

A systematic approach to the integrated study of animal anatomy and physiology, with emphasis placed on physiology. *Prerequisite: BIOL1150 Foundation Biology B*

BIOL2200 Genetics and Biotechnology [PNGNQF Level 5] (15)

This unit is focused on understanding the complexity of genes, enzymes, DNA and RNA traits. The biotechnology issues of transmitting genetic information, cloning and PCR will be covered. The topics such as genetics, DNA technology, expressing of protein through cloning and fewer biotechnology applications in modifying the role of genes in animal and plant behavioural patterns will be learnt and appreciated during this course. *Prerequisite: BIOL2100 Animal Form and Function*

BIOL3200 Zoology [PNGNQF Level 6] (15)

A study of invertebrates, the most diverse and abundant group of living organisms on Earth, with a particular reference to selected Pacific ecosystems. In addition, a study of vertebrates, and the manner in which their structure facilitates growth, support and movement, ingestion, nutrition, gas exchange, water balance, internal transport and perception of environment. *BIOL1150 Foundation Biology B*

BIOL3300 Ornithology [PNGNQF Level 6] (15)

A study of the biology of birds with a special emphasis on the distinctive species of the tropical Pacific and on the development of general and specialised field laboratory methodologies. *Prerequisite: BIOL3200 Zoology*

BIOL4320 Applied Entomology [PNGNQF Level 7] (15)

A study of arthropods, including Arachnida and their pathogens in the phylum of nematode, with a particular reference to selected Pacific ecosystems. This content of this course will include exciting topics with some hands-on experience in the integrated pest and disease management (IPDM). An additional topic will include environmental and conservation projects such as butterfly farming,

Invasive insect species and their associated host plant species.
Prerequisite: BIOL3200 Zoology

BOTN2100 Plant Form and Function [PNGNQF Level 5] (15)

A unit in Plant Biology that examines the anatomy and physiological functions of major plant organs. Attention will focus on the interrelationships between the physiological functions of each organ and the practical significance for management practices.
Prerequisite: BIOL1150 Foundation Biology B

BOTN3200 Plant Systematics [PNGNQF Level 6] (15)

The unit covers the theory of nomenclature and classification, and skills required for field and laboratory processing and identification of common plant families in Papua New Guinea and its neighbouring countries. The unit concludes with an overview of geobotany. This would deal with the distribution of plant communities and the floral regions in Papua New Guinea and the world. *Prerequisite: BOTN2100 Plant form and function, ECOL2200 Introduction to Ecology*

BOTN3310 Plant Pathology [PNGNQF Level 6] (15)

Plant pathology is the scientific study of diseases in plants caused by pathogen and environmental conditions. The basic concepts of this unit are based on plant health, the disease distribution and their impact on the environment and people. It aims to equip the student with the principles of applied plant pathology, the techniques and the role of plant pathology, and its environment and application to food security worldwide and in Pacific region. *Prerequisite: BOTN2100 Plant Form and Function*

BUSS1100 Introduction to Spreadsheets and Database [PNGNQF Level 4] (15)

This unit introduces the use of Microsoft Excel and Microsoft Access. Microsoft Excel will concentrate specifically on creating, editing, formatting and printing basic worksheets and workbooks. Microsoft Access will concentrate specially on the skills necessary to create a new database, construct data tables, design forms and reports and create queries. *Pre-requisite: None*

BUSS1120 Business Mathematics [PNGNQF Level 4] (15)
Students will be introduced to mathematics of accounting and management, which includes such concepts as simple interest, discounts, present value, time value of money, profit, simple and compound interest, annuities, sinking funds, capitalized cost, and bonds and stocks. This course assumes no prior knowledge of the mathematics of finance, as each of the topics is presented in a step-by-step manner, with examples provided. *Prerequisite: None*

BUSS1130 Business Law [PNGNQF Level 4] (15)

A theoretical and practical introduction to the role of the law in regulating commercial transactions with an emphasis on Contracts under Case law and specific legislation covering Sale of Goods, Hire Purchase Agreements, Negotiable Instruments and Insurance. *Prerequisite: None*

BUSS2100 Principles of Economics [PNGNQF Level 5] (15)

A one-semester introduction to the principles of both micro and macroeconomics. Microeconomics topics include theory of demand and supply, cost of production, competition theory and policy, alternative theories of the firm, externalities and a study of equity and poverty. Macroeconomics topics include the fundamental components of gross domestic product (GDP), the problem of

inflation and unemployment, the impact of government fiscal and monetary policies and economic growth. *Prerequisite: None*

BUSS2200 Business Statistics [PNGNQF Level 5] (15)

A unit designed to introduce students to basic business mathematics and its applications including Calculus and to the problems in organising, summarising, interpreting and applying statistical information, including central tendency, variance, probability, distributions of random variables, discrete probability distributions, normal distributions, sampling theory and correlation. *Prerequisite: BUSS1120 Business Mathematics*

BUSS2300 Business Communication [PNGNQF Level 5] (15)

A detailed examination of the various forms of written and oral communication that is helpful and appropriate in real-life business situations as well as the student's personal life. Special attention is given to concepts of communication, business, writing skills, reports and proposals for funding, interpersonal skills, intercultural communication, communication with customers, public communication, communicating in meeting and job seeking skills. *Prerequisites: None*

BUSS3100 Corporate Finance [PNGNQF Level 6] (15)

The unit provides a framework for understanding the innovations borne of the changing environments and financial markets. The focus on financial management enables learning not only of the basics of corporate finance but how to apply these concepts in the decision-making process, and how particular decisions are made to maximise the market value of the owners' equity. Topics covered include: overview of corporate finance; principles of valuation: time value of money; valuing shares and bonds; capital budgeting; net present value and other investment criteria; return, risk and security market line; shareholder value and cost of capital; and rewarding shareholders: setting dividend policy. *Prerequisite: ACCT1110 Intro to Accounting 2 and BUSS2200 Business Statistics; BUSS1120 Business Mathematics*

BUSS4100 Professional Internship [PNGNQF Level 7] (15)

Supervised work experience of 160 hours in the area of the students' concentration, preferably off campus during the inter-semester or year-end break. Evaluation shall be made by the faculty supervisor and the person responsible for supervision of the student in the work place. Students are required to write a project report at the end of internship period. Grade will be awarded based on supervisors' assessments and written project report. *Prerequisite: Completion of year 3 of studies*

CHEM1100 Foundation Chemistry A [PNGNQF Level 4] (15)

This unit offers students an integrated approach to the composition of matter, the shapes of molecules, and the physical and chemical properties that result from the forces that hold the molecules together. The emphasis is on the molecular basis of matter and chemical changes relevant to everyday experience. Some standard research techniques and experimental methods are also taught. *Prerequisite: Year 12 Chemistry*

CHEM1150 Foundation Chemistry B [PNGNQF Level 4] (15)

This unit is a continuation of SC131.1 Chemistry A. It examines the chemical concepts of energy changes in chemical reactions and heats of reaction as underpinned by Hess's Law. It will also look into chemical equilibria and solubility and the solubility product plus concepts associated with acids and bases and electrochemistry. Fundamental concepts of Organic Chemistry will be introduced. The concepts covered in lectures will be demonstrated by work carried

out in the laboratories. Some standard research techniques and experimental methods are also taught. *Prerequisite: CHEM1100 Foundation Chemistry A*

CHEM2100 Organic Chemistry A [PNGNQF Level 5] (15)

A study of the various hydrocarbons, alcohols, and ethers with emphasis on IUPAC nomenclature, structure-functional groups and properties relationship, synthesis, reactions and some of the reaction mechanisms. *Prerequisite: CHEM1150 Foundation Chemistry B*

CHEM2150 Organic Chemistry B [PNGNQF Level 5] (15)

A continuation of Organic Chemistry 1. It includes the study of the alkyl halides, aldehydes, carboxylic acids, carboxylic acid derivatives, and amines with an emphasis on IUPAC nomenclature, structure-functional groups and properties relationship, synthesis, reactions and related mechanisms. The unit also includes an introduction to the organic polymers. *Prerequisite: CHEM2100 Organic Chemistry A*

CHEM2200 Inorganic Chemistry [PNGNQF Level 5] (15)

The unit includes topics on atomic structure, structures of solids, molecular structures and symmetry, acids and bases, oxidation-reduction reactions, the structures and properties of metal coordination complexes, trends in the periodic table and essentials of elements and their compounds. *Prerequisite: CHEM1100 Foundation Chemistry A*

CHEM3200 Biochemistry A [PNGNQF Level 6] (15)

The unit includes topics on properties of water relevant to life processes, acid-base equilibrium, and the structures, properties, and organisations of carbohydrates, proteins, lipids, nucleic acids, vitamins and coenzymes. *Prerequisite: CHEM2150 Organic Chemistry B*

CHEM3250 Biochemistry B [PNGNQF Level 6] (15)

The unit includes topics on biosynthesis and metabolism of carbohydrate, lipids, amino acids, proteins and the nucleotides. *Prerequisite: CHEM3200 Biochemistry A*

CHEM3300 Organic Spectroscopy [PNGNQF Level 6] (15)

A study of the theories, instrumentation, and applications of MS, IR, UV, ¹H NMR, and ¹³C NMR spectroscopy to the elucidation of molecular structure of organic compounds. *Prerequisite: CHEM2150 Organic Chemistry B*

CHEM4200 Principles of Industrial Chemistry [PNGNQF Level 7] (15)

A study of chemical reactions, principles of operations and economics of industrial scale chemical processing. *Prerequisite: CHEM2100 Organic Chemistry A*

CHEM4210 Quantitative Chemistry [PNGNQF Level 7] (15)

A study of the principles and procedures in classical quantitative chemical analysis which includes volumetric, gravimetric and redox techniques. *Prerequisite: CHEM1100 Foundation Chemistry A*

CHEM4310 Environmental Chemistry [PNGNQF Level 7] (15)

The study of the chemical interaction between the geo-sphere, the atmosphere, the hydrosphere, and the biosphere, and the impact of the current state of technology on the environment. The unit includes discussions on current issues and concerns about chemical pollution with emphasis on its sources, effects, reactions,

interactions and controls. *Prerequisite: CHEM1150 Foundation Chemistry B*

CHEM4350 Physical Chemistry [PNGNQF Level 7] (15)

The unit includes an in-depth study of thermodynamic functions and properties of gases, liquids, solid and solutions. Also includes the study of the thermodynamic properties of electrochemical cells. *Prerequisite: CHEM1150 Foundation Chemistry B*

CHRS1100 Encountering Jesus Christ [PNGNQF Level 4] (15)

An exploration of the life and teachings of Jesus Christ from a Seventh-day Adventist perspective, emphasizing his role in the salvation of humanity; and Christ's challenge to each believer to "follow me." *Prerequisite: None*

CHRS2100 Adventist Beliefs Today [PNGNQF Level 5] (15)

This unit examines what it means to be a Seventh-day Adventist living in the South Pacific in the 21st century. The unit focusses on relating the Christian faith as understood by Seventh-day Adventists to real life issues and the concerns of students. *Prerequisite: None*

CHRS4100 Science and Faith [PNGNQF Level 7] (15)

This unit is an investigation into the general nature of scientific practice and is designed to promote critical thinking in the area of science and faith by analysing the development of Science and its impact on society. Debates within the Christian community concerning origins will be addressed by considering various world-views. *Prerequisite: CHRS2100 Adventist Beliefs Today*

CHRS4200 Christian Studies 4: Christian Ethics in Business [PNGNQF Level 7] (15)

This unit is designed to introduce students to Christian values and special problems and issues facing managers in the management of international businesses. Emphasis is placed on Christian values and managing across cultures, managing political risk and negotiations, organizing international operations, decision-making and controlling international operations, human resource management, motivating and leading, ethics, investment and relationships with host governments. *Prerequisites: At least three 2000 level units and one 3000 unit*

CHRS4600 Philosophy of Adventist Education [PNGNQF Level 7] (15)

The development of Adventist Christian education is explored from the early contributions to issues facing contemporary Adventist education. The impact of secularism, importance and impact of Integration of Faith and Learning and the importance of the role Christian educators and administrators play in promoting and maintaining the identity and philosophy of Adventist Christian education are considered. *Prerequisite: None*

ECOL2200 Introduction to Ecology [PNGNQF Level 5] (15)

An introductory study of ecology that investigates the causes of and possible solutions to problems experienced in the tropical ecosystems of the Pacific and beyond. *Prerequisite: BIOL1150 Foundation Biology B or ENVS2100 Climate Change*

ECOL3340 Tropical Biodiversity [PNGNQF Level 6] (15)

This unit explores the ecology driving biodiversity in the tropics, both in the aquatic and terrestrial environment, focusing primarily across Asia Pacific and Oceania. It also looks at broad patterns of biodiversity distribution and endemism across these regions and

finally examines key factors driving biodiversity shifts over time.
Prerequisite: ECOL2200 Introduction to Ecology

ECOL4300 Applied Terrestrial Ecology [PNGNQF Level 7] (15)

This is a field-based unit that deals with ecological problems in the terrestrial environment and using appropriate field techniques to quantify the problems and exploring possible ways in addressing these problems. *Prerequisite: ECOL2200 Introduction to Ecology*

ECOL4310 Applied Aquatic Ecology [PNGNQF Level 7] (15)

A study of the major forms of marine life in the tropical Pacific and beyond with particular emphasis on the major problems that are developing in the oceans and an analysis of the effectiveness of the methods used or planned for solving or minimising these problems.
Prerequisite: BIOL1150 Foundation Biology B

ECOL4350 Disturbance and Restoration Ecology [PNGNQF Level 7] (15)

This unit begins with examining how natural and human disturbance can disrupt natural ecosystems. It then explores cases of land use changes resulting from mining, logging, agriculture and human settlements, and then identify possible restoration measures that can aid ecosystem recovery across these landscapes. *Prerequisite: ECOL2200 Introduction to Ecology*

EDUC1100 Education Teaching Skills (Practicum 1) [PNGNQF Level 4] (15)

This unit is a practical introduction to the teaching-learning process with an emphasis on teaching skills such as lesson planning, reinforcement, explaining, questioning, and variability, creative use of resources and technology and application of classroom management skills. The course includes a 20-day practicum in formal classroom settings where students will demonstrate effective teaching by applying various skills learnt to enhance teaching.
Prerequisite: None

EDUC1200 Psychology for Educators [PNGNQF Level 4] (15)

An introduction to four key learning theories (behaviourist, cognitive-development, socio-cultural and informational processing) is provided in this unit. Human development and individual differences such as intelligence, creativity, motivation, emotions, personality and learning styles are also explored. The relationship between research and teaching and learning practice are actively pursued and applied to the secondary classroom setting. *Prerequisite: EDUC1100 Education Teaching Skills (Practicum 1)*

EDUC1300 Curriculum Studies – Physical Education and Personal Development [PNGNQF Level 4] (15)

Physical Education and Personal Development lessons focus on the knowledge and skills needed to effectively implement the primary school curriculum. It is concerned with a complete state of physical mental and social well-being of individuals, families and others in the community. Physical education is also an integral component of the curriculum offered in primary schools. The course covers sports, basic skills for physical fitness and movement control, ball games, running jumping, throwing, rhythmic movement and optional water and other recreational activities. Students acquire the skills to implement physical education with the lower and upper primary class and most importantly is to ensure safety and vigilance for possible accidents during physical activities. *Prerequisite: None*

EDUC1800 Curriculum Studies: Expressive Arts & Technology [Level4] (15)

This unit introduces student teachers to experience the work of art in drama, music and visual arts. The topics covered in this unit basically from the Expressive Arts units taught in both lower and upper primary Curriculum. This may enable students to understand, experience and reflect on how messages can be portrayed through the use of images, songs and action performances. Students can be involved in performing different drama techniques and music skills in order to develop their skills. Students can also acquire further understanding of a diverse range of art and craft by creating visual and tractile works. *Prerequisite: None*

EDUC2100 Teaching with Integrity [PNGNQF Level 5] (15)

This unit is an introduction to the principles underlying Christian Teaching in a secondary school including aims, objectives, curriculum and the interrelationships between students, staff, the organisation and administration. A significant part of the unit includes the personal spiritual formation of the teacher.
Prerequisite: None

EDUC2200 Understanding Student Differences (Practicum 2) [PNGNQF Level 4] (15)

This unit prepares the student teacher to meet and address the learners' differences with understanding and developing both formal and informal inclusive education practices using psychological and sociological perspectives that impact learning. The unit also provides students with a 20-day practicum to observe practices and approaches to addressing various issues facing different groups of people including disabilities in a school context. *Prerequisite: EDUC1200 Psychology for Educators*

EDUC2300 Societal Issues in Education [PNGNQF Level 5] (15)

This unit is an examination of current issues and selected trends that are impacting education in the context of South Pacific secondary classrooms. These include current educational, sociological, technological, health and lifestyle that influence not only the classroom but also the individual student, the teacher and the communities. *Prerequisite: EDUC1200 Psychology for Educators*

EDUC2600 Making A Living [PNGNQF Level 5] (15)

This unit will focus mainly on preparing the student teachers to be able to teach Making A Living as a subject in primary schools in PNG. The topics covered in this unit will focus mainly on developing skills, knowledge and attitude for both lower and upper primary students. This may further enable them to be self-reliant in having basic knowledge and skills of agriculture, wood work and a wise consumer within their communities. Making A Living is designed to meet the needs and improve the lives of students it serves. It also responds to the challenges of the students' environment using the available resources. Making a living captures cultural background knowledge and day to day activities. It further encourages teachers to draw on the students' cultural backgrounds to discuss and share a range of technologies that exist within PNG. Making a Living looks at applying skills and knowledge for personal use as well as for self-employment purposes in life both in school and after school.
Prerequisite: None

EDUC3100 Classroom Management [PNGNQF Level 6] (15)

This unit will engage students in analysing the factors that contribute to behaviour in the classroom, and in evaluating practical strategies aimed at appropriate responses. Students will explore the impact of various rules and routines to create a positive learning environment, and to promote effective classroom management. The role of differentiated instruction, various models of teaching and theories of

classroom management will also be explored. *Prerequisite: EDUC1200 Psychology for Educators.*

EDUC3200 Assessment in Education [PNGNQF Level 6] (15)

This unit is an examination of the role of assessment in education, both assessment for learning and assessment of learning with the philosophical principles of measurement, assessment and evaluation. Procedures for the preparation, supervision of learning and assessment and grading of various kinds of teacher-made tests is explored and applied to the students' teaching fields. An introduction to statistics is given in the context of procedures for recording and processing results. *Prerequisite: EDUC1100 Education Teaching Skills (Practicum 1)*

EDUC3300 Language A: Teaching Reading [PNGNQF Level 6]

(15)

This course contains a range of techniques and strategies involved in teaching and assessing reading in lower and upper primary. Teaching reading includes five modules: developing teaching resources, reading skills, teaching strategies, planning and programming language and assessing reading in lower and upper primary. It is designed to equip student teachers with knowledge, skills and strategies to develop children's reading skills, thus maximizing the learning potential of children in their classrooms. It is also anticipated that in the process of learning the content of this unit, student teachers will enhance their reading competence which will enable them to effectively disseminate these skills to the children. Students will also practice and gain Library skills which will include: cataloguing books, classifying books using the Dewey system, circulating accessioned books, ways to use the library effectively; develop an understanding of the Library literature which covers full text from selected publications and abstracts of periodicals, journals, and more, and learn the skills of managing effective school library. *Prerequisite: None*

EDUC3350 Language B: Phonics [PNGNQF Level 5] (15)

The ability to hear, identify, and manipulate phonemes will help the young learners to read and write. This unit Phonics will help the student teachers to understand, equip their self, produce teaching aids, and develop strategies and methods for teaching phonics to the developing learners. *Prerequisite: EDUC3300 Language A: Teaching Reading*

EDUC3500 Mathematics A: Space Measurements and Numbers [PNGNQF Level 6] (15)

The Enrichment Topics in Numbers is designed to assist student teachers to be confident in their ability to teach basic mathematic skills across all levels in the Primary School. This course covers spatial ideas and measurement activities such as describing our surroundings, planning our time, manipulating objects, and carrying out many simple tasks which play a vital role in many of our day-to-day activities. These activities require an understanding of space and measurement concepts. Because of the relevance and usefulness of these concepts, space and measurement strand is geared towards abetting future teachers to expand their knowledge on these ideas so that they can be able to solve a range of number problems, articulate their mathematical thinking and be confident and competent to teach number concepts to Primary School children. *Prerequisite: None*

EDUC3600 Curriculum Studies – Religious Studies (Practicum 3) [PNGNQF Level 6] (15)

An introduction to Bible teaching that emphasises the important role of the Christian teacher in the spiritual lives of students and commitment to Christ through Christian teaching methods. It provides teachers with the necessary skills and attitudes for

successful Bible teaching in Secondary Schools and the development and sharing of the Adventist faith. *Prerequisite: EDUC2200 Understanding Student Differences (Practicum 2)*

EDUC3650 Curriculum Studies – Mathematics [PNGNQF Level 6] (15)

Mathematics is basically a study of strategies and other teaching methods a teacher trainee could use in primary schools. This unit will help student teachers to acquire basic skills in facilitating EQUITY lessons as a receiving teacher (RT), and collaborating EQUITY lessons with the model Teacher (MT). The teaching strategies in this unit will be student-centred and activity-based. This unit also aims to build upon and respect students' different learning experiences, and provide a range of purposeful and challenging activities. It is envisaged that a supportive learning environment will be established, encouraging students to share ideas and to learn from one another. While exploring the teaching and learning of mathematics, student teachers will engage in a range of mathematical activities which will be selected from the different mathematics content areas to further develop their own mathematical thinking and to prepare them to use these activities in their school experiences. *Prerequisite: EDUC1100 Education Teaching Skills*

EDUC3900 Research Methods for Humanities & Education [PNGNQF Level 6] (15)

This unit prepares education students to interpret, evaluate and use research to guide their teaching practice. Students will also learn how to design, implement and present research. A range of quantitative and qualitative educational research methods are introduced, including survey, interviewing, observing, statistical analysis and action research. *Prerequisite: Successfully completed Year 2.*

EDUC4100 Curriculum Studies – Humanities (Practicum 4) [PNGNQF Level 7] (15)

Humanities: The unit is a theoretical and practical study of selected humanities and English curricula for Pacific Island secondary schools. The unit emphasises the use of humanities frameworks, course programming, the selection and evaluation of teaching methods, resources management and use, philosophy of humanities and English teaching and acquisition of demonstration and explanatory skills. The unit also provides opportunities for students to engage in professional teaching and learning in real classroom settings. *Prerequisite: EDUC1100 Education Teaching Skills*

EDUC4110 Curriculum Studies – Science (Practicum 4) [PNGNQF Level 7] (15)

The unit is a theoretical and practical study of selected scientific curricula for Pacific Island secondary schools. The unit emphasises the use of science and mathematics frameworks, course programming, the selection and evaluation of teaching methods, laboratory management and use, philosophy of science and mathematics teaching and acquisition of demonstration and explanatory skills. The unit also provides opportunities for students to engage in a professional teaching and learning in real classroom settings. *Prerequisite: EDUC1100 Education Teaching Skills*

EDUC4120 Curriculum Studies – Business (Practicum 4) [PNGNQF Level 7] (15)

The unit is a theoretical and practical study of selected business and ICT curricula for Pacific Island secondary schools. The unit emphasises the use of humanities frameworks, course programming, the selection and evaluation of teaching methods,

laboratory/resources management and use, philosophy of business and ICT teaching and acquisition of demonstration and explanatory skills. The unit also provides opportunities for students to engage in a professional teaching and learning in real classroom settings. *Prerequisite: EDUC1100 Education Teaching Skills*

EDUC4130 Curriculum Studies – Language (Practicum 4)
[PNGNQF Level 7] (15)

This unit examines English language teaching methods and strategies, learning styles and how best teachers can utilize these methods to meet pupils' learning needs. It equips student teachers with knowledge and skills in teaching English to speakers of other languages. Student teachers are encouraged to understand the unique relationship between language and culture in order to be patient with their students' language learning difficulties and to effectively assist them in the process of teaching and learning. The course also aims to help student teachers develop English competence in speaking, listening, reading and writing. *Prerequisite: EDUC1100 Education Teaching Skills*

EDUC4300 Curriculum Design and Development
[PNGNQF Level 7] (15)

This unit examines the various methods of curriculum design and analyses the strengths and weaknesses of the various methods. Specific attention is made to Outcomes Based Education and its application to Pacific countries. *Prerequisite: at least one Curriculum Studies unit*

EDUC4400 Counselling and Guidance [PNGNQF Level 7] (15)

This unit will focus on the principles of Christian counselling in the high school setting and on the needs of the adolescent and the qualities of an effective Christian counsellor. This unit has a theoretical and practical emphasis with specific counselling principles and techniques being taught in class and applied in real life situations. *Prerequisite: EDUC2200 Understanding Student Differences (Practicum 2)*

EDUC4500 Educational Leadership [PNGNQF Level 7] (15)

A study of key concepts in leadership as it applies to various educational settings. Students will examine the role of leadership in contexts of change, and explore their own personal philosophy of leadership and its relationship to personal and professional development. An understanding of educational administrative roles and functions will enable graduates to focus on ways they can use their leadership skills and influence to support their educational institution. The importance of the reflective practitioner will also be explored. *Prerequisite: Either EDUC4100 Curriculum Studies – Humanities (Practicum 4), EDUC4110 Curriculum Studies – Science (Practicum 4) or EDUC4120 Curriculum Studies – Business (Practicum 4)*

EDUC4560 Language D: Teaching Reading and Writing
[PNGNQF Level 7] (15)

This unit contains a range of techniques and strategies involved in teaching and assessing reading in lower and upper primary. Teaching reading includes five modules: developing teaching resources, reading skills, teaching strategies, planning and programming language and assessing reading in lower and upper primary. It is designed to equip student teachers with knowledge, skills and strategies to develop children's reading skills, thus maximizing the learning potential of children in their classrooms. It is also anticipated that in the process of learning the content of this unit, student teachers will enhance their reading competence which will enable them to effectively disseminate these skills to the children. Students will also practice and gain Library skills which will include: cataloguing books, classifying books using the Dewey

system, circulating accessioned books, ways to use the library effectively; develop an understanding of the Library literature which covers full text from selected publications and abstracts of periodicals, journals, and more, and learn the skills of managing effective school library.

EDUC4600 Language C: Teaching Writing
[PNGNQF Level 7] (15)

This unit is designed to equip student teachers with important knowledge, skills and strategies to effectively and confidently teach and assess writing in lower and upper primary schools in PNG. It covers four modules which include teaching and assessing writing in lower and upper primary, genres and English across the curriculum. It instils in student teachers an understanding of the importance of writing as a component of literacy. It is anticipated that student teachers will use these skills and strategies to develop young children's writing skills and a passion for writing, thus empowering the children of Papua New Guinea with skills needed to be successful in life. *Prerequisite: None*

EDUC4700 Science A: Biology and Physical Sciences
[PNGNQF Level 7] (15)

This unit is designed to provide an overview of topics that cover the main areas related to natural sciences and biology as identified in the syllabus for primary schools.

EDUC4720 Science B: Agriculture and Resource Science
[PNGNQF 7] (15)

This unit provides students with the knowledge and skills to implement agricultural projects in primary schools. The course covers subsistence and cash cropping, food crops, ornamental plants, improving soil fertility and sustainable practices for harvesting products from forests. It reflects agricultural skills for sustainable agriculture. Student teachers are encouraged to promote the value of a farming system and the value of using the traditional conservation methods which will sustain their immediate environment from exploitation and misuse for future benefit of our growing population. Students are exposed to gain confidence in being able to explain and carry out the ideas and skills associated with this most important aspect of everyday life in PNG.

EDUC4740 Science C: Health, Safety and Nutrition
[PNGNQF Level 7] (15)

This unit introduces students to important aspects of a healthful life style, including exercise, diet, stress and family dynamics on the physical, spiritual and social well-being of a person. Students are familiarised with the Personal Development syllabus and principles outlined in Ellen White's Ministry of Healing. Topics include: General Health, Body Systems, Diseases, HIV and AIDS, Essential Drugs and Drug Use, Food and Nutrition.

EDUC4800 Mathematics B: Problem Solving & Investigations
[PNGNQF Level 7] (15)

This unit introduces student teachers to problem-solving that involves the application of mathematical skills, logical reasoning and everyday problems. Real world problems are not presented in a neat and orderly manner like a page of 'sums' so it is important that students understand the operations and procedures so that in a problem-solving situation they know which operations and procedures will be used to solve the problems. It is important that they develop their mathematical reasoning to gain confidence in their ability to use different approaches in solving unfamiliar

problems in everyday situations as well as teaching confidently and competently in Primary Schools.

EDUC5100 Leadership for Learning [PNGNQF Level 8] (30)

The unit covers the complexities of leading learning and draws from a range of contemporary theories, beyond traditional leadership theories. Students have opportunities to explore leading practices in their own professional contexts, be it as a professional or a leader and engage with contemporary practice-based approaches to leading learning in a range of educational and learning contexts including Christian contexts. *Prerequisite: None*

EDUC5200 Philosophy of Adventist Christian Education [PNGNQF Level 8] (30)

The development of Adventist Christian education is explored from the early contributions to issues facing contemporary Adventist education. The impact of secularism, importance and impact of Integration of Faith and Learning and the importance of the role Christian educators and administrators play in promoting and maintaining the identity and philosophy of Adventist Christian education are considered. *Prerequisite: None*

EDUC5300 School Leadership and Management [PNGNQF Level 8] (30)

This unit explores in-depth principles and best practices of professional school administration from a Christian worldview. Special emphasis will be given to researched-based improvement practices that include effective leadership behaviours and teaching pedagogy and the role of the holders of teaching and learning responsibilities in the Adventist schools. *Prerequisite: EDUC5100 Leadership for Learning*

EDUC5400 Spiritual Leadership [PNGNQF Level 8] (30)

This unit seeks to develop a biblical-theological, historical and cultural understandings of school leadership and the significance of spiritual leadership in schools. Each student will gain insight into their leadership potential and maximize their influence through their spiritual formation. *Prerequisite: EDUC5200 Philosophy of Adventist Education*

ELEC1100 Elective: Arts Discipline A [PNGNQF Level 4] (15)

Students will be required to enrol in one of the approved units within their own School. Students will need to meet the prerequisite requirements to enrol in an elective.

ELEC1200 Elective: Arts Discipline B [PNGNQF Level 4] (15)

Students will be required to enrol in one of the approved units within their own School. Students will need to meet the prerequisite requirements to enrol in an elective.

ELEC2100 Elective: Ministry and Theology [PNGNQF Level 5]

(15)

Students will be required to enrol in one of the approved units administered in other schools. Students will need to meet the prerequisite requirements to enrol in an elective.

ELEC2200 Elective: Arts General Elective A [PNGNQF Level 5] (15)

Students will be required to enrol in one of the approved units within their own School. Students will need to meet the prerequisite requirements to enrol in an elective.

ELEC3100 Elective: Arts General Elective A [PNGNQF Level 6] (15)

Students will be required to enrol in one of the approved units within their own School. Students will need to meet the prerequisite requirements to enrol in an elective.

ENGL1100 Practical English Writing [PNGNQF Level 4] (15)

This unit is a practical approach to writing that includes the study of a variety of writing styles essential for both professional and academic purposes. It gives an exposure to ideas and techniques that will make writing more effective and enjoyable. It also encourages the building of students' competence and confidence as writers as they assess both theirs and others' writings and promotes distinguishing between different audiences. Special exposure is made to grant proposal writing. *Prerequisite: None*

ENGL1200 Applied Communication [PNGNQF Level 4] (15)

This unit offers instruction and experience on a selection of practical communication skills necessary in interpersonal, academic and professional contexts. Emphasis is placed on effective public communication, compelling arguments, logical reasoning, and persuasion. *Prerequisite: None*

ENGL2100 English Grammar & Usage [PNGNQF Level 5] (15)

This unit focuses on Standard English as it is employed today. It introduces phonetics, phonology and morphology but mainly focuses on syntax and semantics. Common sentence structure issues will be highlighted to heighten students' awareness of proper sentence structure. *Prerequisite: ENGL1100 Practical English Writing*

ENGL2300 Survey of Literature [PNGNQF Level 5] (15)

This unit is a critical study of the distinctive features of the major genres of literature- the short story, novel, poem and drama. Students examine writers' techniques for developing effective and interesting literary works. As they explore various ways of studying literature and its features, students develop analytical, interpretative skills and demonstrate appreciation of these literary skills. Students also discuss and demonstrate understanding of the criteria for literary excellence as they uphold high moral standards for teaching literature in Seventh-day Adventist Christian Education contexts. *Prerequisite: None*

ENGL2500 Creative Writing [PNGNQF Level 5] (15)

This unit focuses on the development of creative literary writing. It explores the complementary processes of planning, structuring, developing, editing and publishing literary texts, and creativity. In producing literary texts, students build on their critical and analytical skills from surveying literature and applying principles of language and grammar usage. *Prerequisite: None*

ENGL3100 Mass Media and Communication [PNGNQF Level 6]

(15)

The unit provides an overview of mass media and communication studies with a focus on the complex interrelationship of media and culture. The role of mass media in shaping cultural and social values is critically examined and attention is given to formulating Christian responses to mass media's influence in contemporary society. *Prerequisite: UNIV1100 Academic Skills for University Success*

ENGL3300 Post-Colonial English Literature [PNGNQF Level 6]

(15)

This unit is a critical study of English literature from the Pacific, African, Indian and West Indian regions, written by writers who have English as their second language. The selected texts are studied in

their cultural and historical contexts, with specific emphasis on the impact of the colonial experience and its influence on literary form, technique and subject matter. The impact of these literatures on their societies is also noted. *Prerequisite: ENGL2300 Survey of Literature*

ENGL4100 English in the Pacific [PNGNQF Level 7] (15)

The unit is an introduction to the postcolonial Indigenous literatures of Polynesia, Melanesia and Micronesia. The focus is Pacific literature in English, however, some translated literature from the region is also surveyed. Well established writers and emerging writers are studied in their socio-historical and cultural contexts. In addition, various examples of Western writing about the Pacific are explored. *Prerequisite: ENGL3300 Post-colonial English Literature*

ENGL4300 Themes in Literature [PNGNQF Level 7] (15)

This unit presents a course of literature which is organised around themes rather than literary genres. Each theme is explored through the study of a combination of poetry, drama, novels and short stories. In examining the works of different writers, students critically evaluate not only their ideas, but also their style and skill in expressing their beliefs and points of view. *Prerequisite: ENGL2300 Survey of Literature and ENGL3300 Post-colonial English Literature*

ENGL4500 Research Project in English [PNGNQF Level 7] (15)

This unit builds on Research Methodology and further elaborates on selected topics in research. The emphasis is on giving students practical experience in conducting a guided original research project in the area of English. The unit culminates with an oral presentation of the written project. *Prerequisite: HMNT3500 Research Methods for the Humanities and Education*

ENTR2100 Principles of Entrepreneurship [PNGNQF Level 5] (15)

A study of the principles and skills of entrepreneurship in the Melanesian context. It covers the processes of identifying and launching enterprises for the various forms of business. Topics include corporate entrepreneurship, business development strategies, business plans and the risk and rewards in an entrepreneurship journey. *Prerequisite: MNGT1100 Introduction to Management*

ENTR3200 Social Entrepreneurship [PNGNQF Level 6] (15)

This is an interdisciplinary course (unit) that examines social change through innovative solutions to social issues. Students in the course are expected to think critically about the role of the social entrepreneur in generating, leading, and sustaining social change. This course will assist students understand the nature of social entrepreneurship and to recognize how it may be used as tool to address social problems of different kinds in the South Pacific Islands. *Prerequisite: ENTR2100 Principles of Entrepreneurship*

ENTR4100 Venture Start-up Finance and Management [PNGNQF Level 7] (15)

This unit focuses on the potential funding sources for starting, growing, and managing of the entrepreneurial venture. Emphasis is given to attracting seed and growth capital from a variety of sources and methods of assessing those sources including developing and managing internal processes and procedures of best practices. Unit format includes: case analysis, writing a financial plan (group project) and reading on good management practices. *Prerequisites: ENTR2100 Principles of Entrepreneurship*

ENTR4200 Small Business Management [PNGNQF Level 7] (15)

A practical unit on the principles and problems of organising and operating a small business. Topics include procedure for establishing a new business, providing physical facilities, financing, organising and managing of the small business. The unit reviews advantages, disadvantages and challenges of going into small business. *Prerequisite: ENTR2100 Principles of Entrepreneurship*

ENTR4300 Entrepreneurship Growth Strategies [PNGNQF Level 7] (15)

This course focuses on the application of management and entrepreneurial concepts for an emerging business in the growth stage. Students will be exposed to a variety of tools and techniques used in growing a business. *ENTR2100 Principles of Entrepreneurship*

ENVS2100 Climate Change [PNGNQF Level 5] (15)

This unit reviews the scientific evidence on the causes and likely effects of human-caused climate change. Students will learn about the work of international collaborations such as the Intergovernmental Panel on Climate Change (IPCC) in reporting on the current climate change trends. Furthermore, students will gain an understanding of the climate change connections to the current catastrophic climate swings, the unpredictable changes in Major Ocean – current patterns and the spread of diseases due to an increased ecological range of pathogenic host species. Finally, this unit will help students to be more conscious of their actions because the present life we have is ephemeral. *Prerequisite: A pass in any Foundation Biology or any Foundation Physics*

ENVS2150 Environmental Pollution [PNGNQF Level 5] (15)

A brief introduction to environmental pollution by humans. Topics include; the modern methods of environmental pollution analysis, air pollution, water pollution and analysis, hazardous waste pollution, environmental modelling and analysis. *Prerequisite: ENVS2100 Climate Change*

ENVS2200 Occupational Health & Safety [PNGNQF Level 5] (15)

This unit teaches basic management principles related to effective implementation of the duty of care related to occupational health and safety. Students will gain an understanding of the legislative and policy provisions associated with occupational health and safety (OHS), rehabilitation, re-training and workers' compensation. Students will find a cooperative workplace and develop an injury prevention programme proposal based on the identification of workplace risks and costing of strategies for their control. *Prerequisite: A pass in any Foundation Biology or any Foundation Physics*

ENVS3200 Energy Technology [PNGNQF Level 6] (15)

This unit analyses energy generation systems with a particular focus on renewable energy. Topics include; solar, bio-mass, wind, hydro and other renewable energy sources as well as hybrid energy systems. *Prerequisite: A pass in any Foundation Biology or any Foundation Physics*

ENVS3210 Waste Management [PNGNQF Level 6] (15)

This unit covers waste water treatment and advanced engineering and scientific concepts and principles applied to the management of municipal solid waste (MSW). Student will gain an understanding of the various ways to protect human health and the environment and the conservation of limited resources through resource recovery and recycling of waste material. Topics for the waste water treatment include the removal of solids and the use of chemical and

biological processes for water purification. Also the treatment and disposal of the extracted solids are covered. Under Solid waste management, topics include the regulatory aspects and hierarchy of integrated solid waste management; characterization and properties of MSW; municipal wastewater sludge utilization; hazardous waste found in MSW; collection, transfer, and transport of solid waste; separation, processing, combustion, composting, and recycling of waste material; the landfill method of solid waste disposal which encompasses guidelines for design, construction, operation, siting, monitoring, remedial actions, and closure of landfills. Permitting and public participation processes, current issues, and innovative approaches are also addressed. *Prerequisite: ENVS2150 Environmental Pollution*

ENVS3300 Sustainable Development [PNGNQF Level 6] (15)
This unit investigates the natural resources of Pacific Island Nations and their sustainability within emerging economies. The impact of traditional methodologies under the influence of growing demand is studied with specific Papua New Guinean case examples. *Prerequisite: May be taken only by senior Environmental Science major students*

ENVS4210 Introduction to GIS [PNGNQF Level 7] (15)
This unit is an introduction to geographical Information System (GIS) that uses ArcGIS (a freely available software) to learn fundamental concepts that underlie GIS technology and examine techniques used to develop maps, visualize real-world features, discover patterns, and communicate information. *Prerequisite: ENVS2100 Climate Change*

ENVS4300 Environmental Policy [PNGNQF Level 7] (15)
This unit explores the environmental policy goal in the current international context. It also highlights the various political, historical and technological problems facing global ecologically sustainable development (ESD) policy-making. Finally, it evaluates the potential of various international and national agencies for implementing global ESD policies. *Prerequisite: ENVS2200 Environmental Pollution*

ENVS4310 Built Environment [PNGNQF Level 7] (15)
This unit provides an introduction into the fields of Building Services and Sustainable Engineering within the modern Built Environment. Topics include: definition, design and development of the built environment; human-environmental-technical dimensions of a built environment; the design and planning components of the built environment. *Prerequisite: ENVS2150 Environmental Pollution*

ENVS4350 Environmental Impact Assessment [PNGNQF Level 7] (15)
This unit is focused on understanding the environmental impact assessments, processes and legislation. The topics that will be learnt and appreciated during this course are environmental impact assessments (EIA), purpose of EIA and national environmental policy act and systems and other related topics. These topics will be learnt through major assessments, practical and field visitations in high environmental impacted areas. *Prerequisite: ENVS2200 Environmental Pollution*

GEOG1100 Introduction to Physical Geography [PNGNQF Level 4] (15)
This is an introductory unit into the nature and processes of the earth's spheres namely lithosphere, biosphere, hydrosphere, atmosphere and anthrosphere. Analyses is made of the divinely created and sustained interrelationships of nature and processes within and between each of the spheres and effects of sin and

human pursuits on the natural environment. Relevant geography skills and techniques will also be taught to enhance the understanding by students of environmental phenomena. *Prerequisite: None*

GEOG1500 Introduction to Human Geography [PNGNQF Level 4] (15)
This is an introductory unit into the human's cultural landscape, its sectors and their characteristics and processes that sustain human society's livelihood. It studies population, urbanisation and settlements, culture and society, language, religion, state, economy, and development components of agriculture, industry, services and resource issues. Relevant geography skills and techniques will also be taught to enhance the understanding by students of phenomena or people or objects under study. *Prerequisite: None*

GEOG2200 Pacific Islands Geography [PNGNQF Level 5] (15)
This regional geography unit adopts and integrates the theoretical and conceptual principles covered in HG130.1 and HG132.2 units to delineate, organise and structure the content of study into the Pacific Island's cultural regions of Melanesia, Polynesia and Micronesia including appropriate country case studies from each region. Relevant geography skills and techniques will also be taught or required to enhance the understanding by students of phenomena or people or objects under study. *Prerequisite: GEOG1100 Introduction to Physical Geography; GEOG1500 Introduction to Human Geography*

GEOG2500 Biogeography [PNGNQF Level 5] (15)
The study of physical geography, past and present distribution of the world's many animal and plant species including the examination of the physical environment and how it affected species and shaped their past and present distribution across the world. Specific studies will relate to assessments of animal populations in the historical, ecological, and conservation biogeography context and phytogeography (the past and present distribution of plants) and zoogeography (the past and present distribution of animal species). *Prerequisite: GEOG1100 Introduction to Physical Geography*

GEOG2600 Population and Human Geography [PNGNQF Level 5] (15)
This unit teaches the demographic change processes of fertility, mortality and migration with each of their measurable indicators and evaluates improvements of each process with the acceptable status, levels and quality of life by the human development approach. Its emphasis on human development is with attaining long-term well-being of the global population. *Prerequisite: GEOG1500 Introduction to Human Geography*

GEOG3100 History, Philosophy and Practice of Geography [PNGNQF unit 6] (15)
This unit examines critically the contemporary discipline of geography as having evolved from several integrated processes as a practice, philosophical construction, institutionalisation through geographic societies, and as an academic discipline of study. The study covers the period from its origins during the navigation, exploration and enlightenment eras to its modern and contemporary state as housed in geographic societies and at universities as an academic discipline of study. The unit trains contemporary geographers to focus on the synthesising nature of the discipline a tradition lost and endorsed as centering geography's relevance in addressing inter-sectoral issues of the century. *Prerequisites: GEOG1100 Introduction to Physical Geography; GEOG1500 Introduction to Human Geography*

GEOG3200 Skills and Techniques in Geography

[PNGNQF Level 6] (15)

This unit teaches conventional and contemporary geographic methods, skills, tools and techniques required in performing geographic analyses of phenomenon, places, population and things. It covers maps, photographs, graphs, tables, pictorials and include exposure and application where technology is available in the country and relevant to GPS, GIS, and remote sensing. *Prerequisites: GEOG1100 Introduction to Physical Geography; GEOG1500 Introduction to Human Geography; GEOG2600 Population and Human Development*

GEOG4100 Policy and Planning for Development

[PNGNQF Level 7] (15)

This unit introduces, explains and discusses the rationale and approach of sustainable development and identifies indicators for assessing progress of national and regional sustainable development goals. Evaluation is made of the achievements of indicators within the context of the region, countries, and sectoral development policy and plans where these are available. Fundamental policy making and planning mechanisms and processes for sustainable development are taught in conjunction with institutional and community governance, resilience and commitment to achieving these goals for the long-term wellbeing of the world's population. *Prerequisites: HMNT3100 Project Management and Policy Writing.*

GEOG4200 Current Issues in Geography

[PNGNQF Level 7] (15)

This unit introduces a variety of inter-disciplinary contemporary geography issues emerging from within globalisation, urbanisation, industrialisation, and environment to social, politics, economic and culture affecting the Pacific region. Known as cross-sectoral issues in development policy documents, these issues will be discussed with regard to the identification of inter-sectoral pathways and linkages for integrating appropriate conceptual and practical solutions. *Prerequisite: GEOG3100 History, Philosophy and Practice of Geography.*

GEOG4500 Research Project in Geography

[PNGNQF Level 7] (15)

This is an independent research unit for B.A Degree students majoring in geography who will implement a mixed methods research proposal prepared in *HMNT3500 Research Methods for the Humanities and Education* or one specifically prepared for this unit. A survey conducted should be analysed with SPSS and interpreted and written up. Interviews conducted to be transcribed, analysed and interpreted on themes and patterns. The conventions of deductive and inductive reasoning will be taken. Alternatively, students can elect to co-research with a faculty engaged in an ongoing research project to be expanded as a mixed methods study and be supervised by them to complete a research report following conventional structure. The rationale for a mixed methods research approach is in line with the synthesising nature of geography. *Prerequisites: GEOG3100 History, Philosophy and Practice of Geography; GEOG3200 Geography Skills and Techniques; HMNT3500 Research Methods for the Humanities and Education*

GRAD4000 Research Methods and Seminar [PNGNQF Level

7] (15)

The subject provides an overview of the process of formulating a research proposal; including the conceptualisation of a research question, the gathering of data, and the interpretation and analysis of the collected data. Emphasis is placed upon conducting ethical research, on research issues relevant to a South Pacific context,

and on the integration of Christian faith with research in relevant fields. *Prerequisite: None*

GRAD4600 Thesis [PNGNQF Level 7]

(15) The thesis is supervised research, equipping the student to meet rigorous research standards and to contribute to scholarship in the relevant field. While it involves original and independent research it is first and foremost a learning experience: learning the skills of research and exploring a topic in depth. The thesis will be between 10 000 and 20 000 words in length. *Prerequisite: None*

GRAD5000 Research Methods [PNGNQF Level 8]

(40) The unit is designed to support postgraduate students in developing their research project and to assist them in defining their mode of enquiry. The process of formulating a research proposal, including the conceptualisation of a research question, the gathering and analysis of data is explored. Students will be introduced to a range of research tools that will equip them to plan, organise and communicate their research. Ethical research guidelines are discussed. Research topics relevant to the South Pacific context, which integrate Christian faith, and which are aligned with PAU's research strategy are encouraged. *Prerequisite: None*

GRAD5010 Applied Research Skills for Ministry and Administration [PNGNQF Level 8]

(30)

This unit introduces ministers and administrators to basic applied research skills. Understanding how to utilise research to improve ministry and administration, to collect, analyse and interpret church and organisational statistics (such as church growth or tithing) and to undertake basic programme evaluations are the focus in this unit. *Prerequisite: None*

GRAD5200 Academic Writing [PNGNQF Level 8]

(20)

This unit sharpens the student's academic writing, reading and research skills. The subject covers the art of summarising, analysing, synthesising, and critiquing, which is vital for research writing and procedure. It is also designed to introduce basic APA/Turabian Style and PAU writing format through class activities and feedback. *Prerequisite: None*

GRAD5400 Directed Reading [PNGNQF Level 8]

(20) The unit provides opportunities for students to build skills in documenting, reviewing and synthesizing extant literature related to a particular research topic, using quality sources. Thesis supervisors are expected to provide a reading list of some essential books and journal articles. Assignments such as the Book Review and Annotated Bibliography are intended to provide sound preparation for the Critical Literature Review – a precursor of Chapter 2 of the thesis. Students are also required to explore how a Biblical perspective informs the topic. *Prerequisite: GRAD5000*

GRAD6000 Graduate Seminar – Part 1 [PNGNQF Level 9]

(20) The purpose of the Graduate Seminar is to provide quality research presentations as models for students to present their research both verbally and in writing, and then to familiarise students with the process of critical review by both peers and academics. The seminars include a mixture of lectures by selected faculty and visiting professors on research related topics, and

support on managing the research and writing process.
Prerequisite: GRAD5000, GRAD5400

GRAD6001 Graduate Seminar – Part 2 [PNGNQF Level 9]

(20) The purpose of the Graduate Seminar is to provide quality research presentations as models for students to present their research both verbally and in writing, and then to familiarise students with the process of critical review by both peers and academics. The seminars include a mixture of lectures by selected faculty and visiting professors on research related topics, and continuing support on managing the research and writing process. A poster presentation, coaching for the three-Minute Thesis presentation and the thesis abstract will occur during this semester.
Prerequisite: GRAD5000, GRAD5400, GRAD6000.

GRAD6002 Graduate Seminar – Part 3 [PNGNQF Level 9]

(20) The purpose of the Graduate Seminar is to provide quality research presentations as models for students to present their research both verbally and in writing, and then to familiarise students with the process of critical review by both peers and academics. The seminars include a mixture of lectures by selected faculty and visiting professors on research related topics, and continuing support on managing the research and writing process. A publishable article based on the student's own research, with analysis of the data, findings, conclusions and recommendations will be submitted as the culminating assessment task for this unit.
Prerequisite: GRAD5000, GRAD5400, GRAD6000, GRAD6001.

GRAD6200 Theological Research Methods [PNGNQF Level 9]

(20)

This unit explores biblical perspectives in areas consistently impacting humanity, applying Christocentric principles in a twenty-first-century context. By using relevant biblical, theological, and historical data, this unit provides an overview of the processes of theological research. It will enable selecting the best form of research: defining a research question, assembling a focused literature review, developing a research strategy and design, and leading to a targeted proposal while addressing any ethical concern relative to the research

GRAD6300 Thesis Progress 1 [PNGNQF Level 9] (40)

The thesis is supervised research, with regular meetings with the supervisor(s), equipping the student to meet rigorous research standards and to contribute to scholarship in the relevant field. By the end of this semester, Chapters 1-3 of the thesis will be submitted. The thesis is approximately 40,000 words in length. (Three semester each 40 credits.) *Prerequisite: GRAD5000, GRAD5400.*

GRAD6301 Thesis Progress 2 [PNGNQF Level 9] (40)

The thesis is supervised research, with regular meetings with the supervisor(s), equipping the student to meet rigorous research standards and to contribute to scholarship in the relevant field. By the end of this semester, Chapter 4 of the thesis – the analysis and findings of the research data should be completed. The thesis is approximately 40,000 words in length. (Three semester each 40 credits.) *Prerequisite: GRAD5000, GRAD 5400, GRA 6300*

GRAD6302 Thesis [PNGNQF Level 9] (40)

The thesis is supervised research, with regular meetings with the supervisor(s), equipping the student to meet rigorous research

standards and to contribute to scholarship in the relevant field. At the beginning of the semester the final Chapter of discussion and recommendations should be completed, and the final thesis submitted for processing and marking, two months prior to graduation. The thesis is approximately 40,000 words in length. (Three semester each 40 credits.) *Prerequisite: GRAD5000, GRAD5400, GRAD6300, GRAD6301*

GRAD6400 Mini Thesis (PNGNQF Level 9) (20)

The mini thesis is supervised research, equipping the student to meet

rigorous research standards and to produce a work that has the potential of being published in an academic or professional journal. It will follow the rules of a standard thesis, but with a reduced length to approximately 5,000 words, addressing an issue that the student has grappled with in their postgraduate work. *Prerequisite: GRAD6200 Theological Research Methods*

HIST1100 Introduction to History [PNGNQF Level 4] (15)

This unit examines historical enquiry and methods, reviews basic historical terminology and eras, and provides an introduction to researching and writing history. *Prerequisite: None*

HIST1200 Themes in World History [PNGNQF Level 4] (15)

This unit is a survey of the history of human civilization from the Fall of Rome to 1500 CE. Topics include the expansion of contacts among the centres of urban society and the development of non-European civilisations. *Prerequisite: HIST1100 Introduction to History*

HIST2100 Era of Expansion [PNGNQF Level 5]

(15)

This unit examines significant events and themes in world history during the 19th and early 20th centuries, up to and including World War I. Topics covered include the Industrial Revolution, European Colonisation, Imperialism in Asia and the Pacific, and World War I and its global effects. *Prerequisite: HIST1101 Introduction to History*

HIST2150 Era of Upheaval [PNGNQF Level 5]

(15)

This unit focuses on the twentieth century after the First World War. It examines the rise of totalitarian regimes; the Second World War and its global effects, the Cold War, and decolonization and independence movements in Africa and Central America. *Prerequisite: HIST2100 Era of Expansion*

HIST2400 Independence Movements and Post-Colonialism [PNGNQF Level 5] (15)

This unit examines a selection of independence and postcolonial movements from the twentieth century. *Prerequisite: HIST1100 Introduction to History*

HIST3100 The Making of the Modern World – Cooperation and Conflict [PNGNQF Level 6]

(15)

This unit examines the costs and consequences of twentieth-century and early twenty-first conflicts, including civil wars, regional and global conflicts. It also examines the international cooperation which has been used to resolve and avoid future conflicts. *Prerequisite: HIST2150 Era of Upheaval*

HIST3200 Pacific History [PNGNQF Level 6] (15)

A general history of the peoples of the South Pacific from early migrations and settlement, with more detailed studies of the development of the Island nations of Fiji, Samoa, Vanuatu, the

Solomon Islands and Tonga up to the present with an emphasis on significant events, personalities and issues; and on the themes of colonisation, decolonisation and the gaining of independence. *Prerequisite: HIST1100 Introduction to History*

HIST4100 History of PNG [PNGNQF Level 7] (15)

This unit stresses the continuity of the history of Papua New Guinea from "pre-contact" times to the present. The history of colonisation by Germany and England, the effect of the two world wars, the struggle to forge a national identity, the influence of missionaries, administrators, planters, merchants and others are all analysed as factors that strongly influenced the development of modern Papua New Guinea. Of particular focus, is the course the nation has taken since Independence, its problems, successes and its widening influence in the Pacific region. *Prerequisite: HIST1200 Themes in World History; HIST3200 Pacific History*

HIST4200 Modern South East Asia [PNGNQF Level 7] (15)

This unit is an overview of the history of South East Asia from colonial times to the present, tracing the evolution of South East Asia as a Major region of development and having increasing influence in the Pacific. The various countries of the region and their respective histories will be critically analysed. Topics such as colonisation, the struggles for freedom from colonial domination, the conflict between the political ideologies of Western capitalism and communism, the emergence of some South East Asian countries as significant economic powers, and the relationship of these countries to the South Pacific region will be critically analysed. *Prerequisites: HIST1200 Themes in World History*

HIST4500 Research Project in History [PNGNQF Level 7] (15)

This unit provides an opportunity for history majors to learn the historian's craft by being a historian. Each student will undertake a substantial project which demonstrates an understanding of historical research processes and the scholarly conventions of the discipline of history. *Prerequisite: HMNT3500 Research Methods for the Humanities and Education*

HMNT3100 Project Management and Policy Writing [PNGNQF Level 6] (15)

This unit teaches the concept and different approaches to doing project development, through project delivery and the sustainable management of these projects. Its main focus is to achieve standard project cycle components on a real project in the third year of the BA degree. The unit has a practical component of preparing and delivering a project during the mid-year through which students will implement and manage and complete a project for evaluation. *Prerequisite: None*

HMNT3500 Research Methods for the Humanities and Education [PNGNQF Level 6] (15)

This research unit introduces students to research and its process in preparation for undertaking research projects in fourth year. Students are taught steps in formulating a research problem, conceptualising a research design, constructing data collection instruments, selecting a sample, writing a proposal, collecting data, processing and displaying data and writing a research report. They are also instructed through relevant and appropriate workshops and exercises on how to conduct research, implement, analyse, interpret and write up data. *Prerequisite: UNIV1100 Academic Skills for University Success*

HMNT4100 Human Values and Professional Ethics [PNGNQF Level 7] (15)

This Christian Studies unit will focus on Christian ethics divinely imparted as human values including spirituality, integrity, work, service, virtues of respect, empathy, caring, sharing, honesty, courage, cooperation, commitment, and self-confidence as indispensable for systematising, defending and recommending an ethical value-driven lifestyle, professional career and work environment. *Prerequisite: None*

HMNT4400 Leadership, Organisation and Work Culture [PNGNQF Level 7] (15)

Leadership, organisation and work culture unit is linked to organisational practicum for B.A Degree students in their final year. A four-week practicum component is required to undertake a case study of an organisation through work experience. *Prerequisite: HMNT3100 Project Management and Policy Writing*

INFS1100 Introduction to Information Systems [PNGNQF Level 4] (15)

This unit is an introduction of the core concepts of Information System (IS) and its importance in the modern world around us. It introduces the students to the technological growth and changes that are experienced in the world today in different institutions, organizations, businesses, or by individuals. The unit provides a general overview on the implications of information systems on organizations, by describing what an information system is; presenting some IS applications and discussing the implications of information systems on social and human aspects *Prerequisite: None*.

INFS2100 Advanced Spreadsheets and Database [PNGNQF Level 5] (15)

The application of spreadsheets and databases used in an accounting environment. The spreadsheets section explores the use of formulas, workbook management, charting, analytical tools, linking and macros. Databases focus on the use of the tables, queries, forms and reports. *Prerequisites: BUSS1100 Intro to Spreadsheets and Databases.*

INFS2200 Introduction to Multi-media Design and Graphics [PNGNQF Level 5] (15)

The unit introduces students to the basic components of multimedia: text, graphics, animation, sound, and video. Students gain an introductory knowledge of various multimedia and design software programs. Students gain hands-on, technical, conceptual and aesthetic experience pertaining to the creation of multi-dimensional design and time-based media via an array of projects and demonstrations. *Prerequisite: None*

INFS3100 Information Systems Security [PNGNQF Level 6] (15)

This unit is an introduction to information security from an information systems perspective. The unit will introduce students to fundamental concepts in information system security, including operational issues, planning, and design. Topics will include confidentiality, integrity, and availability; risk; access controls and access control frameworks; security policies; authentication strategies and issues; auditing; using cryptography; security design issues; controlling information flows; malicious logic; and applying security principles. *Prerequisite: INFS1100 Introduction to Information Systems*

INFS3200 Management Information Systems [PNGNQF Level 6] (15)

This unit focuses on the growing importance of information systems and their impact on business management. The emphasis will be on information management issues and on how information systems management can be used as a competitive and strategic

tool. *Prerequisites: INFS2100 Advanced Spreadsheets and Databases*

INFS3300 System Analysis and Design [PNGNQF Level 6] (15)
A methodical approach to the development of computer systems including systems planning, analysis, feasibility study, design, testing, implementation and software maintenance including suitable hardware and software selection. A major group project will provide practice in systems analysis and design. The object oriented approach to systems analysis and design using UML is preferred over other approaches. *Prerequisite: INFS2100.2 Advanced Spreadsheets and Databases*

INFS4100 Website Development [PNGNQF Level 7] (15)
This unit builds on the general principles offered in INFS2100 Advanced Spreadsheets and Databases to help them learn and design a website. Throughout the semester, students will use different tools used by many organisations in developing dynamic web sites tailored for e-businesses. *Prerequisites: INFS2100 Advanced Spreadsheets and Databases*

INFS4200 Network and Operating System [PNGNQF Level 7] (15)
This course focuses on both the theoretical and practical aspects of computer networks and operating systems. The course includes key operating system concepts, installation and troubleshooting of recent versions of Microsoft Windows, computer security concepts, and basic performance monitoring. Networking concepts include a basic understanding of TCP/IP, DNS, the Internet and wireless networks. *Prerequisite: INFS1100 Introduction to Information Systems*

INFS4300 E-business Strategy and Systems [PNGNQF Level 7] (15)
This course provides an overview of e-business engineering from an architectural perspective, and introduces the fundamental concepts and frameworks of IBM patterns for e-business with which to examine the existing e-business models, the prevalent enabling technologies, and the strategic issues confronting the legacy firms. The efficiency, performance, capacity, and practical design of e-Business engineering systems will be covered. *Prerequisite: INFS 1100 Intro to Information Systems*

INFS4400 Databased Management Systems [PNGNQF Level 7] (15)
This unit introduces database design and creation using a DBMS product. Emphasis is on data dictionaries, normalization, data integrity, data modelling, and creation of simple tables, queries, reports, and forms. Upon completion, students should be able to design and implement normalized database structures by creating simple database tables, queries, reports, and forms. *Prerequisite: INFS2100 Advanced Spreadsheets and Databases*

MATH1100 Foundation Mathematics A [PNGNQF Level 4] (15)
This unit is designed to introduce students to university mathematics and to lay solid foundations for further study in Mathematics. Topics include an introduction to the set theory, algebraic expressions, theory of equations and inequalities, systems of equations, and algebraic and non-algebraic functions. *Prerequisite: Grade B in Yr. 12 Mathematics A (or equivalent)*

MATH1150 Foundation Mathematics B [PNGNQF Level 4] (15)
This unit is an extension of Foundation Mathematics A and continues to lay solid foundations for further study in Mathematics.

It includes topics on statistics, introduction to vectors, logarithms, trigonometry, and an introduction to differential and integral calculus and their applications. *Prerequisite: MATH1100 Foundation Mathematics A*

MATH2100 Calculus A [PNGNQF Level 6] (15)
An introduction to differential and integral calculus and its applications in other areas of mathematics and science (mainly physics). This unit extends calculus from senior secondary level to provide a sound foundation for more advanced study. Topics covered include algebraic and trigonometric functions and their graphs, continuity and limits; the derivatives of algebraic and trigonometric functions; implicit differentiation and differentials; first and second fundamental theorems of the calculus; and applications of integration to areas, volumes, rectilinear motion, work, fluid pressure, and force. *Prerequisite: MATH1150 Foundation Mathematics B*

MATH2150 Introduction to Abstract Mathematics [PNGNQF Level 5] (15)
This unit is designed to analyse the nature and techniques of proof in Mathematics. Particular emphasis is given to proofs in algebra, mathematical logic, set theory and geometry. It includes such topics as: mathematical logic, methods of proof, theory of sets and selected topics of Analytic and Euclidean geometry. *Prerequisite: MATH1150 Foundation Mathematics B*

MATH2200 Calculus B [PNGNQF Level 5] (15)
A revision of transcendental functions before introducing logarithmic and exponential functions including differentiation and integration. The hyperbolic functions are examined as functions of e . Topics studied include derivatives and integrals of the inverse trigonometric and hyperbolic functions; techniques of integration, by parts and by substitution (including trigonometric substitutions), rational functions by partial fractions. Improper integrals; L'Hopital's Rule; infinite series and convergence tests; the power series leading to Taylor and Maclaurin; differentiation and integration using the Taylor series; area in polar coordinates, parametric equations, tangent lines and arc length in polar coordinates. *Prerequisite: MATH1100 Foundation Mathematics A and MATH2100 Calculus A*

MATH3200 Computer Mathematics [PNGNQF Level 6] (15)
An introduction to the use of computer programming to generate algorithms and solve mathematical problems. A study of Microsoft Visual Basic is used to illustrate the way in which computers can be used in mathematics and science. *Prerequisite: MATH1100 Foundation Mathematics A and MATH1150 Foundation Mathematics B*

MATH3210 Number Theory [PNGNQF Level 6] (15)
This unit is designed to expose students to formal proof and rigor of abstract Mathematics. It provides deep insight in relations, mappings and operations and their properties; number theory with an emphasis on complex numbers and fundamentals of group theory. *Prerequisite: MATH2150 Introduction to Abstract Mathematics*

MATH3250 Statistics and Probability [PNGNQF Level 6] (15)
An introduction to the theory and practice of statistics with an emphasis on the statistical measures of data, statistical description of data, probability, distributions of random variables, discrete probability distributions, normal distributions, sampling theory and correlation, and correlation and regression. This course also requires students to do a full time practical of concepts learnt. *Prerequisite: MATH1150 Foundation Mathematics B*

MATH4200 Vector Calculus [PNGNQF Level 7] (15)

A study of vector analysis with an emphasis on differentiation and integration of vector valued functions; arc length, unit tangent and normal vectors, curvature and motion along a curve. Special topics include line integrals, Green's theorem, surface integrals of vector functions, the divergence theorem and Stokes' theorem. *Prerequisite: MATH2200 Calculus B*

MATH4310 Abstract Algebra [PNGNQF Level 7] (15)

An introduction to theory of algebraic structures and their properties. Topics include examples of groups, subgroups, homeomorphisms and factor groups, introduction to rings, integral domains and fields with special emphasis on the rings of polynomials and extension fields. *Prerequisite: MATH3210 Number Theory*

MATH4320 Numerical Method [PNGNQF Level 7] (15)

A study of the principles of computer operation; power series calculation of functions, roots of equations, non-linear simultaneous equations, matrices, determinants and linear simultaneous equations, numerical integration; ordinary differential equations, interpolation and curve fitting. *Prerequisite: MATH2200 Calculus B and MATH4340 Linear Algebra*

MATH4330 Differential Equations [PNGNQF Level 7] (15)

An introduction to the notation of differential equations and methods used for solving first-order and selected second-order differential equations including the Laplace transform and numerical methods such as the Runge-Kutta Method. *Prerequisite: MATH2200 Calculus B*

MATH4340 Linear Algebra [PNGNQF Level 7] (15)

An introduction to linear algebra with particular emphasis on applications in physics, engineering, ecology, business and economics. Topics include vectors, linear equations, vector spaces and inner products, linear mappings and dependence, matrix algebra, determinants, eigenvalues and eigenvectors, leading to multilinear algebra and tensors. *Prerequisites: MATH3210 Number Theory and MATH2200 Calculus B*

MATH4350 Geometry [PNGNQF Level 7] (15)

This sub unit ject provides students with the opportunity to broaden and deepen their understanding of Euclidean Geometry and extends the geometric experience to non-Euclidean topics and serves to unify the study of geometry as the result of a system of axioms. *Prerequisite: MATH2100 Calculus A*

MIDW4100 Foundations of Midwifery Practice [PNGNQF] Level 7] (15)

In this unit students will examine the legislation and professional standards governing midwifery in PNG. The role and scope of practice of the midwife is explored, acknowledging the importance of interdisciplinary collaboration and evidence-based practice. Providing care to women and families within the social, demographic and cultural context of PNG is introduced and key concepts around woman-centred care are explored including staff attitudes and respectful midwifery care. Midwifery practice will be explored within the overall context of recognition of fundamental human rights and the core responsibility of midwives to act within these parameters.

MIDW4200 Emergency Obstetrics and Neonatal Care [PNGNQF] Level 7 (15)

Emergency Obstetric and Neonatal Care (EMoNC) provides midwifery students with the essential knowledge and skills to manage obstetric and neonatal emergencies promptly and effectively. Students will learn how to identify risks and/or risk

factors, prepare for complications, early detection of difficulties, prompt management, triaging, stabilisation and referral where appropriate. Differentiation of practice possibilities between urban and rural practice areas will be considered. Conditions include postpartum haemorrhage, retained placenta, eclampsia, prolonged labour, abnormal presentations (breech, shoulder dystocia, transvers lie), cord prolapse, maternal collapse, puerperal sepsis, and emergency neonatal resuscitation and care. *Prerequisite: None*

MIDW4210 Neonatal Health [PNGNQF] Level 7 (15)

This unit identifies the first 24 hours and 28 days as the most vulnerable time in a child's life. Students will develop the skills and knowledge to identify the fetus at risk in pregnancy and labour, provide standard care to newborn babies and be able to competently resuscitate the infant in need. In addition, students will be able to accurately and promptly identify abnormalities and complications and respond to a wide range of conditions that impact on neonatal mortality and morbidity in PNG. Students will learn to practice within key guidelines including the IMCI 8 step checklist, the PNG NDoH Newborn Health Policy (2014), and the Standard Treatment Manual. They will also recognize the importance of working collaboratively with other health care professionals and appropriate ways and means of consulting and referring women and newborn babies. *Prerequisite: None*

MIDW4300 Midwifery Practice 1 [PNGNQF] Level 7 (15)

Midwifery practice 1 explores the physiological foundations of childbearing. The major theme for this unit focuses on the development of midwifery knowledge, skills and attitudes. Topics students will explore include the anatomy and physiology of reproduction and pregnancy, labour, childbirth and the postnatal period, psychosocial aspects of the childbearing woman, medication during pregnancy and childbirth, breastfeeding, and postnatal care. Understanding the normal processes of the reproductive period will allow students to develop into safe, competent practitioners. It will optimize outcomes through promotion of supervised birth, early detection of problems and prompt management and referral where appropriate. This theoretical knowledge will be linked with clinical midwifery care offered in all three reproductive phases; antenatal, intrapartum (labour and delivery) and the postnatal period. *Prerequisite: None*

MIDW4310 Midwifery Practice 2 [PNGNQF Level 7] (15)

This unit provides students with a sound understanding of complications that may occur in pregnancy, labour and during the puerperium. It includes comprehensive assessment and management of each problem. Students will be prepared to assess risk and critically examine each woman for indicators that would result in prevention, early detection and prompt, appropriate management of complications. Appropriate consultation and referral are also discussed. *Prerequisite: MIDW4300 None*

MIDW4400 Health Science Communication [PNGNQF] Level 7 (15)

This unit takes a two-pronged approach to midwifery literature. It develops students' abilities in effective reading, communicating and academic writing for learning as well as numeracy and study skills. It introduces students to critical skills, research skills, literatures and informational technologies. Skills in formal communication either as individuals or groups will be enhanced. The students will also be supported to develop the techniques necessary for effective self-

learning such as reflective practice, effective study habits, assignment writing and problem based learning. *Prerequisite: None*

MIDW4500 Sexual and Reproductive Health [PNGNQF] Level 7

(15)

In this unit students explore matters of sexual health that impact on the women of PNG. These matters may include general physical health as it impacts on childbearing, violence against women and the cultural and legal matters affecting woman. Factors related to fertility are discussed and the impact of fertility or infertility on the status of women is explored. Spacing of pregnancies and methods of fertility control are examined in detail. Students also study common gynaecological problems as well as sexually transmitted infections including HIV. *Prerequisite: None*

MIDW4600 Public Health and Reproduction [PNGNQF] Level 7

(15)

This unit introduces the student to key concepts of public health and health research related to reproductive health in PNG. Main sources of health related data in PNG are outlined and major international and national initiatives are discussed. The unit introduces students to epidemiology as the means to study health and disease in populations. Students will develop an understanding of how burdens of disease are measured, interpret research and evaluate programs. Data collection, monitoring and reporting at the local health centre level is an essential part of the midwife's role and the variety of statistics collected in PNG is explored. Identification of research types, appraisal of research pieces and application of research findings to clinical scenarios. *Prerequisite: None*

MIDW4700 Midwifery Leadership and Management [PNGNQF Level 7]

(15)

This unit has been designed to develop the midwife's role in clinical planning and leadership across health care and community environments. Meanings related to clinical planning will be explored as will styles of leadership and performance management and their application to clinical environments. Styles of problem solving will be examined with the relationship of style to problem examined. Constraints to planning, performance management and clinical leadership will be discussed along with effective and non-effective responses by midwives to specific situations. *Prerequisite: None*

MIDW4800 Sociocultural Influences on Maternal Health in PNG [PNGNQF Level 7]

(15)

This unit will enable students to identify social, religious and cultural factors (values, beliefs and behaviours) that influence a woman's ability to achieve optimal health and birth outcomes. The role of women in relation to men, family and community (village, church, school etc.) will be explored. Social, religious and cultural issues that impact on women's health and their ability to seek support and achieve optimal health are discussed. The importance of the midwife's role in respecting women's cultural values and recognizing the impact of negative attitudes of health care providers is explored. *Prerequisite: None*

MIDW4910 Midwifery Clinical Practicum 1

[PNGNQF Level 7]

(15)

The clinical practicum is based on the theory content covered in the first semester. Students will be placed in respective clinical areas- obstetrics and gynaecology ward, labour ward and antenatal clinic. Placements enable students to become competent in the basic midwifery skills of communication, interviewing, palpation, examination, birth and case presentation. Students will focus on

normal women and be closely supported by educators and experienced staff midwives. They will attend all unit rounds and will assist midwives and doctors in referral cases in antenatal clinic. *Prerequisite: MIDW4300 Midwifery Practice 1; MIDW4100 Foundation to Midwifery Practice; MIDW4200 Emergency Obstetrics and Neonatal Care.*

MIDW4911 Midwifery Clinical Practicum 2

[PNGNQF Level 7]

(15)

The clinical practicum is based on the theory content covered in the second semester, students will be placed in respective clinical areas - obstetrics and gynaecology ward, labour ward, and special care nursery. The emphasis in this rotation is on care of women with abnormal pregnancies, labours and births. Students will explore neonatal health status and its variations. They will further experience the management of gynaecological conditions. The students will also cover care of the postnatal mother and baby. Students will develop skills in family planning during this clinical practicum. *Prerequisites: MIDW4910 CP1; MIDW4310 MP 2; MIDW4500 Sexual and Reproductive Health; MIDW4600 Public Health and Reproduction; MIDW4210 Neonatal Health.*

MIDW4912 Midwifery Clinical Practicum 3: Rural Practice

[PNGNQF Level 7]

(15)

This unit will provide a clinical placement for students to experience rural health practice looking at limitations and opportunities for improving maternal and newborn health. It aims to enable students to conduct community profile analyses, needs analysis, develop and modify priority of health promotion strategies aimed at reducing maternal and newborn mortality and also to provide tools for students to utilise when working with rural staff in order to improve services through health worker education and joint clinic activities. They will use the community action and participation processes and work with key community groups and individuals to improve maternal and newborn health. The placement is for eight weeks and students will be supported at all times by the educators. *Prerequisites: MIDW4910 CP1; MIDW4911 CP2; MIDW4800 Sociocultural Influences on Maternal Health in PNG; MIDW4700 Midwifery Leadership and Management*

MIDW4913 Midwifery Clinical Practicum 4: Comprehensive Care [PNGNQF Level 7]

(15)

This capstone clinical unit encourages students to engage in all midwifery activities across the full range of professional midwifery practice as expressed by the NDoH and the ICM. Students will be involved in developing safe clinical decision making frequently expressed in plans of care, in implementing their clinical decisions and evaluating the health and social outcomes for women and their babies of these decisions. *Prerequisites: MIDW4910 CP1; MIDW4911 CP2; MIDW4912 CP3*

MNGT1100 Introduction to Management [PNGNQF Level 4]

(15) This unit introduces the fundamental concepts of management in organisations. Emphasis is placed on the evolution of management thought, planning and decision-making, organising, leading and controlling. Some ethical and social responsibilities of managers are also critically examined in this introductory unit. *Prerequisite: None*

MNGT2100 Organisational Behaviour [PNGNQF Level 5]

(15) The unit provides you the framework of understanding and having an appreciation of the human behaviour at today's work environment. The study's investigation include the individual, group and the entire organisation. The unit provides information on human factors that influence individual and organisational effectiveness such as variances in perception, personality, motivation, leadership styles, power, politics and others. The unit is a multi-discipline that

covers core theories, concepts and issues from the social science discipline, management, human resource management, sociology and psychology that tries to explain human behaviours exhibited at the working environment. *Prerequisite: MNGT1100 Introduction to Management*

MNGT2200 Principles of Marketing [PNGNQF Level 5] (15)

This is introduction to marketing theory and practice. It examines the major elements involved in the marketing process. Emphasis will be placed on analysing marketing from the perspective of the decision maker. Topics covered include: the marketing concept, the marketing environment, consumer behaviour, marketing strategies, and the construction and management of the marketing mix. *Prerequisite: MNGT1100 Introduction to Management*

MNGT3100 Operations Management [PNGNQF Level 6] (15)

This unit introduces the problems and issues confronting production and operations managers in manufacturing and service industries. Special emphasis is placed on operations scheduling, quality control, plant and facilities layout and location, line balancing, queues, production and inventory control, and limited forecasting methods. *Prerequisites: MNGT1100 Intro to Management*

MNGT3200 Management Not-for-Profit Organisations [PNGNQF Level 6] (15)

This unit is designed to introduce students to the non-profit sector and to provide them with the foundation knowledge about the role and purpose of non-profit organizations in contemporary society. Students will learn what distinguishes the non-profit sector from business and government, with particular attention given to the mission, corporate governance, organizational structure, funding, and culture. It also examines the statutory requirements of non-profit and explores the ways in which philanthropic giving and the use of volunteers shape the work of the non-profit sector. *Prerequisite: MNGT1100 Introduction to Management*

MNGT3300 Strategic Management [PNGNQF Level 6] (15)

This unit emphasises the importance of basing management decisions on a strategic view of organisations. It is designed to integrate the various functional areas of business and look at the problems of business from the point of view of the enterprise as a whole. It covers the following primary areas: the concept of corporate strategy; the fundamentals of strategic analysis; the formulation, development and implementation of strategy. This unit is taught with a major emphasis on case studies and analysis. *Prerequisite: MNGT1100 Introduction to Management and at least two 2000 level management units.*

MNGT3400 International Management [PNGNQF Level 6] (15)

This unit is designed to introduce students to special problems and issues facing managers in the management of international businesses. Emphasis is placed on managing across cultures, managing political risk and negotiations, organising international operations, decision-making and controlling international operations, human resource management, motivating and leading, ethics, investment and relationships with the host governments. *Prerequisite: MNGT1100 Introduction to Management*

MNGT4100 Human Resource Management [PNGNQF Level 7] (15)

This is an introduction to the study of human resource management. It covers key contemporary HRM issues and practice in the Asia-Pacific region. Topics include studies in determining human resource requirements, selection and developing human resources,

compensation and benefits, grievances procedures, managing labour relations, disciplinary actions and developments in human resource management. *Prerequisite: MNGT2100 Organizational Behaviour*

MNGT4200 Business Research Methods [PNGNQF Level 7] (15)

Development of a research proposal in preparation for undertaking business research projects in the future. Skills developed include formulating research problems and questions, critically reviewing relevant literature, selecting research design, selecting samples from population, constructing instrument for data collection, learning how to collect and analyse quantitative and qualitative data, understanding ethical issues involved in conducting research, and writing up a comprehensive research proposal. *Prerequisite: UNIV1100 Academic Skills for University Success*

MNGT4300 Project Management [PNGNQF Level 7] (15)

This unit involves a study of the project management process and how projects can help business achieve their strategic goals and objectives. Topics include strategy and culture, project selection, project management, risk management, cost estimation and budgeting, project scheduling, networks, duration estimation and critical path, resource management and project evaluation and control. *Pre-requisite: BUSS2200 Business Statistics*

MNGT5100 Management Theory and Practice [PNGNQF Level 8] (20)

This unit develops students' knowledge and understanding of a variety of management and organizational theories, as well as the analytical skills required to apply these theories and practice in organizations. The unit also develops students' critical thinking skills required to identify and evaluate the assumptions underlying management theories and practices in organizations. Students will develop reflective interpersonal communication, team and written skills, which are required for practice and evaluation of management in organizations. *Prerequisite: None.*

MNGT5200 Organizational Behaviour [PNGNQF Level 8] (20)

This unit emphasizes the application of behavioural science concepts for understanding of individual and group behaviour in organizations within an ethical framework. It introduces students to the frameworks that are useful for diagnosing problems involving human behaviour, helping them learn how to exercise leadership to solve problems from managing the motivation and performance of individuals and teams to leading at the executive level. Students develop analytical skills necessary to interpret and apply basic psychological and sociological research findings. Areas covered include Strategy lens, organizational diversity; Individual processes; groups, teams, and social processes; and the organizational context. *Prerequisite: None.*

MNGT5300 Leadership Theories [PNGNQF Level 8] (20)

This unit introduces an overview of organizational leadership, with the aim of developing knowledge, skills and understanding of the multifaceted nature of organizational leadership in relation to work-relevant factors. Concepts and issues examined in the unit include the nature of leadership; from management to leadership, traits, behaviours and relationships; contingency approaches; leadership vision and strategic direction; leadership communication; shaping culture and values; leading a learning organization; motivation and empowerment; leading teams; leadership and multiculturalism; and leading change. *Prerequisite: None.*

MNGT5400 Accounting for Management Decisions [PNGNQF Level 8] (20)

Accounting for Management Decisions provides students with an understanding of the role of accounting as a system of information gathering and reporting that plays an important role in business decision making. Students will be encouraged to apply theoretical learning to real world practices. This course is specifically designed for students with little or no prior knowledge in accounting. *Prerequisite: None.*

MNGT5500 Quantitative Methods for Management Decisions [PNGNQF Level 8] (20)

Quantitative Methods for Management Operations is a study of quantitative methods or tools for solving managerial problems. The emphasis of this course is to provide students with a working knowledge of quantitative tools available to them, and how these tools may be used to assist in making decisions and solving problems. Topics include data analysis, probability concepts and applications, breakeven analysis, decision trees, PERT/CPM, queuing theory, statistical quality control, forecasting, inventory systems and management, linear programming, location analysis, project management and transportation models. *Prerequisite: None.*

MNGT5600 Professional Ethics and Corporate Governance [PNGNQF Level 8] (20)

This unit aims to develop an in depth understanding of the underlying concepts of corporate governance, business ethics and corporate social responsibility which are relevant to the contemporary business environment. It is designed to foster students' understanding of the ethical influences on economic, financial, managerial, and environmental aspects of business. It further develops students' ability to critically analyse ethical issues in business, including the concepts and essential principles of corporate governance. *Prerequisite: None.*

MNGT6200 Change and Conflict Management [PNGNQF Level 9] (20)

Change, risk and conflict are characteristics of developing organizations and are integral to the context in which organizational leadership must function. This unit is designed to introduce managers to fundamental concepts and provide opportunity for them to develop insights and interpersonal skills to manage change, risk and conflict effectively. Students will evaluate and develop strategies for dealing with change, managing of risk and conflict, responding to and managing both with styles which take account of the culture of the organization and operate within an ethical framework.

MNGT6300 Human Resource Management [PNGNQF Level 9] (20)

This unit is designed to increase managers' effectiveness in managing people in organizations. Increasingly the effectiveness management of human resources is recognized as a key component of organizational effectiveness, sustainable competitive advantage and the quality of work life. The purpose of this unit is to examine the major functions of human resource management in the contemporary workplace. This unit is specifically directed at practicing managers and designed to increase professional knowledge, and analytical and operational competencies in human capital management practices. *Prerequisite: None.*

MNGT6400 Current Issues and Developments in Management [PNGNQF Level 9] (20)

This course is designed to cover current issues and developments in management. It will take the form of a seminar, open discussion and guest lectures relating to current issues developing within the science of management. The topics covered may include key concepts and issues in communication; perception, learning and personality; building groups and teams; conflict management and resolution; power and politics; organizational culture; motivation; diversity; leading and people management. *Prerequisite: None.*

MNGT6500 Strategic Management [PNGNQF Level 9] (20)

This unit focuses on the concept of strategy formulation and implementation by exploring the functions and nature of general management. The course serves as an opportunity to develop skills for strategic thinking and analysis, leadership, communication, teamwork, and cross-functional integration. Students learn about corporate and business planning and the implementation of organizational change through structures, systems and people. The approach adopted includes lectures, case analyses and action learning through group efforts. *Prerequisite: None*

MNTY1100 Health and Family Life (Practicum 1) [PNGNQF Level 4] (15)

The study of family dynamics and the mental, physical, spiritual and social well-being of the individual from child to youth including adulthood. This unit covers such issues as inter-personal communication, conflict resolution, stress management, self-concept and lifestyle choices in the context of key life transition points and accompanying health and youth issues. The unit includes practical application of family life theories in real ministerial setting over 4 weeks. *Prerequisite: None*

MNTY1300 Spiritual Formation [PNGNQF Level 4] (15)

This unit focuses on developing the personal devotional life of the pastor, as various spiritual disciplines are examined and practised. Different historical movements in the area of spirituality are noted, and the factors that lead to the spiritual development of children and youth are explored. *Prerequisite: None*

MNTY1500 Religion in the Pacific [PNGNQF Level 4] (15)

A survey of the history and beliefs of the main religions in the Pacific Region. This includes the main Christian denominations, the Christian cults, and some of the main non-Christian religions of Oceania. *Prerequisite: None*

MNTY2100 Discipleship (Practicum 2) [PNGNQF Level 5] (15)

This unit explores the principles and practices of church-centred growth within the Seventh-day Adventist context. Students are exposed to a variety of factors which contribute to church growth, including discipleship, discerning of spiritual gifts, use of small groups, and the role of the laity. The principles of Christian worship, relationship between church and community, and an understanding of church-health principles are also highlighted. The unit includes practical applications of discipleship concepts and theories in a real church setting over four weeks. *Prerequisite: MNTY1100 Health and Family Life*

MNTY2200 Homiletics [PNGNQF Level 5] (15)

The theory and practice of both voice production and sermon preparation. As well as the techniques of speech delivery, study is given to various types of public presentation, ensuring both logical argument and edifying content. *Prerequisite: None*

MNTY3100 Evangelism and Church Planting (Practicum 3)
[PNGNQF Level 6] (15)

The study of principles and practices of evangelism, with a focus on evangelism as mandate and process, on evangelistic strategies, the similarities and differences between public and personal evangelism, the psychology of decision making, the preparation of candidates for baptism, and on the integration of new members into the church. The unit includes practical application of evangelism and church planting theories in real church settings over 4 weeks. *Prerequisite: MNTY2100 Discipleship*

MNTY3400 Cultural Anthropology [PNGNQF Level 6] (15)

This is a study of the basic principles of anthropology and their application in diverse cross-cultural ministry situations. Students will seek to engage these principles in ministry within the multicultural environment of the Pacific. *Prerequisite: MNTY1500 Religion in the Pacific*

MNTY4100 Pastoral Care and Psychology (Practicum 4)
[PNGNQF Level 7] (15)

Explores the pastor's role, with special attention given to maintaining a balance between caring for the church and supporting his/her own family. Study will also be given to special services offered by the church, such as child dedication, baptism, communion, pre-marriage and pastoral counselling, weddings, funerals, and grief management. A practical component is included in order for students to apply the theories of local church administration in real church settings over 4 weeks. *Prerequisite: MNTY3100 Evangelism and Church Planting*

MNTY4200 Church Leadership [PNGNQF Level 7] (15)

A study of the theory and practice of Church Leadership. The theoretical study will include theories of leadership development as they relate to the church. The practical study will include such topics as communication, the process of change, practical skills and other relevant topics with the purpose of equipping the pastor to become an effective leader and an agent of positive change in the local church. *Prerequisite: MNTY4100 Pastoral Care and Psychology*

MNTY4300 Theology and Practice of Mission
[PNGNQF Level 7] (15)

A study of the biblical model of mission and application of the relevant principles to ministry today. The unit covers the biblical basis and models of mission, focusing on Jesus Christ who is presented as the central figure in mission. Historical and practical issues in mission will be explored, including the unique missiological opportunities and challenges facing the Seventh-day Adventist Church. *Prerequisite: MNTY3400 Cultural Anthropology*

MNTY5100 Spiritual Nurturing and Pastoral Care
[PNGNQF Level 8] (20)

This unit recognises that a personal connection with God is vital for the spiritual and emotional life of an Seventh-day Adventist minister and spiritual leader. Spiritual disciplines such as prayer, study, meditation, fasting, confession, simplicity and service for discipleship are applied in individual and group settings. Pastoral care for all ages and stages in life is examined through the family life cycle and the biblical metaphor of marriage. Individual differences, including temperament, that influence the spiritual development of children, youth and adults are explored and analysed. *Prerequisite: None*

MNTY5200 Preaching in Context [PNGNQF Level 8] (20)

This unit examines issues in the society that challenge members in the church, leading to the development of Christ-centered, Bible-based, and doctrinally-sound sermons. In the process students will learn to apply theological, communicational, and anthropological principles to the hermeneutical process in order to provide appropriate and relevant message for the people who hear the Word of the Lord. *Prerequisite: None*

MNTY6100 Professional Portfolio [PNGNQF Level 9] (20)

Students are introduced to the process of portfolio preparation as documentary evidence of their professional growth and achieved areas of competence in ministry, teaching and leadership. A variety of presentation formats are explored, as the professional portfolio is organised around ministry standards. Students will publicly present their portfolios as the final evaluation of this unit. *Prerequisite: None*

MNTY6200 Servant Leadership [PNGNQF Level 9] (20)

This unit explores the biblical-theological basis of servant leadership, and examines the synergy produced when leaders value people, operate from a perspective of humility, demonstrate active listening, affirm trust in their subordinates, and are motivated by a caring attitude. *Prerequisite: None*

MNTY6300 Discipleship in a Multi-Church Context
[PNGNQF Level 9] (20)

This unit is designed for the pastor who cares for multiple congregations to empower each of them in disciple-making. The study is given to the theology and practice of disciple-making to bring church renewal and revived faith, fostering union with Christ for each church member. It explores ways of introducing a wholistic ministry and building a discipleship community that reaches into the neighbourhoods, schools and workplaces. *Prerequisite: None*

NURS1100 Human Lifespan Development
[PNGNQF Level 4] (15)

This unit explores the concepts of lifespan development; physical, cognitive and psychosocial concepts in relation to major theorists and stages of human development from preconception through to the end of life. It also examined the psychosocial aspects in relation to social constructions, multiculturalism, health and wellbeing. Major topics includes: biological beginnings, infancy, early childhood, middle and late childhood, adolescence, young adulthood, middle and late adulthood, end of life, disability and the impact of environment on growth and development. *Prerequisite: None*

NURS1200 Anatomy and Physiology A [PNGNQF Level 4] (15)

A systematic approach to the integrated study of human anatomy and physiology with emphasis placed on diseases and health problems. Topics covered are: Body Organisation, Cells, Tissues, Blood, Circulatory System, Lymphatic System, Respiratory System, Digestive System and Introduction to Nutrition. *Prerequisite: None*

NURS1250 Anatomy and Physiology B [PNGNQF Level 4] (15)

A systematic approach to the integrated study of human anatomy and physiology, with emphasis placed on diseases and health

problems. Topics covered are; Renal System, Integumentary System, Skeletal System, Muscles, Nervous System, Endocrine System, and the Special Senses. *Prerequisite: NURS1200 Anatomy & Physiology A*

NURS1400 Professional Nursing A [PNGNQF Level 4] (15)

This foundation nursing unit explores professional issues relating to the history of nursing and health care, nursing and health care roles, issues and contemporary trends in nursing/health care, assessment processes, the meeting of basic holistic health care needs, foundational nursing care practices, and an introduction to the professional nursing competency standards concept. The emphasis within this unit is on professionalism of the nurse and facilitation of the student's development and mastery of beginning basic nursing care skills and practices. An intensive clinical practice is attached to this unit. *Prerequisite: None*

NURS1450 Professional Nursing B [PNGNQF Level 4] (15)

This unit extends the study of fundamental nursing practice as explored in NURS1400 Professional Nursing A. Study includes the application of theory to practice in relation to the topics of patient admission, physical examination, patient transfer, discharge of the patient, introduction to rehabilitation, outpatient care, administration of simple medications and simple dressings. An intensive clinical practice is attached to this unit. *Prerequisite: NURS1400 Professional Nursing A*

NURS1600 Applied Science for Nurses [PNGNQF Level 4] (15)

Scientific knowledge is essential to provide the intellectual foundation necessary for nursing care. The nurse must understand how the concepts in the natural and physical sciences are formulated. This course teaches the basic concepts in Chemistry, Physics and Microbiology that are foundational to the principles of nursing care. *Prerequisite: None*

NURS2100 Health Promotion for Nurses [PNGNQF Level 5] (15)

Previously, the main focus of primary health care practices was to diagnose and treat patients. The identification of risk factors for disease and the prevention of chronic conditions have become part of their everyday practice. This course provides the student nurse to become primary health care (PHC) practitioners in health promotion, in encouraging them to embrace innovation within their practice to streamline or reorganize the treatment processes and improvement of patient outcomes by facilitating and empowering the people and communities, to take control of decisions affecting their health. *Prerequisite: None*

NURS2200 Psychology for Nurses [PNGNQF Level 5] (15)

This unit traces the emotional, behavioural and thinking processes of individuals, and the influence society has on the person. The topic explores themes relating to human behaviour, and the behavioural characteristics of the individual from a psychological, sociological and transcultural perspective. *Prerequisite: None*

NURS2350 Maternal and Neonatal Care B [PNGNQF Level 5] (15)

This unit extends the concepts studied in NURS2900 Maternal and Infant Nursing A. The topic comprises methods of abnormal childbirth and neonatal care during labour, delivery and after birth. The key emphasis of the unit is based on the key result area (KRA) 5.2 – to provide safe and supervised delivery and KRA 5.3 – to improve access to emergency obstetric care (Papua New Guinea National Health Plan 2011-2020). An intensive clinical practice is attached to this unit. *Prerequisite: NURS2900 Maternal and Neonatal Care A*

NURS2400 Pharmacology for Nurses [PNGNQF Level 5] (15)

This unit is an introduction to the study of the science of pharmacology, as applied to nursing. The unit addresses the indications, contraindications, drug calculations, and common avenues for administration of drugs. An intensive clinical practice is attached to this unit. *Prerequisite(s): None*

NURS2800 Medical Surgical Nursing A [PNGNQF Level 5] (15)

This foundational professional unit in medical/surgical nursing leads the student to explore the foundations of professional nursing care of adults and aged clients who undergoing therapeutic nursing care pertaining to the following body systems; cardiovascular, respiratory, gastrointestinal and endocrine disorders. These body systems are integrated with major nursing themes and an overview of the nursing process concepts within the medical and surgical nursing context. An intensive clinical practice is attached to this unit. *Prerequisites: NURS1250 Anatomy and Physiology B and NURS1450 Professional Nursing B*

NURS2810 Medical Surgical Nursing B [PNGNQF Level 5] (15)

This unit builds up from Medical Surgical Nursing A. The topics include vital body systems and nursing themes relating to the following; urinary system, orthopaedics, nervous system, the eye, ear, nose and throat and the integumentary system. Theoretical learning is developed through on-campus problem-based learning workshops, together with an independent investigation of problems outlined in a study guide. These are incorporated to theoretical concepts and relevant supervised clinical nursing experiences. Professional nursing competency standards are learned and tested in relation to medical and surgical nursing skills. Safe practice is being mastered for nursing care of clients in clinical settings. An intensive clinical practice is attached to this unit. *Prerequisite: NURS2800 Medical Surgical Nursing A*

NURS2900 Maternal and Neonatal Care A [PNGNQF Level 5] (15)

This foundational unit addresses the use of the nursing process to assess, plan and implement the quality care of the childbearing women during their reproductive developing phase and problem-solving techniques to manage physical, emotional, social and ethical problems in the areas of reproductive health, and safe-motherhood, and gynaecological problems. The major emphasis of clinical areas are pregnancy (abdominal palpation), neonatal resuscitation at birth, counselling on family planning and HIV/AIDS. An intensive clinical practice is attached to this unit. *Prerequisite: NURS1200 Anatomy and Physiology A, NURS2200 Psychology for Nurses, NURS1100 Human Lifespan Development*

NURS3300 Paediatric Nursing [PNGNQF Level 6] (15)

The unit explores the fundamental aspects of Paediatric nursing. Other themes studied include the professional and safe care of children with congenital, respiratory, cardiovascular, kidney, digestive, skin problems, endocrine system, the eye, nose and throat, collagen, neurological system, orthopaedics, oncology, mental retardation, nutritional deficiencies, the poisoned and the battered child. Professional Paediatric nursing competency standards demonstration and students'/instructors observation, students practice, students return practice. An intensive clinical practice is attached to this unit. *Prerequisite: None*

NURS3400 Leadership and Management in Nursing [PNGNQF Level 6] (15)

This unit is an appraisal of the theoretical foundations of administration in nursing. Topics studied include theories of leadership and management, and their application to administration within the nursing environment. The topic also explores the issues

commonly experienced by new nursing graduates, in transition phase of moving from being a student, to a registered nurse.
Prerequisite: None

NURS3520 Community Rural Health Nursing [PNGNQF Level 6] (15)

This unit focuses on the advanced nursing care approaches used in rural and community nursing, and across lifespan. Applies theoretical and empirical knowledge in using the nursing process in rural community settings to promote, maintain and restore health. Focuses on trans-cultural nursing concepts, rural and home health care delivery. An intensive clinical practice is attached to this unit.
Prerequisite NURS1100 Human Lifespan Development

NURS3700 Spirituality and Health [PNGNQF Level 7] (15)

This unit strengthens the nurses' roles and functions in promoting holistic care with the conceptual framework of spirituality and health whereby students explore biblically that man is created in the image of God with perfect health and apply the body of knowledge and techniques to assist patients and others to meet their personal spiritual and health care needs within the Adventist mission-driven caring environment. *Prerequisite NURS1100 Human Lifespan Development*

NURS3800 Communicable and Non-Communicable Diseases [PNGNQF Level 6] (15)

The unit explores the introduction to public health issues in PNG, including Infectious Diseases, Lifestyle Diseases (Non-Communicable Diseases). The causes, signs, symptoms, management and possible complications of common communicable and non-communicable diseases relating to children and adults encountered in Papua New Guinea, are studied from a preventative and curative perspective. An intensive clinical practice is attached to this unit.
Prerequisite: None

NURS3900 Research Methods in Nursing [PNGNQF Level 6] (15)

This unit introduces the student to the study of research as applied to nursing. The topic involves the student in exploring research methodologies, conducting a literature review search, data collection, analysing evidence based research and critiquing research. *Prerequisite: None*

NURS3910 Mental Health Nursing [PNGNQF Level 6] (15)

The unit explores psychiatric illness, the methods used in the assessment of behavioural deviations, and the therapeutic approaches applied to maintain a stable state of human behaviour and mental health. At risk groups studied include: the care of the depressed, the elderly or neurologically impaired, children and adolescents, and persons presenting a personality disorder. An intensive clinical practice is attached to this unit.
Prerequisite: None

NURS3911 Perioperative Nursing [PNGNQF Level 6] (15)

This unit introduces the student to the foundations of Perioperative and the Operating Room Nursing. The study involves an inquiry into pre, intra and post-operative care management of the surgical patient, surgical asepsis and sterile technique, surgical instrumentation and equipment, anaesthetics and care during recovery. Perioperative skills are explored and practiced in the nursing laboratory until mastery is achieved. An intensive clinical practice is attached to this unit.
Prerequisites: NURS2810 Medical Surgical Nursing B

NURS4250 Research Project in Nursing [PNGNQF Level 7] (15)

The unit enables the student to grasp basic knowledge in relation to an establishment of the research problem, through a critical

appraisal of the various research methods and selection of an appropriate research design in order to conduct the proposed study. This unit concludes in the writing of a research proposal and its presentation.

Pre-requisite: NURS3900 Research Methods in Nursing

NURS4400 Palliative Care Nursing [PNGNQF Level 7] (15)

This unit is intended to teach students to care for adults with life limiting illness and to expand their knowledge in palliative care. The students will be taught in the principles and practice of palliative care required for practice. Nurses caring for patients with life limiting illness and their families require highly developed interpersonal skills, and knowledge of advanced concepts relating to assessment and management of physical and psycho-social symptoms to provide person-centered and holistic care and appropriate support. The role and functions of the palliative care nurse as a member of a multidisciplinary team and as an autonomous practitioner will be explored. An intensive clinical practice is attached to this unit.
Prerequisite: None

NURS4510 Transcultural Care [PNGNQF Level 7] (15)

This unit explores the transcultural theoretical concepts of human care, and the provision of culturally congruent care in nursing practice through the processes of cultural care maintenance, negotiation and restructuring. *Prerequisite: None*

NURS4520 Critical Care Nursing [PNGNQF Level 7] (15)

The professional unit introduces the learner to the study of the specialty of Critical Care Nursing. Topics studied in this unit includes; critical care models and concepts, critical care nursing practices and related skills and practices. Further the essentials of Holistic Health Care for critically ill patients. An intensive clinical practice is attached to this unit. *Prerequisite: None*

NURS4600 Rehabilitation [PNGNQF Level 7] (15)

This unit explores the scope and principles of rehabilitation within a health promotion context. Applications of rehabilitation will be applied to nursing through the use of the physical therapies of hydrotherapy and massage. An intensive clinical practice is attached to this unit. *Prerequisite: None*

NURS4800 Principles of Christian Ethics in Nursing [PNGNQF LEVEL 6] (15)

This unit deals with the principles of Christian ethics and its obligations to the professional nurse including the legal concepts are explored as applied to the nursing practice. The theoretical concepts of Christian ethics with its application to the practice of nursing are explored covering areas of the international Code of Nursing Ethics and its applications to nursing practice, professional liability and nursing/medical malpractice and its implications and promote a culturally safe environment in accordance with professional standard of practice in healthcare

NURS4900 Environmental Health [PNGNQF Level 7] (15)

This unit explores human environmental issues that impact adversely on the quality of human life from a physical, chemical, biological, and psycho/social/cultural point of view. These factors are studied from the perspectives of assessment, correction, control and prevention. *Prerequisites: None*

NURS4910 Nutrition [PNGNQF Level 7] (15)

A discussion of the different food groups, their functions, and the nutrients each food contains. It will also include why Breast Feeding is more important than formula feeding and nutrition policies for

Papua New Guinea, as malnutrition is an issue which significantly affects large numbers of the population in PNG, particularly affecting children. It is essential that health care professionals deliver quality and accessible nutritional health services and that malnutrition can be identified early and nurses and other healthcare workers are skilled in managing and treating cases of malnutrition among the under-fives as well as other nutrition related illnesses. An intensive clinical practice is attached to this unit. *Prerequisites:* None

PHYS1100 Foundation Physics A [PNGNQF Level 4] (15)
An introduction to Physics involving Mechanics, Structural properties of solids and liquids, thermodynamics and optics. *Prerequisite:* Year 12 Physics

PHYS1150 Foundation Physics B [PNGNQF Level 4] (15)
A continuation of the fundamentals of University Physics covering the areas of Electricity, Magnetism, Optics and elements of Modern Physics. *Prerequisite:* PHYS1100 Foundation Physics A

PHYS2100 Mechanics A [PNGNQF Level 5] (15)
Physics involving kinematics in one dimension, Newton's laws of motion, friction, circular motion, gravitation, work, energy, conservation of energy, linear momentum and collisions. *Prerequisite:* PHYS1100 Foundation Physics A

PHYS2150 Electricity and Magnetism [PNGNQF Level 5] (15)
An introduction to electricity and magnetism with an emphasis on electric charge, electric fields, Gauss's law, electric potential, capacitance, electric current, DC circuits, magnetism, sources of magnetic fields, electromagnetic induction, inductance, storage of energy in magnetic fields and electromagnetic oscillations. *Prerequisites:* PHYS1150 Foundation Physics B and MATH1150 Foundation Mathematics B

PHYS2210 Modern Physics [PNGNQF Level 5] (15)
An introduction to twentieth century physics with an emphasis on relativity, quantum theory, atomic and nuclear structure, solid state and elementary particles. *Prerequisites:* PHYS2100 Mechanics A and MATH1150 Foundation Mathematics B

PHYS2200 Light and Waves [PNGNQF Level 5] (15)
A detailed study of the wave nature of light including, reflection, refraction, lenses, interference, diffraction, and polarisation. *Prerequisites:* PHYS2100 Mechanics A, and MATH1150 Foundation Mathematics B

PHYS3200 Electronics [PNGNQF Level 6] (15)
An introduction to analogue electronics through pn junctions, diode circuits, bipolar junction transistors, small signal amplifiers, large signal amplifiers, frequency response of amplifiers and operational amplifiers, and investigations into digital electronics involving digital logic, and devices, sequential logic devices and display. *Prerequisite:* PHYS2150 Electricity and Magnetism

PHYS3220 Fluids and Heat [PNGNQF Level 6] (15)
A study of statics using vectors and of fluid statics, and fluid dynamics, oscillations (including simple harmonic motion), temperature and thermal expansion, kinetic theory of gases, heat and the First Law of Thermodynamics. *Prerequisite:* PHYS1100 Foundation Physics A and PHYS1150 Foundation Physics B

PHYS3330 Radiation Physics [PNGNQF Level 6] (15)
Health Physics or radiological health, as it is frequently called, is the area of environmental health engineering that deals with the protection of the individual and population groups against the harmful effects of ionising and non-ionising radiation. *Prerequisites:* PHYS2210 Modern Physics, MATH1150 Foundation Mathematics B

PHYS3340 Mechanics B [PNGNQF Level 6] (15)
An in depth study of Rotational motion about an axis, central forces involving rigid body dynamics, statics, kinematics of particles, Kepler's laws of Planetary Motion. *Prerequisite:* PHYS2100 Mechanics A

PHYS4300 Nuclear Physics [PNGNQF Level 7] (15)
A study of basic nuclear properties. Topics studied include basic nuclear structure, nuclear models, nuclear decay and radioactivity, interactions of radiation with matter and nuclear reactions. *Prerequisites:* PHYS2210 Modern Physics, PHYS3330 Radiation Physics and MATH1150 Foundation Mathematics B

PHYS4350 Environmental Physics [PNGNQF Level 7] (15)
A study of environmental radiation, environmental heat energy dispersion, physical processes such as pollution deposition and dispersal, the greenhouse effect phenomena, sea level changes, ozone layer effects, general climatic changes, physical models and physics instrumentation for environmental monitoring. *Prerequisite:* PHYS2100 Mechanics A and PHYS2150 Electricity and Magnetism

RSBU6100 Applied Research Methods and Practice [PNGNQF Level 9] (20)
This unit is an introduction to the philosophy, theory, methods, techniques, tools and ethics of research. There is a particular emphasis on a Christian epistemological and ontological basis of research, as well as research approaches and issues in the Pacific context. Students become fluent in the format of research, putting all these skills into practice in the preparation of a research proposal for a thesis or project. Students will be required to present their proposals in the form of graduate seminars. *Prerequisite:* None.

RSBU6900 Management/Leadership Research Project [PNGNQF Level 9] (20)
This is a guided independent research project to demonstrate the student's skills in the use of research methods and design. The research process normally includes description of the problem and purpose of study; limitations/delimitations, literature review; research methodology, data collection, data presentation and analysis; conclusions, implications and/or recommendations – leading to a paper appropriate for professional publication and/or presentation. (Length 25 -30 pages, not including appendix and references) *Prerequisite:* Completed all required units of the MLM program.

RSCH6100 Research Methods [PNGNQF Level 9] (30)
The unit provides an overview of the process of formulating a research proposal; including the conceptualisation of a research question, the gathering of data, and the interpretation and analysis of the collected data. Emphasis is placed upon conducting ethical research, on research issues relevant to a South Pacific context, and on the integration of Christian faith with research in relevant fields. *Prerequisite:* None

SCIE4300 Research in Science [PNGNQF Level 7] (30)

This unit introduces the basic concepts of research design and statistical inference as applied in scientific research. The students learn to apply the concepts and principles of research taught to prepare themselves to conduct an undergraduate research project. *Prerequisite: Can only be taken by final year science student.*

THEO2100 Survey of Church History [PNGNQF Level 5] (15)

A survey of the history of the Christian Church in global perspective from its New Testament origins to the contemporary era. *Prerequisite: None*

THEO2200 Adventist Heritage [PNGNQF Level 5] (15)

A study of the history of the Seventh-day Adventist Church from its roots in the Millerite Movement to its global presence today. The unit will focus on: (1) the historical development of SDA doctrine, lifestyle, and church structure; (2) the role, function, and contributions of Ellen White; (3) the history of the Seventh-day Adventist Church in the South Pacific. *Prerequisite: None*

THEO2300 Biblical Hermeneutics [PNGNQF Level 5] (15)

The unit provides a description, critical evaluation, and demonstration of major theoretical models and approaches in transforming Biblical reading. *Prerequisite: None*

THEO3100 Life and Writings of Ellen G. White [PNGNQF Level 6] (15)

A study of the life of Ellen G. White with an emphasis on the culture of her time, the nature and purpose of her writings, and the principles that govern their interpretation. *Prerequisite: THEO2200 Adventist Heritage*

THEO3200 Pacific Church History [PNGNQF Level 6] (15)

A study of the background, development, impact and prospects of Christian missions in the South Pacific region with a focus on the following mission agencies: the London Missionary Society, Anglican, Lutheran, Methodist, South Seas Evangelical Mission, Roman Catholic, and Seventh-day Adventist. *Prerequisite: THEO2100 Survey of Church History*

THEO3300 Revelation, Inspiration and the Bible Text [PNGNQF Level 6] (15)

A study of the biblical canon and its origin with a study of the development and transmission of the text of the Bible. *Prerequisite: THEO2300 Biblical Hermeneutics*

THEO4100 Principles of Christian Ethics [PNGNQF Level 7] (15)

An analysis of different ethical systems in the light of the Christian worldview, with a special emphasis on professional ethics for teachers and ministers, the practice of the ethical life and the analysis of ethical dilemmas. *Prerequisites: At least two 3000 level units*

THEO4300 Systematic Theology A [PNGNQF Level 7] (15)

A study of selected biblical and theological themes including revelation, inspiration, Christology, pneumatology, and ecclesiology. *Prerequisite: THEO3300 Revelation, Inspiration and the Bible Text*

THEO4350 Systematic Theology B [PNGNQF Level 7] (15)

A study of soteriology and distinctive Adventist doctrines, such as the Sabbath, second coming, judgment, sanctuary, eschatology, and anthropological conditionalism. *Prerequisite: THEO4300 Systematic Theology A*

THEO5100 Distinctive Doctrines of the SDA Church [PNGNQF Level 8] (20)

This unit is designed to study the particular Seventh-day Adventist doctrines resulting from their Biblical understanding. The unit covers principles such as Christ's ministry in heaven, the day of atonement, the investigative judgment, the three angels' messages, the eschatological remnant, the gift of prophecy, spiritism, health reform and the Sabbath. *Prerequisite: None*

THEO6100 Interpreting Ellen G White's Writings [PNGNQF Level 9] (20)

This unit provides an orientation in methods of research and interpretation of the written works of Ellen G. White. It covers the theological presuppositions of hermeneutics: revelation, inspiration, inscripturation and illumination, distinguishing between semantics and intent, which is practically applied in several given situations. *Prerequisite: None*

THES6000 Mini Thesis [PNGNQF Level 9] (20)

This mini-thesis aims to produce a work that can be published in an academic or professional journal. It will follow the rules of a more significant thesis but will only be 5,000 words in length, addressing an issue the student has grappled with in their postgraduate work.

THES6100 Thesis [PNGNQF Level 9] (90)

The thesis is supervised research project, equipping the student to meet rigorous research standards and to contribute to scholarship in the relevant field. *Prerequisite: RSCH6100 Research Methods*

UNIV1100 Academic Skills for University Success [PNGNQF Level 4] (15)

This unit prepares students for full participation and engagement in an undergraduate study by building awareness and understanding of the core values and expectations of academic culture, and provides practical strategies to assist students in achieving success in their studies. *Prerequisite: None*

LIST OF POLICIES

A full list of the various types of policies will be uploaded on the policy repository on the PAU website with user access permission to access them.

- Academic Documents Policy
- Academic Integrity Policy
- Advanced Standing and Articulation Policy
- Amending a Unit outline Policy
- Application for Advance Study Form
- Assessment Policy
- Credit Points Policy
- Graduate Attributes Policy
- Major and Minor Policy
- Nomenclature of Awards Policy
- Research Policy
- Research Proposal Review Form
- Unit Coding Policy
- Unit outline Policy
- University Quality Enhancement Policy and Guidelines
- Withdrawal Policy

Appendix A – DEFINITION OF TERMS

Advanced standing

This is a form of credit for any previous learning.

Aegrotat pass

A non-graded pass that is awarded to a student (on application) who falls ill immediately prior to the scheduled date of the examination or falls ill on the day of the examination and is unable to sit for the final examination.

Articulation arrangements

Articulation arrangements enable students to progress from a completed qualification to another with admission and/or credit in a defined qualification pathway.

Clinical Practice for Nursing

A series of (2-4) practical sessions taken outside of class time but totalling from 11 to 23 weeks per year. The practical sessions are taken in a range of clinical areas so that students can develop competence in the skills and practice of nursing.

Compassionate pass

A non-graded pass that is awarded to students (on application) who fail to sit their final examination or perform poorly because of death of a close family member prior to the scheduled date of the examination.

Compulsory Unit

A compulsory unit is a unit that is studied by all students within a course (e.g. ACCT1100 Introduction to Accounting 1 is a compulsory unit for all students enrolled in all Bachelor of Business courses).

Course

A regime of units that students are required to successfully pass in order to be awarded a Pacific Adventist University degree.

Course Plan

Course plan shows all the Units students are required to complete and the sequence in which these units must be studied. All Course Plans require approval by the School Dean before a student can be registered for a particular course.

Credit Points

The number of credit points allocated to each unit indicates its academic weighting. Unless otherwise stated, all Pacific Adventist University undergraduate units are currently worth 15 credit points, with some exceptions. As a general rule it is expected that a 15 credit point unit will require up to a total of ten hours per week participation in attending scheduled classes, tutorials and in individual study and research.

A postgraduate unit may vary between 20 and 30 credit points. A 20 credit point unit will require 15 hours per week, and a 30 credit point unit will require 20 hours per week of face-to-face class time, tutorials, plus individual study and research.

Cumulative Grade Point Average (Cum GPA)

The cumulative GPA represents the cumulative average for all the units taken in a course up to a given point of time. When a unit is repeated only the later result is included in the calculation. Practicum and Competency results are not included in the calculation of GPAs, nor are Transfer Credits used in the calculation of a GPA.

Double Major

A cluster of two strands, (such as Accounting and Management), which enhances a degree from following the normal single strand e.g. Accounting.

Elective Unit

A unit that is not necessarily a unit in the selected major or minor disciplines area of the student.

Exit Award

An award that may be available to students who are unable to fulfil the requirements of the course in which they are enrolled in but who have completed the requirements of a lower-level qualification.

Grade Point Average (GPA)

A simple numerical index of a student's academic performance. It is calculated by multiplying the numerical value of a grade by the number of credit points for a unit, adding up the grade points for all units, then dividing the result by the total number of credit points. A semester GPA represents the average grade for the units taken in a particular semester, including any intensive units taken during the break immediately preceding a semester.

Graduate

Graduate qualifications may involve study in an area other than one's first degree. This allows students to change unit areas and, in some cases, prepare for employment in a certain field, e.g. teaching. Graduate qualifications consist of 5000-6000 level units and include graduate certificates and graduate diplomas.

Graduation Statement

This is a supplementary statement to the testamur and record of results that provides additional information to enhance understanding of the qualification by students, employers, industry, professional association and internationally.

Major

A specialised discipline area that students select when studying for a degree for example, Bachelor of Business majoring in accounting and management.

Major Content Units

A cluster or sequence of ten units giving a student advanced knowledge in the content of one of his/her selected fields. In addition to the two foundation units related to the same cluster in the first year of the programme, a major usually includes the study of no less than 2 at 4000 level.

Minor

A supplementary discipline that is taken together with the selected major.

Minor Content Units

A cluster or sequence of five units giving a student basic knowledge in the content of a single discipline.

Nested qualifications

Qualifications that include articulated arrangements from a lower level qualification into a higher level qualification to enable multiple entry and exit points.

PNGNQF qualification

A PNGNQF qualification is the result of an accredited completed program of learning that leads to formal certification that a graduate has achieved learning outcomes as described in the PNGNQF.

Postgraduate

A postgraduate is a student studying at a more advanced level in the area of their first (undergraduate) degree. Postgraduate qualifications consist of 5000-6000 level units (PNGNQF 8 and 9) and include honours and master's degrees, postgraduate certificates and diplomas, and (PhDs).

Practicum

A session of between four to six weeks' duration taken during the year, but outside of class time, in which a student develops and demonstrates practical skills related to the course taken.

Required Unit

Any unit that is not an elective.

Unit Area

The general field of study within a single academic discipline (e.g. Accounting, Chemistry).

Unit

Prescribed number of individual components of a course.

Unit outline

Lecturers prepare a unit outline for each unit they teach. This outline is handed out at the beginning of the semester and gives details of the content, outcomes, assessment tasks, and any other requirements for that unit. The document is called the Student Unit Outline (SUO).

Undergraduate

An undergraduate is a student who is studying for their first (Bachelor) degree or a sub-degree award such as a Certificate or Diploma. The qualification this student pursues is called an undergraduate degree, e.g. Bachelor of Education (Secondary), Bachelor of Nursing.

Volume of Learning

The volume of learning is a dimension of the complexity of a qualification. It is used with the level criteria and qualification type descriptor to determine the depth and breadth of the learning outcomes of a qualification. The volume of learning identifies the notional duration of all activities required for the achievement of the learning outcomes specified for a particular PNGNQF qualification type. It is expressed in equivalent full-time years.