College of Micronesia-FSM Curriculum Handbook

College of Micronesia-FSM
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Approved:

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Mission Statement

The College of Micronesia-FSM is a learner-centered institution of higher education that is committed to the success of the Federated States of Micronesia by providing academic and career & technical educational programs characterized by continuous improvement and best practices.

Overview of this Handbook

This is an updated version of the *Curriculum and Assessment Committee* handbook dated May 2013 authored by Karen Simion who was then the Dean of Academic Programs and science professor Dr. Kathy Hayes. New developments with curriculum and assessment at the college have made it necessary to change the name of this manual to *Curriculum Handbook*.

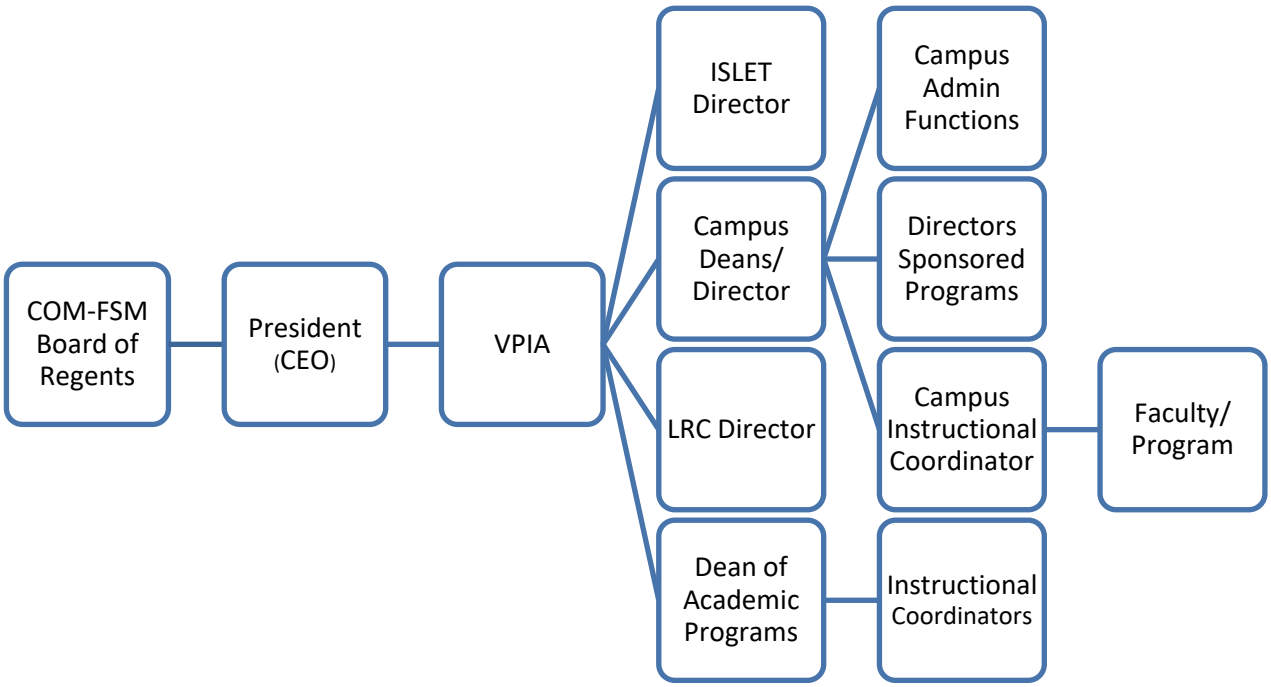
The *Curriculum Handbook* describes the current policies and processes for curricular development and revisions at COM-FSM. Included are processes for course development, certificate, degree, and non-credit programs, and certification of part-time faculty. The appropriate forms used for each process are available along with specific directions for completion and examples of completed forms when available. The contents of this handbook are reviewed and updated annually.

Key Terms & Abbreviations

Term/Acronym	Explanation
Academic Program	Any combination of courses and/or requirements leading to a degree or certificate.
Instructional Program Review	Evaluation of the entire program including two years of assessment of student learning outcomes, student achievement data, and program viability data.
AA Degree	Associate of Arts Degree
AAS Degree	Applied Associate of Arts Degree
ACCJC	Accrediting Commission for Community and Junior Colleges
ALO	Accreditation Liaison Officer
AS Degree	Associate of Science Degree
CC	Curriculum Committee
CSLO	Course Level Student Learning Outcome
DAP	Dean of Academic Programs
DCTE	Director of Career and Technical Education
IC	Instructional Coordinator
ISLET	Institute for Student Learning and Excellence in Teaching
ISLO	Institutional Student Learning Outcome

IT	Information Technology
LRC	Learning Resource Center
OIE	Office of Institutional Effectiveness
PSLO	Program Level Student Learning Outcome
TOR	Terms of Reference
VPIA	Vice president of instructional affairs
WASC	Western Association of Schools and Colleges

Organization of the COM-FSM Instructional Department



Curriculum Committee

The COM-FSM Curriculum Committee is part of the institution's overall structure of participatory governance defined as "…the process through which all members of the college community can engage in purposeful dialogue and share in the development of policies, procedures, goals, plans, and recommendations to improve academic quality, curriculum, integrity, student learning programs and services, institutional effectiveness, financial stability, and mission delivery" (BP 2200).

Terms of Reference[1]

At COM-FSM the Curriculum Committee (CC) functions in accordance with its college-approved governance document: the CC Terms of Reference. The TOR are reviewed each August by CC and revised as necessary. The recommended TOR goes to the VPIA for review and recommendation to the Executive Committee by September 30, of each year. The Executive Committee must notify each committee of approved TOR by October 15 of each year. The approved TOR is posted to the college web site at wiki.comfsm.fm/Committee_Terms_of _Reference.

Authority

The CC operates through the authority of and reports to the President. Recommendations from the committee are submitted through the Dean of Academic Programs (DAP) and/or Director of Career and Technical Education (DCTE) to the Vice President for Instructional Affairs (VPIA) for approval by the President.

Purpose

The CC makes recommendations to the President through the Dean of Academic Programs (DAP) and /or Director of Career and Technical Education (DCTE) and forwarded to the VPIA on matters relating to curriculum, instructional programs courses and academic policies and procedures.

Membership

The members of the Curriculum Committee are selected at the beginning of each academic year and must include:

- Chuuk Campus Program Representative (2)
- Kosrae Campus Program Representative (1)
- FMI Program Representative (1)
- Yap Campus Program Representative (1)

[1] Revised Fall 2018

- Achieving College Excellence Program Representative (1)
- AAS Technology & Trades Program Representative (1)
- CoA Technology & Trades Program Representative (1)
- Agriculture & Natural Resource Management and CoA Agriculture and Food Technology Program Representative (1)
- Business Administration/Computer Information Systems Representative (1)
- Education Program Representative (2)
- Micronesian Studies & Trial Counselor Program Representative (1)
- Public Health and Nursing Program Representative (1)
- Liberal Arts and Liberal Arts HCOP Program Representative (1)
- Marine Science Representative (1)
- Hospitality & Tourism Management and CoA Business Program Representative (1)
- General Education Program Representative (1)
- Learning Resource Center Representative (1)

Membership must be kept within a limit of 19.

Responsibilities of committee members are to:

- Regularly prepare for and attend committee meetings;
- Actively participate in meetings;
- Share information on committee discussions, recommendations and decisions with the COM-FSM and gather input from their area of representation;
- Carry out assignments.

Organization

The CC will elect members to be Chair, Vice-chair and Secretary prior to the beginning of an academic year.

The chairperson's responsibilities are to:

- Prepare and distribute the agenda prior to each meeting;
- Preside over meetings;
- Ensure the terms of reference for the committee are met and matters brought before the committee are judiciously addressed;
- Ensure committee minutes, reports, and recommendations are completed and appropriately disseminated in a timely manner;
- Forward recommendations through the DAP or DCTE to the VPIA for approval/action by the President within 5 working days;
- Communicate with the VPIA's office for feedback on recommendations;
- Distribute the official minutes to the VPIA, President and COM-FSM community.
- Maintain a file on all minutes.

The responsibilities of the vice chairperson are to:

- Assist the chairperson with the above responsibilities.
- Preside over meetings in the absence of the chair.
- Upload or publish approved minutes (and documents) on the CC and COM-FSM Wiki page.

The responsibilities of the secretary are to:

- Review the meeting agenda with the chair and vice chair;
- Take and prepare accurate minutes;
- Record attendance of committee members;
- Distribute the minutes to the CC members for review 5 working days after the meeting.

The ex-officio member responsibilities:

- A non-voting member representing the VPIA's office
- Will provide needed background information and clarification on academic policies or issues brought before the CC.

The VPIA should act as a "secretariat "position (secretariat = administrative support) to the CC.

Meetings and Voting

All CC meetings are held biweekly. The schedule is determined at the beginning of each academic term. The chairperson can call special meetings or upon consent of the majority of the members reschedule the regular meetings. Meetings can be held face-to-face or via teleconferences or other communication technologies. Twenty-five percent of membership constitutes a quorum for discussion purposes. A majority vote of all members is required to act on a motion. Electronic voting can be utilized when necessary. When a member does not vote, it is recorded as a "non-vote" and all other votes should be recorded as yes, no or abstain. When voting is required, the chair will work to ensure that all members vote so there is a minimum of non-votes. Results of electronic voting are to be documented in the next committee meeting minutes.

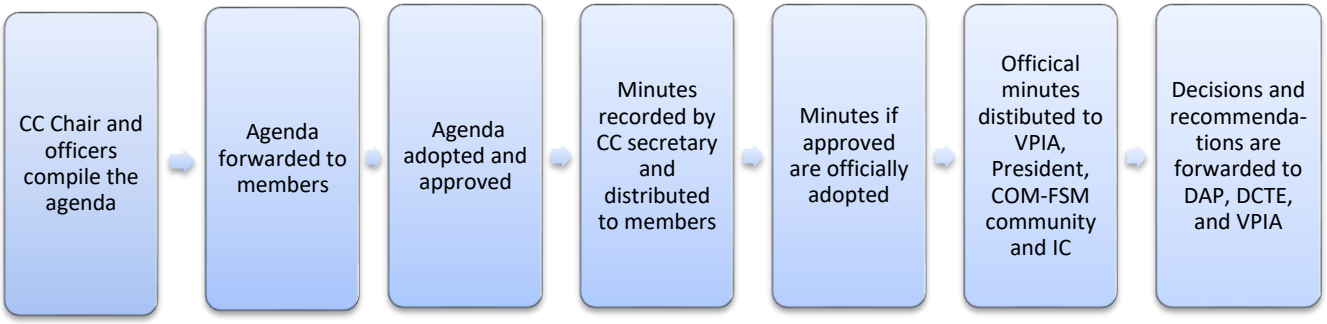
Responsibilities

The responsibilities of the CC are to:

- Review proposed Board policies and/or procedures assigned to the committee;
- Review and recommend for approval all new and modified instructional programs and course outlines – this includes regular college offerings and short-term training;
- Review recommendations made in instructional assessments, evaluations, and recommend strategies for improvement to instructional administrators.

Communications & Distribution of Information

Agenda items may be submitted to the chairperson by the COM-FSM community through the respective instructional coordinators and/or DAP. The chairperson compiles the agenda with the assistance of the vice chair and secretary and forwards it to committee members prior to meetings. All meetings are to have minutes that are to be distributed electronically within five working days of the meeting to members for their review. Members are to comment within the next five working days. The minutes, if approved are officially adopted at the next meeting. Electronic voting may be utilized when necessary. The chairperson distributes the official minutes to the VPIA, President, and COM-FSM. The chair maintains a file on all minutes. Following each meeting, the chairperson informs all concerned of decisions and forwards recommendations from the committee to the DAP, DCTE and VPIA. The chairperson also updates the members of the action taken on the committee's recommendations. Committee members convey concerns and input on current issues from their respective areas to the committee. They also discuss the issues being addressed by the committee and share committee minutes with the community they represent.



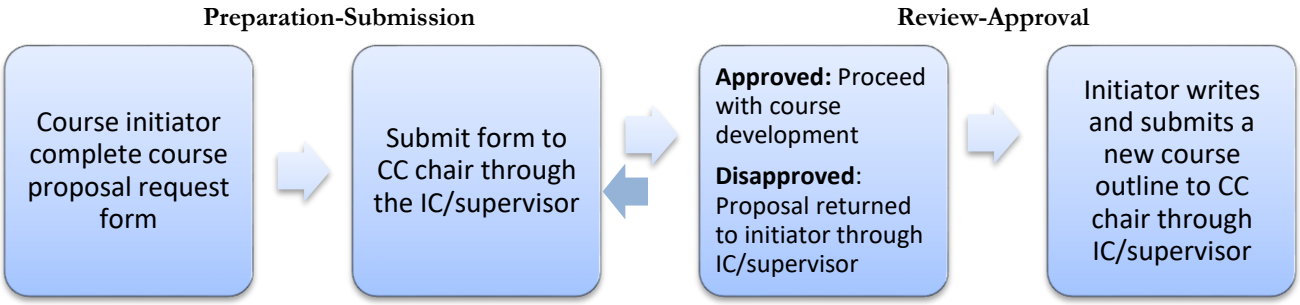
Courses

This section provides information on the processes for course development, new course proposals and writing the course outline. Information on revising existing course outlines or discontinuing a course is also provided in this section.

New Courses

A faculty member, an academic division, an administrator, or an interested citizen may propose a new course. A proposal for a course must go through preliminary review by the appropriate academic division staff to determine need and avoid duplication.

Whoever is seeking to develop a new course for approval is known as the "course initiator." To propose a new course the "course initiator" must follow the steps below.



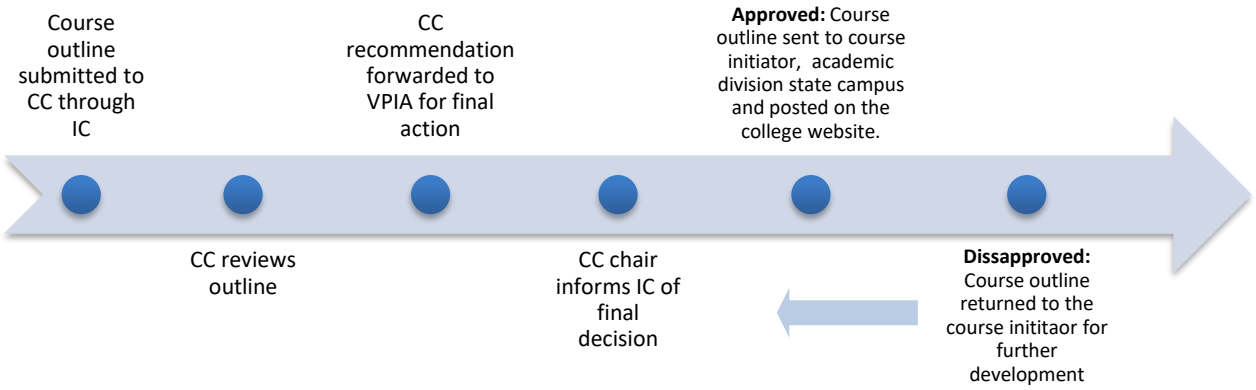
Pathway for Gaining Approval for a New Course

How to Gain Approval for a New Course Proposal

1. Obtain and complete a course proposal request form. The form can also be obtained from curriculum committee chair (CC), VPIA, instructional coordinators, or state campus dean's offices.
2. Submit the completed course proposal request form to the instructional coordinator or supervisor. If the new course cannot be identified with any of the existing academic divisions, the completed request form is submitted to CC chair. See the example of a completed course proposal request in Appendix C.
3. If the instructional coordinator, or committee chair approves the request, proceed with the next step by completing the course outline. If your proposal is not approved, it will be returned to you with feedback.

How to Complete a New Course Outline

Follow the procedure outlined below for writing a new course outline:



Pathway for Completing a New Course Outline

1. Upon approval to proceed, write the course outline following the accepted format.

2. Attach a completed cover page to the course outline, except for the department and number.

Hint

1. *Review course outline rubric. for accepted responses on each section of the course outline form.*

3. Select several faculty members and potential instructors to review/edit the draft outline. *See Rubric.*

4. Submit the proposed course outline to the CC chair through the instructional coordinator.

5. If CC recommends the course for approval, the committee chair signs the course cover page and forwards the proposed course outline to the VPIA for final action. Upon receipt of the VPIA's decision, committee chair informs the instructional coordinator of the final action.

6. The approved course outline is kept in the VPIA office and copies are sent to the course initiator, appropriate division, state campuses and the outline is posted on the college web site at www.comfsm.fm/?q=node/180. The DAP adds the course information to the *Catalog* and Student Information System when the course is due to be implemented. If the course outline is not approved, it is returned to the course initiator for further development.

Checklist for course outline

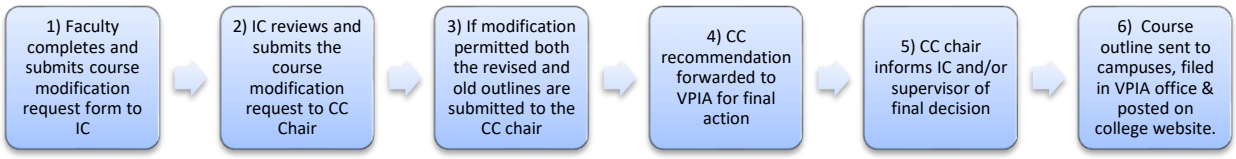
____Course proposal approved
____Draft outline reviewed by faculty
____CC recommends for approval
____ICs informed
____Cover Page complete
____Outline meets rubric standards
____VPIA signs for approval
____Outline posted

Existing Course Outlines

This section provides directions on modifying existing course outlines and deleting course outlines. Course outlines are revised at least every five years or as indicated by student learning outcome assessment results (BP 3206). CC maintains a master list of course outlines with approved dates and revised dates.

How to Revise an Existing Course Outline

When a course outline is due for revision/updating the program faculty in collaboration with the instructional coordinator initiates the process as shown below.



The Pathway for Revising an Existing Course Outline

1. The program faculty completes and submits request for course modification to the IC.

2. The IC reviews the request for completeness and authenticity and submits the request to the CC Chair. An example of course modification request is located in Appendix F.

    a. If the request for the course modification is not approved, the committee chair informs the IC of the decision and provides feedback.

    b. If the request is approved, the IC informs the program faculty members

3. The faculty members revise the course, the same course outline format for new courses is also used for course modification, and then submit the *revised* course outline to the CC committee chair through the IC along with a copy of the *old* course outline. Sample of a complete course modification is on Appendix G.

4. CC reviews the course outline using the course outline checklist and sends their recommendation to the VPIA (through the DAP) for final action.

5. The committee chair informs the academic divisions through the instructional coordinator of the VPIA's decision on the revised course outline.

6. The revised course outline is kept in the VPIA office and copies are sent to the course initiator, appropriate division, state campuses. DAP sends the outline to IT for posting on the college web site at www.comfsm.fm/?q=node/180. DAP adds the course information to the *Catalog* and Student Information System when the course is ready for implementation.

Checklist for course modification

____Course modification proposal approved
____Course outline approved by VPIA
____ Revised outline posted
____Submit *old* and *revised* course outline
____ICs and faculty informed

How to Discontinue a Course

Sometimes a course is no longer needed or hasn't been taught for several years. A division or campus may recommend to remove courses from the catalog by following the steps below.

Pathway for Discontinuing a Course

1. A division/campus may request that a course be discontinued at the college by submitting a memorandum to CC through the instructional coordinator. Conditions for discontinuation of a course are:
    a. if the course has not been taught for three years;
    b. when the program is revised and the course is no longer required.

2. The committee chair reviews the request with CC and sends their recommendation to the VPIA for final action.

3. The committee chair informs the academic divisions through the instructional coordinators of the VPIA's decision on the request to discontinue a course.

4. The VPIA requests IT to remove the discontinued course from the online *Catalog*.

Instructional Programs

COM-FSM offers associate degrees, certificates of achievement, and non-credit trainings. This section explains the processes for designing, reviewing, and evaluating programs at the college. The process for deleting a program is also found in this section. Table 1 lists the instructional programs currently offered at the college and the campuses where the programs are offered.

Table 1. COM-FSM Instructional Programs

Degree	Campus	Certificate (continued)	Campus
1. Agriculture and Natural Resource Management (AS)	NC	3. 3rd Yr. Teacher Prep-Elementary	CC, KC, NC, YC
2. Business Administration (AS)	NC	4. 3rd Yr. Specialist in Public Health	NC
3. Computer Information Systems (AS)	NC	5. Trial Counselor	NC, CC, YC
4. Hospitality and Tourism Management (AS)	CTEC	6. Agriculture and Food Technology	CTEC, CC, KC, YC
5. Liberal Arts (AA)	NC	7. Bookkeeping	CTEC, CC, YC
6. Liberal Arts/Health Career Opportunities Program (AA)	NC	8. Community Health Assistant Training	YC
7. Marine Science (AS)	NC	9. Secretarial Science	CTEC, CC, YC
8. Micronesian Studies (AA)	NC	10. Cabinet Making/ Furniture Making	CTEC
9. Nursing (AS)	NC	11. Motor Vehicle Mechanics	CTEC
10. Pre-Teacher Preparation (AA)	CC, KC, NC, YC	12. Carpentry	CTEC
11. Public Health (AS)	NC	13. Construction Electricity	CTEC
12. Building Technology (AAS)	CTEC	14. Electronic Engineering Tech.	CTEC, KC, YC
13. Electronic Technology (AAS)	CTEC, KC, YC	15. Refrigeration and Air Conditioning	CTEC
14. Telecommunications Tech. (AAS)	CTEC	16. Nursing Assistant	CC, KC, NC, YC
15. Elementary Education (BS)[2]	NC	17. *Navigation	FSM-FMI
Certificate	**Campus**	18. *Fishing Technology	FSM-FMI
1. 3rd Yr. Accounting	NC	19. *Marine Engineering	FSM-FMI
2. 3rd Yr. General Business	NC		
Campus Abbreviation Key: CTEC=Career and Technical Education Center; CC=Chuuk Campus; FMI=Fisheries Marine Institute; KC=Kosrae Campus; NC=National Campus; YC=Yap Campus		*The FSM-Fisheries and Maritime Institute (FMI) in Yap offers non-credit programs in Navigation, Fishing Technology, and Maritime Engineering. Students are awarded a certificate of completion.	

[2] Implementation in Fall 2019

Degree Programs

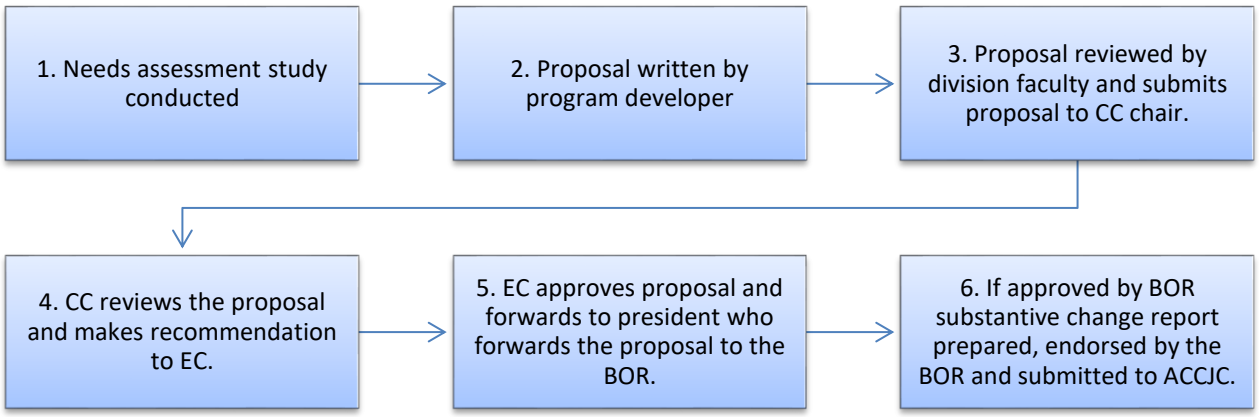
COM-FSM currently offers seven associate of science, four associate of arts, and three applied associate of science degrees as follows.

Associate of Science	Associate of Arts	Associate of Applied Science
AS in Agriculture & Natural Resources	AA in Liberal Arts	AAS in Building Technology
AS in Business Administration	AA in Liberal Arts/Health Career Opportunities Program	AAS in Electronic Technology
AS in Computer Information Systems	AA in Micronesian Studies	AAS in Telecommunications Technology
AS in Hospitality & Tourism Management	AA in Pre-Teacher Preparation	
AS in Marine Science		
AS in Nursing		
AS in Public Health		

How to Gain Approval for a Degree Program

Hint
Minutes of meetings with stakeholders, committee minutes, and/or surveys provide evidence of practicality for establishing new programs.

Faculty must consult with educators and leaders of the college as well as the community about the practicality of a new degree program. After establishing practicality, you must carefully follow the steps below for proposing a new degree program.



Pathway to Gaining Approval for Degree Program

The faculty of an academic division may initiate a new degree program. The procedure for submitting a request for a degree program is as follows:

1. The faculty members complete the application for program implementation, which includes a needs assessment study and a new program implementation plan. A proposal is developed if the results confirm the need for developing the degree program.

2. The program developer writes the proposal , which includes rationale, instructional program learning outcomes, implementation procedure, complete suggested schedule, description of new courses, staffing needs and budget.

3. Division faculty reviews the proposal and submits it to the CC chair. An example of a degree program implementation proposal is on Appendix U.

4. The CC reviews the proposal and makes a recommendation to Executive Committee for action.

5. If Executive Committee approves the proposal, it is forwarded to the President for recommendation to the Board of Regents.

6. If approved by the Board of Regents, the program developer along with DAP, VPIA, and ALO prepare a substantive change request which is endorsed by the Board of Regents and submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) for final approval.

Hint

Substantive change requests must follow the guidelines in the ACCJC policy on substantive changes. Such requests are accepted only three times each year. See the policy and schedule at the following URL: www.accjc.org/ substantive-change Normally, substantive change requests are not accepted if an institution is on ACCJC sanction.

Checklist for degree program implementation:

_____Application for implementation approved:
- _____Needs assessment study
- _____Program implementation plan

_____Division faculty review of proposal

_____EC recommendation

_____Substantive Change request

_____ACCJC Approval

_____Proposal includes:
- _____Rationale
- _____Program learning outcomes
- _____Implementation procedures
- _____Suggested schedule
- _____Description of new courses
- _____Staffing needs
- _____Budget

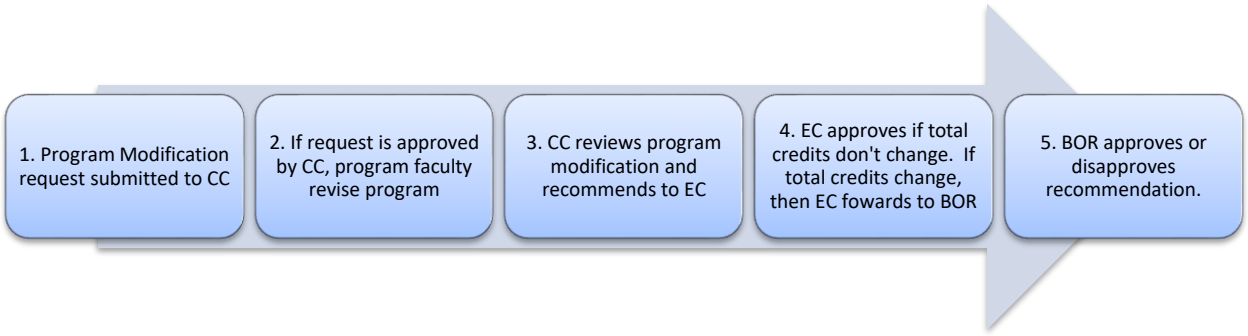
____CC review and recommendation

____BOR approval

____Substantive change endorsed by BOR

How to Modify a Program

Academic programs are modified based on the results of program assessment, program review and program prioritization. Using information gathered from the above processes, the instructional coordinator along with program faculty initiate the request for program modification. Following are the steps for a program modification.



The Pathway for Program Modification

1. The instructional coordinator submits a request to modify a program to CC.

2. If the proposal is approved, the instructional coordinator along with division faculty revise the program and submit a proposal to CC along with the old program.

3. The committee chair reviews the revised program with the CC and sends recommendation to the VPIA for recommendation to Executive Committee for final approval if the modification does not include changes in total number of credits.

4. If the total number of credits will change, then the program modification is submitted to Executive Committee for recommendation to the Board of Regents for final action.

5. BOR approves and recommends substantive change if necessary.

Hint:
Major changes in programs such as changing 50% of the requirements, changing the name, or changing the location where the program is offered require substantive change requests. *www.accjc.org/substantive-change*

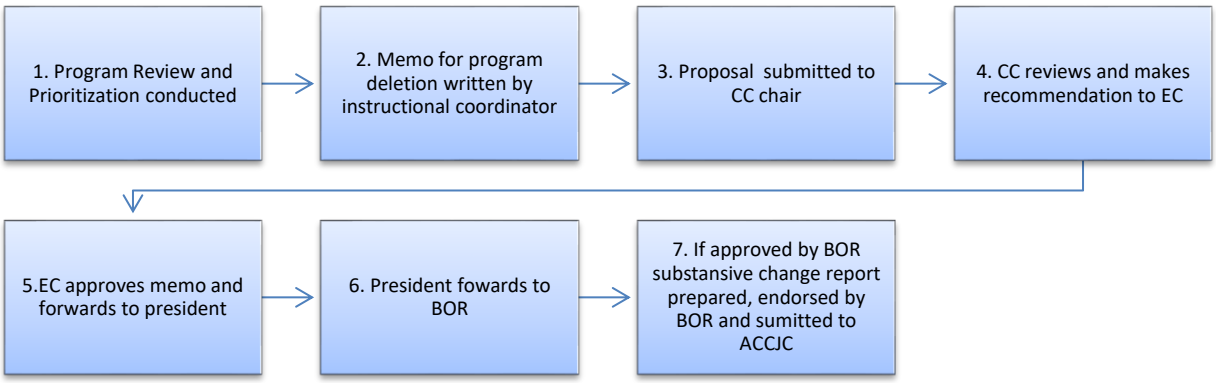
Checklist for program modification

____ Request to modify approved (includes assessment results for justification)
____ Program faculty review revised program
____ Submit revised program and old program to CC for recommendation
____ CC submits to EC for approval or recommendation to BOR
____ Substantive Change if necessary

How to Delete a Program

Academic program review and program prioritization processes may indicate that an instructional program is not viable and should be eliminated from college offerings. In such cases the program needs to be deleted. Deletion refers only to those programs that will not likely again be offered; it does not refer to those programs that may be offered on a cyclical basis and have periods of inactivity. An example of this type of program is the Community Health Assistant Training Program. This program is designed to train non-physician health care providers. Should that group complete the training, the program may not be offered until there is another group that requires the training. While programs may be removed from the catalog, specific courses will remain on the "list of active courses" when the courses are also part of other programs.

The process for program deletion is shown below.



The Pathway for Program Deletion

1. The instructional coordinator/campus dean collects data and recommendations from the program review and program prioritization processes.

2. The instructional coordinator/campus dean prepares a deletion memorandum and submits it to the CC Chair using information gathered from the program review, program prioritization and other pertinent information. The memorandum should have the following attached to it:

    a. Justification for program deletion
    b. Plans and implementation date for phasing out this program
    c. "Teach-out" plans for students currently enrolled in the program, if there are any students currently enrolled.

3. CC Chair reviews the deletion memorandum and submits it to CC for action. The major criteria for deletion include demand for the program (internal and external), financial sustainability of the program, physical resources to offer the program, and productivity of the program. Each criterion is addressed in the program review and program prioritization process.

4. CC reviews the deletion memorandum and recommends it to Executive Committee for review and action.

5. The Executive Committee reviews the deletion memorandum and submits its recommendation to the President.

6. The President forwards the recommendation from EC to the Board of Regents.

7. If approved by the Board of Regents, the program developer along with DAP, VPIA, and ALO prepare a substantive change request which is endorsed by the Board of Regents and submitted to the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) for final approval.

> ***Hint***
> *Substantive change requests must follow the guidelines in the ACCJC policy on substantive changes. Such requests are accepted only three times each year. See the policy and schedule at the following URL: www.accjc.org/substantive-change Normally, substantive change requests are not accepted if an institution is on ACCJC sanction.*

Checklist for program deletion

_____ Memo which includes:
- justification
- plans for implementation of phase out
- teach-out plan for currently enrolled students

_____ EC review and recommendation
_____ Substantive change request

_____ CC review:
- program demand
- sustainability
- physical resources
- productivity

_____ BOR review and recommendation
_____ ACCJC approval

Certificate Programs

A certificate program is a prescribed course or series of courses designed to strengthen specific occupational skills. A Certificate of Achievement requires the completion of at least 30 semester credits (two semesters). The college offers the following certificate programs:

Third-Year Certificates (Post AA/AS degree)

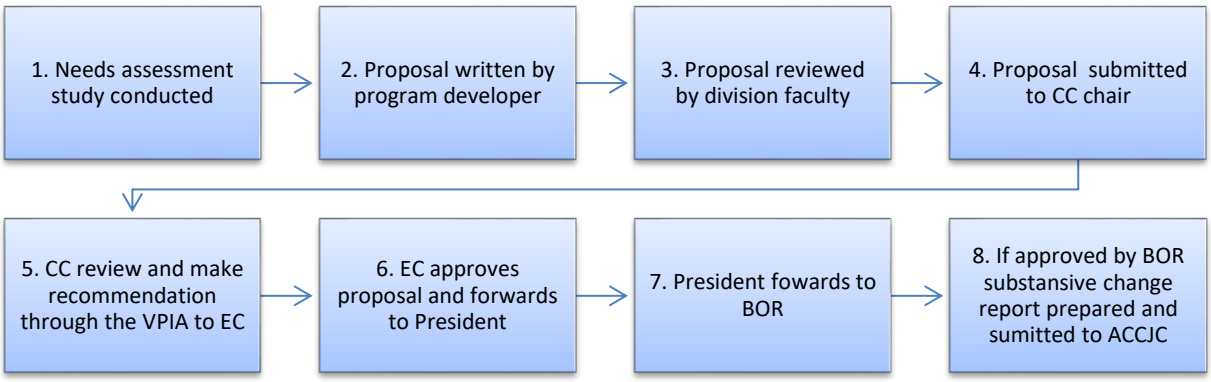
- Accounting
- General Business
- Public Health
- Teacher Preparation-Elementary
- Trial Counselors

Other Certificates

- Agriculture & Food Technology
- Bookkeeping
- Community Health Sciences-Health Asst. Training Program
- Public Health
- Secretarial Science
- Cabinet Making/Furniture Making
- Motor Vehicle Maintenance
- Construction Electricity
- Electronic Engineering Technology
- Refrigeration and Air Conditioning
- Nursing Assistant

How to Gain Approval of a Certificate Program

Follow the steps outlined below to propose a certificate program.



The Pathway for Gaining Approval for a Certificate Program

1. The faculty members complete the application for program implementation, which includes a needs assessment study and a new program implementation plan. If the results confirm the need for developing the certificate program, a proposal is developed.

2. The program developer writes the proposal, which includes rationale, instructional program learning outcomes, implementation procedure, complete suggested schedule, description of new courses, staffing needs and budget.

3. Instructional coordinator or appropriate college personnel reviews the proposal.

4. The instructional coordinator submits the proposed certificate program to the CC chair.

5. The CC reviews the proposal and makes a recommendation through the VPIA to the Executive Committee.

6. If the Executive Committee approves the proposal, it is forwarded to the Board of Regents for approval.

7. If approved by the Board of Regents, the program developer along with the DAP, VPIA, and ALO prepare a substantive change request for the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC) for final approval.

8. The committee chair informs the state campus or appropriate college personnel of ACCJC's decision and, if approved, the state campus proceeds with the implementation of the certificate program.

> ***Hint***
>
> *Substantive change requests must follow the guidelines in the ACCJC policy on substantive changes. Such requests are accepted only three times each year. See the policy and schedule at the following URL: www.accjc.org/substantive-change*

Checklist for certificate program implementation

___Application for implementation approved:
- needs assessment study
- program implementation plan

___Division faculty review of proposal
___VPIA
___EC recommendation
___Substantive Change request

___Proposal includes:
- Rationale
- program learning outcomes
- implementation procedures
- suggested schedule
- description of new courses
- staffing needs
- budget

___CC review and recommendation
___BOR approval
___ACCJC approval

Non-Credit Training

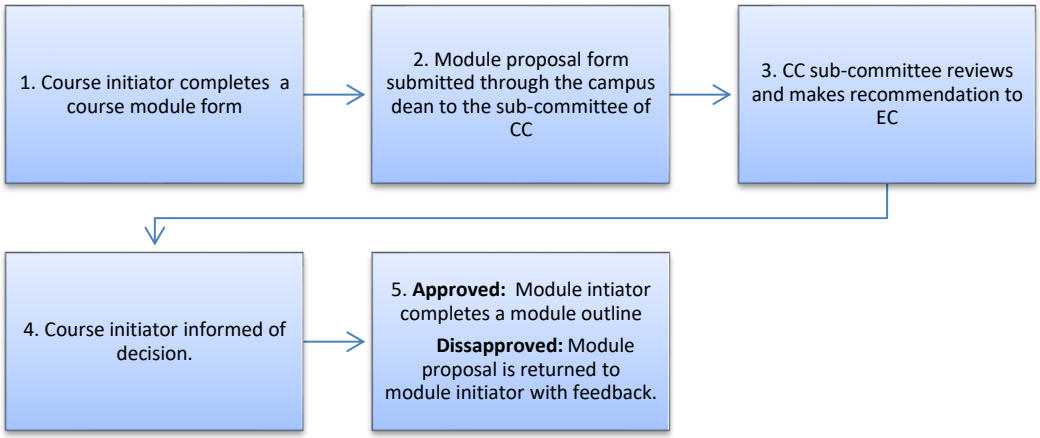
A wide range of non-credit modules and services are offered through the state campuses to meet the needs of business and industry as well as the community and special groups. These modules do not meet the requirements for college credits. Although there are no prerequisites for admissions into non-credit modules, a specific module may require some prior experience or knowledge of the subject for the student to obtain maximum benefit. A Certificate of Completion is awarded for modules that offer a minimum of 30 contact hours. A Certificate of Attendance is awarded for the completion of a module that focuses on development of specific occupational skills and is less than 30 contact hours.

- All non-credit modules are assigned the alpha "CEU."
- Tuition and fees vary depending on the length of the module(s).
- The instructional coordinator submits an evaluation for non-credit training to the vice president for instructional affairs after completion of the module(s) or service.

A faculty member, an academic division, an administrator or a concerned citizen may initiate a proposal for non-credit training. A new non-credit module proposal must be reviewed by a sub-committee of the Curriculum Committee and approved by the president. The non-credit module sub-committee is comprised of:

- Dean of academic programs or director of career and technical education,
- Curriculum committee chair, and
- Three appointed experts in the subject matter from any combination of staff, faculty and/or the community.

Follow the procedures below when submitting a new non-credit module proposal for review.



The Pathway for Non-Credit Module Proposal Request

How to Propose a Non-credit Module Proposal Request

1. Module initiator obtains the course proposal form from the committee chair or the campus dean and completes it.

2. The module initiator submits the completed course proposal form through the campus dean or the appropriate on-campus staff for review and submission to the sub-committee of the Curriculum Committee.

3. The CC sub-committee reviews the proposal and makes a recommendation to the Executive Committee.

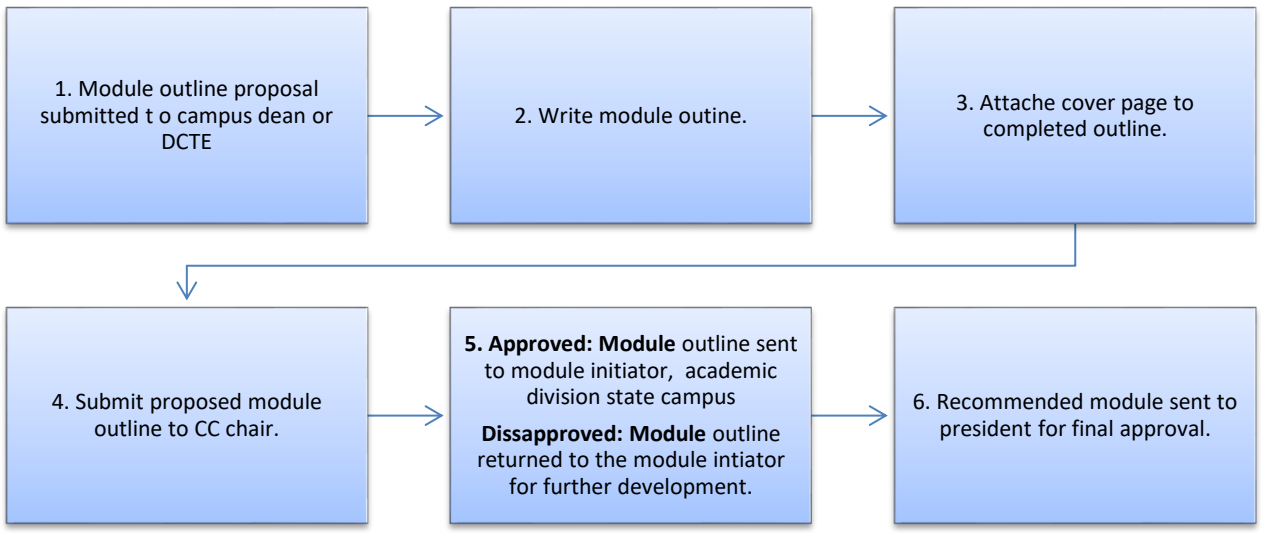
4. If EC approves the request, the module initiator is informed of this action thru the campus dean or committee chairperson.

5. The module initiator prepares the module outline if the module proposal is approved.

6. Disapproved proposal requests are returned to the appropriate state campus or person initiating the request with feedback.

How to Gain Approval of a Non-credit Module Outline

Approval of a non-credit module outline is the same as for a credit bearing course outline. You follow the procedures below:



The Pathway for Completing a Non-credit Module Outline

Follow these six steps to create a non-credit module outline.

1. Submit a non-credit module outline proposal to the campus dean or DCTE.

> ***Hint***
> *Review course outline rubric for accepted responses on each section of the course outline form.*

2. Write the module outline based on the accepted format if the proposal is approved.
3. Complete and attach a cover page to the module outline.

4. Submit the proposed non-credit module outline to the committee chair thru the campus dean or appropriate National campus staff.

5. The sub-committee of the Curriculum Committee reviews and ensures the module quality, and the committee chair signs the module cover page. The module is sent back to the author if the CC sub-committee doesn't accept it along with feedback.

6. The recommended module is forwarded to the VPIA for final action. The committee chair informs all concerned of the VPIA's action.

Checklist for non-credit module outline

_____Module proposal approved
_____Draft outline reviewed for editing
_____CC sub-committee recommends for approval
_____Cover Page complete
_____Outline meets rubric standards
_____CC chair signs for recommendation
_____ VPIA signs for approval

Evaluation of Non-Credit Module(s)

The instructional coordinator submits an evaluation for each non-credit module to the vice president for instructional affairs (VPIA) after completion of the module or service. All participants must complete a Training Evaluation Form and the instructional coordinator completes the Training Report Form.

Part-Time Instructor Certification[3]

The college often requires the services of part-time instructors to meet student demand for courses. All part-time instructors **must meet minimum qualifications** and **be certified to teach** before being assigned to a course. The deadlines for submitting applications for part-time instructors are:

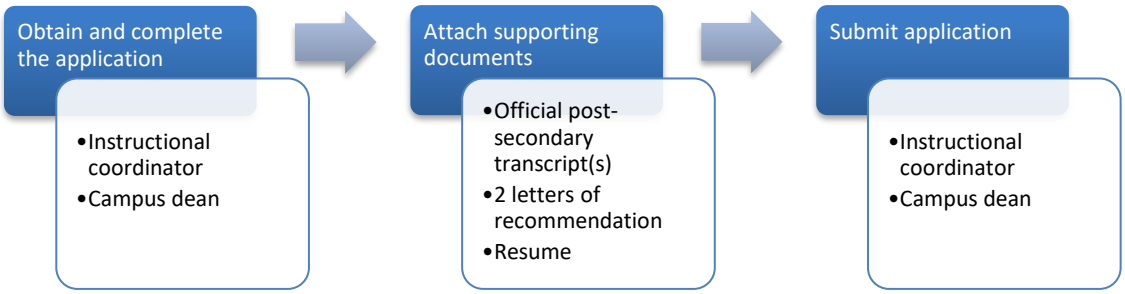
- July 1, for fall semester
- Nov. 1, for spring semester
- May 1, for summer session

Hint:
Minimum qualifications are a master's degree in the field or related area.

Credits will be awarded for courses taught by an instructor who has been approved to teach.

Part-time Faculty Application Process

The following procedures should be followed when applying for part-time teaching:



Part-time Application Process

1) An applicant obtains a part time application form from instructional coordinator, or campus dean/director.
2) Applicant attaches these documents to his/her completed application:
   a. Official post-secondary transcript(s) with college seal on it.
   b. Two letters of recommendation.
   c. Resume

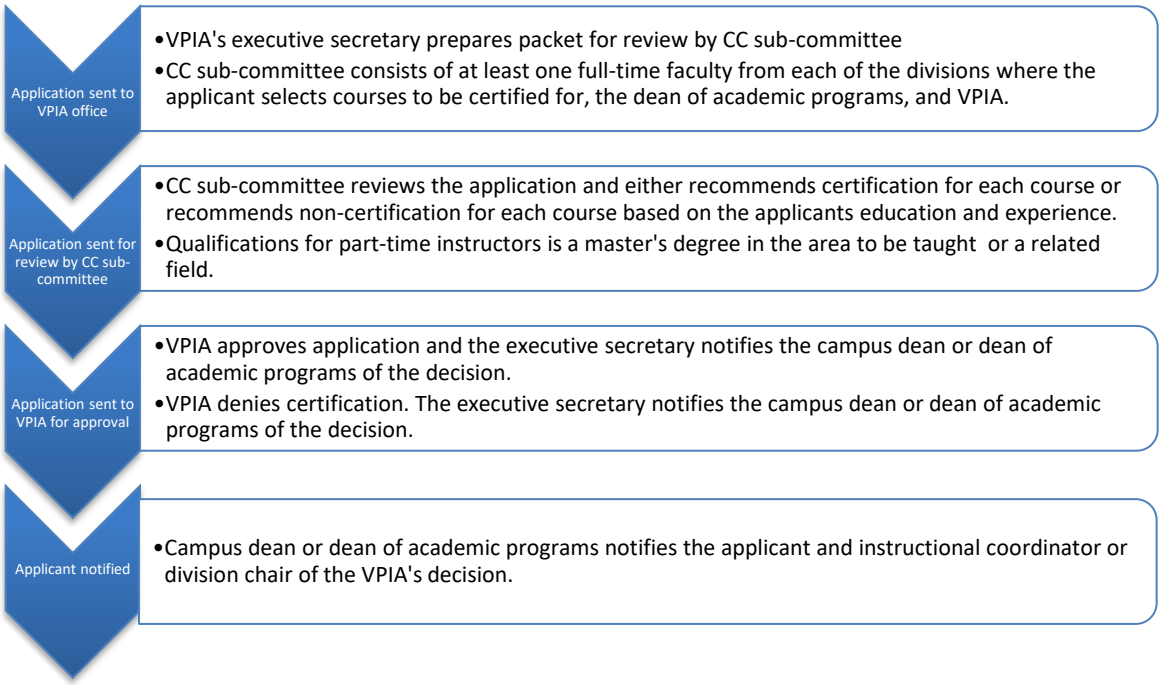
TIPS!

- *A recognized U.S. evaluating agency must evaluate transcript(s) from foreign institution(s). http://www.wes.org.com/*
- *New letters of recommendation are needed each time an applicant applies to teach courses in a different subject area.*

Approval of Part-time Faculty

Anyone interested in teaching at the College of Micronesia-FSM on a part-time basis must obtain the approval of the vice president for instructional affairs before teaching any course. The college will not award credits to a course that is taught by an instructor who does not obtain prior approval. The following procedures should be followed when approving part-time instructors:

[3] Faculty Handbook 2015



Approval of Part-time Faculty

How to Apply to Teach Non-Credit Module(s)

An instructor for non-credit module(s) follows the same procedure and uses the same application as the part-time instructor for credited courses. The qualifications for instructors for non-credited module(s) are that they shall possess at least three of the following qualifications:

- Competence in the subject matter (a minimum of three years' work experience);
- Knowledge and skills in instructional methodologies (at least two years of teaching experience);
- A professional designation of a recognized industry;
- A degree from a regionally accredited or equivalent college in the subject matter or related area;
- Expertise in the subject matter. (Possesses an industry certificate, journeyman certificate, or a certificate/document signifying skills relevant to the subject matter).

Academic Policies

The college policies and procedures will be clearly written, accurately stated and readily available to the college community, and will guide the accomplishment of the college's mission and objectives. System-wide policies will be presented in a uniform format….

The Pathway for Approval of an Academic Policy

Any member of the College's organization may identify the need for a new or revised policy and/or procedure and bring it to the attention of the vice president for instructional affairs for inclusion in the Policy Development Plan.

1. The vice president for instructional affairs then drafts or designates the Curriculum Committee to draft, the policy and/or procedure. The policy document should include the policy, purpose for the policy, procedure for implementation, responsibility for implementation, definitions and source documents.

2. The chair of the Curriculum Committee ensures adequate opportunity for review and comment are provided to those who will be affected or be responsible for implementing the policy, including state campus administrator, faculty, staff and students.

3. Curriculum Committee reviews the final draft giving consideration to input received and for accuracy of the subject matter and compliance to format, then presents the final version to the Executive Committee and Cabinet through the VPIA.

4. With the Executive Committee recommendation, the president presents the policy to the Board of Regents for final action.

Appendices

Appendix A. Course Proposal Request Form

Course Title:	**Division**:	**Initiator**:
Hours per Week No. of Weeks Total Hours Semester Credits **Lecture:** **Lab:**		
Course Objectives/Outcomes:		
Course Description:		
Justification for offering this course in the program:		
Summary of Input and Review Processes:		
Decision: ____**Approved** _____**Not Approved** **Comment**:		
Dean of Academic Programs:	**Date**:	

Appendix B. Course Outline Form with Cover Page

GENERAL INFORMATION:

Course No. and Title:		
Campus:	**Initiator:**	**Date:**
Course Description:		

COURSE HOURS/CREDITS:

	Hours per Week		No. of Weeks		Total Hours		Semester Credits
Lecture	_____	x	_____	=	/16	=	_____
Laboratory	_____	x	_____	=	/48	=	_____
Lecture/Lab	_____	x	_____	=	/16	=	_____
Workshop	_____	x	_____	=	/48	=	_____

Total Semester Credits _____

PURPOSE OF COURSE:

[ ] Degree requirement
[ ] Degree elective
[ ] Certificate
[ ] Other

PREREQUISITES:

PSLOS OF OTHER PROGRAMS THIS COURSE MEETS:

PSLO#	Program

CC Chair signature: _____ Date recommended: _____

VPIA signature: _____ Date approved: _____

INSTITUTIONAL STUDENT LEARNING OUTCOMES

[ ]	1. **Effective oral communication**: capacity to deliver prepared, purposeful presentations designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.
[ ]	2. **Effective written communication**: development and expression of ideas in writing through work in many genres and styles, utilizing different writing technologies, and mixing texts, data, and images through iterative experiences across the curriculum.
[ ]	3. **Critical thinking**: a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
[ ]	4. **Problem solving**: capacity to design, evaluate, and implement a strategy to answer an open-ended question or achieve a desired goal.
[ ]	5. **Intercultural knowledge and competence**: a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.
[ ]	6. **Information literacy**: the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.
[ ]	7. **Foundations and skills for life-long learning**: purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills, and competence.
[ ]	8. **Quantitative Reasoning**: ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations; comprehends and can create sophisticated arguments supported by quantitative evidence and can clearly communicate those arguments in a variety of formats.

1) **PROGRAM STUDENT LEARNING OUTCOMES (PSLOs): The student will be able to:**

2) **COURSE STUDENT LEARNING OUTCOMES (CSLOs) (General): The student will be able to:**

3) **COURSE STUDENT LEARNING OUTCOMES (CSLOs) (Specific): The student will be able to:**

CSLO (General) 1:			
Student Learning Outcome (specific)	ISLO	PSLO	Assessment Strategies
CSLO (General) 2:			
Student Learning Outcome (specific)	ISLO	PSLO	Assessment Strategies

CSLO (General) 3:			
Student Learning Outcome (specific)	ISLO	PSLO	Assessment Strategies
CSLO (General) 4:			
Student Learning Outcome (specific)	ISLO	PSLO	Assessment Strategies
CSLO (General) 5:			
Student Learning Outcome (specific)	ISLO	PSLO	Assessment Strategies

4) COURSE CONTENT:

5) METHOD(S) OF INSTRUCTION:

[ ] Lecture
[ ] Laboratory
[ ] Audio visual
[ ] Other
[ ] Cooperative learning groups
[ ] In-class exercises
[ ] Demonstrations

6) REQUIRED TEXT(S) AND COURSE MATERIALS:

7) REFERENCE MATERIALS:

8) INSTRUCTIONAL COSTS:

9) EVALUATION:

10) CREDIT BY EXAMINATION:

Appendix C. Sample Course Proposal Request

College of Micronesia-FSM Course Proposal Request		
Course Title: ED 271 Visual Arts and Technology in the Classroom	**Division**: Education Division	**Initiator**: Sylvia Henry

	Hours per Week	No. of Weeks	Total Hours	Semester Credits
Lecture:	3	16	48	48/16 = 3 credits

Course Objectives: The student will be able to

1. Demonstrate understanding of theoretical knowledge related to designs and uses of instructional media and technology in a classroom.
2. Design and develop a variety of appropriate instructional media materials for lesson plans based on the FSM and state standards and benchmarks.
3. Demonstrate use of a variety of educational media materials and related equipment in a classroom.
4. Demonstrate understanding of trends in instructional media and technology.

Course Description: This course introduces the use of instructional media and technology in the elementary classroom. The course focuses on the creation and use of various instructional media and technology to enhance student learning. The student creates instructional materials and demonstrates the use. Student professionalism is measured.

Justification for offering this course in the program: COM-FSM has offered ED 271, Technology Applications for Educators as a requirement under the Partnership Program for the past 10 years. However, students enrolled in all practicum courses are to develop and deliver lessons accompanied by appropriate teaching materials in assigned elementary classrooms. At several division meetings, it was determined that a course should be developed and offered to all education majors and not just those in the Partnership Program and thus a new course is ED 271 Visual Arts and Technology in the Classroom is created.

Summary of Input and Review Processes: This course outline was drafted in February 2018, and distributed to all Education faculty for review and feedback and redistributed again for another round of feedback on February 16, 2018. After addressing recommendations for improvement provided by division faculty, the outline was finalized on February 20, 2018, for submission to the Curriculum Committee.

Decision: ____Approved _____Not Approved

Comment:

Chairperson, Academic Division	Date:

Appendix D. Sample Course Outline

College of Micronesia-FSM
Course Outline

GENERAL INFORMATION:

Course title: ED 271 Visual Arts and Technology in the Classroom		
Campus: National, Chuuk, Kosrae, Yap	**Initiator: Sylvia Henry**	**Date: January 31, 2018**
Course description: This course introduces the use of instructional media and technology in the elementary classroom. The course focuses on the creation and use of various instructional media and technology to enhance student learning. The student creates instructional materials and demonstrates its usage. Student professionalism is measured.		

COURSE HOURS/CREDITS:

	Hours per Week		No. of Weeks		Total Hours		Semester Credits
Lecture	3	X	16	=	48	=	3
Laboratory		X		=		=	
Lecture/Lab		X		=		=	
Workshop		X		=		=	

Total Semester Credits 3

PURPOSE OF COURSE:

[X] Degree requirement
[ ] Degree elective
[ ] Certificate
[ ] Other

PREREQUISITES: ED 110 Introduction to Professional Teaching, ED 211 Classroom Methods

PSLOS OF OTHER PROGRAMS THIS COURSE MEETS:

PSLO#	Program
None	

CC Chair signature: _____ Date recommended: _____

VPIA signature: _____ Date approved:_____

1) INSTITUTIONAL STUDENT LEARNING OUTCOMES

[X]	1. **Effective oral communication**: capacity to deliver prepared, purposeful presentations designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.
[X]	2. **Effective written communication**: development and expression of ideas in writing through work in many genres and styles, utilizing different writing technologies, and mixing texts, data, and images through iterative experiences across the curriculum.
[X]	3. **Critical thinking**: a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
[x]	4. **Problem solving**: capacity to design, evaluate, and implement a strategy to answer an open-ended question or achieve a desired goal.
[ ]	5. **Intercultural knowledge and competence**: a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.
[x]	6. **Information literacy**: the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.
[x]	7. **Foundations and skills for life-long learning**: purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills, and competence.
[ ]	8. **Quantitative Reasoning**: ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations; comprehends and can create sophisticated arguments supported by quantitative evidence and can clearly communicate those arguments in a variety of formats.

2) PROGRAM STUDENT LEARNING OUTCOMES (PSLOs): The student will be able to:

1. Demonstrate basic knowledge and concepts related to elementary education;
2. Task analyze FSM and State curriculum standards, develop lesson plans, deliver lessons using a variety of strategies, develop instructional materials, manage student behavior, and assess student learning in an elementary classroom.
3. Demonstrate professionalism.

3) COURSE STUDENT LEARNING OUTCOMES (CSLOs) (General): The student will be able to:

1. Demonstrate understanding of theoretical knowledge related to designs and uses of instructional media and technology in a classroom.
2. Design and develop a variety of appropriate instructional media materials for lesson plans based on the FSM and state standards and benchmarks.
3. Demonstrate use of a variety of educational media materials and related equipment in a classroom.
4. Demonstrate understanding of trends in instructional media and technology.

COURSE STUDENT LEARNING OUTCOMES (CSLOs) (Specific): The student will be able to:

CSLO (General) 1: Demonstrate understanding of theoretical knowledge related to designs and uses of instructional media and technology in a classroom.			
Student learning Outcome (specific)	ISLO	PSLO	Assessment Strategies
1.1 Summarize theories and research related to types of learning, psychological perspectives on learning and roles of technology and media in learning. 1.2 Describe advantages and disadvantages of selected designs and uses of instructional media and technology such as audio, visuals, videos and media displays in a classroom.	2,4	1	1.1. Through expository writing, student summarizes theories and research related to instructional media and technology in a classroom. A rubric will be used to assess student writing. 1.2. Student describes, through descriptive writing, the advantages and disadvantages of selected designs and uses of instructional media and technology in a classroom. A rubric will be used to assess student's knowledge of advantages and disadvantages of instructional media.
CSLO (General) 2: Design and develop a variety of appropriate instructional media materials for lesson plans based on the FSM and state standards and benchmarks.			
Student Learning Outcome (specific)	ISLO	PSLO	Assessment Strategies
2.1. Design and develop appropriate instructional media such as learning centers, manipulatives, models and display surfaces to support student learning. 2.2 Design and produce appropriate instructional media using equipment and raw materials.	2,3,4*	1,2	2.1 Given benchmarks, student designs and develops appropriate instructional media such as learning centers, manipulatives, models and display surfaces to support student learning. A rubric will be used to assess the instructional media designs. 2.2 Given benchmarks, student designs and produces instructional materials using equipment and raw materials in a project presentation. A rubric will be used to assess instructional materials.
CSLO (General) 3: Demonstrate use of a variety of instructional media materials and related equipment in a classroom.			

Student Learning Outcome (specific)	ISLO	PSLO	Assessment Strategies
3.1 Use a variety of visuals such as non-projected and projected visuals and digital images. 3.2 Use a variety of audio such as digital and/or analog audio. 3.3. Use different types of equipment such as computer, laptop, and an LCD projector/smartboard.	1, 4	2	3.1 Student demonstrates use of various instructional media such as non-projected and projected visuals, and digital images, role plays with his/her peers. A rubric will be used to assess the student's use of visuals and images. 3.2. Student demonstrates use of audio in a presentation to their peers. A rubric will be used to assess quality of audio used in presentations. 3.3 Student demonstrates use of different types of equipment. A rubric will be used to assess competence in the use of equipment.
CSLO (General) 4: Demonstrate understanding of trends in instructional media and technology.			
Student Learning Outcome (specific)	ISLO	PSLO	Assessment Strategies
4.1 Compare and contrast current trends of instructional media materials and technology and predict changes for future schools.	2,6,7	1	4.1 Student compares and contrasts current and past trends of instructional media and technology and predict future changes in an essay. A rubric will be used to assess the essay.

4) COURSE CONTENT:

1. Analyze and evaluate roles and trends of instructional media and technology in a classroom
2. Create and use media to engage learning and learners
3. Create and use visuals, audio and video to enhance student learning
4. Integrate instructional media and technology with instructional strategies

5) METHOD(S) OF INSTRUCTION

[X] Lecture [X] Cooperative learning groups
[ ] Laboratory [X] In-class exercises
[X] Audio visual [X] Demonstrations

[ ] Other (field experience in local classrooms)

6) REQUIRED TEXT(S) AND COURSE MATERIALS:

Smaldino, S.E., Lowther, D.L., Mims, C. & Russell, J. D. (2008). Instructional technology and media for learning. Boston: Pearson Education, Inc. (or more recent edition) ISBN: 13:987-1-13-239174-0

7) REFERENCE MATERIALS:

FSM and State curriculum standards and benchmarks

8) INSTRUCTIONAL COSTS:

None

9) EVALUATION:

Summative evaluation is accomplished by having the students write a reflection paper and submit a portfolio of all of the designs and instructional media material and scored rubrics. The reflection paper and the portfolio are scored with rubrics. Student professionalism is measured twice a semester using a rubric.

10) CREDIT BY EXAMINATION:

None

Appendix E. Course Modification Request Form

College of Micronesia-FSM
Course Modification Request Form

<table>
<tr><td>Course Number and Title:</td><td>Division:</td><td>Initiator:</td><td>Date initiated:</td></tr>
<tr><td colspan="4">Suggested revision(s) and justification(s) for each:</td></tr>
<tr><td colspan="4">Summary of consultation within the division:</td></tr>
<tr><td colspan="4">Summary of consultation with other campuses where this course is taught:</td></tr>
<tr><td colspan="3">Instructional Coordinator/ Director signature:</td><td>Date submitted:</td></tr>
<tr><td colspan="4">Decision reached by CC: [ ] Approved
[ ] Not approved</td></tr>
<tr><td colspan="4">If not approved, reasons for disapproval:</td></tr>
<tr><td colspan="3">CC Chair signature:</td><td>Date submitted to VPIA:</td></tr>
<tr><td colspan="3">VPIA Signature:</td><td>Date signed:</td></tr>
</table>

An example of filled-out Course Modification Form appears on the following page.

Appendix F. Sample Course Modification Request

College of Micronesia-FSM
Course Modification Request Form

<table>
<tr><td>Course title and number:
ED 110 Introduction to Professional Teaching</td><td>Division:

Education</td><td>Initiator: Rosalinda

DM. Bueno</td><td>Date initiated:

February 2018</td></tr>
<tr><td colspan="4">Suggested revision(s) and justification(s) for each: ED 110 Introduction to Professional Teaching has been revised to include the newly proposed AA in Pre-teacher Preparation Program Learning Outcomes, to be consistent with the revised course description and course learning outcomes, and to be aligned with the COM-FSM Curriculum Committee's approved course outline format.</td></tr>
<tr><td colspan="4">Summary of consultation within the division: In January 2018, members of the education division faculty system wide attended an education curriculum alignment workshop held at the COM-FSM National Campus. Participants were assigned to either revise or create course outlines in the proposed Bachelor of Science Degree in Elementary Education. This proposed revised outline was sent to all the said workshop participants for comments and input. Comments received were considered in the final course revision.</td></tr>
<tr><td colspan="4">Summary of consultation with other campuses where this course is taught: See above</td></tr>
<tr><td colspan="3">Instructional Coordinator/ Director signature:</td><td>Date submitted:</td></tr>
<tr><td colspan="4">Decision reached by CC: [ ] Approved
[ ] Not approved</td></tr>
<tr><td colspan="4">If not approved, reasons for disapproval:</td></tr>
<tr><td colspan="3">CC Chair signature:</td><td>Date submitted to VPIA:</td></tr>
<tr><td colspan="3">VPIA Signature:</td><td>Date signed:</td></tr>
</table>

Appendix G. Sample Course Modification

College of Micronesia-FSM
Course Outline

GENERAL INFORMATION:

Course title: ED 110 Introduction to Professional Teaching		
Campus: National, Chuuk, Kosrae, Yap	**Initiator:** Rosalinda Bueno	**Date:** February 2018
Course description: This course introduces the student to the field of elementary education as a profession. The course introduces education terminology, history of education, curriculum standards, principles of assessment, classroom management, and lesson planning using student learning outcomes. The student makes at least four classroom observations in an elementary classroom. Student professionalism is measured.		

COURSE HOURS/CREDITS:

	Hours per Week		No. of Weeks		Total Hours		Semester Credits
Lecture	3	X	16	=	48/16	=	3
Laboratory		X		=	/48	=	
Lecture/Lab		X		=	/16	=	
Workshop		X		=	/32	=	

Total Semester Credits 3

PURPOSE OF COURSE:

[X] Degree requirement
[ ] Degree elective
[ ] Certificate
[ ] Other

PREREQUISITES: None

PSLOS OF OTHER PROGRAMS THIS COURSE MEETS:

PSLO#	Program
None	

CC Chair signature: _____ Date recommended: _____

VPIA signature: _____ Date approved:_____

1) INSTITUTIONAL STUDENT LEARNING OUTCOMES

[X]	1. **Effective oral communication**: capacity to deliver prepared, purposeful presentations designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.
[X]	2. **Effective written communication**: development and expression of ideas in writing through work in many genres and styles, utilizing different writing technologies, and mixing texts, data, and images through iterative experiences across the curriculum.
[X]	3. **Critical thinking**: a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
[ ]	4. **Problem solving**: capacity to design, evaluate, and implement a strategy to answer an open-ended question or achieve a desired goal.
[ ]	5. **Intercultural knowledge and competence**: a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.
[X]	6. **Information literacy**: the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.
[X]	7. **Foundations and skills for life-long learning**: purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills, and competence.
[ ]	8. **Quantitative Reasoning**: ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations; comprehends and can create sophisticated arguments supported by quantitative evidence and can clearly communicate those arguments in a variety of formats.

2) PROGRAM STUDENT LEARNING OUTCOMES (PSLOs): The student successfully completing the AA in Pre-teacher Preparation will be able to:

1. Demonstrate basic knowledge and concepts related to elementary education;
2. Task analyze FSM and State curriculum standards, develop lesson plans, deliver lessons using a variety of strategies, develop instructional materials, manage student behavior, and assess student learning in an elementary classroom; and
3. Demonstrate professionalism.

3) COURSE STUDENT LEARNING OUTCOMES (CSLOs) (General): The student will be able to:

1. Demonstrate knowledge and understanding of teaching as a profession, its major challenges and rewards.
2. Explain the historical roots of Micronesian education system and the purposes of education from the traditional era to the present.

3. Demonstrate understanding of education terminologies related to FSM and State elementary school curriculum, standards, benchmarks, scope and sequence, and learning outcomes.
4. Describe and demonstrate teaching methods and strategies applicable to elementary grade learners of different abilities.
5. Describe classroom management skills and techniques utilized in the elementary schools.
6. Explain principles of assessment and evaluation that are appropriate for instructional decisions and individual student needs.

COURSE STUDENT LEARNING OUTCOMES (CSLOs) (Specific): The student will be able to:

CSLO (General) 1: Demonstrate knowledge and understanding of teaching as a profession, its major challenges and rewards.			
Student Learning Outcome (specific)	ISLO	PSLO	Assessment Strategies
1.1 Discuss in writing the teaching profession including the major challenges and rewards of teaching.	1,2,3	1	1.1 Student submits a paper on the teaching profession including the major challenges and rewards of teaching. A scoring rubric will be used.
CSLO (General) 2: Explain the historical roots of Micronesian education system and the purposes of education from the traditional era to the present.			
Student Learning Outcome (specific)	ISLO	PSLO	Assessment Strategies
2.1 Describe in writing the traditional Micronesian education system including its purpose and curriculum.	1,2,6	1	2.1 Student submits a paper describing the traditional Micronesian education system including its purpose and curriculum. A scoring rubric will be used.
2.2 Discuss in writing the purposes and the curriculum of Micronesian colonial education system.	1,2,6	1	2.2 Student discusses the purposes and the curriculum of Micronesian colonial education system in a written checkout. A scoring rubric will be used.
2.3 Compare and contrast the purposes, the curriculum and the methods of teaching used during the colonial era to the present system of education	1,2,6,	1	2.3 Student submits a compare and contrast paper on the purposes, the curriculum and the methods of teaching used during the colonial era to the present system of education. A scoring rubric will be used.

2.4 Describe and assess the present elementary curriculum through classroom observation.	1,2,7	1,2,3	2.4 Student uses FSM or State classroom observation rubric to describe and assess the present elementary curriculum. A checklist will be used for every observation completed.
CSLO (General) 3: Demonstrate understanding of education terminologies related to FSM and State elementary school curriculum, standards, benchmarks, scope and sequence, and learning outcomes.			
Student Learning Outcome (specific)	ISLO	PSLO	Assessment Strategies
3.1 Using FSM and State curriculum standards and benchmarks, define school curriculum, standards, benchmarks, scope and sequence, and student learning outcomes.	1,2,3	1,2	3.1 Student defines school curriculum, standards, benchmarks, scope and sequence, and student learning outcomes using the FSM and State curriculum and benchmarks in written checkout. A scoring key will be used.
3.2 Provide examples of FSM and State curriculum standards and benchmarks, scope and sequence and learning outcomes for the different elementary subject areas (Language Arts, Math, Science and Social Studies).	1,2,3	1,2	3.2 In a group activity, student provides examples of FSM and State curriculum standards and benchmarks, scope and sequence and student learning outcomes for Language Arts, Math, Science and Social Studies in oral and written checkouts. A scoring rubric will be used.
3.3 Write examples of student learning outcomes for Language Arts, Math, Science and Social Studies based on the FSM and State curriculum, standards, benchmarks, scope and sequence.	2,3	1,2	3.3 Using the SLO 3.2 outcome(s) as examples, student writes at least 2-3 student learning outcomes for Language Arts, Math, Science and Social Studies based on the FSM and State curriculum standards, benchmarks, scope and sequence. A scoring rubric will be used.
CSLO (General) 4: Demonstrate teaching methods and strategies applicable to elementary grade learners of different abilities.			
Student Learning Outcome (specific)	ISLO	PSLO	Assessment Strategies
4.1 Discuss basic steps in planning lessons and the essential teaching skills needed for effective instruction.	1,3,6	1,2,3	4.1 Student orally presents and submits a written checkout on the basic steps in planning lessons and the essential

			teaching skills needed for effective instruction. A scoring rubric will be used.
4.2 Differentiate teaching methods and strategies such as: direct instruction, lecture-discussion, guided discovery and cooperative learning applicable in the elementary grades.	1,2*,3	1,2,3	4.2 Student differentiates teaching methods and strategies such as: direct instruction, lecture-discussion, guided discovery and cooperative learning applicable in elementary grades through group presentations and written checkouts. A scoring rubric will be used.
4.3 Provide examples of teaching methods and strategies applicable to learners of different abilities.	1,2,3	1,2,3	4.3 Student provides examples of teaching methods and strategies applicable to different learners in role-plays. A scoring rubric will be used.
4.4 Observe and determine the applicability of the methods and strategies used in elementary school.	1,2,7	1,2,3	4.4 Using FSM or State classroom observation rubric student observes and determines the applicability of the methods and strategies used in the elementary school. A checklist will be used for every observation completed. A checklist will be used for every observation rubric completed.
CSLO (General) 5: Describe classroom management skills and techniques utilized in the elementary schools.			
Student Learning Outcome (specific)	ISLO	PSLO	Assessment Strategies
5.1 Explain the role of classroom management including the skills and management techniques needed in creating productive learning environment.	1,6,7	1,2,3	5.1 In group presentations, student explains the role of classroom management including the skills and techniques needed in creating productive learning environment. Presentation rubric will be used. A written checkout will be given after presentations.
5.2 Use FSM or State classroom observation rubrics to observe and assess how different management skills and techniques apply in the elementary classroom.	1,2,7	1,2,3	5.2 Using FSM or State classroom observation rubrics, student observes and assesses how different management skills and techniques apply in the elementary classroom. A checklist will be used for every observation completed.

CSLO (General) 6: Explain principles of assessment and evaluation that are appropriate for instructional decisions and individual student needs.			
Student Learning Outcome (specific)	ISLO	PSLO	Assessment Strategies
6.1 Discuss the principles of assessment and evaluation of learning.	1,2,6	1,2,3	6.1 Student discusses the principles of assessment and evaluation of learning in a written checkout. A scoring rubric will be used.
6.2 Explain how grading of learner's performance relates to assessment and evaluation of learning.	1,2,7	1,2,3	6.2 In a written checkout, student explains how grading of learner's performance relates to assessment and evaluation of learning. A scoring rubric will be used.
6.3 Use FSM or State observation rubrics to determine how learning of the elementary students are assessed and evaluated.	1,2,7	1,2,3	6.3 Using FSM or State observation rubric, student determines how elementary students learning are assessed and evaluated. A checklist will be used for every observation completed.

4) COURSE CONTENT:

1. Teaching profession, its challenges and rewards
2. Historical roots of Micronesian educational system
3. Educational terminologies related to FSM educational system
4. Lesson planning, teaching methods and strategies
5. Classroom management skills and techniques
6. Assessment and evaluation appropriate for instructional decisions

5) METHOD(S) OF INSTRUCTION:

[X] Lecture
[ ] Laboratory
[ ] Audio visual
[ ] Other
[X] Cooperative learning groups
[X] In-class exercises
[X] Demonstrations by the instructor

6) REQUIRED TEXT(S) AND COURSE MATERIALS:

Kauchak, Don, and Paul Eggen. *Introduction to Teaching: Becoming a Professional*. New Jersey: Prentice Hall, 2017. Print. ISBN 13: 9780134027869

7) REFERENCE MATERIALS:

FSM and State curriculum standards and benchmarks

Jacobsen, Eggen, and Donald Kauchak. *Methods for Teaching: Promoting Student Learning in K-12 Classrooms*. Boston: Pearson Education, Inc., 2009. Print. ISBN-13:978-0-13-514572-2 (or most recent edition).

Freiberg, H. Jerome and Amy Driscoll. *Universal Teaching Strategies*. Boston: Pearson Education, Inc., 2005. Print. ISBN 0-205-41261-0 (or most recent edition)

Rand, Muriel K. *The Positive Classroom: Creating an Effective Learning Community for Young Children*. New Jersey : Princeton Square Press, 2012. Print. ISBN 978-0-9882766-0-4

8) INSTRUCTIONAL COSTS:
None

9) EVALUATION: Summative evaluation is accomplished by passing the midterm and final comprehensive examinations and by submitting a portfolio of all assignments and observation rubrics. Professionalism rubric will be administered and measured twice during the semester.

10) CREDIT BY EXAMINATION:
None

Appendix H. Course Outline Checklist

Course**:** _____ Reviewed by: _____

Criterion	Yes	No	Comments
1. Outline follows format/structure and is free of grammatical or spelling errors.			
2. Calculation of hours/credits is correct and reasonable.			
3. Prerequisites are listed and are reasonable			
4. ISLOs are checked.			
5. All SLOs are aligned with one or more ISLO. One or two specific SLO ISLOs are **marked** with an asterisk indicating they will be assessed			
6. All specific SLOs are **aligned** w/ PSLOs			
7. All specific SLOs are **aligned** w/ General SLOs			
8. Assessment Strategies are **aligned** w/ specific SLOs			
9. Each general SLO states what a student will be able to know, do, or value			
10. Each specific outcome specifies a measurable behavior that communicates the depth of processing according to Bloom's Taxonomy			
11. Assessment strategies include **authentic** strategies			
12. Course Content includes list of general concepts to be covered in the course.			
13. Methods of Instruction are **aligned** with the course SLOs.			
14. Required Texts and Course Materials are listed either in APA or MLA style as appropriate.			
15. Instructional Costs lists only **unusual** supplies, equipment, and materials required for the course. "None" is written if there are no unusual costs.			
16. The Evaluation section summarizes the ways SLOs are assessed on the **summative** level. If a course requires a "C" or higher to pass, it is specified here.			
17. Credit-by-examination indicates the time(s) the exam is given and which division to contact. "None" is written if there is no exam.			

Recommendation by team: _____ Approve _____ Disapprove Date: _____

CAC approved form: August 24, 2015
Revised October 15, 2018

Appendix I. Course Outline Rubric

	4 Excellent	3 Good	2 Poor	1 Unacceptable
Format	Follows specified format including cover page and textbook and references in either MLA or APA* style. (See Curriculum Handbook)	All sections are in order and complete, not more than one error in textbook or reference material listing.	Many items out of order; book information not in proper style, and/or sections missing	Author used own format.
Structure	No errors in grammar or spelling.	N/A	N/A	1 or more errors in grammar or spelling.
Student Learning Outcomes - General	All general SLOs state what a student will be able to know, do or value.	Most general SLOs state what a student will be able to know, do or value.	Some general SLOs state what a student will be able to know, do or value.	Few general SLOs state what a student will be able to know, do or value.
Student Learning Outcomes - Specific	Written as a SMART* objective. Outcome is written using a verb that clearly communicates the depth of processing (see Bloom's taxonomy). Outcome specifies a behavior, the condition, and the criterion. Specific SLOs are aligned with the general SLOs.	SLOs are missing one of the conditions listed under excellent: a)	SLOs are missing more than one of the conditions listed under excellent: a) b) c)	SLOs are not measureable; do not specify a behavior, condition or criterion.
Assessment Strategies *Assessment strategies recommending a unit exam, mid-term exam, or final exam, etc. should be referred to as exam only.	All assessment strategies must meet the following criteria: • Valid – directly reflects the learning outcome being assessed • Reliable-gives the same results on successive trials and/or may include inter-rater reliability when subjective judgments are made. • Both formative and summative At least one assessment strategy must be authentic • Authentic – relates student's abilities to real world contexts	Most assessment strategies lack one of the criteria mentioned under excellent OR strategies don't match SLOs: List criterion that is missing a)	Some assessment strategies lack two of the criteria mentioned under excellent OR strategies don't match SLOs: List criteria that are missing a) b)	Few assessment strategies lack two or more of the criteria mentioned under excellent OR strategies don't match with the SLOs OR there is no authentic assessment strategy in the course outline.

Course Content	List of general concepts to be covered in the course. (Not textbook chapter listing)	N/A	N/A	List reads like the chapters of a textbook OR is too general.
Methods of instruction	List of possible different methods of instruction.	N/A	N/A	Only one method of instruction listed.
Instructional Supplies, Equipment, Materials & Needs	List all **unusual** supplies, equipment, materials and needs the College should be prepared to have available. If there are no unusual costs, the word "None." should be written.	List includes regular course materials such as notebooks, projector, etc.	List is only regular course materials.	Section is left blank.
Evaluation	Provide information only when special circumstances must be met for the course such as "students must achieve 70% mastery or a "C" to pass this course." If there are no unusual conditions for evaluation, the word "None." should be written.			Section is left blank.
Credit-by-examination	Write, "None," if there is no exam. If there is an exam, list the time(s) the exam is given and which division to contact.			Not addressed.

*APA – American Psychiatric Association, MLA – Modern Language Association

**SMART objective – Specific, Measurable, Attainable, Relevant and Time-bound objectives.

Appendix J. Degree Program Modification Request Form

Program Title:	Division:	Initiator:
New Program Mission: New Program Description:		
New Program Goals:		
New Program Student Learning Outcomes:		
New Program Requirements:		
Justification for revising the program		
Institutional Cost:		
Decision: ____Approved _____Not Approved Comment:		
Instructional Coordinator	Date:	
Chairperson, Curriculum Committee	Date:	

An example of filled-out Program Modification Request Form appears on the next page.

Appendix K. Sample Program Modification Request

PROPOSAL FOR REVISIONS IN THE CURRENT ASSOCIATE OF SCIENCE IN GENERAL AGRICULTURE AT THE COLLEGE OF MICRONESIA-FSM

This proposal covers the following:

Change of degree name to Associate of Science in Land Resources and Food Systems. Revision of existing curriculum to include a stronger mathematics and natural science-based background starting spring 2008.

Inclusion of the degree program as an offering of the Kosrae campus in addition to the National campus starting spring 2008.

The program was initially created in 1983 with support from the COM Land Grant Program. It was intended to prepare agriculture graduates who are employable or capable of succeeding as transfer students into four-year institutions as well as providing continuing education for in-service state agriculture extension service employees and secondary agriculture teachers.

While agriculture, fisheries and tourism remain as the FSM's three most important sectors, these have been underperforming. In particular, the agriculture sector's mission statement is to "…provide (i) food security, cash income, and healthy livelihood; and (ii) opportunities for domestic and export markets, while promoting environmentally sustainable production within a stable and consistent policy framework…" Nevertheless, the sector over the past 20 years has been typified by the lack of a consistent vision and expensive failed investments. Agriculture as a career has low status as illustrated by the recent closure of the Pohnpei Agriculture and Trade School. Enrollment of COM-FSM students in the program has also been dismal with only 0.5% of total students taking up the AS degree in general agriculture.

After a meeting involving COM-FSM administrators, faculty, stakeholders in agriculture and natural resources in Pohnpei, as well as a human resource survey in Kosrae; the following issues came to light:

- There is a dire lack of qualified staff involved in agriculture and natural resource management, particularly those who hold BS/BA degrees;
- There has been a poor record of entrepreneurship from the AS graduates as most have sought employment in the states. Even fewer have gone on to pursue 4-year degrees, mostly at the University of Guam with which COM-FSM has an articulation agreement. Almost none, in recent memory, has gone on to continue their program at the University of Hawaii at Mañoa which also has an articulation agreement with COM-FSM in agriculture.

Completed the Certificate of Achievement Agriculture (Kosrae) since 2003

State/National Governments: (4)
1 Livestock Extension Agent - Department of Agriculture Land and Fisheries
1 Research Aide/Assistant - COM Land Grant
2 Farm Custodians - COM-FSM KSA
Entrepreneurship: (4)
Only 1 of the 8 has credit work leading to the AS in agriculture.

- Also refer to the attachment for completion data from fall 2002 to Summer 2006 at all campuses
- Only the COM Land Grant has extension agents with at least an associate's degree in Kosrae. Most of the extension agents in the Department of Agriculture, Land and Fisheries have a one-year certificate in agriculture. It is desirable that they be upgraded to at least an associate degree in the field.
- While expatriate teaching staff on Kosrae hold a master's degree in agriculture and botany, there is no clear potential for a local suitably qualified FSM citizen to take up these postings within the next two years.
- There is an apparent "stigma" attached to "agriculture" as the high schools do not encourage their better than average students to take up the course and reserve it for their students who perform below par.
- Students in the current AS in agriculture program have difficulty in their mathematics, sciences and even business courses.

Therefore, this proposal aims to:

- Address the dismal image of "agriculture" as a career choice;
- Address the problem of students with poor grounding in science and mathematics
- Address recruitment and retention issues by offering a strong science-based curriculum that addressed manpower needs in agriculture and natural resource management for the FSM
- Provide suitable preparation that encourages graduates to transfer to 4-year colleges after graduation.

CHANGE OF NAME

It is proposed to change the name of the program from the Associate of Science in General Agriculture to ASSOCIATE OF SCIENCE IN LAND RESOURCES AND FOOD SYSTEMS.

The new name reflects a broader scope that includes natural resources management and would appeal to prospective students with strong interests in agriculture, environment, and related fields. The trend has been for most colleges of agriculture to rename their schools or programs to reflect the fact that agriculture now has very strong ties to the environment, natural resources and community. It also indicates that we have shifted focus to more sustainable systems as specified in the agriculture sector mission statement.

The change is proposed to start spring 2008.

CURRICULAR REVISION

The subsequent name change will require a change in the program learning outcomes. The following modifications in the program learning outcomes for the Associate of Science in Land Resources and Food Systems are proposed:

Program Learning Outcomes

Students will be able to:

1. Acquire fundamental concepts and principles of land resources focusing towards development and production in a sustainable manner appropriate to Micronesia

2. Demonstrate basic competencies in the management of land resources and food production

3. Acquire basic skills, knowledge and attitude to manage a sustainable food production enterprise or qualify for entry-level employment in a land resource management related agency.

4. Acquire a sound scientific background that will allow transfer to a higher degree program related to land resources and food systems.

Proposed Curriculum
The following curriculum revisions are proposed:

General Education Core:

English (9 credits) NO CHANGE EN 110 Advanced Reading (3) EN 120a Advanced Writing I (3) EN 120b Advanced Writing II (3)	Natural Sciences (7 credits) SC 120 Biology with Lab (4); *currently any science course with lab* *SC 120 is a prerequisite for SC 250 (General Botany with Lab) which is a major course* And one from: SC 101 Health Science (3) SC 110 Introduction to Ecology (3) SC 111 Environmental Studies (3) SC 111 Introduction to Human Nutrition (3) *currently a non-lab science or AG 101*
Mathematics (3 credits) MS 100 College Algebra (3); *currently Any 100 level or above Mathematics course* *MS 100 is the prerequisite for MS 150 (Intro to Statistics) which will become a major course;*	Social Science (3 credits) NO CHANGE SS 150 History of Micronesia (3) NO CHANGE
Exercise and Sport Science (1 credit) NO CHANGE Any ESS course	Computer Applications (3 credits) NO CHANGE CA 100 Computer Applications (3)
Humanities (3 credits) NO CHANGE Any course in Art, Music, History, Literature, SS 195 or Language may be taken	General Education Core Sub-total: 29 credits NO CHANGE in NUMBER OF CREDITS

MAJOR REQUIREMENTS:
Agriculture (19 credits)

NO CHANGE: 1) AG 110 Crop Production with Lab (4) 2) AG 140 Principles of Animal Science with Lab (4) 3) AG 290 Agricultural Project Management (3)	REVISION PROPOSED: 1) AG 101 Introduction to Agriculture (4) *currently AG 101 is 3 credits; add laboratory component to align with UOG articulation;* 2) AG 229 Directed Field Experience (4) *currently AG 299 is 1 credit for 3 hrs weekly; propose to 12 hrs weekly*

NO CHANGE: SC 250 General Botany with Lab (4) (pr. SC 120) COURSES TO BE ADDED: 1) SC 230 Introduction to Chemistry with Lab (4) (pr. MS 098) 2) SC/SS 115 Ethnobotany (3) (pr ESL 089) 2 MS 150 Introduction to Statistics (3) (pr. MS 100)	COURSES IN THE PROGRAM TO BE DELETED 1) AG 252 Agricultural Extension (3) 2) AG 270 Principles of Agricultural Engineering (3) *these courses are deemed to be more appropriate for the 4-year BS program* Natural Science (14 credits)
Additional Choice of Degree Electives Media Studies MM 225 Multimedia Design (3) (pr. CA 100 or permission) Agriculture AG 280 Processing of Agricultural Food Products (3) *proposed course* AG 291 Selected Topics in Land Resources and Food Systems (1-2 credits) *proposed course* *may be repeated twice provided that topic is different* Marine Science MR 120 Marine Biology with Lab (4) (PR ESL 089) MR 201 Aquaculture with Lab (4) (PR MR 120) IS 120 Geographic Information Systems (3) (PR IS 120: *Note: has this been changed to CA 100?)*	Deleted as Required Major Courses but retained as degree elective (3-4 credits) Business BU 101 Introduction to Business (3) (pr. ESL 089) Economics EC 220 Microeconomics (3) (pr. MS 098, ESL 089)
Sub-total: Major Course Requirements: 36-37	Total Program Requirements: 65-66 credits

The proposed curriculum provides the graduate with a stronger grounding in mathematics and natural sciences as well as the flexibility to later proceed to related 4-year degree programs in agriculture and natural resources.

Assessment Matrix
I=Introduced; D=Developed and practiced with feedback; M= Demonstrated at the mastery level appropriate for graduation

REQUIRED MAJOR COURSES

Course	PLO 1	PLO 2	PLO 3	PLO 4
AG 101	I	I	I	I
AG 110	I, D	I, D	I, D	I, D
AG 114	I, D	I, D	I, D	I, D
AG 290	D	D	D	D
AG 292	D, M	D, M	D, M	D, M
SC 250	I	I	I	I, D
SC 230	I	I	I	I, D
SC/SS 115	I, D	I, D	I, D	D
MS 150		I	I	D

ELECTIVE COURSES

Course	PLO 1	PLO 2	PLO 3	PLO 4
BU 101	I	I	I	I
EC 220	I	I	I	I

MM 225				
AG 280	D	D	D	
AG 291	D, M	D, M	D, M	D, M
MR 120	I	I	I	I
MR 201	D, M	D, M	D, M	D, M
IS 120	I, D	I, D	I, D	I, D

Land Resources and Food Systems
Suggested Timetable

1st Semester		2nd Semester	
MS 100	3	MS 100	3
SC 120	4	SC 120	4
EN 120a	3	EN 120a	3
AG 101*	4	AG 101*	4
CA 100	3	CA 100	3
	17		17

Summer	
SS 150	3
Elective	3
	6

3rd Semester		4th Semester	
AG 140	4	AG 290	3
SC 230	4	AG 299	4
MS 150	3	SC 115	3
Humanities	3		10
SC non-lab	3		
	17		

* - revision of existing course

PROPOSED NEW COURSE:

AG 280 – Processing of Agricultural Food Products-(3) - Principles and methods of processing tropical fruits,-vegetables, swine and poultry products. 3 credit hour class.

PROPOSED REVISION OF COURSES:

AG 101 – Introduction to Agriculture (4) – Explains the scientific principles behind the vegetable gardening, animal husbandry, aquaculture, forestry, soil science, soil and water conservation, pest management, nutrition, marketing and extension. Three hours of lecture and three hours of laboratory.

(*currently offered without a laboratory component*)

AG 290 – Special Topics in Land Resources and Food Systems (1-2) – Selected topics related to land resource management and food systems. May vary by semester. May be taken twice.

AG 299 – Directed Field Experience (4) – Structured learning experience with a private or governmental organization or enterprise involved in land resource management and food systems for at least 12 hours a week.

(currently offered 1 credit, 3 hours a week)

EXPANSION OF PROGRAM TO KOSRAE CAMPUS

COM-FSM Kosrae Campus currently offers the 1-year Certificate of Achievement in Agriculture and Food Technology as a vocational program. Currently almost all extension agents of the Department of Agriculture, Fisheries and Land Management and 40% of the total agricultural and natural resources staff hold only certificates and advancement to the Associate level is a desired qualification. Likewise, more than half of the current staffing will reach retirement age in the next ten years and there is a need for young staff to fill their shoes. We expect 7-10 new AS students in the program by spring 2008.

Kosrae campus has the facilities to support the program; a 50 head piggery, the Micronesian Plant Propagation Center and COM-Land Grant, access to a commercial poultry and vegetable farm as well as facilities of the state and national government agencies and an NGO involved in agricultural and natural resources management.

Kosrae campus has currently one full-time instructor (BS Agriculture and M.Ed. in Biology from the University of the Philippines) and a part-time instructor who is the current CRE researcher (PhD in botany from Maharashi Dayand Saraswati University, India). Running the certificate and associate programs concurrently will require an additional instructor preferably with a specialization in the animal and food sciences.

Two instructors teach science courses (one with a BS in Medical Technology and an MA in Educational Administration from the Far Eastern University, Philippines, and Marikina Institute of Science & Technology, Philippines, respectively; and the other with an MSc and an MPhil in botany from Maharashi Dayand Saraswati University, India). We have one math instructor who is overloaded with developmental courses and if she has to teach statistics, thought should be given to hiring an additional math instructor.
Prepared by

Lyle Baconguis
11 October 2006

Revised 15 May 2007

Appendix L. Certificate Program Implementation Application Form

Program name:	**Division:**	**Initiator:**	**Starting Date:**
Program Description:			
Length of program:			
Potential enrollment (check one or more of the following who completed surveys)	[ ] High school students interested in the program [ ] Undecided COM-FSM students [ ] Potential employers		
Number of projected students for the program		Year 1	
		Year 2	
Cost per student ($)		Based on ____ (nos.) of students	
COM-FSM cost analysis study	[ ] Completed and attached [ ] Pending		
Survey of potential employers	[ ] Completed and attached [ ] Pending		
Program Learning Outcomes			
Course/Workshop outlines included:	[ ] Yes [ ] No		
Resources available to implement the program			
If an academic transfer program check one or both of the following:	[ ] Meets articulation agreement requirements. List or attach the schools which have these articulation agreements.		
	[ ] Courses are transferable to other programs. List or attach a list of each course and the academic program to which that course could be transferred.		
Describe the proposed program's impact on other programs of the COM-FSM system:			
Decision:	**[ ] Approved** **[ ] Not approved**		
Comments:			

Instructional Coordinator signature:	Date:
Chairperson CC signature:	Date:
VPIA COM-FSM signature:	Date
President COM-FSM signature	Date:

Appendix M. Non-Credit Module Proposal Request Form

Course Title:	Division:	Initiator:
Hours Per Week Lecture: Lab: Total		
Course Objectives		
Course Description		
Justification for offering this course		
Institutional Cost:		
Decision: ____Approved _____Not Approved Comment:		
Instructional Coordinator:	Date:	

Appendix N. Non-Credit Course Outline Cover Page

<table>
<tr><td colspan="4">1) GENERAL INFORMATION:</td></tr>
<tr><td>COM-FSM address</td><td colspan="3">COM-FSM, PO BOX 159, Pohnpei, Kolonia, FM96941</td></tr>
<tr><td>Course title:</td><td>Campus:</td><td>Initiator:</td><td>Date:</td></tr>
<tr><td colspan="4">Course description:</td></tr>
<tr><td colspan="4">2) Course contact hours:
Lecture:
Laboratory:
Workshop:
TOTAL Non-Credit Units:</td></tr>
<tr><td>Purpose of course</td><td colspan="3">[ ] Certificate of Completion
[ ] Certificate of Attendance
[ ] Other</td></tr>
<tr><td colspan="2">CC chair signature:</td><td colspan="2">Date recommended:</td></tr>
<tr><td colspan="2">VPIA, COM-FSM signature:</td><td colspan="2">Date endorsed:</td></tr>
</table>

Appendix O. Non-Credit Module Training Evaluation Form

Instructor Name:	**Course/Training Title & Date:**				
Directions: Please carefully evaluate the following as they relate to this instructor and course. Circle the number that best indicates your answer to each statement. DO NOT sign your name.					
The Instructor:	Never	Rarely	Sometimes	Usually	Always
1. Keeps a regular schedule and uses allotted training time fully.	1	2	3	4	5
2. Demonstrates thorough and expert knowledge in the subject.	1	2	3	4	5
3. Gives assistance as needed to individuals and to participants to meet outcomes.	1	2	3	4	5
4. Encourages group discussions and participation.	1	2	3	4	5
5. Shows interest and respect for participants.	1	2	3	4	5
6. Provides quality materials and handouts with clear instructions.	1	2	3	4	5
7. Makes training clear and interesting to meet outcomes.	1	2	3	4	5
8. Lectures clearly and paces lessons with activities.	1	2	3	4	5
9. Utilizes resources, tools, equipment and technology.	1	2	3	4	5
10. Well prepared and organized for the training.	1	2	3	4	5
11. Training session met my expectations.	1	2	3	4	5

Comments:

Appendix P. Non-Credit Module/Training Report

Module/Training Name:		**Training Dates:**	
Contact Hours:	**State:**	**Instructor:**	
Name of Participant	**Grade/Rating for Training**	**Attendance (e.g. 4 out of 5 days)**	**Additional Comments**
General Comments on the Module/Training: (attendance, curriculum, ability of participants to understand and use the material, etc.)			
Recommendations:			
Instructor Signature:	Date:	Administrator Signature:	Date:

Appendix Q. Part-Time Instructor Application form

1) General Information:

Last	First	Middle	Birthdate	Sex	Social Security No.

Home Address	Citizenship

2) Courses: (Not more than four)

Title and Number of Course(s) to be Taught	Credit
1.	
2.	
3.	
4.	

3) Academic Training:

a. Kind of Degree(s)		Major		Minor	
		Major		Minor	
		Major		Minor	
		Major		Minor	

4) Job Experience:

a. Teaching Experience

School	Subject	Duration	Level

b. Other Job Experience

Job	Location	Level

Attach Official post-secondary transcript, 2 reference letters and resume' to the application. NOTE: All transcripts from non-U.S. institutions must be evaluated for U.S. equivalency.

I certify that information provided here is complete and true.

Signature of Applicant	Date
Verified by Campus Director: Signature	Date
Recommended by Curriculum Subcommittee	Date
Approved by Vice President for Instructional Affairs	Date

Appendix R. Part-Time Instructor Letter of Recommendation Form

TO BE COMPLETED BY THE APPLICANT

1. Name: _____
2. State Campus Director/Dean of Academic Programs: _____
3. Courses Applying for: _____
4. Name and Title of Reference: _____

TO BE COMPLETED BY THE REFERENCE PERSON

1. Length of time you have known the applicant: _____

2. Your professional association with the applicant:

3. Your knowledge of the applicant's ability to teach the above course(s)

4. Your evaluation of the applicant's effectiveness as a teacher.

5. Personal qualities and characteristics that, in your opinion, make the applicant well suited for this assignment.

_____ _____
Signature of Reference Person Date

_____
Address

Please return completed form to State Campus Dean/Director/Dean of Academic Programs.

Appendix S. Degree Program Implementation Application Form

Program name:	**Division:**	**Initiator:**	**Starting Date:**
Program Description:			
Length of program:			
Potential enrollment (check one or more of the following who completed surveys)	[ ] High school students interested in the program [ ] Undecided COM-FSM students [ ] Potential employers		
Number of projected students for the program		Year 1	
		Year 2	
Cost per student ($)		Based on ____ (nos.) of students	
COM-FSM cost analysis study	[ ] Completed and attached [ ] Pending		
Survey of potential employers	[ ] Completed and attached [ ] Pending		
Program Learning Outcomes			
Course/Workshop outlines included:	[ ] Yes [ ] No		
Resources available to implement the program			
If an academic transfer program check one or both of the following:	[ ] Meets articulation agreement requirements. List or attach the schools which have these articulation agreements.		
	[ ] Courses are transferable to other programs. List or attach a list of each course and the academic program to which that course could be transferred.		
Describe the proposed program's impact on other programs of the COM-FSM system:			
Decision:	**[ ] Approved** **[ ] Not approved**		
Comments:			

Instructional Coordinator signature:	Date:
Chairperson CC signature:	Date:
VPIA COM-FSM signature:	Date
President COM-FSM signature	Date:

Appendix T. Degree Program Implementation Proposal Form

Program name:	**Division:**	**Initiator:**	**Starting Date:**
Program Description:			
Program Mission:			
Program Goals:			
Program Student Learning Outcomes:			
Schedule of courses:			
Implementation Procedure:			
Course and/or workshop descriptions attached:	[ ] Yes [ ] No		
Staffing needs:			
Resources available to implement the program:	(Attach budget for years 1, 2, and 3)		
Decision:	**[ ] Approved** **[ ] Not approved**		
Comments:			

Instructional Coordinator signature:	Date:
Chairperson CC signature:	Date:
VPIA COM-FSM signature:	Date
President COM-FSM signature	Date:

Appendix U. Sample Degree Program Implementation Proposal

Proposal for the Establishment and Implementation of a Baccalaureate of Science Degree in Elementary Education

Submitted by the Division of Education
COM-FSM
January 2018

The Division of Education proposes to offer a baccalaureate of science degree in the area of elementary education.

Background.

The history of the Education programs at the College of Micronesia-FSM (COM-FSM) dates back to 1963 when the Trust Territory of the Pacific Islands (TTPI) and the University of Hawaii created the Micronesian Teacher Education Center (MTEC) to provide in-service teacher training. MTEC began offering a pre-service associate of science degree program in teacher education in 1969. In 1970 MTEC became the Community College of Micronesia (CCM). CCM added an in-service teacher education degree through the merging of the College's extension program and the TTPI district teacher education centers in 1974. CCM was first accredited by the Western Association of Schools and Colleges in 1978. In 1982 the Third-year Certificate of Achievement programs in Elementary and Special Education were added. In 1992 the FSM established COM-FSM as a public corporation, and in 1993 CCM became COM-FSM. In 1998 an agreement was signed with the University of Guam (UOG) to establish a branch UOG campus at the COM-FSM National Campus to offer fourth-year courses in elementary education to enable students to earn their bachelor's degree from UOG. This agreement was followed in 2007 by a collaborative arrangement between COM-FSM and UOG to offer the fourth-year elementary education program known as the COM-FSM/UOG Partnership BA Program. The Third-year Certificate of Achievement Program in Special Education was deleted as part of a Substantive Change Proposal in 2014 based on a recommendation of the 2009-2011 Education Program Review. At a May 8, 2014, meeting of the ACCJC Substantive Change Committee, the proposal from COM-FSM for extension of the Third Year Certificate of Achievement in Teacher Education Program to be offered at the state campuses was approved. This program has been implemented at the state campuses since that time.

For the past ten years, the Education Division has collaborated with the University of Guam (UOG) School of Education to offer a BA in Education commonly referred to as "the Partnership Program." Although there were occasional challenges associated with the implementation of this program, overall the program has been deemed a success. As of the end of the Fall 2017 semester, a total of 168 students has graduated from this program. However, in May 2017 the former Dean of the UOG College of Education informed the COM-FSM President that the University of Guam intended to phase out the COM-FSM/UOG Partnership BA Program due to restructuring at UOG. A January 21, 2016, memorandum to Dr. Anita B. Enriquez, Senior Vice President, and Dr. John Sanchez, Dean, School of Education from UOG President Robert A. Underwood on the Good to Great (G2G) initiative includes the following provision:

> The Elementary Ed major will continue in its current form for the next three years in the region. This will allow sufficient time for UOG to change it on-campus and make necessary adjustments to offer a double major and move to the BA+. It is anticipated that community colleges in the region will offer their own Elementary Ed program as is currently the case in the College of the Northern Marianas.

To respond to the need for COM-FSM to offer a baccalaureate program in elementary education, the COM-FSM President tasked the Vice President for Instructional Affairs to develop the program and set Fall 2019 as the target start date.

A Steering Committee, comprised of the Vice President for Instructional Affairs, the Vice President for Institutional Quality and Assurance (who also serves as the COM-FSM Accreditation Liaison Officer), the Dean of Academic Programs, the Education Division Chairperson, and the Coordinator for the Third- and Fourth-year Education Programs was established in the Fall of 2017 to provide direction for the development of a COM-FSM baccalaureate program in education. A member of the Education Division faculty, hereafter referred to as the "facilitator," was appointed to provide leadership to the development of a Substantive Change Proposal for the establishment of this program. The facilitator used a "backward design" approach which outlined the required tasks to accomplish the Fall 2019 implementation date beginning with the first steps of conducting research on regional baccalaureate education programs, reviewing pertinent documents, and meeting with various groups of stakeholders throughout the FSM to gather input.

Alignment with college's mission.

The proposed baccalaureate program in elementary education supports the college's mission statement which affirms the college's commitment to "assisting in the development of the FSM by providing academic, career and technical educational opportunities for student learning." The COM-FSM Board of Regents Two-Year Action Agenda (2016-2017) stated that the college would "[d]evelop and implement a plan to meet the changing workforce needs of teacher preparation" which supports FSM 2004-2023 Strategic Development Plan Strategic Goal 9.2.3 to "[i]mprove the quality of teaching in the FSM."

At its September 2017 meeting the Board of Regents adopted the college's Strategic Plan 2018-2023 with two strategic directions one of which is to "innovate academic quality to ensure student success." Strategy 1.12 of the college's current Integrated Education Master Plan (IEMP) focuses on the establishment and implementation of partnership agreements with regional institutions to offer baccalaureate degrees. The proposed COM-FSM baccalaureate degree is a product of a ten-year partnership baccalaureate program with the University of Guam. At its December 2017 meeting the Board of Regents approved a resolution to support the implementation of a bachelor's program in elementary education at COM-FSM.

Potential enrollment and support for the program.

According to figures obtained from the Dean of Academic Programs, as of the Fall 2017 semester there were 230 students enrolled in the AA in Pre-teacher Preparation program and 43 students enrolled in the Third-year Certificate of Achievement in Teacher Education Program system wide. These data are displayed by campus in the table below.

Pre-teacher Preparation and Third-year Students Enrolled in Fall 2017

Campus	Pre-teacher Prep			Third-year			
	Full-time	Part-time	Subtotal	Full-time	Part-time	Subtotal	TOTAL
National	86	8	94	12	4	16	110
Chuuk	70	14	84	0	16	16	100
Kosrae	19	10	29	0	11	11	40
Yap	10	13	23	0	0	0	23
TOTAL	185	45	230	12	31	43	273

From summer 2015 through spring 2017 a total of 97 students graduated with an AA in the Pre-teacher Preparation in Elementary program; however, only 46 of these students enrolled in the Third-year program. During the same period, an additional 41 students graduated from the Third-year program; 31 of these graduates enrolled in the Partnership program. The total of 273 currently enrolled students shown in the table above plus the students who have graduated but not enrolled in the third- or fourth-year programs are potential students for the proposed BS in Elementary Education program. In addition, since the inception of the Partnership program, 80 students enrolled in the program but failed to complete the requirements. Of these, 42 are currently teaching in the elementary or high schools or working for educational agencies. The proposed BS in Elementary Education Program has been designed to facilitate transfer of courses and requirements from the BA Partnership Program which would provide students who have not yet completed requirements to complete the BS degree in a timely manner.

Data were collected from each of the State Departments of Education on the number of elementary teachers employed in their respective departments and their certification level. The proposed baccalaureate degree provides avenues for these teachers to achieve FSM certification at the various levels. Data on these teachers are summarized in the table below.

FSM Teachers by State, Levels, Degrees, and Certification

State	Level					Degree Level				Certification Level		
	ECE	Elem	Sec	Sped	TOTAL	AA	3rd Yr	BA/ BS	MA	Basic	Adv	TOTAL
Kosrae	13	108	33	35	189	161	5	21	2	118	17	135
Pohnpei	59	338	103	42	542	371	26	86	23	314	57	371
Chuuk	42	546	97	33	718	522	2	124	17	N/A	N/A	222
Yap	43	182*	58**	26	309	190	11	40	2	N/A	N/A	N/A
TOTAL	157	990	291	136	1758	1244	44	271	44	--	--	--

*includes 55 culture teachers N/A indicates that data was not provided
** includes 4 culture teachers

Focus groups and surveys of potential employers and students.
The facilitator held a series of focus group meetings from the early part of September through mid-December, 2017, which necessitated travel to the States of Kosrae, Chuuk,

and Yap as well as holding meetings on Pohnpei. During this period, the facilitator met with the FSM Secretary of Education and his staff, the State Directors of Education for each state and their staff, the State Campus Deans and their respective education faculty, groups of elementary principals and teachers from each state, and students enrolled in all levels of the teacher preparation programs from each state. Written summaries and surveys collected at each focus group provide evidence of each meeting. The surveys asked participants to indicate whether they were interested in and/or supportive of the baccalaureate degree in elementary education and whether or not such degree should include a special emphasis in special education. The survey also asked participants to list at least eight (8) things that a teacher should be able to do, know, and/or value as an outcome of the program. Data from questions #1 and #3 are displayed in the tables below. A list of the top 15 areas of response from question #2 is included on page 13 of this proposal.

Student Interest in a BS Degree in Elementary Education

		Interested in BS Program			Support Inclusion of Special Education		
Student Major	N	Yes	No	Blank	Yes	No	Blank
AA Pre-teacher Prep	51	51	0	0	50	1	0
Third-year	22	20	1	1	22	0	0
TOTAL	*73	71	1	1	72	1	0

*If a student was also a teacher, the survey was counted among the teachers.

Administrators, Principals, and Teachers Survey Results

	N	Support for BS			Support for Inclusion of Special Education		
Stakeholder Group		Yes	No	Blank	Yes	No	Blank/ Other
Administrators	49	46	0	3	38	6	5
Teachers	82*	70	10**	2	74	3	5
Principals	15	11	4***	0	14	0	1****
TOTAL	146	127	14	5	126	9	11

*42 from Yap ** 5 Pohnpei teachers already have BAs; 5 Yap teachers said they were too old; ***3 said they would be retiring and one said he wanted administrative training instead; ****misunderstood question

The survey data show overwhelming support, among all groups surveyed, for the implementation of a baccalaureate program in elementary education as well as the inclusion of courses to enable teachers to teach students with special needs in their classrooms. Only one student felt that the degree requirements should not include courses in special education because he/she felt that the degree should focus entirely on the skills needed for teaching in a regular classroom. Similar comments were noted on the “No” votes on this question among administrators and teachers.

Participants were also given an opportunity to provide additional comments. Although few in number, comments provided by students in Yap, Chuuk, and Kosrae focused primarily on being able to take courses for completing the baccalaureate degree program at the State Campuses. Several teachers and principals expressed appreciation for the proposed program in that it will provide an avenue for them to reach the Advanced Certification Level that otherwise might not be available. One teacher from Chuuk commented, “I am really excited and happy for this great idea.” One principal, although very supportive of the program, urged that consideration be given to scheduling classes to accommodate the teaching schedules of his teachers. He recommended that the required courses be offered during the summer session to allow more of his teachers to attend.

One administrator stressed the need for the program to focus on affective traits such as passion for teaching, professionalism, and intrinsic motivation for teaching, rather than earning certification simply for a pay raise. Another commented that the degree should focus on the mastery of basic skills and ways to make the classroom exciting and meaningful to all students. Two administrators expressed appreciation for including special education courses in the curriculum. One respondent urged the college to hurry up and get the program going.

Involvement of Education Division faculty system wide.

Minutes of four National Campus Education Division meetings held during the Fall 2017 semester show that the COM-FSM Division of Education Chairperson and faculty were updated regularly on the findings of the baccalaureate degree planning activities and were provided multiple opportunities to provide input in the process. Meetings were held with Education Division State Campus faculty during each state visit and a special opportunity to provide additional input was provided to Kosrae faculty electronically in November. In early January 2018, the proposed program was presented for review of the education faculty from all campuses during a workshop held at the National Campus. The program presented in this proposal reflects comments and suggestions made by faculty.

FACSSO and Board of Regents support.

The proposed baccalaureate degree was also supported by the FSM Association of Chief State School Officers (FACSSO) as evidenced by FACSSO Resolution No. 18-2 adopted at the October 26, 2017, meeting. Further, at its December 13, 2017, meeting, the COM-FSM Board of Regents approved a resolution to support the implementation of a bachelor’s program in elementary education at COM-FSM.

External scan of requirements of regional institutions offering a BA or BS in education.

During Fall 2017 the facilitator compared the general education, upper division course requirements, and program entrance requirements of the current Third-year Certificate of Achievement in Teacher Education and the COM-FSM/UOG Partnership Program with those of regional institutions currently offering a baccalaureate degree in elementary education. Institutions reviewed included Northern Marianas College, the College of the Marshall Islands, the University of Hawaii at Manoa, and Chaminade University of

Honolulu. The requirements as outlined in the proposed baccalaureate are in line with those required at these institutions.

Review of documents. Additional documents reviewed in the preparation of the baccalaureate proposal include the ACCJC Policy on Accreditation of Baccalaureate Degrees, Professional Standards for the Accreditation of Teacher Preparation Institutions published by the National Council for Accreditation of Teacher Education (NCATE), Interstate Teacher Assessment and Support Consortium (InTASC) standards, the most recent COM-FSM education program reviews, a report entitled, "Findings and Recommendations Based on Review of the COM-FSM Education Programs and Courses" (a study that had been conducted by the Education Division during the summer of 2016), a report entitled, "Research Project on Performance Management in the FSM" (a report commissioned by the FSM Department of Education), and recent COM-FSM accreditation reports.

The implementation of the proposed baccalaureate degree in education aligns with the requirements of the FSM Teacher Certification Policy 2016 which requires the attainment of a two-year degree for the Basic Level, the completion of the Third-year program for the Intermediate Level, and the baccalaureate degree or higher to earn the Advanced National Teacher Certificate (Level 1).

COM-FSM cost analysis study.

The proposed BS in Elementary Education degree includes a total of 25 education course sections, considering that ED 292 and ED 492 frequently require two sections. At the National Campus, an additional section of PY 201 Human Growth and three additional sections of AR 101 Introduction to Art, offered for non-education majors, bring the total number of sections to 29. There are currently six faculty members included in the National Campus Division of Education budget. Considering a full-time teaching load of four-five courses, depending on the number of preparations, the Division needs to fill the current vacant position and possibly hire one additional instructor to avoid overloads for the current teaching staff. To meet accreditation requirements, one of these instructors needs to be devoted full time to the baccalaureate program. There is also a need for additional faculty at each of the State Campuses to accommodate the additional courses. For Kosrae and Yap Campuses, however, this position will need to be split between the baccalaureate program and the AA and Third-year programs to balance the budget. Additional expenses required for the implementation of the baccalaureate program include funds for supplies which include paper and other support typically provided to the elementary schools in which student teachers and interns are placed as well as supplies needed to support other fourth-year courses. A final additional expense includes funds to support payment of stipends to elementary teachers who serve as master teachers for student teachers and interns.

Additional Expenses for One Academic Year (National Campus)	Revenue Generated for One Academic Year (National Campus)
Personnel: Additional instructor* = $18,728 (Adjusted salary + benefits) Summer contracts (4 courses) = $10,000 * assuming vacancy in FY18 budget is filled Supplies: Copy paper, flip charts, markers, construction paper for BS courses and elementary classrooms = $10,000 Equipment: Laptops, Cameras, Projectors for student use = $3,000 Master Teachers 5 teachers X $300 per term X2 terms = $,3000 Training sessions for Master Teachers = $1,200 Preparation Sessions for TCE = $600 Fuel School visits by supervisors = $1,000 Food Items For seminars, showcases = $,1000	Based on enrollment of 20 students (including student teachers and interns) in fall and spring semesters and15 students in the summer session. Enrollment figures are based on historical patterns Fall semester Tuition: 8 students X 12 credits X $135= $12,960 12 students X 16 credits X $135= 25,920 $38,880 Fees: Tech 100 X 20 2,000 COO 200 X 20 4,000 Registration 15 X 20 300 Health 15 X 20 300 Student Activities 20 X 20 400 $7,000 Spring semester Tuition: 8 students X 12 credits X $135= $12,960 12 students X 16 credits X135= 25,920 38,880 Fees: Tech 100 X 20 $2,000 COO 200 X 20 4,000 Registration 15 X 20 300 Health 15 X 20 300 Student Activities 20X20 400 $7,000 Summer session Tuition: 15 students X 6 credits X $135= $12,150 Fees: Tech 100 X 15 $1,500 COO 50 X 15 750 Registration 15 X 15 225 Health 15 X 15 225 Student Activities 20 X15 300 $3,000
TOTAL $48,528	TOTAL $106,910

Additional Expenses for One Academic Year (Kosrae Campus)		Revenue Generated for One Academic Year (Kosrae Campus)	
Personnel: ½ Additional instructor = (Adjusted salary + benefits) Summer contracts (4 courses) =	$9,364 $10,000	Based on enrollment of 10 students in fall and spring semesters and15 students in the summer session. Enrollment figures are based on historical patterns	
Supplies: Copy paper, flip charts, markers, construction paper for BS courses and elementary classrooms =	$5,000	Fall semester Tuition: 10 students X 6 credits X $135=	$8100
Equipment: Laptops, Cameras, Projectors for student use =	$1,500	Fees: Tech 100X 10 COO 70X 10 Registration 15 X 10 Health 15 X 10 Student Activities 20 X 10	$1,000 700 150 150 200
Master Teachers 2 teachers X$300 per term X2 terms =	$1,200		$2,200
Training sessions for Master Teachers =	$600	Spring semester Tuition: 10 students X 6 credits X $135=	$8100
Preparation Sessions for TCE =	$600	Fees: Tech 100 X 10 COO 70 X 10 Registration 15 X 10 Health 15 X 10 Student Activities 20 X10	$1,000 700 150 150 200
Fuel School visits by supervisors =	$500		$2,200
Food Items For seminars, showcases =	$1000	Summer session Tuition: 15 students X 6 credits X $135= $12,150	
		Fees: Tech 100 X 15 COO 50 X 15 Registration 15X15 Health 15X 15 Student Activities 20X 15	$1,500 750 225 225 300
			$3,000
TOTAL	$29, 764	TOTAL	$35,750

Additional Expenses for One Academic Year (Chuuk Campus)	Revenue Generated for One Academic Year (Chuuk Campus)
Personnel: Additional instructor* = $18,728 (Adjusted salary + benefits) Summer contracts (4 courses) = $10,000 * assuming vacancy in FY18 budget is filled Supplies: Copy paper, flip charts, markers, construction paper for BS courses and elementary classrooms = $10,000 Equipment: Laptops, Cameras, Projectors for student use = $3,000 Master Teachers 5 teachers X$300 per term X2 terms = $3,000 Training sessions for Master Teachers = $1,200 Preparation Sessions for TCE = $600 Fuel School visits by supervisors = $1,000 Food Items For seminars, showcases = $1,000	Based on enrollment of 14 students in fall and spring semesters and 20 students in the summer session. Enrollment figures are based on historical patterns Fall semester Tuition: 14 students X 6 credits X $135= $11,340 Fees: Tech 100X 14 $1,400 COO 70X 14 980 Registration 15X 14 210 Health15X 14 210 Student Activities 20X 14 280 $3,080 Spring semester Tuition: 14 students X 6 credits X $135= $11,340 Fees: Tech 100X 14 $ 1,400 COO 70X 14 980 Registration 15XX 14 210 Health 15X 14 210 Student Activities 20Z 14 280 $3,080 Summer session Tuition: 20 students X 6 credits X $135 = $16,200 Fees: Tech 100X 20 $2,000 COO 50X 20 1000 Registration 15X 20 300 Health 15X 20 300 Student Activities 20X20 400 $4,000
TOTAL $48,528	TOTAL $49,040

Additional Expenses for One Academic Year (Yap Campus)	Revenue Generated for One Academic Year (Yap Campus)
Personnel: ½ Additional instructor* = $9,364 (Adjusted salary + benefits) Summer contracts (4 courses) = $10,000 * assuming vacancy in FY18 budget is filled Supplies: Copy paper, flip charts, markers, construction paper for BS courses and elementary classrooms = $8,000 Equipment: Laptops, Cameras, Projectors for student use = $2,000 Master Teachers 4 teachers X$300 per term X2 terms = $2,400 Training sessions for Master Teachers = $1,000 Preparation Sessions for TCE = $600 Fuel School visits by supervisors = $750 Food Items For seminars, showcases = $1,000	Based on enrollment of 10 part-time students in fall and spring semesters and 15 full-time students in the summer session. Enrollment figures are based on historical patterns Fall semester Tuition: 10 students X 6 credits X $135= $8100 Fees: Tech 100 X 10 $1,000 COO 70 X 10 700 Registration 15 X 10 150 Health 15 X 10 150 Student Activities 20 X 10 200 $2,200 Spring semester Tuition: 10 students X 6 credits X $135= $8100 Fees: Tech 100 X 10 $1,000 COO 70 X 10 700 Registration 15 X 10 150 Health 15X 10 150 Student Activities 20 X 10 200 $2,200 Summer session Tuition: 15 students X 6 credits X $135= $12,150 Fees: Tech 100 X 15 $ 1,500 COO 50 X 15 750 Registration 15 X 15 225 Health 15 X 15 225 Student Activities 20 X 15 300 $3,000
TOTAL $35,114	TOTAL $35,750

Considerations and principles in development of the program.
The Baccalaureate of Science in Elementary Education program is organized as a three-tier program comprised of the AA in Pre-teacher Preparation, the Third-year Certificate of Achievement in Teacher Education, and the BS in Elementary Education. The program was designed and courses were selected based on the following principles:

- The program is designated a Baccalaureate of Science (BS) as opposed to a Baccalaureate of Arts (BA) because a BS degree is focused more on occupational skills, in this case those required for teaching in an elementary classroom.

- The tiers of the program are aligned with levels of certification identified in the FSM Teacher Certification Policy (2016).

- An attempt was made to preserve many of the requirements of the COM-FSM/UOG Partnership BA Program to facilitate “reverse transfer” credits earned in that program to the COM-FSM program.

- Courses for the General Education Program were selected to meet the COM-FSM requirements as well as provide content knowledge for students to support their teaching of the standards, benchmarks, and student learning outcomes of the FSM and State curriculum frameworks in the core subject areas.

- ACCJC accreditations standards were considered as courses were selected for the program. As per accreditation requirement for a baccalaureate degree under ACCJC, three general education courses (9 credits) have been included in the upper division courses.

- Courses were selected to ensure that the program meets the Elementary Education Program Standards of the National Council for Accreditation of Teacher Education (NCATE).

- The findings of a review of courses typically offered in baccalaureate of education programs at regional institutions were considered in the selection of courses.

- Recommendations made by COM-FSM Division of Education faculty at both the National and State Campuses were crucial in the final selection of courses. Minutes and summaries of meetings and completed surveys evidence the involvement of Division of Education faculty at both the National and State Campuses in the development of the proposed program.

- Recommendations made in the report entitled, “Findings and Recommendations based on Review of the COM-FSM Education Programs and Courses” were considered in the selection of courses, especially at the two- and four-year levels. Of particular note is the increase in the number of two-year education courses designed to better prepare the student to teach in the elementary classroom.

- Recommendations made by various focus groups who completed surveys were

considered in the development of the program. Participants were asked to list eight (8) things that teachers should be able to do, know, or value at the completion of the Program. The attributes mentioned the most are shown in the table below.

What Teachers Should Do, Know, or Value	Total (N=219)
1. Classroom Management	163
2. Use of a variety of teaching strategies including lesson delivery, differentiation of instruction, and how to teach subjects such as reading, language arts, math, social studies, and science	161
3. Knowledge of content areas	149
4. Lesson planning	106
5. Strategies for teaching students with special needs	94
6. Behavior management	75
7. Affective attributes including professionalism, passion for teaching, determination, commitment, going beyond expectations, teaching with a heart, etc.	74
8. Assessment of student learning	56
9. Communication skills	43
10. Unpacking/understanding standards and benchmarks	42
11. Cooperation/collaboration with colleagues	36
12. Creativity	28
13. Computer literacy	27
14. Time management	26
15. How to motivate/encourage students	16
16. Flexibility, open-mindedness	16

Proposed Program Learning Outcomes.

ASSOCIATE OF ARTS
In
PRE-TEACHER PREPARATION

Program Learning Outcomes

Students successfully completing the AA in Pre-teacher Preparation will be able to:

1. Demonstrate basic knowledge and concepts related to elementary education;
2. Task analyze FSM and State curriculum standards, develop lesson plans, deliver lessons using a variety of strategies, develop instructional materials, manage student behavior, and assess student learning in an elementary classroom; and
3. Demonstrate professionalism.

THIRD-YEAR CERTIFICATE OF ACHIEVEMENT
In
TEACHER PREPARATION – ELEMENTARY

Program Learning Outcomes

Students completing the Third-year Certificate of Achievement in Teacher Preparation – Elementary will be able to:

1. Task analyze FSM and State curriculum standards and benchmarks and develop lesson plans that align with the benchmarks, include strategies for differentiation of learning, integrate two or more subject areas, and link the concepts to the students' environment;
2. Deliver lessons using a variety of teaching approaches, including development of materials and application of technology, to meet the differentiated needs of FSM elementary school students including students with special needs;
3. Assess and evaluate student learning at both the formative and summative levels;
4. Organize and manage an elementary classroom environment for learning; and
5. Demonstrate professionalism.

BACCALAUREATE OF SCIENCE
In
ELEMENTARY EDUCATION

Program Learning Outcomes

In addition to completing the Program Learning Outcomes for the AA in Pre-Teacher Preparation Program and the Third-year Certificate of Achievement in Teacher Preparation – Elementary, students successfully completing the Baccalaureate of Science in Elementary Education will be able to:

1. Demonstrate the ability to teach all subjects for one semester in an elementary classroom either independently (internship) or under the supervision of a master teacher (student teaching) as measured by the following Interstate Teacher Assessment and Support Consortium (InTASC) standards (paraphrased):

    a. Teach and create learning experiences that make the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches meaningful for students;
    b. Provide learning opportunities that support children's intellectual, social, and personal development;
    c. Demonstrate understanding of how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners;
    d. Use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills;
    e. Use group motivation to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation;
    f. Use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom;
    g. Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals;
    h. Use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner;
    i. Reflect and continually evaluate the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and seek out opportunities to grow professionally;
    j. Foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being;

2. Design, deliver, and assess instruction in support of students with special needs in the elementary classroom In accordance with the requirements of the Individualized Educational Program (IEP) process, and

3. Demonstrate professionalism.

Proposed AA, Certificate, and BS requirements.

I. General Education Requirements	**42 Credits**
English Communication (9 credits)	
EN 110 Advanced Reading	3
EN 120a Expository Writing I	3
EN 120b Expository Writing II	3
Mathematics (6 credits)	
MS/ED 210 Math for Teachers	3
MS 100 College Algebra or MS 101 Algebra and Trig.	3
Science (11 credits)	
SC 120 Biology w/ lab or SC117 Tropical Pacific Island Environment	4
SC 130 Physical Science w/lab	4
SC/ED 210 Science for Teachers	3
Social Science (9 credits)	
SS 150 History of Micronesia	3
SS 120 Geography or SS 125 Geography of the Pacific	3
SS 170 or SS 171 World History or SS 130 Sociology	3
Computer Application (3 credits)	
CA 100 Computer Literacy	3
Humanities (3 credits)	
MU 101 Introduction to Music or AR 101 Introduction to Art	3
Physical Education (1 credit) Any choice of ESS offerings	1
II. Major Pre-teacher Preparation Requirements	**21 Credits**
PY 201 Human Growth and Development	3
ED 110 Introduction to Professional Teaching	3
ED 215 Introduction to Exceptional Children	3
ED 211 Classroom Methods	3
ED 271 Visual Arts and Technology for the Elementary Classroom	3
ED 213 Multi-grade or ED 225 Differentiated Instruction	3
ED 292 Practicum	3
Associate of Arts in Pre-teacher Preparation	***(63 Credits)***

III. Upper Division Requirements	**64 Credits**
PY 300 Educational Psychology	3
ED 301a Language Arts Methods	4
ED 301b Reading Methods	4
ED 302 Social Studies Methods	3
ED 303 Math Methods	4
ED 304 Science Methods	4
ED 330 Classroom Management	3
ED 338 Teaching Students with Special Needs in the Regular Classroom	3
ED 392 Practicum and Seminar	3
Third-year Certificate of Achievement in Teacher Preparation – Elementary	***(31 Credits)***
ESS 200 Fundamentals of Wellness and Physical Fitness	3
EN/CO 205 Speech Communication	3
EN 351 Performing Arts for the Elementary Classroom	3
ED 414 Assessment and Diagnosis of Students with Special Needs	3
ED 415 Methods of Teaching Students with Special Needs	3
ED 434 Handling Behavior Problems: Strategies for Classroom Teachers	3
ED 489 Testing and Evaluation of Student Learning	3
ED 492/498 Student Teaching/Internship	12
Additional Upper Division Requirements	***(33 Credits)***
Baccalaureate of Science in Elementary Education	**127 Total Credits**

Suggested Schedule

First Semester		**Second Semester**	
EN 110 Advanced Reading…….	3	EN 120b Expository Writing II…..	3
EN 120a Expository Writing I……..	3	SS 120 or SS 125…….	3
SS 150 History of Micronesia……..	3	SC 120 or SC 130 or SC 117…	4
CA 100 Computer Literacy……..	3	MU 101 or AR 101……	3
MS 100 or MS 101 ……...	3	ED 110 Intro to Prof Teaching….	3
	15		16

Third Semester		**Fourth Semester**	
MS/ED 210 Math for Teachers……	3	ED 213 or E225……	3
ED 211 Methods……	3	ED 215 Exceptional Children…	3
SC 120 or SC 130 or SC 117……..	4	SS 170 or SS 171 or SS 130….	3
ED/PY 201 Human Growth..……..	3	ED 271 Visual Arts & Tech…….	3
SC/ED 210 Science for Teachers..	3	ED 292 Practicum……	3
	16	ESS……	1
			16

Fifth Semester		**Sixth Semester**	
ED 330 Classroom Management…	3	ED 302 Social Studies Methods.	3
ED 301a Language Arts Methods..	4	ED 304 Science Methods……	4
ED 301b Reading Methods……..	4	PY 300 Ed Psych……..……	3
ED 303 Math Methods……..	4	ED 338 Special Needs…….	3
	15	ED 392 Practicum…….	3
			16

Summer Session

EN 351 Performing Arts……..	3
EN/CO 205 Speech ……	3
	6

Seventh Semester		**Eighth Semester**	
ED 414 Assess & Diagnosis……	3	ED 492 Student Teaching or	
		ED 498 Internship…….	12
ED 415 Methods of Teaching……..	3		12
ESS 200 Fund of Wellness……	3		
ED 434 Handling Behavior Prob….	3		
ED 489 Testing..…….	3		
	15		

Course Descriptions

ED 110 Introduction to Professional Teaching (3)
This course introduces the student to the field of elementary education as a profession. The course introduces education terminology, history of education, curriculum standards, principles of assessment, classroom management, and lesson planning using student learning outcomes. The student makes at least four classroom observations in an elementary classroom. Student professionalism is measured.

MS/ED 210 Math for Teachers (3)
This course provides the student with an understanding of mathematics concepts. The course focuses on the FSM and state elementary math curriculum standards and benchmarks which include: number, operation, computation; geometry, measurement, and transformation; patterns and algebra; and statistics and probability. The student also explores ethnomathematic concepts and participates in hands-on activities. Student professionalism is measured.

SC/ED 210 Science for Teachers (3)
This course provides the student with an understanding of science concepts. The course focuses on the FSM and state elementary science curriculum standards and benchmarks which include: science as inquiry; physical science and technology; earth and space science; life and environmental science; and marine science. The student explores scientific concepts through hands-on activities. Student professionalism is measured.

ED 211 Classroom Methods (3)
Prerequisite: ED 110
This course is a preliminary application of concepts as taught in ED 110. The course focuses on the task analysis of the FSM and state curriculum standards and benchmarks, lesson planning, classroom structure and management, lesson delivery, and assessment of student learning outcomes. The student teaches at least two lessons to peers. Student professionalism is measured.

ED 213 Multi-Grade Classroom Teaching (3)
Prerequisites: ED 110, ED 211, and PY 201
This course builds on concepts taught in ED 211 and provides an introduction to the theory and practice of multi-grade education as applied to FSM classrooms. The course provides practical ideas for implementing a multi-grade classroom environment including teaching strategies, grouping strategies, management, and assessment strategies. The student teaches at least two lessons in a multi-grade classroom. Student professionalism is measured.

ED 215 Introduction to Exceptional Children (3)
Prerequisites: EN 110, EN 120a
This course introduces the student to concepts of exceptionality. The course focuses on special education terminology and concepts, history of special education, laws governing individuals with exceptionalities and implications for schools and communities, and categories of exceptionalities. The student observes an individual with special needs, interviews the family, and writes a report. Student professionalism is measured.

ED 225 Differentiated Instruction (3)
Prerequisites: ED 110, ED 211, PY 201
This course builds on concepts taught in ED 211 and provides an introduction to the theory and practice of differentiated classroom as applied to FSM classrooms. The course provides practical ideas for implementing a differentiated classroom environment including teaching methods, grouping strategies, management, and assessment strategies. The student teaches at least two differentiated lessons in an elementary classroom. Student professionalism is measured.

ED 271 Visual Arts and Technology in the Classroom (3)
Prerequisites: ED 110, ED 211
This course introduces the use of instructional media and technology in the elementary classroom. The course focuses on the creation and use of various instructional media and technology to enhance student learning. The student creates instructional materials and demonstrates the use of them in the classroom. Student professionalism is measured.

ED 292 Practicum and Seminar (3)
Prerequisites: ED 110, ED 211
This course is the culmination course for the AA in Pre-Teacher Preparation program. The student develops lesson plans based on FSM and state standards and benchmarks, delivers lessons, manages the classroom, and assesses student learning. The student teaches at least four lessons in an elementary classroom. Student professionalism is measured.

PY 201 Human Growth and Development (3)
Prerequisites: EN 110, EN 120a
This course introduces the student to human growth and development. The course emphasizes physical, behavioral, humanistic, cognitive, emotional, and moral issues related to human development. The course covers the entire human life cycle from the prenatal period through old age and death. Student professionalism is measured.

PY 300 Educational Psychology (3)
This course builds on theories and concepts taught in PY 201 Human Growth and Development. The course focuses on classroom application of theories of learning and development, intelligence, motivation, behavior modification principles, development of instructional objectives, Bloom’s taxonomy, task analysis of FSM and state curriculum

standards and benchmarks, and assessment of student learning. The student analyzes authentic situations in the elementary classroom and recommends ways to improve student learning. Student professionalism is measured.

ED 301a Language Arts Methods (4)
This course provides the student with methods for teaching language arts skills in both English and vernacular to elementary-age students. The course requires the student to task analyze FSM and state language arts curriculum, apply a variety of teaching approaches appropriate to listening and speaking, writing, and literature, develop lesson plans with supplemental materials, deliver lesson plans, assess student learning progress, and self-reflect on lesson delivery. The student integrates two or more subject areas, includes strategies for differentiated learning, and links the concepts to the elementary students' environment. The student teaches at least four lessons to peers. Student professionalism is measured.

ED 301b Reading Methods (4)
This course provides the student with methods for teaching reading in both English and vernacular to elementary age students. The course requires the student to apply a variety of approaches appropriate to teaching word recognition, fluency, vocabulary, and text comprehension; teach lesson tasks to peers; assess student learning progress; and self-reflect. Each course outcome is linked to one or more of the FSM reading benchmarks and is taught to peers. Student professionalism is measured.

ED 302 Social Studies Methods (3)
This course provides the student with methods for teaching social studies to elementary- age students. The course requires the student to task analyze FSM and state social studies curriculum standards and benchmarks, apply a variety of teaching approaches appropriate to the social studies themes/strands, develop lesson plans with supplemental materials, deliver the lesson plans, assess student learning progress and self-reflect on lesson delivery. The student is integrates two or more subject areas, includes strategies for differentiated learning, and links the concepts to the elementary students' environment. The student teaches at least five lessons to peers. Student professionalism is measured.

ED 303 Math Methods (4)
This course provides the student with methods for teaching mathematics to elementary-age students. The course requires the student to task analyze FSM and state mathematics curriculum standards and benchmarks, apply a variety of teaching approaches appropriate to the mathematics strands, develop lesson plans with supplemental materials, deliver the lesson plans, assess student learning progress and self-reflect on lesson delivery. The student integrates two or more subject areas, includes strategies for differentiated learning, and links the concepts to the elementary students' environment. The student teaches at least four lessons in an elementary classroom. Student professionalism is measured.

ED 304 Science Methods (4)
This course provides the student with methods for teaching science to elementary-age students. The course requires the student to task analyze FSM and state science curriculum standards and benchmarks, apply a variety of teaching approaches, develop lesson plans with supplemental materials, deliver the lesson plans, assess student learning progress, and self-reflect on lesson delivery. The student integrates two or more subject areas, includes strategies for differentiated learning, and links the concepts to the elementary students' environment. The student teaches at least four lessons in an elementary classroom. Student professionalism is measured.

ED 330 Classroom Management (3)
This course provides skills in classroom management with emphasis on proactive behavior management techniques and classroom organization. The course focuses on organization of the classroom for instruction, techniques for actively engaging students in learning, ways to communicate with elementary students and their parents, and techniques for handling behavior problems in the elementary classroom. The student conducts at least two observations in an elementary classroom. Student professionalism is measured.

ED 338 Teaching Students with Special Needs in the Regular Classroom Setting (3)
Prerequisites: ED 301b, ED 303
This course provides the student with techniques and procedures for accommodating students with special needs in a regular elementary classroom. The course focuses on assessing, diagnosing, and developing accommodations for students with special needs in the areas of reading and math and developing an individualized education program (IEP). The student develops accommodation materials and strategies for a lesson and presents them to peers. Student professionalism is measured.

ED 392 Practicum and Seminar (3)
Prerequisites: ED 301b, ED 303, ED 330
This course is the culmination course for the Third Year Certificate of Achievement in Teacher Preparation-Elementary program. The course requires the student to interpret FSM and State curriculum standards and benchmarks, develop lesson plans in the core subject areas, deliver lessons to elementary-age students with appropriate visual aids and supporting materials, assess student performance, and self-reflect on the delivery of lessons for purposes of improvement. The student integrates two or more subject areas, includes strategies for differentiated learning, and links the concepts to the elementary students' environment. The student teaches at least four lessons in an elementary classroom. Student professionalism is measured.

EN 351 Performing Arts for the Elementary Classroom (3)
This course provides the student a working knowledge of the fundamentals of performing arts in an elementary-age classroom. The course focuses on strategies for integrating music, dance, visual arts, and drama in lessons. The student presents at least two of these lessons to peers. Student professionalism is measured.

ED 414 Assessment and Diagnosis of Students with Special Needs (3)
Prerequisite: ED 338
This course provides the student with procedures for assessing and diagnosing the skill needs of elementary-age children/youth with special needs. The course focuses on selecting and administering appropriate assessment instruments, diagnosing skill strengths and weaknesses based on assessment results, and developing appropriate Individual Education Programs (IEPs) for a variety of exceptionalities. Case studies and hands-on practice with elementary students with special needs are provided. Student professionalism is measured.

ED 415 Methods of Teaching Students with Special Needs (3)
Prerequisite: ED 338
This course provides the student with a variety of methods and strategies for teaching elementary-age children/youth with special needs. The course focuses on aligning methods and strategies to the needs of the child/youth as determined through assessment, developing appropriate instructional aids and materials, implementing the methods and strategies as part of an Individual Education Program (IEP), and assessing the effectiveness of the program. Case studies and hands-on practice with elementary students with special needs are provided. Student professionalism is measured.

ED 434 Handling Behavior Problems: Strategies for Classroom Teachers (3)
Prerequisite: ED 330
This course provides the student with ways to assess and handle behavior problems in the elementary classroom. The course focuses on functional behavior assessments, a variety of intervention strategies, and ways to evaluate the effectiveness of behavior interventions. The student develops behavior intervention plans for at least two case studies. Two classroom observation projects are required. Student professionalism is measured.

ED 489 Evaluation (3)
This course offers multiple methods of testing and evaluation of learning in the elementary classroom. Contents include terminology related to testing and evaluation of student learning, the development of assessment tools, and the use of descriptive statistics to facilitate teacher's professional judgment and decision-making. The student creates a portfolio of authentic assessment instruments based on FSM and state curriculum standards and benchmarks. Student professionalism is measured.

ED 492 Student Teaching
This course is the culmination course for the BS in Elementary Education program for pre-service teachers. The course provides a semester-long teaching experience under intensive supervision with a master teacher in a private or public school. The student designs, delivers, and assesses lessons in all core subjects and reflects on instruction in accordance with the Interstate Teacher Assessment and Support Consortium (InTASC) principles. The student provides evidence of the teaching experience in a portfolio showcase. Student professionalism is measured.

ED 498 Internship
This course is the culmination course for the BS in Elementary Education program for in-service teachers. This course provides a semester- long teaching experience under intensive supervision with a principal/vice principal in a private or public school. The student designs, delivers, and assesses lessons in all core subjects and reflects on instruction in accordance with the (InTASC) principles. The student provides evidence of the teaching experience in a portfolio showcase. Student professionalism is measured.

Entrance requirements.
Requirements for admission to the AA in Pre-teacher Preparation – Elementary program are the same as admission to other associate degrees at the college. (See catalog).

For admission to the Third-year Certification of Achievement Program in Teacher Preparation – Elementary, students are required to:

- complete the AA in Pre-Teacher Preparation -Elementary or other two-year degree in education (excluding the degree in Early Childhood);
- earn a minimum cum GPA of 2.5 at end of two-year program;
- score at least 15 on the essay based on the COMET rubric; and
- pass the Language Arts, Math, and Science sections of the National Standardized Test for Teachers (NSTT) (in lieu of Praxis I).

For admission to the fourth-year of the program (BS in Elementary Education), students are required to:

- earn a minimum cum GPA of 2.75 by the end of the third-year program; and
- pass the FSM Teacher Competency Exam (in lieu of Praxis II) with a score of at least 53/75 -- the minimum FSM passing score for certification.

To enroll in Student Teaching or Internship, students are required to:

- complete all required courses with a cum GPA of 2.75; and
- score a minimum of 70/100 on the Teacher Competency Exam.

Resources available to implement program.
Human resources
Qualified, experienced full and part time faculty are, or will be, available to deliver all of the courses in the Baccalaureate of Science in Education degree program. The college is currently offering the Associate of Arts Degree in Pre-teacher Preparation and the Third-year Certificate of Achievement in Teacher Education programs at all of the campuses. Two vacant positions in the National Campus Division of Education FY 2018 budget will be filled with the needs of the baccalaureate courses in mind. The campuses that do not have the faculty to teach the needed baccalaureate degree courses will hire additional faculty or request National Campus Education Division faculty to travel to the state campus to offer the required courses during the summer session. Academic credentials, years of teaching experience, and course certification information are summarized in the table below.

National Campus

Faculty Member	Degrees	Years of Teaching Experience	Upper Division Course(s) Currently Certified to Teach
Magdalena Hallers	B.A., Special Education, University of Guam M.Ed., Special Education, University of Guam	8 years elementary; 20+ years postsecondary	ED 304, ED 338, ED 492/498 *Potential: ED 414, ED 415, ED 434*
Sylvia Henry	B.A. Elementary Education, University of Guam M.A., TESOL, School of International Training, Graduate Institute, Vermont	4+ years postsecondary	ED 301a, ED 392, ED 498 *Potential: ED 271, ED 492*
Susan Moses	B.S. Liberal Arts (Psychology), University of Illinois M.A., Special Education, University of Oregon + 23 quarter doctoral credits	4 years elementary resource teacher; 30+ years postsecondary	ED 301b, ED 330, ED/PY 300, ED 392 *Potential:* ED 414, ED 415, ED 434, ED 489, ED 492, ED 498
Pearl Olter-Pelep	B.A. Psychology, University of Hawaii at Hilo M.A., Education Leadership, San Diego State university	1+ years postsecondary	ED/PY 300 *Potential: ED 434, ED 301a, ED 392, ED 489, ED 302, ED 351, ED 492*
Mike Ioanis	B.A., Elementary Education, University of Guam M.A., Education Leadership, San Diego State University	1+ years postsecondary	ED 302, ED 303
Pelsihner Elias	B.A., Elementary Education, University of Guam M.A., Education Leadership, San	11 years secondary	Currently serving as third- and fourth-year coordinator *Potential:* MS/ED 210, ED 303

	Diego State University		

Chuuk Campus

Alton Higashi	B.A., Sociology, University of California, Berkeley M.A., Pacific Island Studies, University of Hawaii at Manoa	2 years elementary; 2 years secondary; 19+ years postsecondary	ED/PY 300, ED 302, ED 304, ED 392 *Potential:* ED 489, ED 492, ED 498
Abraham Rayphand	B.A., Elementary Education, University of Guam M.A., Education Foundation, University of Hawaii at Manoa	9 years postsecondary	ED 330, ED 338 *Potential:* ED 414, ED 415, ED 434
Danilo Mamangon	B.S., Secondary Education in Math, University of Baguio, Philippines M.A., Mathematics Education, University of Hawaii at Manoa; Ph.D., Education, University of Hawaii at Manoa	20+ years postsecondary	ED 303
Lynn Sipenuk	B.A., Language/Literature, Eastern Oregon State College M.A., Education, Walden University	10+ secondary 6 postsecondary	ED 301b, ED 301a; ED 304 *Potential:* ED 392, ED 492, ED 498
Genevy Samuel	B.A. Elementary Education, University of Guam M.A., Education Leadership, San Diego State University, MA, Special Education, UOG, in progress	5 years postsecondary	ED/PY 300 *Potential:* ED 338, ED 414, ED 415, ED 434

Kosrae Campus

Rosalinda Bueno-DeMesa	B.S., Secondary Education, Luzonian University, Philippines	27 years secondary; 16+ years postsecondary	ED 302, ED 330, ED/PY 300 *Potential:* ED 434, ED 492, ED 498

	M.A., Education, National Teachers College, Philippines Ed.D., Education (Administration and Supervision), (45 credits) National Teachers College, Philippines		
Sharon Oviedo	B.S., Mathematics, Pangasinan State University, Philippines M.A., Mathematics, Don Mariano Marcos Memorial State University, Philippines	4+ years postsecondary	ED 303 *Potential: ED 489*
George Tilfas	B.A., Elementary Education, University of Guam M.Ed., Education Administration, University of Hawaii at Manoa	Only taught one semester as he is serving as a college administrator	*Potential*: ED 338

Yap Campus

Jovita Masiweimai	B.A., Elementary Education, University of Guam M.Ed., Master in Education (Administration and Supervision), University of Hawaii at Manoa	28 years elementary 18 years postsecondary	ED 330, ED 301b, ED 392 *Potential:* ED 301a, ED 492, ED 498
Rhoda Velasquez	B.A., Secondary Education (Mathematics), Pangasinan State University, Philippines M.A., Education (specialized in Mathematics), Pangasinan State University, Philippines Ph.D., Mathematics, University of Hawaii at Manoa	15 years postsecondary	ED 303
Joy Guarin	M.S., Biology, Virgen Milagrosa University, Philippines Ph.D., Agriculture Science, Gregorio Arenata University, Philippines	18+ years postsecondary Currently serving as college administrator	ED 304

Robert Yangerlou	B.A., Social Science, Eastern Oregon State College M.A., Micronesian Studies, University of Guam	9 years	ED 302

Learning resources.
A meeting was held with the COM-FSM Learning Resources Center Director on November 20, 2017, to discuss the need to ensure adequate LRC holdings system wide to support the proposed BS in Elementary Education degree program. The Director supported the idea of comparing the current LRC holdings at both the National and State Campuses to a minimum standard. Once this inventory has been accomplished, the COM-FSM President has committed to earmarking a $100,000 grant from the Land Grant program to enhancing the holdings to ensure the College meets or exceeds the minimum standard at all campuses.

Academic transfer.
For many years the college has established and updated articulation agreements with regional institutions including the University of Guam, Chaminade University, the University of Hawaii at Hilo, and Hawaii Pacific University, among others. These institutions recognize most, if not all, of the COM-FSM general education requirements. Also, it is anticipated that students who have completed one or more courses under the COM-FSM/UOG Partnership Program will be able to “reverse transfer” these credits to the COM-FSM BS in Education as appropriate. Students who transfer from the current partnership arrangement with UOG to the COM-FSM BS in Elementary Education will be provided advisement to ensure a smooth transition.

Impact on other programs of the COM-FSM system.
There is no anticipated impact on other programs of the COM-FSM system.