

2016-2017 GENERAL CATALOG

NORTHERN MARIANAS COLLEGE



SERVING THE PEOPLE OF THE COMMONWEALTH OF THE
NORTHERN MARIANA ISLANDS

P.O. Box 501250 Saipan, MP 96950

Phone: (670) 234-5498

Fax: (670) 234-0759

www.marianas.edu

RIGHT TO MODIFY OR CHANGE RULES, FEES, AND PROGRAMS

Northern Marianas College has made reasonable efforts to provide in this catalog information that is accurate at the time of publication. However, the college reserves the right to make appropriate changes in procedures, policies, calendars, requirements, programs, courses and fees. When feasible, changes will be announced prior to their effective dates, but the college assumes no responsibility for giving any particular notice of any such changes. Nothing contained herein shall be construed to create any offer to contract or any contractual rights.

ACCREDITATION

Northern Marianas College is accredited by the Senior College and University Commission of the Western Association of Schools and Colleges.

In June 1985, NMC received its initial accreditation from the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). This accreditation was reaffirmed in 1990, 1996, and again in 2001. In 2001, NMC was given initial accreditation by the Accrediting Commission for Senior Colleges and Universities (ACSCU), now known as WASC Senior College and University Commission (WSCUC), a rare distinction among U.S. community colleges. This accreditation allowed the College to offer its Bachelor of Science degree in Elementary Education.

Northern Marianas College's accreditation was evaluated again in 2006 – 2007 and reaffirmed by the Accrediting Commission for Colleges and Junior Colleges. The institution underwent a six0year comprehensive evaluation in 2012 by ACCJC and WSCUC. The College was placed on Show Cause status in February 2013 and a visit was scheduled for October 2013. All sanctions were lifted and the College's accreditation was reaffirmed in February 2014. Shortly afterward, NMC applied for accreditation fully under WSCUC and was granted Initial Accreditation for a six year period in July, 2014.

In the summer of 2014, the College's substantive change proposal to offer a Bachelors of Science in Business Management was approved by WSCUC. In addition to a number of associate-level degrees, the College now offers bachelor degrees in education and business management.

Message from the NMC President

Hafa Adai and Tirow Wóómi,

Welcome to Northern Marianas College! For more than 35 years, the College has continued its commitment to academic excellence and has graduated thousands of students who are now business executives, government leaders, community advocates, and professionals in a wide range of industries.

Accredited by the Senior College and University Commission of the Western Association of Schools and Colleges (WASC), Northern Marianas College offers excellent educational programs delivered by highly qualified faculty utilizing modern teaching methods and classroom equipment. Along with faculty members, our support staff is also continuously improving College services designed to make your college experience rich, efficient, and memorable.

The College offers several degree and certificate programs, including a bachelor of science degree in education (with emphases on elementary education, early childhood education, special education, or rehabilitation and human services) and a bachelor of science degree in business management with a concentration in accounting. The College also offers associate degrees in business, business administration (with emphases on accounting, business management, or computer applications), liberal arts, nursing, natural resources management, criminal justice, and hospitality management. Moreover, it offers short-term certificate programs in different vocational, academic, and professional areas.

The College's high academic standards, complemented by its strategic partnership agreements with other institutions, further provide you with greater flexibility and options as you transition into a four-year degree program. Many of our alumni have already successfully transferred to prestigious, national and international universities.

This catalog has been designed to provide you with valuable information about NMC's admissions and academic policies, academic courses, tuition and fees, financial aid options, and other important information you need for your academic journey. We encourage you learn more about the College by meeting with current students, faculty and staff members, visiting our campus, or logging on to the NMC website at www.marianas.edu.

On behalf of the Board of Regents, faculty, and staff, we welcome you to explore all your possibilities at the Northern Marianas College. Thank you, Si Yu'os Ma'ase, and Olomwaay!

Dr. Carmen Fernandez
President
Northern Marianas College

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ACADEMIC CALENDAR

The regular academic year at Northern Marianas College extends over ten months. The Fall semester begins in August and ends in December; the Spring semester begins in January and ends in May. The length of summer session courses varies according to the course. All regular academic courses meet for a minimum of 12.5 actual contact/clock hours per credit hour.

Fall 2016 SEMESTER CALENDAR

REGULAR SESSION

April 4 – August 19, 2016

July 1, 2016

August 3, 10, or 11, 2016

August 3 – 12, 2016

August 8, 2016

August 10, 2016

August 9 – 10, 2016

August 12, 2016

August 15 – 19, 2016

August 15 – 19, 2016

August 22, 2016

August 22 – 26, 2016

August 24, 2016

September 5, 2016

September 9, 2016

October 7, 2016

October 10, 2016

November 4, 2016

November 8, 2016

November 11, 2016

November 24 – 26, 2016

December 3, 2016

December 5 – 10, 2016

December 8, 2016

December 12, 2016

December 25, 2016 to January 2, 2017

Academic Advising & Registration Period – Ongoing Students

Fall 2016 Admissions Application Deadline for International Students

Student Orientation for New and Readmitted Students

Academic Advising & Registration Period – New & Readmitted Students

Faculty Return for Fall 2016 Semester

Registration and ADD/DROP Courses Day for Students with Disabilities

Professional Development Days

Student Orientation for International Students

Registration for New & Readmitted Students

Late Academic Advising

First Day of Classes

Welcome Week; Last Week to Add Courses; and Last Week to Drop

Courses with a Refund (No Refunds after this Week)

Petition for Spring 2017 Graduation Begins

HOLIDAY – Labor Day

“UW” Reporting Deadline

Last Day to Withdraw (W) form Course(s)

HOLIDAY – Commonwealth Cultural Day

HOLIDAY – Citizenship Day

HOLIDAY – Voting Day

HOLIDAY – Veterans Day

HOLIDAY – Thanksgiving Day

Last Day of Classes

Final Exam Week

HOLIDAY – Constitution Day

Final Grades Due

NMC Winter Break – Offices will be closed

SESSION I (8 Weeks)

April 4 – August 19, 2016

August 15 – 19, 2016

August 22, 2016

August 22 – 26, 2016

September 2, 2016

October 15, 2016

Academic Advising & Registration Period – Ongoing Students)

Academic Advising & Registration Period – New & Readmitted Students)

First Day of Classes

Welcome Week; Last Week to Add Courses; and Last Week to Drop

Courses with a Refund (No Refunds after this Week)

“UW” Reporting Deadline; Last day to Withdraw (W) form Course(s)

Last Day of Classes

Session II (8 Weeks)

April 4 – August 19, 2016

August 15 – 19, 2016

October 17, 2016

October 17 – 21, 2016

October 28, 2016

December 10, 2016

Academic Advising & Registration Period – Ongoing Students)

Academic Advising & Registration Period – New & Readmitted Students)

First Day of Classes

Last Week to Add Course(s) and Drop Course(s) with a Refund (No Refund After this Week)

“UW” Reporting Deadline

Last Day of Classes

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SPRING 2017 SEMESTER CALENDAR

REGULAR SESSION

November 7 – December 3, 2016; January 9 – January 13, 2017	Academic Advising Period
November 7, 2016 – January 13, 2017	Registration – Ongoing Students (Via Proa Portal)
December 5, 2016 – January 13, 2017	Registration – New & Readmitted Students (Via Proa Portal)
December 5, 2016	Spring 2017 Admission Application Deadline for International Students
December 30, 2016	Spring 2017 Admission Application Deadline
January 3, 2017	Faculty Return for Spring 2017 Semester
January 4-5, 2017	Professional Development
January 6, 2017	Student Orientation for New, Readmitted, & International Students
December 19-23, 2016	Distance Learning Orientation Class – Session I
January 9-13, 2017	Distance Learning Orientation Class – Session II
January 9-13, 2017	Late Registration/Advising Period (Late Fee - \$35)
January 16, 2017	HOLIDAY - Martin Luther King, Jr Day
January 17, 2017	First Day of Classes
January 17-20, 2017	Add/Drop (100% Refund) and Welcome Week
Jan 27, 2017	“UW” Reporting Deadline – Session I
Feb 3, 2017	“UW” Reporting Deadline – Regular Session
February 20, 2017	HOLIDAY – Presidents’ Day
March 3, 2017	Last Day to Withdraw from Course(s)
March 24, 2017	“UW” Reporting Deadline – Session II and HOLIDAY – Commonwealth Covenant Day
April 10-15, 2017	SPRING BREAK
April 14, 2017	HOLIDAY – Good Friday
April 17-22, 2017	Course and Instructor Evaluations
May 6, 2017	Last Day of Classes
May 8-13, 2017	Final Exam Week
May 13, 2017	Grades Due for Graduation Candidates
May 15, 2017	Grades Due for All Other Students
May 16-17, 2017	Professional Development Days
May 20, 2017	Commencement

SESSION I (8 Weeks)

November 7, 2016 – January 13, 2017	Registration (Via Proa Portal)
January 17, 2017	First Day of Classes
January 17-19, 2017	Add/Drop (100% Refund)
January 27, 2017	“UW” Reporting Deadline
February 9, 2017	Last Day to Withdraw from Course(s)
March 6-11, 2017	Course and Instructor Evaluations
March 11, 2017	Last Day of Classes

Session II (8 Weeks)

November 7, 2016 – January 13, 2017	Registration (Via Proa Portal)
March 13, 2017	First Day of Classes
March 13-16, 2017	Add/Drop (100% Refund)
March 24, 2017	“UW” Reporting Deadline
March 31, 2017	Last Day to Withdraw from Course(s)
April 17-22, 2017	Course and Instructor Evaluations
May 6, 2017	Last Day of Classes

SUMMER 2017 SEMESTER CALENDAR

For more information on Summer semester please see our brochures, bulletins, and/or website. Also you can obtain more information by visiting our Office of Admissions & Records.

COLLEGE PROFILE

A BRIEF HISTORY OF NMC

Northern Marianas College was established in May 1981 when Governor Carlos S. Camacho created the College as an official governmental entity through Executive Order #25. The Executive Order established the College as one of the divisions within the Commonwealth Department of Education. By mid-summer of 1981 the College was offering training programs for government employees and teachers of the public school system.

In January 1983 Public Law 3-43 established NMC as a public, nonprofit corporation having the Board of Education as its governing board. In March of 1985 the passage of CNMI Public Law 4-34 made NMC a public corporation under the general governance of its own Board of Regents, and granted it autonomy in both fiscal and personnel matters. This law stipulated the mission of the college and designated NMC to serve as the land-grant college for the Commonwealth.

In 1985 the Second Constitutional Convention in the CNMI adopted a series of proposed amendments to the CNMI Constitution. Among them was Amendment 38 concerning education in the Commonwealth. Article 15, Section 2 of that proposed amendment provided for the establishment of Northern Marianas College, and stipulated that the College's Board of Regents should have autonomy in conducting its affairs. This amendment restated the mission of the college and guaranteed annual funding. Amendment 38, among others, was adopted by the people of the Commonwealth in the general election held in November 1985.

In June 1985 the college received its initial accreditation from the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). The accreditation was reaffirmed in 1990, 1996, 2001, and 2009. In March 2001, the Accrediting Commission for Senior Colleges and Universities of WASC granted NMC initial accreditation for offering a Bachelor of Science degree in Elementary Education. In 2014 the College moved under the WASC Senior College and University Commission (WSCUC) and was granted approval to offer a B.S. in Business Management.

Since its beginning, NMC has focused on meeting the higher education and vocational training needs of the CNMI. From the times of its first program in teacher education, NMC has developed a comprehensive set of academic programs and services to meet the social, cultural, occupational and economic development needs of its island communities. Today, students are enrolled in various educational programs of study leading to Certificates of Completion, Associate Degrees, and the Bachelor of Science in Elementary Education. In addition, there are hundreds of students enrolled in credit and non-credit, continuing adult education courses. Throughout the years, more than 20,000 people have enrolled in regular NMC degree and certificate courses, over 3000 persons have been awarded certificates and/or degrees in programs offered or coordinated by NMC; and more than 12,000 individuals have been served in our community through such programs as the Adult Basic Education, Continuing Education, and the Cooperative, Research, Extension, and Education Service.

MISSION

Northern Marianas College, through its commitment to student learning, provides high quality, affordable and accessible educational programs and services for the individual and people of the Commonwealth.

VISSION

Northern Marianas College will serve as the engine to drive the economic growth and the social and cultural vitality of the Commonwealth.

PHILOSOPHY

Respecting the human dignity and unique talents of each person, Northern Marianas College is dedicated to helping its students actualize their potentials for the enhancement of their individual lives as well as for the improvement of the Commonwealth as a whole. The College is committed to an on-going process of planning, assessment, re-evaluation, and improvement in all aspects of its mission.

ADMINISTRATIVE ORGANIZATION

NMC is governed by a seven-member Board of Regents appointed by the Governor to four-year terms with the advice and consent of the Senate. The Board of Regents sets policy for the College and appoints the President who is responsible for the operation and general administration of the College.

Board of Regents Members

Michael Norita Evangelista, Chair
Elaine Hocog Orilla, Vice Chair
Michaela U. Sanchez, Treasurer
Juan T. Lizama, Member
Cynthia I. Deleon Guerrero, Member
Irene T. Torres, Member

Administration

Dr. Carmen Fernandez, *NMC President*

CAMPUS AND FACILITIES

Saipan. The main NMC campus is located in the As Terlaje area of the island of Saipan. Except for the Business and the Vocational Education building, the facilities of the Saipan campus are renovated buildings formerly used as the Dr. Torres Hospital and as the Trust Territory School of Nursing. The population of Saipan is approximately 48,220.

Tinian. NMC has an Instructional Site on the island of Tinian, which lies four miles south of Saipan and has an area of approximately 39 square miles. The population of Tinian is about 3,136.

Rota. The College also has an Instructional Site on the island of Rota, which lies 75 miles south of Tinian and has a land mass of about 33 square miles. The population of Rota is approximately 2,527.

SAFETY AND SECURITY

At the As Terlaje Saipan campus, the Safety and Security Office is located in the Administrative Services Office in Building O-1. Security personnel are on campus 24 hours, seven days a week. The Safety and Security Office may be contacted by dialing extension 1911 from any telephone on NMC's system or at 234-5498 extension 1911 from any other telephone on or off campus. For police, fire, and medical emergencies, the CNMI Department of Public Safety (DPS) should be contacted by dialing 911. Escort services to vehicles are provided upon request. To make a request, visit the Safety and Security Office or call extension 1911. Any person or student who witnesses a criminal activity should immediately report it to the Safety and Security Office. Any activity observed that could result in harm to an individual, and any medical emergency or fire should be reported directly to DPS, then to the Safety and Security Office. If you are a witness to a crime, you are encouraged to provide the Safety and Security Office and DPS all information you have that may lead to solving the crime. It is your civic duty to report crimes.

For the most recent Annual Security Report, please see our website www.marianas.edu

COURSE AVAILABILITY

At present the full range of academic courses offered by the College is available only on Saipan. Classes are offered at the As Terlaje campus Monday through Saturday during daytime hours and in the evenings. Also on the Saipan campus, personal interest and self-improvement classes are offered in the evenings and on Saturdays through the College's Community Development Institute.

On Tinian and Rota, the College provides Adult Basic Education, and selected courses coordinated by the Community Development Institute. Some of the courses and educational workshops are made available to the sites via video teleconference. The College's agricultural researchers also conduct experiments in crop production and offer advice and assistance to local farmers on both Tinian and Rota. NMC's Expanded Food and Nutrition Education Program and the Home Economics Program also provide services on these two neighboring islands.

STUDENT SERVICES

ADMISSION

It is the policy of the Northern Marianas College (NMC) that no one shall be denied admission or readmission to the NMC on the basis of race, gender, creed, color, religion, sexual preference, national origin, age, marital status, pregnancy, veteran's status, disability, or genetic information (GINA) other than qualifications for admission, academic performance and conduct in accord with CNMI laws and regulations and College rules, policies, and procedures applicable to student conduct.

Falsification or willful suppression by an individual of any information called for on an application for admission, and other applications and documents submitted to NMC, may be grounds for cancellation of admission, suspension or expulsion from NMC. All documents submitted to the NMC will become legal property of NMC and any fees paid are forfeited.

NMC may deny admission, readmission, or continuing enrollment of any individual who, in the judgment of NMC, presents a risk to the safety and welfare of the campus and persons thereon.

Denial of admission, suspension, or expulsion from NMC shall be communicated to the individual in writing. Individuals may appeal through the Grievance Fairness Committee.

Admission Programs

There are seven admission programs each identified by the type of applicant seeking to enroll in academic courses. Each program is further distinguished by a set of admission requirements. Applicants are responsible for evaluating the appropriate admission program in which to seek admission and for completing all requirements.

1. Regular Student Program

An applicant seeking admission under the Regular Student Program is a person who has earned a high school diploma or high school equivalency diploma.

Requirements:

- A completed admission application by the application deadline;
- A \$25 (resident) or \$50 (non-resident) application fee;
- Official transcripts from any high school(s) and/or college(s) attended. Official transcripts are in a sealed envelope bearing the official seal of the school issuing the transcript.
- Photocopy of a valid, government-issued photo identification.
- A completed Authorization to Release Directory Information form.
- Completed Health Evaluation Form.
- Students who completed high school from home-study schools must submit the following:
 - a Home School Certification or License issued by the State Board of Education in the jurisdiction in which the home-school study was conducted.
 - Official transcripts from the last school attended (prior to Home Study).

The deadlines and procedures for submission of the application for admission as a regular student (i.e., certificate- or degree-seeking students) are as follows:

- Fall Semester - July 31
- Spring Semester - December 30
- Summer Sessions - May (2nd week)

2. Early Admissions Program

An applicant seeking admission under the Early Admissions program maintains concurrent enrollment in high school and is under the age of 18.

Requirements:

- A completed admission application by the application deadline;
- A \$25 (resident) or \$50 (non-resident) application fee;
- Official transcripts from any high school(s) and/or college(s) attended. Official transcripts are in a sealed envelope bearing the official seal of the school issuing the transcript.
- Photocopy of a valid, government-issued photo identification.
- Parental Permission Form
- Completed Health Evaluation Form
- A completed Authorization to Release Directory Information form.
- Applicant must have a cumulative GPA of 2.0 or higher .
- A recommendation from the applicant's high school counselor or principal attesting to the applicant's ability to perform academically at the college level.
- Placement at or above the College's EN 093 level equivalent for reading and EN 094 level equivalent for writing.

3. Ability-to-Benefit Program

An applicant seeking admission under the Ability-to-Benefit program is a person who is 18 years or older and does not have the equivalency of a high school diploma. An applicant under the ability to benefit is classified as a non-degree student and must successfully complete a high school equivalency diploma by the end of the first year of study prior to continued enrollment.

Requirements:

- A completed admission application by the application deadline;
- A \$25 (resident) or \$50 (non-resident) application fee;
- Photocopy of a valid, government-issued photo identification.
- A completed Authorization to Release Directory Information form.
- Completed Health Evaluation Form.
- Placement at or above college level English composition (EN 101) and college algebra (MA 132).

4. Visiting Student Program

An applicant seeking admission under the Visiting Student Program has attended a college or university and is seeking to enroll in no more than a year as a non-degree seeking student.

Requirements:

- A completed admission application by the application deadline;
- A \$25 (resident) or \$50 (non-resident) application fee;
- Official transcripts from any high school(s) and/or college(s) attended. Official transcripts are in a sealed envelope bearing the official seal of the school issuing the transcript.
- Photocopy of a valid, government-issued photo identification.
- Completed Health Evaluation Form.
- A completed Authorization to Release Directory Information form.

5. F-1 Nonimmigrant Student Program

An applicant seeking admission under the F-1 Nonimmigrant Student Program is seeking entry into the CNMI from outside the U.S. for the purposes of earning a college degree or completing the English Language Institute Program.

Requirements:

- A completed admission application by the application deadline;
- A \$50 (non-refundable) application fee;
- Official transcripts from any high school(s) and/or college(s) attended. Official transcripts are in a sealed envelope bearing the official seal of the school issuing the transcript. In addition, it is the applicant's responsibility to have all transcripts translated into English and evaluated by a foreign credential evaluation service if necessary.
- Photocopy of the applicant's valid passport with signature page;
- A completed Authorization to Release Directory Information form.
- Official exam results from the TOEFL or IELTS test. The Northern Marianas College institutional TOEFL code is 0781.
- A notarized International Student Declaration of Finance Form;
- A current (not more than six months prior to enrollment) official copy of a Financial Guarantee or the applicant's original bank statement.
- Completed Health Form or letter from a valid health care provider that includes information a current PPD/Skin test and proof of vaccination for the following: Measles, Mumps, Rubella, Tetanus, Hepatitis B (1, 2, 3).
- Completed Form I-20 Application.
- If the applicant has a sponsor, a Completed Form I-134 Application and the sponsor's valid, government-issued photo ID.

Deadlines:

- July 1 for the fall semester and November 1 for the spring semester.

Admission to Academic Programs

Applicants who wish to enroll in an academic program at the college must present evidence of English language proficiency. If the Test of English as a Foreign Language (TOEFL) is used to satisfy this requirement, the applicant must attain a score of at least 500 (on the paper-based TOEFL) or 61 (on the internet-based TOEFL, known as the iBT). If the International Language Testing System (IELTS) is used to satisfy this requirement, an IELTS overall Band Score of 5.5 or better is required, and a minimum IELTS individual Band Score of 5.0 on each module is recommended. The director of the Office of Admissions and Records may accept other proof of English language proficiency for admission purposes, such as ACCUPLACER or COMPASS test results.

NORTHERN MARIANAS COLLEGE

Admission to English Language Institute

Applicants for admission with a TOEFL or IELTS score below that required for admission into an academic program may only be considered for admission into the English Language Institute.

- i. Students admitted to the English Language Institute will not be allowed to enroll in courses outside those officially designated as part of the program unless and until they have met all of the prerequisites or other course requirements.
- ii. Students admitted into the English Language Institute may not enter an academic program until placement in EN 101.

Financial Support

Evidence of financial support will be required prior to issuance of the I-20 form. Northern Marianas College has no scholarship or financial aid provisions for foreign students; therefore, students must be fully prepared to meet the necessary financial obligations for the full time they will be in the United States. The colleges estimate a student's average expenses for one academic year to be:

Tuition and Fees:	\$ 6,810
Living Expenses:	\$13,200
Books:	\$ 1,750
Health Insurance:	\$ 820
TOTAL	\$22,580

Dependent Financial Guarantee

Evidence of financial support for dependents of F-1 (spouse and dependent children) is also required: \$9,516.00 per year for spouse and \$10,116.00 per year for each child. ***Note: Students whose F-1 student visa/status is terminated due to non-compliance with immigration and enrollment requirements must reapply for admission.***

6. Western Undergraduate Exchange Program

An applicant seeking admission under the Western Undergraduate Exchange (WUE) program is a resident of a Western Interstate Commission for Higher Education (WICHE) state or U.S. territory and seeks to enroll in a degree program at reduced WUE tuition rate of 150% of the resident rate.

WICHE states include: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, Wyoming, and the Commonwealth of the Northern Mariana Islands. Your residency alone is does not guarantee you the WUE rate.

For more information on WICHE please see the [WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION \(WICHE\)](#) section

Requirements:

- A completed admission application by the application deadline;

- A \$25 (non-refundable) application fee;
- Official transcripts from any high school(s) and/or college(s) attended. Official transcripts are in a sealed envelope bearing the official seal of the school issuing the transcript.
- Photocopy of a valid, government-issued photo identification.
- A completed Authorization to Release Directory Information form.
- Completed Health Form.
- Submit proof of permanent residency in one of the participating states or U.S. territory.
- Be a US Citizen or Permanent Resident.
- To maintain WUE program status, students must maintain satisfactory academic progress.

7. Limited or Restricted-Entry Programs

Certain programs may have enrollment limits and/or other program criteria. In addition to general admission requirements Limited or Restricted-Entry programs may require special application procedures, completion of certain course requirements, and meeting minimum criteria to be considered.

Conditional Admission

The College may confer admission to applicants who come under the Regular Student admission program for one term under the following conditions:

1. Incomplete Admission Application. Applicants may receive a conditional admission offer upon submission of an admission application and required fee, but must submit required supporting documents within sixty (60) calendar days of their initial enrollment.
2. Students with a Cumulative GPA below the 2.0. High school graduates with a cumulative GPA below the required minimum 2.0 requirement may be provisionally admitted for one term, but must meet requirements under academic probation and suspension policies and procedures to continue enrollment.

Readmission

Students who have not enrolled for two consecutive semesters must reapply for admission under the appropriate admission program.

Students returning after Academic Suspension or Dismissal must meet with an NMC Counselor and academic advisor to develop a written plan of remedial action and a proposed course of study for the term in which the student plans to enroll. The written plan of remedial action must be submitted as part of a student's readmission review.

Students who are readmitted into a certificate or degree program enter the program under the requirements set forth at the time of readmission.

Application and Admission Notification

When all information, forms and documents are received, applicants for admissions will be notified by postal or electronic mail of their admission to the College.

All documents, transcripts and forms submitted by applicants during the admissions process become the property of the College and will not be returned to the student, or forwarded on behalf of the student to any other institution. Unsealed or faxed copies are not official. Applicants who knowingly falsify transcripts or test scores will be denied admission to or will be deregistered from the College.

Cancellation of Admission

An applicant's admission to the College will be canceled if she or he fails to register for the term for which she or he has been admitted. Application files are retained for one year from the date submitted, and students whose admissions have been canceled because of failure to register for the appropriate terms are required to reapply for and meet all current requirements for admission. Data on file, such as transcripts, placement examination scores, evaluations, and fees may be used if they meet the admission requirements at the time of the new application, provided that the new application is submitted within one year of the first application.

Submitting an Application

Submit an NMC Admission Application online at www.marianas.edu or by mail to:

The Office of Admissions & Records
P.O. BOX 501250
Saipan, MP 96950
Phone: 670-237-6768/6769/6770/6771
Email: oar@marianas.edu

Student Identification Number

Upon admission to the College each applicant is assigned a student identification number. This number is permanent and is used as an identifying account number throughout attendance at the College and is used to verify various student transactions.

Academic Advisor Assignment

All students are assigned an academic advisor on admission for assistance with course enrollment and navigating the college environment. Students may declare a major on the admissions application form and change or add a major by simply filling out a Change of Program, Major and/or Advisor form available at the Office of Admissions and Records. Students may declare multiple majors and receive advising from more than one academic advisor. However, students must prioritize and designate each major as primary, secondary, etc. The academic advisor for your primary major will be your advisor of record with the Office of Admissions and Records. All English Language Institute program are assigned to the International Student Advisor for their first year of study. All F-1 visa/status students must receive approval from the International Student Advisor prior to initiating a program/advisor change.

Placement Testing

All certificate and/or degree-seeking students are required to take the English and the Math Placement Test before registering for courses. NMC placement testing is designed to help prospective students build a sound academic foundation for career education at the college

level. Placement tests are used to determine appropriate English and math levels for students to enroll in. Since most NMC courses require a minimum English Placement Level and some minimum Math Placement Level, students will not be allowed to register for classes without placement scores. Exception: New students who choose not to take the placement tests may register for EN 070, EN 071, and MA 087 only.

Former NMC students who are returning after an absence of a year or more, and who had not reached the EN 101 and/or MA 132 levels during their previous enrollment, are strongly encouraged to retake the placement tests in the event that their skill levels have improved. In any case, their best placement scores will be used.

NMC uses the **ACCUPLACER** tests to determine your knowledge in reading and writing and the **ACT Compass® Math Placement Test** to determine your math skills.

What is ACCUPLACER?

ACCUPLACER assessments are delivered in multiple-choice format with the exception of the WritePlacer®, a written essay assessment. All **tests are untimed** to allow you to focus and comfortably demonstrate your skills while answering questions. ACCUPLACER assessments are computer-adaptive. Questions are selected based on your skill level; in other words, your response to one question determines the difficulty level of the following question. You are encouraged to give each question as much thought as you wish before selecting your final answer. A test for **Language Use, Listening, and Reading** comprise each of 20 questions. The **WritePlacer** test measures your ability to write effectively, which is critical to academic success. You will be asked to write a short essay that will be scored on the basis of how effectively it communicates a whole message to the readers for the stated purpose. Your score is based on your ability to express, organize and support your opinions and ideas, not the position you take on the essay topic.

Please visit the ACCUPLACER website for sample questions:

<http://accuplacer.collegeboard.org/students>

What Is the ACT Compass® Math Placement Test?

An untimed, computerized test that helps your college evaluate your math skills and place you into appropriate math courses. The **Math Placement Test** is a multiple-choice test that evaluates students' ability levels in terms of basic skills such as performing a sequence of basic operations, application skills such as applying sequences of basic operations to novel settings or in complex ways, and analysis skills such as demonstrating conceptual understanding of principles and relationships for mathematical operations. The Math Placement Test offers up to five subject areas:

- Pre-Algebra
- Algebra
- College Algebra
- Geometry
- Trigonometry

Please visit the ACT Compass® website for more information:

<http://www.act.org/compass/tests/math.html>

Steps for Taking the Placement Test:

1. **Go to the Office of Admission & Records (OAR); get a Placement/PC ID Request Form.**
2. **Fill out the information request on the form. (Note: One form should be sufficient for both Math and English Placement, please mark appropriately)**
3. **After form is filled out, proceed to cashier window for payment.**
4. **After payment is made, proceed back to OAR and submit the form and retain your yellow copy.**
5. **Report to the Testing Center with your yellow copy of the placement/pc id request form and a valid Id on scheduled test date and time.**

The placement tests are given before each term and are given on a seat-available basis. There is no “passing level” on the placement tests and the results are used to help advisors place students in appropriate courses.

Testing Services

Phone: 237-6774

Email: isabel.matsunaga@marianas.edu

Location: Bldg. I

Registration Procedures

Students register for classes according to standards uniformly administered by appropriately authorized employees in the Office of Admissions & Records. The College will adopt equitable systems of prioritized registration.

Registration periods and procedures are subject to change. Historically, registration periods are scheduled the week prior to the first day of classes. Current information will be made available in the *NMC Schedule of Courses*, or may be obtained from the NMC website: www.marianas.edu.

NMC reserves the right to cancel a course that does not meet the minimum enrollment established by the College.

Course Schedule Changes

The College schedules a period during registration in which students may add and drop courses. A nominal fee is charged for adding and dropping courses for reasons other than cancellation and/or other administrative reason(s). Instructor approval is required only for certain restricted courses. No course dropped during the Add/Drop period will appear on the student’s permanent academic record.

Courses officially dropped after the Add/Drop period and before the end of the Withdrawal period will appear on the student’s permanent academic record with a “W”. Should a student not attend any class sessions for a course, or attend only during the Add/Drop period (first week of instruction) and never thereafter, and not officially withdraw from the course, a “UW”

(Unofficial Withdrawal) will be entered on the student's permanent academic record. Otherwise, failure to withdraw officially from a course will result in a grade of "F" being entered on the student's permanent academic record if the course is 100-level or higher, and "TF" (technical failure) for non-degree unit (NDU) courses.

Students may withdraw from a course(s) after the Add/Drop Week. Courses officially dropped after the Add/Drop period and before the end of the Withdrawal period will appear on the student's permanent academic record with a "W".

Students may withdraw completely for the term (after the Add/Drop Week). Courses officially dropped after the Add/Drop period and before the end of the Withdrawal period will appear on the student's permanent academic record with a "W".

Specific add/drop deadlines and procedures are announced in the *NMC Schedule of Courses*, or may be obtained from the NMC website: www.marianas.edu.

Medical Withdrawal

Students unable to continue enrollment in a course(s) due to illness, injury, or mental health reasons, after the withdrawal deadline, may request approval for a medical withdrawal. The request for medical withdrawal must be accompanied by a doctor's justification of the student's inability to continue enrollment. The Medical Withdrawal must be approved by the student's advisor and the Director of Admissions and Records or the Registrar. Students will receive a "W" for the course(s).

Active Military Duty Withdrawal

NMC students serving in the U.S. Armed Forces may be called to active duty status at any time. Such students will be allowed to withdraw completely from courses without academic repercussion at any time during the relevant term.

Students called to active military duty and who are withdrawing from courses for that reason are assured of the following:

- i. A "W" will appear on their academic transcript for course (s) from which they have officially withdrawn; and
- ii. students receiving federal financial assistance will not be placed on probationary status for federal financial aid.

For approval of complete withdrawal from courses under these circumstances, the student must obtain, complete, sign, and submit a Complete Withdrawal Form to OAR, along with a copy of his/her military confirmation of return to active duty status.

Repeating Courses

Students may repeat enrollments in courses for the number of times so identified in the catalog. In addition, students may repeat enrollment in courses for credit only twice to remediate substandard grades. Repeated courses will be included in computations affecting GPA but the course repeated may be credited toward degrees and certificates only once. A student may repeat a course whether it was previously passed or failed. A student may repeat a course earning Non-degree Units any number of times, but may repeat no more than three times a course earning college credits (i.e., courses numbered 100 and above).

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When a course is repeated for the purpose of improving the grade, the student will receive credit only for the course earning the higher grade, and only the higher number of grade points earned will be used to calculate the student's grade point average.

Students may wish to retake certain types of "skill-building" courses (e.g., some P.E. courses and studio art courses) not for the purpose of improving their grade, but to renew or increase their mastery of specific applied skills or to further develop artistic talent. Such courses may be retaken under the following conditions:

1. The student must already have taken the approved "skill-building" course for credit.
2. The student wishes to retake the approved course for the express purpose of increasing or recertifying the mastery of applied skills or further developing artistic talent.
3. A student wishing to retake an approved course for such purposes must obtain the written permission of his/her academic advisor, the instructor, and the Chair of the department in which the course is offered, prior to or during the registration period. The Chair will then request creation of a separate section listing for that course. Such section listings will be designated as "Further Study" sections, using the section code "FS" rather than a numerical code.
4. Students registering for an FS section of an approved course must attend class on the days and times scheduled for the regular section of the same course.
5. Approved courses retaken for "Further Study" will earn the same number of credits, and the student will pay the same tuition and fees, as for a regular section of the course.
6. Grade points earned for courses retaken as "Further Study" courses will be considered in the calculation of term and cumulative grade point averages (GPAs).
7. The Number of times any approved course may be retaken a "Further Study" course by any one student will be jointly decided, in consultation with the student, by the student's academic advisor, the course instructor, and the Chair of the department in which the course is offered.
8. Students are cautioned that most "Further Study" courses, taken as such, will not fulfill General Education or program requirements, but will count as electives. Most NMC degree programs allow a limited number of elective credits to be applied toward the degree, and most programs either specify or recommend courses to be taken as electives toward the degree. Therefore, students should consult their advisor prior to requesting permission to register for a "Further Study" section.
9. Every effort will be made to accommodate both the number of students wishing to enroll in the regular section of the course, and the number of students wishing to retake the course as an FS section. However, students are cautioned that where facilities are limited and the capacity size of the class is restricted, enrollment priority will be given to students taking the regular session of the course. That is to ensure that students taking the course to fulfill a requirement have the opportunity to do so.
10. Availability of the option to enroll in an FS section of an approved "skill-building" course ultimately depends on the ability of the classroom facility to accommodate both regular students and FS students, and on the willingness of the instructor to offer the FS option.
11. Only certain "skill-building" courses may be retaken under the FS option. For more information on which courses may be retaken under these conditions, contact the Office of the Dean of Academic Programs and Services.

Prerequisite Requirements

Students must receive a grade of “Pass” or “C” or better in a prerequisite course in order to enroll in the target course.

Transfer Credit

Transfer credit refers to credit earned at other regionally accredited institutions that is accepted at Northern Marianas College. Transfer credits may be counted as NMC electives where no equivalency is determined. However, only credit necessary for the completion of the degree program selected by the student will be accepted for application to the degree. Students seeking transfer of credits may be required to furnish a course catalog from the institution(s) previously attended. Courses for which transfer credit is sought are subject to departmental evaluation for equivalency. Grades received for transferred courses are *not* calculated in the student’s GPA.

For more information on this policy on transfer credit, please see the Policies and Procedures section in this catalog

Advanced Placement (AP) Credit

Northern Marianas College (NMC) may award course credit to students submitting official College Board Advanced Placement (AP) exam scores to the Office of Admissions & Records.

A student receiving a score of 3 or higher on an official AP exam will be given credit with a grade of P for the corresponding NMC course; except for CH 124, which requires a score of 4.

A listing of AP exams and corresponding NMC courses will be kept on file in the Office of Admissions & Records. See the table below for the current list.

Subject	AP Exam	AP Grade Required	NMC Course	Credits Awarded
ARTS	AP Studio Art Drawing	3+	AR 103 Drawing	3
ENGLISH	AP English Language & Composition	3+	EN 101 English Composition	3
	AP English Literature & Composition	3+	EN 101 English Composition	3
HISTORY & SOCIAL SCIENCES	AP Macroeconomics	3+	EC 211 Principles of Macroeconomics	3
	AP Microeconomics	3+	EC 212 Principles of Microeconomics	3
	AP Psychology	3+	PY 101 General Psychology	3
	AP United States Government and Politics	3+	PS 110 Principles of Democratic Institutions	3

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	AP United States History	3+	HI 101 and HI 102 American Nation	6
	AP World History	3+	HI 121 and HI 122 History of World Civilizations	6
MATHEMATICS & COMPUTER SCIENCE	AP Calculus AB or BC	3+	MA 203 Basic Calculus	5
	AP Computer Science A or AB	3+	CS 103 Introduction to Computers	3
SCIENCES	AP Biology	3+	BI 101 Principles of Biology	4
	AP Chemistry	4+	CH 124 General Chemistry	4
WORLD LANGUAGES & CULTURES	AP Spanish Language & Culture	3+	SP 101 Elementary Spanish	4
	AP Other Languages & Cultures	3+	*To be Designated on Review	4

Note: AP course credits do not count toward meeting the minimum number of NMC credits a student must earn to graduate with a certificate or degree at NMC. Students must complete at least twenty-five percent of their certificate and/or degree requirements from NMC (NMC Procedure 4020.6 Minimum Academic Residency Requirement).

Prior Learning Assessment (PLA)

Earning college credit for what you have learned outside the classroom.

The purpose of the Northern Marianas College's Prior Learning Assessment (PLA) BE 200 Course is to provide a means to award credit for prior learning experiences also known as experiential learning. Students enrolled in this program may receive up to 30 credit hours toward degree completion. The Prior Learning Assessment (PLA) approach will target primarily adult student who wish to complete a degree while working in their careers. The typical student enrolling in this program is generally 25 years or older with at least five-years of work experience and meets the general admission requirements of the college. Students, who enter the program are expected to follow the College requirements as outlined in policy and admission guidelines of the PLA, must be able to understand and use the conventions of standard written English, must be able to access and navigate information online, and submit the portfolio for assessment and evaluation that will demonstrate, explain, and verify that there is undergraduate or graduate level learning that could be awarded credit.

What is Prior Learning Assessment?

According to the Council for Adult and Experiential Learning (CAEL), "Prior Learning Assessment is a term used to describe learning gained outside a traditional academic environment. Put another way, it's learning and knowledge your students acquire while living their lives: working, participating in employer training programs, serving in the military, studying independently, volunteering or doing community service, and studying open source

courseware. In short, PLA is the evaluation and assessment of an individual's life learning for college credit, certification, or advanced standing toward further education or training."

Why Prior Learning Assessment?

Prior learning assessment can help working and retired professionals:

- Enhance your resume with college credit.
- Earn college credit towards a degree of your choice.
- Get ahead in or re-enter the workforce.

How Can I avail of Prior Learning Assessment?

At NMC, you can take the next step towards advancing your education and career with the College's Prior Learning Assessment program.

- Reviewing the College's degree programs available at www.marianas.edu
- Once you have identified a degree program in which you would like to earn credit, obtain and submit transcripts you may have from prior college coursework at any college or university.
- Meet with a College advisor and assemble an individualized degree plan (IDP) for your respective degree program.

Course Waivers and Substitutions

The department chair of the student's degree or certificate program makes recommendations for a course waiver. For each course waiver there must be an accompanying recommended course substitution. Credit requirements cannot be waived. Each party involved in the Course Substitution procedure shall indicate approval/disapproval and indicate the reason(s) for the approval/disapproval of the requested waiver substitution.

Course Substitution Procedure:

The following steps need to be taken to substitute courses:

1. Submit a Course Substitution Form to a counselor/advisor or department chair that indicates the waiver substitution requested.
2. The department chair will confer with department members and, if they concur with the request, will forward the request to the Dean of Academic Programs and Services for approval.
3. If the Dean concurs with the request, it will be forwarded to the Registrar. If the Dean does not concur with the request, it will be forwarded to the student, via the Department Chair or Program Coordinator.

Credit by Examination

Northern Marianas College recognizes that college-level learning occurs in places other than the traditional college classroom. Except for courses specifically excluded (nursing courses with clinical hours, TS288 (Practical Training), TS298 (Internship Training), all NDU courses, and SOE Practicum & Methods courses), all college-level courses offered at NMC are open to challenge through a process of Credit by Examination. A student wishing to earn credit by examination must be a regular student, have a GPA of at least 2.0, and be currently registered. A student will not be permitted to take the examination for credit if credit for that course or its equivalent has already been received from an accredited college or university.

A student wishing to earn credit by examination must obtain written permission from the Chair of the department offering the course, enroll in the course during the registration period, and pay the regular tuition and fees for the course. A nonrefundable fee for Credit by Examination is charged in addition to regular tuition for the course. The application for Credit by Examination is available at the Office of Admissions and Records. The Chair of the department offering the course will assign an instructor to administer the examination which must be taken by the student no later than the end of the second week of the term. The letter grade earned by examination will appear on the student's transcript as the course grade.

Should the student fail the credit examination and receive a grade of "F" for the course, he/she may not retake the examination for credit but may re-register for the course in a subsequent term, paying course tuition and any applicable fees. The student may repeat the course in this manner only once (see REPEATING COURSES section).

Once examination credit for a given course has been awarded, a student wishing to improve his/her grade may not repeat the examination for credit but may subsequently enroll in that course and receive a grade. The student must re-register for the course in a subsequent term and pay the course tuition and fees. The student will receive credit only for the course in which the higher grade was received (see REPEATING OF COURSES).

Independent Study

Students who wish to study a topic not covered in courses regularly offered by the College may be able to earn credit for the course by independent study. Independent study requires that the student create a written plan of study and submit it for departmental approval; register and pay tuition for a 190/290 "Special Projects: Independent Study" course; study the course matter privately; meet with an instructor appointed by the Department Chair for a certain number of consultations; and complete the assigned course work. Availability of this option depends on:

1. The nature of the subject matter involved;
2. The student's potential for successfully completing the independent study requirements;
3. The willingness of a faculty member to supervise the independent study;
4. Submission of a form describing the conditions of study and the course requirements, signed by the student and the instructor; and
5. The written approval of the Department Chair.

When these conditions have been met, the Department Chair will request that the Dean of Academic Programs and Services create a schedule listing for the course using the IS (Independent Study) course alpha numeric code.

In addition to the regular tuition for the course, a fee of \$40 is charged for each course taken by independent study. This option is normally not available for courses regularly offered by the College, except by approval of the Dean of Academic Programs and Services.

AUDITING COURSES

To qualify as an auditor for any course, a student must complete all admission and registration procedures, including payment of tuition and fees. Students are permitted to audit certain courses with the written consent of the instructor. Auditing of laboratory science courses is generally not allowed. Students who wish to audit a course must submit the signed Instructor Approval Form authorizing the audit to the Office of Admissions and Records within the first week of instruction. There is no limit to the number of courses that may be audited by any individual, provided permission has been received from each instructor. The extent of classroom participation is at the discretion of the instructor.

No credit is given at any time for an audited course, and the symbol “AU” will be recorded for the course on the student’s transcript.

Where facilities are limited, students taking the course for credit have registration priority over auditing students.

Time Limit for Coursework

In areas of study in which the subject matter changes rapidly, material in courses taken long before graduation may become obsolete or irrelevant. Course work that is more than eight years old is applicable to completion of degree requirements at the discretion of the student’s major department. Departments may accept such coursework, reject it, or request that the student revalidate its substance. The eight-year limit on transfer coursework applies except when program accreditation agencies require students to satisfy current major requirements rather than major requirements in earlier catalogs, when completing earlier requirements is no longer possible or educationally sound.

Course Load

A student carrying 12 or more credits in the fall or spring semester is considered a “full-time student.” A student carrying from nine to 11 credits per semester is a “three-quarter time student”; six to eight credits per semester represent a half-time load. A student registered for five or fewer credits per semester is considered a “part-time student.” For the summer session, a student taking six credits is considered to have a full-time course load.

The following are limits on a student’s semester course load: (1) up to 18 credits with the academic advisor’s approval, and (2) from 19 to 22 credits with a cumulative GPA of 3.5 and submission of a completed Request for Course Overload form, which must be approved both by the student’s academic advisor and by the Department Chair for the student’s program. Liberal Arts majors must have the approval of their academic advisor and the Director of Counseling Programs and Services. A student wishing to register for a course load of more than nine credits during a summer session must submit a completed Request for Course Overload form, approved by the academic advisor and the Department Chair (or Director of Counseling Programs and Services, as appropriate).

A student planning to complete the associate degree within two years must complete at least 15 credits every semester. Students should note that NMC degree programs require a variable number of credits. Careful planning with an academic advisor is necessary to complete all required courses for a degree within two years. Students who take only 12 credits per semester will normally complete an associate degree program in two and a half years.

Additional semester(s) may be needed if students are required to take courses below the 100 level in preparation for entering degree programs.

The College imposes no time limit for completing a degree or certificate program. Students receiving federal financial assistance, however, have a time limit as a measurement toward making academic progress (see FINANCIAL AID PROGRAMS). Certain hiring agencies (e.g., the Department of Public Safety) may impose time limits for program completion.

If program requirements change while a student is consistently enrolled, the student will graduate under the degree requirements existing at the time of his/her initial enrollment. A student may follow the new degree requirements if he/she specifically requests to do so by submitting to the Office of Admissions and Records a Change of Major form that has been approved by the student's academic advisor. Students who have a break in enrollment for at least two consecutive semesters and have not been granted an official leave of absence by the Director of Admissions and Records, must follow requirements specified in the catalog or Individualized Degree Plan applicable at the time of re-enrollment.

Academic Workload

A 3-credit course requires the student and instructor to come in contact with each other for at least 37.5 hours during the semester. Traditionally, fulfillment of these contact hours is manifest in weekly meetings in class for at least 3 hours per week. Hence, a 3-credit course is equivalent to a student meeting an instructor for a minimum of 3 hours per week.

A student enrolled at NMC as a full-time student during the fall or spring semesters must register for at least 12 credits. This is typically a schedule with four or five courses. As indicated by the definition of contact/clock hours per credit hour, a student enrolled in at least 12 credits will be expected to meet with all course instructors for a cumulative minimum of 12 hours per week throughout the semester.

A student's expected workload in connection to credit hours is much more than the minimum contact hours an instructor is required to have with a student. In most cases, a student's workload is three times (3X) the actual contact/clock hours a student and instructor are responsible for maintaining throughout the semester. A student's workload is comprised of actual contact hours, but may also include research, group and individual study, field work, etc. that occurs after class time. Students are advised to observe the following formula in preparation for coursework and effective time management:

- 1 credit = 1 hour in class + 2 hours study/week
- Most NMC courses are 3 credits each, so:
- 3 credits = 3 hours in class + 6 hours of study/week
- A student enrolled in 12 credit hours, for example, should expect to commit to a workload of approximately 36 hours per week.

GRADING SYSTEM

The following letter grades are used to indicate the quality of scholastic performance in courses taken for academic credit. Each letter grade earns the indicated number of "grade

points” which are used to determine the student’s “grade point average” (GPA), i.e., a measure of overall academic performance.

Grade	Interpretation	Grade Points
A	Superior	4 grade points
B	Above Average	3 grade points
C	Average	2 grade points
D	Below Average	1 grade point
F	Failing	0 grade points

In place of grades, the following symbols may be given but are not used in computing the GPA:

CIP	Course in Progress	To Be Determined
I	Incomplete	None
W	Withdrawal	None
UW	Unofficial Withdrawal	None
P	Pass	None
NP	No Pass	None
AU	Audit	None
TF	Technical Failure	None
CR	Credit	None

CIP. A grade of “CIP” (Course in Progress) is designated for courses, which are designed to be completed after the normal semester ends. This grade is entered on the student’s transcript until the course is completed; at which time it is replaced by a regular letter grade.

The “I” or Incomplete Grade symbol may be awarded at the instructor’s discretion, subject to approval by the Department Chair, to students engaged in passing work who due to reasons beyond their control, have yet to complete a *small but essential part of the course work*. *This portion of the course work may consist of a final exam, a final research paper, a final project, or not more than two papers for an English Composition course.*

Unless there are extenuating circumstances that the instructor and Department Chair agree are valid reasons for postponing completion of the course work from the end of the term for a maximum of 12 months, the unfinished work should be completed and submitted to the instructor as soon as practicable, but *no later than the middle of the following term*. Extenuating circumstances are generally considered to be situations over which the student has little or no control (e.g., personal illness or injury, birth of a child, death of a parent/spouse/child, and catastrophic illness in the immediate family, jury duty, and military service). The Department Chair will make final determination of the submission deadline. If the course work is not completed and submitted by the established deadline, the “I” will automatically be changed to an “F” grade. If a student repeats a course for which an “I” grade was given, that grade will automatically be changed to an “F”.

An exception to this policy on Incomplete: (1) For those courses which do not use the “F” grade, the equivalent non-credit grade will be assigned, and (2) All grades of Incomplete must be resolved prior to certification for graduation. If a student who is applying for graduation has an unresolved Incomplete at the time the Registrar certifies their eligibility for graduation, the “I” will be changed to an “F” or equivalent non-credit grade and used in the final GPA calculation.

W. A Withdrawal “W” is entered on the student’s permanent academic record when a course is dropped in the manner indicated under “Schedule Adjustment: Add/Drop/Withdrawal.”

UW. An “**Unofficial Withdrawal**” is entered on the student’s permanent academic record when a student did not attend any class sessions for a course, or attended only during ADD/DROP period (first week of instruction) and never thereafter, and did not officially withdraw from the course. A “UW” will be entered on the student’s permanent record.

TF. A “**Technical Failure**” grade is used only for non-degree unit (NDU) courses. If a student’s academic performance proves to be inadequate, or if the student has excessive absences, a grade of “TF” will be entered on the student’s permanent academic record.

P or NP. There may be special circumstances wherein a student prefers a “P” (Pass) or “NP” (No Pass) option in lieu of a letter grade for a particular course. *This option may not be used for any course that is required for General Education or Program credits. It is only available for electives above and beyond required courses.* A student wishing to exercise this option must obtain the written permission of the instructor and the Department Chair during the regular registration period. A grade of “P” is given when the student, in the judgment of the instructor, has demonstrated an acceptable mastery of the subject matter to warrant being given credit for the course. A grade of “NP” is given when such is not the case.

A grade of “**P**” awards the student the number of academic credits assigned to the course, but it is not calculated in the student’s GPA. Students should be aware that a “P” grade is rarely accepted for transfer by other institutions of higher learning, nor can NMC convert a “P” grade to a letter grade for any reason. Grading for ED 492, Practicum in Student Teaching: A, Pass, No Credit (A, P, NP).

AU. Audited courses are designated by the symbol “AU” on the student’s transcript [see AUDITING COURSES (NO CREDIT)].

NP. “**NP**” (**No Pass**) is a specific symbol reserved for English Language Institute (ELI) courses, developmental mathematics courses, and developmental reading and writing courses for the deaf and hard of hearing.

Some students may make progress in fulfilling proficiency requirements for such courses, but not enough progress to receive a “P” and move on to the next level. In such cases they receive a symbol of “NP”, and must register for and retake the course until the required proficiency has been reached. An “NP” symbol indicates that the student is making progress within that level, but needs more practice before qualifying for promotion to the next level.

The “NP” symbol is not a failing grade. A failing grade of “TF” is given to an ELI or developmental math student whose performance has been inadequate. Grading for ED 492, Practicum in Student Teaching: A, Pass, or No Credit (A, P, NP).

NDU. This is an abbreviation for “Non-degree Unit”, and indicates that the credits earned are for developmental courses not counted toward the total credits required for the Associate Degree.

Note: Grades of CIP, I, W, P, NP, TF and AU, are not included when computing a student's GPA. Recipients of financial aid or veteran educational benefits should also note that grades of "TF", "NP" and "AU" cannot be used to meet "satisfactory progress" requirements.

CR. "Credit": The "CR" symbol is reserved for Advanced Placement only.

GRADE APPEALS

The assignment of grades is a faculty responsibility. If a student disagrees with an assigned grade, he/she may choose to undertake an appeal process by following these procedures:

1. The student meets with the instructor for a review and justification of the grade.
2. If, after meeting with the instructor, the student still disagrees with the grade, he/she contacts the Chair of the department that offered the course for a further review.
3. The Department Chair meets with the instructor for a review and justification of the grade. The Department Chair performs the review if the instructor of the course is no longer employed by the college.
4. If the disagreement remains, the student may file an appeal to the Dean of Academic Programs and Services only after completing the above steps in an effort at a resolution.
5. If the disagreement remains after completing the above steps, the student may file a formal student grievance with the Office of the Dean of Student Services (See Student Appeal and Grievances Procedure).

An appeal for a grade change, if necessary, should be initiated as soon as possible but no later than the end of the following semester (excluding summer). Should a Grievance and Fairness Committee issue a decision to change the grade, the Dean of Student Services will notify the student in writing and issue a memorandum to the Registrar on the decision of the committee to effectuate a change to the student's permanent academic record.

GRADE POINT AVERAGE (GPA)

A GPA is computed from the credit hours of all courses (100-level or above) for which conventional grades are reported. The GPA is determined by dividing the total number of grade points earned by the total number of credits attempted for which a letter grade of A=4, B=3, C=2, D=1, F=0 has been assigned, excluding those credits for which Grades of "I," "W," "UW," "P," "NP," "AU," "CR", or "TF", are assigned. Transfer credit hours and grades are not used to calculate the GPA.

"GPA" = number of grade points earned divided by the number of credit hours attempted, excluding symbols of "I," "W," "UW," "P," "NP," "AU," "CR", and "TF".

"Term GPA" = grade point average for the term just concluded, excluding symbols of "I," "W," "UW," "P," "NP," "AU," "CR", and "TF".

"Cumulative GPA" = grade point average for all terms combined, excluding symbols of "I," "W," "UW," "P," "NP," "AU," "CR", and "TF".

EDUCATIONAL LEVELS

A matriculated student is one who has complied with all requirements for admission to the college and has received an official Notice of Admission. All students taking courses in any regular semester must be matriculated students. Only in summer sessions may a student who has not matriculated be enrolled in classes.

Freshman: A Student who has earned less than 30 credits towards the requirement of a Certificate or Associate Degree.

Note: Non-degree credits not applicable for financial aid purposes.

Sophomore: A Student who has earned 31 credits or more towards the requirements of a Certificate or Associate Degree.

Note: Non-degree credits not applicable for financial aid purposes.

Junior: A Student who has earned 61 to 90 credits towards an Associate or Baccalaureate Degree.

Note: Non-degree credits not applicable for financial aid purposes.

Senior: A Student who has earned 91 credits and above.

Note: Non-degree credits not applicable for financial aid purposes.

Graduate: A student who has completed a four-year college course with an acceptable baccalaureate degree from an accredited institution and who has been admitted to the college with post-baccalaureate standing.

Diploma Students, Undeclared Students, and Special Students are not assigned educational levels by the College.

GRADE REPORTS

Term grade reports are available in the students' Proa Portal account.

Upon reviewing their grade reports in Proa Portal, the student should carefully check the accuracy of the courses, term credit hours, and grades recorded. The assignment of grades is a faculty responsibility. If a student disagrees with an assigned grade, he/she may choose to undertake an appeal process by following these procedures:

1. The student meets with the instructor for a review and justification of the grade.
2. If, after meeting with the instructor, the student still disagrees with the grade, he/she contacts the Chair of the department that offered the course for a further review.
3. The Department Chair meets with the instructor for a review and justification of the grade.
4. If disagreement remains, the student may file an appeal to the Dean of Academic Programs and Services only after completing the above steps in an effort at resolution (see STUDENT APPEAL).

An appeal for a grade change, if necessary, should be initiated as soon as possible but no later than the end of the following semester (excluding summer).

Should a decision be made to change the grade, the instructor must submit a Change of Grade form to the Office of the Dean of Academic Programs and Services for processing and approval.

STUDENT EMAIL

New Students are required to sign-up for an email address during registration. Students unable to obtain an email address during the registration process must visit the Computer Lab Supervisor's Office located in Building W to obtain one. New Students must present their registration forms to the Computer Lab Supervisor as proof of their enrollment status. If you have any further questions, please feel free to contact the Computer Lab Supervisor at 237-6828.

Student Email for Official Correspondence with Students

NMC Student Email serves as a tool for official college communication with NMC students. Official email communication serves both the academic and administrative needs of the college. The college has the right to expect that such communication will be accessed and read in a timely fashion.

Student Responsibilities Regarding Use of Email

Students are expected to access and read their email on a regular basis to stay current with College-related communication. Students have the responsibility to perform routine maintenance of their email account content to avoid exceeding maximum storage limits. Students also have the responsibility to recognize that certain communication may be time-critical. "I didn't check my email", error in forwarding mail, or email returned to the College with "Mailbox Full" or "User Unknown" are not acceptable excuses for missing official College communication via email.

Redirecting of email

Redirecting email does not absolve a student from the responsibilities associated with official communication sent to their NMC Student Email account. If a student wishes to redirect email from their official NMC Student Email address to another email address (example: @yahoo.com), such forwarding is done by the student, and at the student's own risk. Faculty and others may still require that student use their official NMC Student Email account for submitting email correspondence.

Academic Uses of Email

NMC Email and NMC Online (course management system) provide tools for electronic communication between faculty and students. Faculty will determine how such communication is used as part of their courses. Student responsibilities detailed in this "NMC Student Email Policy" allow faculty and other college officials to reasonably assume that NMC Student Email will provide an expedient means of communication with students and that email communication can be used as a part of course-related requirements.

STUDENT DOMAIN ACCESS

As part of our continuous technology improvements, all students have access to the "NMC Student Wireless" and an Individual Virtual Desktop at any computer workstations on the

NMC's Student Domain. This access is only available on campus while you are a student here at the Northern Marianas College.

How do I get my domain access?

Easy! Stop by Building W, Room W4, Monday - Friday from **8:30am - 11:30am and 3:30-5:00pm**. Please bring with you your current NMC Student ID and a valid government issued ID. In addition to being able to access your student email account you will be asked to read and acknowledge our "Northern Marianas College Network Access Rules" electronically. We will then verify that your email address is correct and valid and send you your domain account information via your student email.

We will also assist you in changing your password and set-up your Wi-Fi connection on your mobile or laptop device.

Your domain access account information will include the following:

- Username: jane.doe (all characters before the "@" sign of your student email address, some exceptions may apply)
- Password: xxxxxxx (a temporary password will be provided for you)

What does access to "student desktop at any computer workstation" mean?

By agreeing to the terms and conditions of the "Northern Marianas College Network Access Rules for Students", you are able to log-on to any computer connected to the "Student Network Domain" using a your student domain username and password, instead of using the username "student". Currently, the following lab classrooms/labs will require you to provide your domain access information:

1. Student Open Computer Lab – Building V (Entrance Log-in still Required)
2. Library Services
3. Nursing Department
4. Building M – English Lab
5. Building W - Room W4 Only

Once you have logged in, you will be asked to change your passwords for security purposes. This also means that you are now able to access your individual desktop on any computer connected to the student domain, MyMarianas. You are able to see your own desktop, save your individual files, and have your own browser to conduct research on the Internet. Please note that you are only able to save up to 300MB on your network desktop.

Of course, as a rule-of-thumb, always back up your documents in two or three other location other than your individual desktops, and always log-off to prevent abuse of your account access.

What does access to "NMC Student Wireless" mean?

You will use the same username and passwords provided to access college wireless "NMC Student Wireless" anywhere on campus on your laptop or device. Although you will not be able to see your desktop, you are able to freely use the secured service to access the internet.

Please note that the domain access passwords may be changed periodically, but we will inform you of such changes via email to your student email account. If you still have questions, please feel free to stop by Building W(W-4) or email any questions to daisie.camacho@marianas.edu.

Student Financial Aid

Northern Marianas College assists all eligible students obtain available financial assistance to pursue their higher education goals. The purpose of the Financial Aid Office is to offer important information on various financial aid by providing and promoting the best financial aid opportunities possible to current and potential students to help supplement their cost of attendance toward the fulfillment of their educational goals.

This is accomplished by evaluating all aid applications through the use of a standard financial needs analysis system that determines how much students and/or their families can afford to contribute toward college costs in order to correctly determine the types and amounts of aid each student is permitted to receive and when aid is permitted to be disbursed. Student eligibility continues to be monitored throughout the student's period of enrollment at Northern Marianas College.

Several types of financial aid are available including federal grants and scholarships. To receive federal sources of financial aid, students must apply each academic year by completing the Free Application for Federal Student Aid (FAFSA). The application process, including a thorough review of the student's eligibility may require approximately two months. Students are advised to complete an application online at www.fafsa.gov as soon as possible each year by the priority deadline in order to be considered for all available sources of funding.

Please note:

- Students must be making satisfactory academic progress in order to receive financial aid. To review the institution's Satisfactory Academic Progress policy, please visit: www.marianas.edu
- Financial aid may be required to be returned if it is determined to be unearned by the student. To learn more about the treatment of Title IV aid when a student withdraws (also known as Return of Title IV Funds), please visit: www.marianas.edu
- Other important policies and procedures related to the administration of federal student aid are found throughout the Policies and Procedures section of the catalog.

Scholarships

Northern Marianas College students may apply for scholarship funds to assist with education costs. Scholarship awards are based on financial need and merit. Please visit: www.marianas.edu to review and apply for scholarships.

Student Record Requests

Northern Marianas College guarantees students the right to inspect their college records, permit students to challenge any part of their academic record through informal or formal hearings, and severely limit access to college records, or the release of information in such

records, without students' written consent. This policy covers all college education records, files, documents, and other materials that directly relate to individual students and is in compliance with the Family Educational Rights and Privacy Act (FERPA).

Students may request a copy of the following records from the Office of Admission & Records:

- Official/Unofficial Academic Transcript
- Graduation Certification
- Enrollment Certification
- Student Directory Information Form

Library Programs & Services

The purpose of the Library Programs and Services department is to provide resources and an environment that enhances and encourages the college's academic and community-based programs.

The Library supports instructional curriculum and academic research for students in their courses of study. The primary goal of the library is to offer a wide range of services to NMC students and faculty by maintaining a collection comprised of texts, audiovisual materials and electronic resources that reflect the needs of instructional programs, NMC's diverse student population and its faculty. The Library also promotes information literacy through ongoing instruction and outreach, and strives to continually offer increased access to online resources and electronic databases.

Three of the Library Services and Programs collections are located in Building O: The Olympio T. Borja Memorial Library, the Pacific Collection, and the Commonwealth of the Northern Mariana Islands (CNMI) Archives. In conjunction with the School of Education, Library Services and Programs also maintain the Curriculum Resource Center (CRC) located in Building V.

Olympio T. Borja Memorial Library

Campus Location: Building O

Phone: 237-6798

The Borja Memorial Library serves as NMC's main library center. It is responsible for collection development, and the acquisition and cataloguing of all materials for the Borja library and its branches.

NMC's libraries hold over 40,000 items, including books, periodicals, and audiovisual materials. NMC Libraries provide online access to over 7,000 full-text periodicals via the Pacific Resources for Learning and Education (PREL) subscription to EBSCO's suite of 26 research databases. In addition, the library subscribes to over 90,000 eBooks through its EBSCO eBook subscription.

Library Key services:

- Reference Services (including the “Ask A Librarian” online chat feature)
- Collection lending
- Access to electronic resources including eBooks and Academic Journals
- Information Literacy Instruction
- Study space for the NMC community

The Pacific Collection

Campus Location: Building O

Phone: 237-6796

A special collection focused on Micronesia and the Pacific region. This Pacific Collection consists of approximately 7,500 monographs, a digitized photograph collection, over 350 serials holdings, academic journals with a Pacific focus, as well as local and regional newspapers in print, digital, and microform, and an extensive video collection.

The Pacific Collection also contains valuable artifacts and maps from the pre-European Contact period as well as the Spanish, German, Japanese, World War II, and Trust Territory periods of the Northern Mariana Islands.

A valuable resource, the Pacific collection is largest, most comprehensive collection of its kind in the CNMI. The collection serves NMC students and faculty as well as local and international researchers.

This is a closed stack collection. Materials may only be used onsite unless otherwise authorized by the Library Director and under special circumstances only, due to the unique and priceless contents of this collection.

CNMI Archives

Campus Location: Building O

Phone: 237-6796

Functions of the CNMI Archives at the Northern Marianas College

The mission of the CNMI Archives is to preserve the historical, political, and cultural records of the Commonwealth of the Northern Mariana Islands and Micronesian region. The Archives also houses historically significant material from Spanish, German, and Japanese, and United Nations Trust Territory administrations of the CNMI.

The collection comprises over 500 reels of microfilm pertaining to the CNMI Constitution, the Covenant Negotiations, and Public Laws from the CNMI Legislature from 1978 – to the present, 3,000 reels of microfilm from the former Trust Territory of the Pacific Islands Government, records of the Spanish Colonial Government of the Mariana Islands from 1678 – 1899 and over 139 reels of microfilm courtesy of the Australian Archives on the Military Administration of the German New Guinea Possessions from 1914 – 1923.

Housed at Northern Marianas College on Saipan, the CNMI Archives provides an invaluable resource to NMC students and faculty by supporting instructional programs and research. It also serves as the most comprehensive archival repository of CNMI government records.

Responsibilities of the CNMI Archives as stated in the Commonwealth Code

3 CMC § 1305. *Northern Marianas College: Mission, Purposes, and Functions.*

(b)(5) ...maintaining Commonwealth archives, United States, South Pacific Commission and Commonwealth government documents which shall include at least three copies of all publications funded in whole or in part by the Commonwealth government, or by any regional association or agency receiving local or federal funds to provide services to the region, minutes of all meetings held by Commonwealth boards, commissions or agencies, the official actions of the Commonwealth Legislature, and any other official record of the Commonwealth deemed by the Archivist to have permanent historical, legal or political significance, and acquiring any other materials relating to the Commonwealth or region that has research or historical value.

Access

Researchers on Saipan can access the collection during posted business hours. Requests for digital reproductions can be made by contacting the Archives through the Northern Marianas College website. The CNMI Archives is a closed-stack collection. Some archival services require a fee as indicated in the publicly-posted fee schedule. A per-semester Archival Services credit of \$25 will be extended to enrolled NMC students taking online courses in Tinian, Rota, or outside of the CNMI.

Curriculum Resource Center (CRC)

Campus Location: Building V

Phone: 237-6798

The Curriculum Resource Center's primary role is to support NMC's Bachelor of Arts program under the School of Education by providing resources such as books, curriculum materials, print and electronic journals, and a dedicated study space.

Academic Advising

Working with academic advisors is a key aspect of college academic life and our role as student advisors in preparing students for active learning and leadership within the CNMI and global communities. Seeing one's academic advisor is not only a required part of our enrollment process, but also a crucial step toward independence, preparation, and achievement. At the core of academic advising is our unwavering commitment to assist students in developing meaningful academic plans that are consistent with personal educational and life goals and optimally to improve their quality of life.

Academic Advisement is mandatory for all degree and non-degree seeking students. Students are assigned an academic advisor upon admission and have an opportunity to be re-assigned upon completion of the *Change of Major/Advisor* form through the Office of Admissions & Records. The signature of a designated advisor is required to complete the registration process. The following are four categories of undergraduate students and their designated advisors:

1. **First-year students at Level 1 or 2 English placement levels:** Languages and Humanities faculty.
2. **International Students** are assigned to the International Student Advisor to start and transition out to an academic program advisor;

3. **Students registered with the Disability Support Services (DSS)** program may elect to have the DSS Counselor serve as their primary academic advisor;
4. **Students classified as non-degree or undeclared students, including students enrolled under the Early Admission Program Students and Northern Marianas Academy** are advised by counselors.

All degree- or certificate-seeking students not covered by any of the above are assigned to a faculty advisor from the student's academic program.

Services to faculty advisors include, but are not limited to, bi-annual training for all new and ongoing advisors, quarterly in-service workshops and periodic review by supervisors for revision of current and accurate advising information; and information/referrals to appropriate institutional or community support services as needed.

As a requirement for graduation, a petition to graduate must be requested from the Office of Admissions and Records (OAR) during the term immediately preceding the last term of enrollment in which the student expects to graduate. Evaluations will be done through OAR in conference with the academic advisor and/or program chairperson. Should the students or their advisors discover that their records are incomplete; the Registrar will assist the advisor in bringing the academic records up-to-date.

Students should consult their advisors whenever they have questions about academic regulations and procedures at the College or need help in resolving difficulties with their studies. Academic advisors monitor the progress of students assigned to them so as to help them make prudent adaptations in their programs. All academic advisors maintain regular office hours and are also available at other times by appointment and if contact is inadequate the academic advisor needs to reach out to the student.

Students must meet with their advisors prior to and/or during the advising and registration periods. Advisors sign the students' registration forms, course change forms, and other student record forms. It is recommended at a minimum that students meet with their advisors at least three times during the semester.

Advisors provide academic assistance and accessibility to appropriate resources such as early intervention and referral to tutoring as needed, but it is up to students to realize when they need help and to seek assistance. Advisors and students share responsibility for a meaningful education at NMC. However, it is the responsibility of students to be informed and to comply with the rules, regulations, and policies affecting their academic standing and life as college students.

Students must consult the NMC Catalog, the *Schedule of Courses* and Bulletin of Schedule Changes, student handbook, and College and department announcements for updated information. Students are encouraged to monitor campus bulletin boards and personal NMC email accounts for announcements.

Meeting academic deadlines, completing prerequisites, selecting appropriate courses, and fulfilling degree/certificate requirements are all part of student responsibilities.

Bookstore

The Northern Marianas College Bookstore provides educational materials (primarily textbooks) and other retail items such as school supplies and school memorabilia for sale to students, faculty, staff and the CNMI community. While the merchandise mix has expanded and changed over the past several years, the focus has always been classroom textbooks.

Hours of Operation: 8:30AM to 4:30PM, Monday to Friday.

Phone: 670-237-6837/38

Email: nmcbookstore1981@gmail.com.

Refund & Exchange Policy

Receipts are required for all returns/exchanges. The Bookstore reserves the right to assess the condition and to decide if an item can be refunded or exchanged. Textbooks – Conditions of returns or exchanges are only eligible on items purchased during the current semester.

Textbook Refund Policy

Textbooks are returnable within 7 working days from the date of purchase. Additional restriction apply:

- Restocking fee of 30% of the purchasing price may apply to refunded or exchanged books
- Full refunds will be given for textbooks that meet the following conditions below. *These are exemptions to the 7-day requirement. Written and signed documentation is required.*
- ***Student was enrolled in the wrong class***
- ***Student does not need to take the class***
- ***Class was full***
- ***Class was canceled***
- All books sold with media (CD or disk) or a workbook must have these when returned, whether the textbook is used or new.
- Textbooks must be in original packaging and condition.

Textbook Exchange Policy

Exchanges can be made for textbooks if the two are of similar to identical condition. If the book being exchanged is not of the same condition, the 30% restocking fee will apply. Exchanges will be made for defective books if books are currently being used in class.

School & Office Supplies Exchange Policy

- Supplies and clothing are exchangeable only within 1 workday from the purchase date
 - Only packaged (sealed covering or wrapped) supplies are exchangeable, but must be in original packaging at the time of the exchange.
- School supplies, special orders, catalogs, seasonal and clearance merchandise, lotions, sprays, jewelry/accessories, and clothing are non-returnable items.

Using Your Financial Aid at the Bookstore

1. Complete and make a copy of all registration documents and submit them to the Bookstore. Documents include:
 - a. Registration form

- b. General Student Statement (tuition and fees)
 - c. Schedule
 - d. Valid ID
2. See a Bookstore employee to create a student ledger (charge) form
3. Maximum credit limit is \$1,000
4. Class ADD and DROPS need to be reported to the Bookstore staff and copies of the forms must be submitted to the Bookstore

Students with outstanding balances will not be allowed to charge until full payment is received. Present or future financial aid will not be used to cover past balances.

The usual schedule for creating and using your student ledgers is registration week and the 1st 3 weeks of class. This is subject to change. The last day is determined by the Bookstore Manager.

Textbook Buy-Back

- Only textbooks needed for the next semester will be bought back. The list is usually advertised in the Bookstore page in the NMC website: www.marianas.edu
- Bookstore employees determine the condition of the textbook. Conditions and how much a student receives (% x retail price) are based on the following:
 - Excellent- 60%
 - Good- 45%
 - Fair- 30%- used books are automatic 30%

Textbooks with any markings (pen and pencil, highlights, stains, etc.) are not accepted. Buy-backs are usually scheduled after the current semester.

BREAK POINT CAFÉ

Hot lunches, sandwiches, soba, fresh fruit, local treats, other snack items, and beverages are available at the NMC Snack Bar on the Saipan campus.

Housing

NMC does not provide student housing. All available housing is located off-campus. Students may inquire with the Dean of Student Services for a recommendation of housing available on Saipan or in the vicinity of the As Terlaje campus. There are numerous housing options available ranging from single rooms in apartment/hotel complexes to 2 and 3 bedroom houses. Students are responsible for finding accommodations and negotiating lease/rental rates on their own.

Technology Services

Computer Lab Services

The college provides computer lab and computer classroom facilities for student use. All computer facilities are Internet capable and protected by a firewall with the latest content filtering technology. The computer lab open access area is located in building V and computer classrooms are located in building W. Computer classrooms are mainly used for instructional purposes. There are other dedicated computer labs across the campus used for special purpose such the English Language Lab in building M and the Nursing Lab in building A. The Learning Technology department administers the use of computers and software programs in computer facilities and posts hours of operation and guidelines for computer use. Computers of the campus are for students to work on course related materials only and not to be used to

intimidate or create an atmosphere of harassment, illegal acts, violating system security or violation of copyright law.

Wireless Internet

Wireless Internet (Wi-Fi) services are available and students may use their personal computing devices but subject to compatibility and compliance to the system. Student must be currently enrolled in order to logon to the network and must agree to abide by NMC Network Access Rules for Students before gaining access to the network. To sign up for this service go to building W and speak with an IT personnel.

Printing

Printing services are provided for students in computer classrooms (building W) with limits to the number of copies per student per day. Bulk printing can be done at the NMC Library and Bookstore for a fee.

Veteran Services

The Northern Marianas College (NMC) is honored to welcome our veterans and military families to our campus where they can learn how to successfully navigate the academic and administrative pathways of a college education.

NMC understands the unique needs and responsibilities of military veterans, active service members and their families. NMC supports their academic efforts by providing integrated resources and services to guide them towards their educational success. The services provided at NMC include, but is not limited to the following:

- Coordinate classrooms and offices for instructors for NMC/U.S. Army-SROTC/University of Guam Program;
- Attend meetings with Cadets and NMC staff when needed;
- Coordinate travel arrangements, collection of NMC fees & storing SROTC supplies and equipment;
- Assist with application and course registration processes when needed;
- Assigned Service Member Colleges (SOC) counselor;
- Point of Contact for Concurrent Admissions Program (ConAP) for Army Enlistees;
- Point of Contact for the US Army Recruiting Station for NMC;
- Make referrals to appropriate NMC personnel or other services on and off campus.
- Assess tuition and fees and complete course registration process;
- Answer questions related to tuition, fees, payments and refunds;
- Tuition Assistance Program - process financial assistance for voluntary off-duty education programs in support of a Soldier's (Active Duty, USAR, and ARNG Soldiers) professional and personal self-development goals;
- Make referrals to appropriate NMC personnel or other services on and off campus.
- Assist with the GI Bill application process, as well as other financial aid applications;
- Certify enrollment each semester as required by GI Bill;
- Refer issues concerning GI Bill applicants to NMC's Education Liaison Representative;
- Provide information on the Tuition Assistance Program (USAR);
- Make referrals to appropriate NMC personnel or other services on and off campus.

Warriors/Disabled Veterans are strongly encouraged to self identify their disability with the Disability Support Services Counselor in the Counseling Department.

- Ensure access to facilities and programs to students with either permanent or temporary disabilities;
- Coordinate accommodations for students with documented disabilities;
- Provide counseling and referral support as needed;
- Make referrals to appropriate NMC personnel or other services on and off campus.

Wendy Blackstone, Vocational Rehabilitation Counselor
Guam/CNMI Veterans Representative
(671) 648-0092
wendy.blackstone@va.gov

Chapter 31 applicants are encouraged to contact Ms. Blackstone for more detailed information on the program.

International Student Services (ISS)

The mission of the International Student Services is to support international student enrollment and academic success through program completion or transfer by providing for their identified needs in support of the Northern Marianas College Mission.

ISS offers a wide variety of services to international students at NMC, such as admission assistance, advising and tutorial services, student employment, and student exchange programs. The ISS staff also provides information to international students about the campus and community and also provides support and assistance concerning visa and related immigration issues.

Once awarded F-1 visa status in the U.S., and international student must be careful to maintain status. The primary ways a student can fall out of status are: fail to enroll in a full-time course load in each subsequent semester and to work illegally. The F-1 student should maintain regular contact with the International Student Services Counselor in order to ensure he or she communicates any change of address, change in course registration, travel plans, campus employment, and other such issues.

I-20 Certificate of Eligibility

Issued by NMC, this document allows a student to apply for an F-1 visa if the student is outside the U.S., apply for F-1 status within the U.S., enter and re-enter the U.S. in F-1 status., and prove the student's eligibility for various F-1 benefits. The I-20 indicates the institution in which the student is permitted to study, the program of study, and the dates of eligibility. The I-20 must remain valid at all times. A student must request an I-20 extension prior to its expiration date. Allowing the I-20 to expire before the student completes his/her academic program is a violation of F-1 status. The I-20 is a printout from the SEVIS (Student Exchange Visitor Information System) record. SEVIS is an internet-based database that allows schools and federal immigration agencies to exchange date on the status of international students.

Reduced Course Load

There are some valid reasons why a student may need to take a reduced course load, such as medical reasons, unfamiliarity with English or the US education system, or it's the student's last semester. With a letter from the student's academic advisor or doctor, the Designated School Official (DSO) can authorize a reduced course load in SEVIS. Usually this is permitted only for one semester, and a limited number of authorizations are permitted. The student and his/her academic advisor should consider this a one-time possibility under special circumstances only. Economic problems are not considered valid reasons for a reduced course load, so students cannot skip a semester in order to work.

Reinstatement

If an F-1 student falls out of status, he or she may be eligible for reinstatement to F-1 status. The student must apply to USCIS for reinstatement, and abide by the adjudication result. Reinstatements must be done within five months of falling out of status, and the student must explain the reason(s) why he or she let his/her status lapse.

Visa Renewal

An F-1 student has a notation of D/S on his or her I-94, indicating that he/she can remain in the U.S. for the duration of status. The date on the student's visa sticker may be subject to reciprocal agreements between his/her country and the U.S. Even if the visa sticker expires, the student remains in status as long as he or she is enrolled full time and does not work illegally. However, if the student leaves the U.S., he/she will not be able to re-enter on an expired visa.

Extensions

If a student needs to extend the program end date on his/her I-20, the DSO can make the change electronically in SEVIS and print out a new I-20. We recommend that the student apply to extend the I-20 three months before it expires.

F-1 Employment Options

"Employment" is work performed in exchange for compensation. Compensation can include money, room, and board, or other significant benefits. The off-campus employment opportunities generally require students to have completed one academic year to be eligible to apply. Consult your international student advisor with any questions related to F-1 status and employment.

F-1 Nonimmigrant Student Program

An applicant seeking admission under the F-1 Nonimmigrant Student Program is seeking entry into the CNMI from outside the U.S. for the purposes of earning a college degree or completing the English Language Institute Program.

Requirements:

- A completed admission application by the application deadline;
- A \$50 (non-refundable) application fee;
- Official transcripts from any high school(s) and/or college(s) attended. Official transcripts are in a sealed envelope bearing the official seal of the school issuing the transcript. In addition, it is the applicant's responsibility to have all transcripts translated into English and evaluated by a foreign credential evaluation service if necessary.

- Photocopy of the applicant's valid passport with signature page;
- A completed Authorization to Release Directory Information form.
- Official exam results from the TOEFL or IELTS test. The Northern Marianas College institutional TOEFL code is 0781.
- A notarized International Student Declaration of Finance Form;
- A current (not more than six months prior to enrollment) official copy of a Financial Guarantee or the applicant's original bank statement.
- Completed Health Form or letter from a valid health care provider that includes information a current PPD/Skin test and proof of vaccination for the following: Measles, Mumps, Rubella, Tetanus, Hepatitis B (1, 2, 3).
- Completed Form I-20 Application.
- If the applicant has a sponsor, a Completed Form I-134 Application and the sponsor's valid, government-issued photo ID.

Deadlines:

July 1 for the fall semester and November 1 for the spring semester.

Admission to Academic Programs

Applicants who wish to enroll in an academic program at the college must present evidence of English language proficiency. If the Test of English as a Foreign Language (TOEFL) is used to satisfy this requirement, the applicant must attain a score of at least 500 (on the paper-based TOEFL) or 61 (on the internet-based TOEFL, known as the iBT). If the International Language Testing System (IELTS) is used to satisfy this requirement, an IELTS overall Band Score of 5.5 or better is required, and a minimum IELTS individual Band Score of 5.0 on each module is recommended. The director of the Office of Admissions and Records may accept other proof of English language proficiency for admission purposes, such as ACCUPLACER or COMPASS test results.

Admission to English Language Institute

Applicants for admission with a TOEFL or IELTS score below what is required for admission into an academic program may only be considered for admission into the English Language Institute.

- iii. Students admitted to the English Language Institute will not be allowed to enroll in courses outside those officially designated as part of the program unless and until they have met all of the prerequisites or other course requirements.
- iv. Students admitted into the English Language Institute may not enter an academic program until placement in EN 101.

Financial Support

Evidence of financial support will be required prior to issuance of the I-20 form. Northern Marianas College has no scholarship or financial aid provisions for foreign students; therefore, students must be fully prepared to meet the necessary financial obligations for the full time they will be in the United States. The college estimates a student's average expenses for one academic year to be:

Tuition and Fees:	\$ 6,810
Living Expenses:	\$13,200
Books:	\$ 1,750

Health Insurance:	\$ 820
TOTAL	\$22,580

Dependent Financial Guarantee

Evidence of financial support for dependents of F-1 (spouse and dependent children) is also required: \$9,516.00 per year for spouse and \$10,140.00 per year for each child. ***Note: Students whose F-1 student visa/status is terminated due to non-compliance with immigration and enrollment requirements must reapply for admission***

Contact Information:

Ms. Christine Inos
International Student Services Counselor
(670) 237-6779
iss@marianas.edu/ christine.inos@marianas.edu

Disability Support Services

The purpose of Disability Support Services is to provide a rewarding learning experience for students with disabilities at the Northern Marianas College (NMC). Disability Support Services (DSS) Program functions as the focal point for coordination of services and auxiliary aids for students with disabilities in compliance with Title II on the Americas with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. DSS works to assist students with permanent or temporary disabilities to receive “reasonable accommodations” in academic and non-academic programs that provide them with an equal opportunity to fully participate and enjoy all aspects of student life at NMC.

Counseling also undertakes efforts to increase awareness among NMC staff, faculty, and students of disability related issues. The Disability Services Coordinator, who also functions as a Counselor and Academic Advisor, assists students in identifying and achieving educational goals; assesses students for Assistive Technology needs; determines “reasonable accommodations”; and coordinates services (on campus and in the community) for student support. Federal law requires that students with disabilities be considered on a case-by-case basis.

A student must identify himself/herself as an individual with a disability (physical, emotional, mental or sensory) and provide appropriate documentation from an appropriate professional which is licensed to diagnose their disability in order to receive services. Students who have an appropriately documented disability which “substantially limits one or more major life activities (including walking, seeing, hearing, speaking, breathing, learning and working is eligible for services from DSS which may include but are not limited to: assistive technology and/or devices (magnifiers, tape recorders, closed captioning, alternative keyboards, etc.); alternative testing services (quiet testing location, additional time, use of computers, scribes, and/or other testing modifications); classroom relocations; accessible chairs/tables; instructional materials in alternative print format (audio, enlarged print, etc.); early/priority registration; sign language interpreters; note-taking; readers; and tutors.

Prospective and current students who have a documented and verifiable disability and are interested in receiving more information regarding services for students with disabilities are encouraged to contact Disability Support Services at 237-6873, located in Building I adjacent

to the NMC Snack Bar. Students with disabilities are encouraged to contact Disability Support Services upon or prior to enrollment to ensure that they receive “reasonable accommodations” in a timely manner.

Tutoring Services

The Northern Marianas College is dedicated to cultivating academic excellence and is driven by the philosophy that students working with peer tutors promotes academic and college success.

Project PROA (*Promotion and Retention Opportunities for Advancement*)

PROA Center, Building I

Monday to Friday: 8:00am-5:00pm

The Center provides the following services for students who are 1) of Chamorro and/or Carolinian descent and 2) persons with a learning disability

- **Free Tutoring** – academic subject in various subject areas –
- **Personalized Advising** to help students successfully map their way to graduation –
- **Mentoring** to provide additional guidance and academic support –
- **Outreach Activities** to network and take advantage of services offered by partnering agencies -**Academic Activities** to develop professional development tools to enhance learning –
- **Cultural Activities** to learn and expand the Chamorro and Carolinian heritage

Students in need of academic support in various subject areas, including English and math, are encouraged to utilize the services regardless of whether they meet the above criteria.

To inquire more information, please call 237-6777.

English Lab

Building M

Monday and Friday: 8:00am-5:00pm

Tuesday to Thursday: 8:00am-7:00pm

Saturday: 9:00am-11:00am

For more information, call 237-6729

The English Lab is available for students in Non-Degree Unit (NDU) English classes (or classes below EN 101) and for Adult Basic Education (ABE) students. Students may avail of tutorial services, which include assistance with writing and editing assignments. Students also fulfill their lab hour requirements here. Computer workstations, textbooks and workbooks, and other resources are available for use in the English Lab.

Students must present valid student identification upon entering and leaving the English Lab.

International Student Services (ISS)

Building I

Monday to Friday: 8:00am-5:00pm

For more information, call 237-6778

The ISS student tutors are available to tutor all enrolled students in general courses, including Education and NDU English classes. Computer workstations and other resources are available for students.

Learning Support Services

Building I

Monday to Friday: 8:00-5:00pm

For more information, call 237-6782

The Learning Support Services (LSS) provides study and life learning skills to all participants to enhance and achieve their personal, educational, and career goals. These services include supplemental instruction in developmental courses, student success workshops, support with students with disabilities, and career advising.

The NMC Learning Support Services offers a variety of programs and services to meet the needs of an increasingly diverse student population.

Early Admission

The counseling staff helps facilitate early admission to the college for high school students and/or students under the age of 16 who are eligible to enroll in college-level courses. Parents and students are encouraged to review the Early Admissions Checklist for eligibility requirements and contact a counselor for more information.

Early Intervention

NMC counselors and instructors work collaboratively to identify and assist students who are at risk of either performing poorly academically or dropping out of school. The counseling staffs reach out to students referred by instructors and engage students with information, insight and available options to assist with overcoming their individual issues.

The counseling staff reaches out to students on probation or suspension to review options for continued enrollment and identify resources to support academic success.

Transfer Admissions Planning

The Counseling Center keeps catalogs and transfer admissions information for select four-year colleges and universities on Guam, Hawaii, and the U.S. Mainland. The counseling staff also work closely with academic departments to develop transfer articulation agreements with these schools and a system for tracking transferable courses. All NMC students have access to the Counseling Center staff, computers, and printing in preparation for transfer to a four-year college/university beyond NMC.

Student Success Series

The Counseling Center staff offers educational workshops for students throughout the year to enhance learning and address student needs and issues. There are workshops that are offered regularly as part of the Center's Student Success Series, for more information please contact the counseling office.

Career Services

Career Services at Northern Marianas College serves all students and alumni in their career development, offering resources with student employment, part-time jobs and networking opportunities. Services and programs provided by Career Services were designed to

complement the College's academic programs by helping meet student career development and employment needs before and after graduation. Career Center offers the following services:

- Career counseling and guidance,
- Explore majors and careers,
- Career Assessment, Career and Education Planning, Career Development: Kuder Journey
- Workshops and events: Resume and cover letter writing, Interview Preparation, Career Fair, Mock Interviews, and more!
- Career tools and resources,
- Student Employment and Internship Programs,
- Outreach and awareness,
- And so much more!

Kuder

The lifelong Kuder Career Portfolio allows individuals to take research-based assessments, explore education and careers, lay out a school specific education plan, and plan for career success. The portfolio takes individuals step by step through the career development process starting with learning interests to choosing an educational institution, and finding a job that's right for you. Once you create a portfolio, it is yours for life. Kuder is web-based and may be accessed at any time. Complete the assessment on your own time or it may be a class assignment.

For College Students and Adults: Kuder Journey is a one-of-a-kind solution to help you plan for the right career! Based on your specific needs, Journey provides reliable tools to assess your interests, suggest education and career options, prepare you for the job search, and connect you to today's jobs. [www.kuderjourney.com]

For Middle and High School Students: Starting to build a career plan? Looking for colleges? Ready to showcase your portfolio? Navigator makes planning for the future fun while providing the reliable college and career guidance you can count on.

Title IX & Victim Advocacy

Northern Marianas College does not discriminate on the basis of sex in any educational program, employment or activities.

Sexual assault and sexual harassment is a form of sex discrimination prohibited by Title IX of the Education Amendment of 1972. Educational institutions that receive Federal financial assistance are prohibited under Title IX from subjecting any person to discrimination on the basis of sex. (DCL, 2015)

Below are list of Title IX resources for your perusal

- [Title IX Guide and Frequently Asked Questions](#)

Victim Advocacy on NMC

The Victim Advocate provides information and resources, advocacy and support to students and employees who may be victims of crime, violence, or abuse. The victim advocate upholds and assures confidentiality.

How the Victim Advocate Helps

The Victim Advocate provides information and resources, advocacy and support to students and employees who may be victims of crime, violence, or abuse. The victim advocate upholds and assures confidentiality.

On-Campus Services

The Victim Advocate may be the first person to respond to the victim. During this critical time victims may experience a wide range of feelings and emotions. As an advocate, we can assist in many ways.

- Emotional support
- Information about resources and options
- Needs assessment
- Create safety planning
- Appropriate referrals in the following areas:
 - Academic Support
 - Guidance
 - Medical
 - Public Safety Reporting
 - Advocating with Professors

How to Get Help:

Victim Advocate

Neda C. Deleon Guerrero

Neda.dlguerrero@marianas.edu

670.237.6759

Title IX Coordinator

Novelyn Tenorio

Novelyn.tenorio@marianas.edu

670.237.6858

Campus Security

670.237.6800

or

670.888.1911

Public Safety

911

TUITION, FEES, & REFUNDS

Tuition and fees are subject to change by the Board of Regents. They are payable at the time of registration unless the NMC Finance Office approves a Deferred Payment contract, or a student is receiving financial assistance. Students will not be admitted to classes or laboratories until their tuition and fees have been paid. The tuition and fees schedule was adopted on October 1, 2015 for implementation during the Fall 2016 term.

Tuition & Fees

	Resident	Non-Resident
Tuition¹ per credit hour	\$128.25	\$190
International Student Fee²	\$200	\$200
English Placement Test Fee	\$25	\$25
Math Placement Test Fee	\$25	\$25
Admissions Fees		
Admissions Application Fee	\$25	\$50
Re-admission Application Fee	\$25	\$50
Registration Fees		
Registration Fee	\$30	\$30
Late Registration Fee	\$35	\$35
Miscellaneous Fees		
Record Certification Fee	\$5	\$5
Course Change Fee (add/drop/withdrawal)	\$5	\$5
Credit-by-Exam Application Fee	\$20 + tuition & fees	\$20 + tuition & fees
Auditing Application Fee	\$20 + tuition & fees	\$20 + tuition & fees
Independent Self Study Fee	\$20 + tuition & Fees	\$20 + tuition & Fees
Application to Graduate Fee	\$75	\$75
Diploma Re-order Fee	\$30	\$30
Student ID Card Fee	\$5	\$5
Copy of Education Record(s) Fee	\$5	\$5
Transcript Fees		
Transcript Request Fee	\$5	\$5
Emergency Transcript Request Fee	\$20	\$20

² Students enrolled with an F-1 visa are assessed the International Student Fee each term.

NORTHERN MARIANAS COLLEGE

	Resident	Non-Resident
Lab/Course Fees		
Nursing (NU 107, NU 108, NU 109, NU 203, NU 207, NU 212)	\$500	\$500
School of Education Upper level Courses (ED 321, ED 435, ED 471, ED 492, ED 493)	\$500	\$500
Business Department Upper level Courses (CS 300, FIN 300, MG 405, CE 400, MG 440)	\$500	\$500
Flat (Student Support) Fees For All Students Registered For:		
Equal to or less than 5 credits	\$125	\$125
Equal to or less than 11 credits	\$200	\$200
Equal to or greater than 12 credits	\$300	\$300
Facilities Fee	\$100	\$100
Technology Fee	\$50	\$50

SUMMARY OF MANDATORY FEES

	Resident/Non-Resident	F-1 Visa Student
Mandatory Fees Per Semester	\$480.00	\$680.00
Mandatory Fees Per Academic Year	\$960.00	\$1,360.00

Banded Tuition Rate. Northern Marianas College has a banded tuition structure. In the banded structure, students pay a flat tuition rate when enrolled for 13-15 credits. The flat tuition rate is the equivalent rate for 12 credits. Students pay a per credit tuition rate when enrolled in 1-12 credits. Students in 16 or more credits will have tuition charged using the flat tuition rate plus the per credit tuition rate for each credit over 15.

Mandatory Fees. Mandatory Fees include the Registration Fee, Flat (Student Support) Fee, Technology Fee, and Facilities Fee required of all students charged upon enrollment in each term. The Summary of Mandatory Fees is based on full-time enrollment (12 or more credits).

Residency Classification. An applicant is classified as either a resident or non-resident for tuition-paying purposes based on definitions of a resident student established by BOR Policy No. 4001 *Residency Classification* (See website www.marianas.edu or see *Residency Classification* section under *Policies & Procedures* in this catalog). The burden of proof is upon the student who is making the claim to resident student status.

Paying for Tuition & Fees: Where and How?

Payment Options:

1. Pay **in person**. We accept cash, checks, money order and all major debit/credit cards.
 - a. Visa, MasterCard, JCB, American Express, Union, Discover, Diners Club Int.
 - b. Please make checks payable to: **Northern Marianas College**
2. Pay **by phone**. With a debit/credit card please call (670) 237-6821 during working hours for further assistance.
3. Pay **by email**. With a debit/credit card, you can send an email to odin.garces@marianas.edu and further instructions from the cashier will be made.
4. Pay **by mail**. Using a check or money order, please send payments to:
 - a. **Check payable to:** Northern Marianas College
 - b. **NMC Address:** P.O. Box 501250
Saipan, MP 96950

Types of Cashier Services:

- Collect Tuition and Fees Payments
- Issue Petty Cash Vouchers
- Issue Receipts to Active NMC Club Members
- Disburse Local and Federal Scholarship Refunds
- Disburse Payroll Checks
- Disburse Student, Vendor & Departmental checks
- Process Transcripts, App. To Graduate and All Applicable fees
- Provide General Student Statements
- Provide Payment Plan Schedules & Due Dates

Tinian and Rota Services:

Our NMC Tinian and Rota campuses are offering services to all students account inquires. Payments can only be done by cash, check or money order. Please follow guidelines above.

Tinian Campus

Tel: (670) 433-0649/0657
Fax: (670) 433-0661/2161

Rota Campus

Tel: (670) 532-9513
Fax: (670) 532-0342/9512

Man'amko Tuition Waiver

Man'amko Tuition Waivers are available to persons 62 years of age or older who are residents of the Commonwealth of the Northern Marianas Islands (CNMI) as defined in the Residency Classification section of the College's Course Catalog.

Office of Admissions & Records will evaluate your eligibility for a waiver upon request and submission of appropriate documentation.

Government Employees Professional Development Assistance Program (GEPDAP)

The GEPDAP program is geared to provide professional development for qualified government employees who could receive up to 50% off of their tuition. Fees, books, and

supplies are not discounted. Program benefits are applicable to regular NMC courses only. Benefits do not apply to Community Programs courses, Outreach Programs, Specialized training, proposals, and Memorandum of Understanding/Agreements or other approved contracts. Qualified government employees are those who do not qualify for any grants or scholarships. Qualified candidates must bring a copy of their employment verification to show proof of employment in the government. All candidates must be admitted to NMC in an approved degree program. All payments must be made in accordance with Finance Office policies.

Office of Admissions & Records will evaluate your eligibility for a waiver upon request and submission of appropriate documentation.

Tuition Waivers for NMC Employees

The Tuition Waiver program is geared to provide professional development for qualified NMC employees who could receive up to 100% off of their tuition. Fees, books, and supplies are not discounted. Program benefits are applicable to regular NMC courses only. Benefits do not apply to Community Programs courses, Outreach Programs, Specialized training, proposals, and Memorandum of Understanding/Agreements or other approved contracts. Qualified NMC employees are those who do not qualify for any grants or scholarships. All candidates must be admitted to NMC in an approved degree program. All payments must be made in accordance with Finance Office policies.

Office of Admissions & Records will evaluate your eligibility for a waiver upon request and submission of appropriate documentation.

STUDENT LIFE

Student Government

Campus Location: Building J
Phone: 237-6789

The Associated Students of Northern Marianas College (ASNMC) is the official student governance body of the Northern Marianas College. Founded on the principles of unity, leadership, and service, ASNMC strives to foster effective communication between students and the rest of the campus community to address issues and concerns, thus maintaining and improving the quality of education and student life on campus.

ASNMC was chartered on September 12, 1986, pursuant to NMC Board Policy 5007-Student Services and Governmental Affairs. One year after its charter, ASNMC implemented the first student focus planning committee that ratified the governance body's constitution to include the establishment of the first internal student clubs and requested that the board include a non-voting member to the Board of Regents. ASNMC has chartered over 35 student clubs in the past with membership application for club organization increasing every semester.

ASNMC is a cooperative and student-driven governance body that shapes the core of student leadership. Its executive cabinet comprises four students who are elected at large by the student body and serve a one-year term in office. The positions are President, Vice President, Secretary, and Treasurer. Additionally, three senators are elected at large to represent the student body at NMC while a collective governing body of club representatives that forms the Inter-Club Council acts as the main advisory council to the executive cabinet.

Past successes for ASNMC include co-chairing the 2014 NMC Charter Day, hosting numerous forums for campus and CNMI-wide issues, and actively participating in the College's governance meetings. ASNMC officers are members of the College's internal governance bodies that shape the college's views on student perspectives and concerns. The bodies include the Board of Regents, the College Council, the Budget and Finance Committee, the Recruitment Committee, the Graduation Committee, and the Charter Day Committee.

In addition, ASNMC has continuously worked in partnership with the Office of Student Activities and Leadership (OSAL), along with chartered clubs as part of the Inter-Club Council, in developing student leadership opportunities and events.

Student Clubs

Students may participate in or establish a variety of clubs. Club membership is an excellent way to meet other students who share the same interests. Students may contact the Associated Students of Northern Marianas College student government or the Office of Student Activities and Leadership for more information on students clubs.

Previous chartered student clubs have included, The Anime Club, Environmental and Natural Resources Organization (ENRO), NMC Athletes Club, NMC Psychology Club, Nursing Club, Pilipino Society (PISO), Proa Music Society, Saipan Gospel Fellowship, and Till the Day Mission – Pacific.

Honor Society: Phi Theta Kappa

Phi Theta Kappa, the national community/junior college honor society, recognizes student academic excellence and leadership potential and gives members the opportunity for involvement in leadership, travel, and campus and community service activities. An annual Honors Institute is held each June at university campuses around the nation. The honors theme is reflected in programs developed by the various chapters. Students must have a 3.5 grade-point average to be eligible for Phi Theta Kappa membership.

Student Employment

The Student Employment Program is available to provide NMC students information and locate on-campus job opportunities. During the academic year, campus employers provide temporary and part-time jobs for ongoing students.

Working part-time while going to school has multiple benefits. You will earn extra money, acquire valuable and fundamental work experience, an opportunity for networking with professionals, explore career choices, exposure to the working world, and increase your marketability after graduation.

Determine your eligibility:

Student Employment

- Have completed 15 college credits;
- Enrolled with 12 credits during Fall and Spring semesters, and show intention to attend the Fall during Summer semesters;
- Have a minimum cumulative GPA of 2.5 or higher as required by department. For Academic Tutors, an accumulative GPA of 3.5 and completion of EN101 & MA132 is required;
- Completed the Kuder career assessments; and
- Submit a current resume with the Student Employment Application.

Submit all completed applications to the hiring department.

Federal Student Employment

- Must be Pell eligible and maintain satisfactory academic progress as verified by the Financial Aid Office.
- Meet all Student Employment requirements. See above.

POLICIES & PROCEDURES

Select procedures and policies are included in this catalog. To view all the policies and procedures of NMC please see our website www.marianas.edu.

Graduation

Guidelines

Students maintaining continuous enrollment at Northern Marianas College may graduate according to the requirements of the catalog in effect at the time of initial enrollment or according to the requirements of any single catalog in effect during subsequent terms of continuous enrollment.

A semester in which a student earns course credit will be counted toward continuous enrollment. Non-credit courses, audited courses, failed courses, or courses from which the student withdraws do not count toward the determination of continuous enrollment for catalog purposes.

Students who do not enroll for two consecutive semesters are no longer considered continuously enrolled and must meet requirements of the catalog in effect at the time they return or of any single catalog in effect during subsequent terms of continuous enrollment thereafter.

To meet the requirements of continuous enrollment, students are not obligated to enroll and earn course credit during summer terms, but summer enrollment may be used to maintain continuous enrollment status. Students admitted or who return after an absence during a summer term must follow the requirements of the catalog in effect the following semester or of any single catalog in effect during the subsequent terms of continuous enrollment.

General Graduation Requirements

In addition to the general degree requirements listed immediately below, all students seeking an associate degree must meet the graduation requirements specific to their degree program. Credit hours and course requirements vary among the degree and certificate programs offered at NMC. Degree programs include course work in the following areas: core course requirements, General Education requirements, program requirements, and electives.

- **A minimum cumulative GPA** of 2.0 is required in order to be considered for graduation. Courses below the 100 levels will not meet graduation requirements. Non-payment of financial obligations may cause diplomas and/or certificates to be withheld.
- **Minimum Grade Point Average:** Associate degree candidates must have a minimum grade point average of 2.0 on a 4.0 scale.
- **Required Core Courses:** Degree candidates must complete the following core courses with a “C” grade or better:

- English Composition (EN 101)
- Mathematics (MA 132 or higher)
- Fundamentals of Speech Communication (CO 210)
- Health (HE 150 or higher)
- Current Issues in the CNMI (SO 297)
- **Filing for Graduation:** Candidates for certificates or degrees must file a Petition to Graduate with the Office of Admissions and Records. The deadline to petition to graduate and to participate in the Spring Commencement Exercises is the last workday of the previous December. The deadline to petition to graduate and to participate in the Fall Commencement Exercises, if any, is the last workday of the previous May.
- **Graduation Clearance Sheet:** Candidates for certificates or degrees must obtain the NMC Clearance Sheet from the Office of Admissions and Records. Candidates must obtain clearances from the Library, Bookstore, and Finance Office relative to the status of their accounts during the term when all the academic requirements for certificates and degrees are to be completed.

Graduation Honors and Awards

Honors are awarded to graduating students in a degree program with cumulative GPA as follows:

- Cum Laude 3.50 - 3.74
- Magna Cum Laude 3.75 - 3.95
- Summa Cum Laude 3.96 - 4.00

A student's GPA at NMC will, at any point in time, be based solely on courses taken at NMC. The graduating student in a degree program with the highest cumulative GPA will receive an Academic Achievement Award.

The Student Leadership Award is given to a graduating student in a degree program who has demonstrated leadership on campus and has manifested the potential to become a leader in the local community and in the CNMI. To be eligible for the Student Leadership Award, a student must have earned at NMC at least half the total number of credit hours required for graduation. Graduating students submit the names of proposed candidates for the Student Leadership Award. A committee chaired by the Dean of Student Services selects the recipient of the Student Leadership Award.

Commencement Exercises

After applying and being accepted as candidates for graduation, it is expected that students will attend the Commencement Exercises. Should candidates be unable to participate in the Commencement Exercises for reasons beyond their control, they may indicate on the Petition to Graduate their request to receive their certificates or diplomas in absentia.

Please note that after application and acceptance as a candidate for graduation, the notation of certificate or degree will appear on the transcript for that term when all requirements have been met.

Candidates for graduation who do not meet all graduation requirements are certified and issued a degree at a later date and for that term when all requirements have been met.

Residency Classification

BOR Policy 4001

For tuition purposes only, the Northern Marianas College (NMC) Board of Regents has fixed the following definitions of a resident student who registers at NMC.

A resident student is defined as a person:

1. Who is a U.S. citizen or permanent resident and domiciliary of the CNMI for more than one year (12 consecutive months) immediately prior to enrollment;
2. Who is not a U.S. citizen or permanent resident, but is married to one who is a domiciliary of the CNMI for more than one year (12 consecutive months) immediately prior to enrollment;
3. Who is not a U.S. citizen or permanent resident, but was born in the CNMI between August 1, 1974 and November 3, 1986, and domiciliary of the CNMI for more than one year (12 consecutive months) immediately prior to enrollment;
4. Who is not a U.S. citizen, but is a permanent resident of a signatory of the Pacific Postsecondary Educational Council (PPEC) agreement regarding resident tuition; PPEC entities include Guam, Hawaii, American Samoa, the Republic of Belau, the Republic of the Marshall Islands, and the Federated States of Micronesia. (Proof of permanent residency under this provision must be provided);
5. Who is a covered individual as defined in 38 U.S.C. § 3679(c);
6. Who is not a permanent resident or U.S. citizen, has resided in the CNMI for the 3 years immediately prior to receiving a high school diploma and completed the full senior year at a CNMI high school; or
7. Who is not a permanent resident or U.S. citizen and continuously maintains full-time status at NMC for 3 academic years.

Students enrolled at the College under reciprocity agreements and programs, such as the Western Undergraduate Exchange (WUE) program, may receive reduced tuition rates as defined by such programs.

Domiciliary means physical presence with the intent to make the CNMI one's permanent home. Examples of proof of one's intent can include, but are not limited to: registering to vote and voting in a CNMI election, designating the CNMI as your permanent address on all school and employment records, and paying CNMI taxes.

The domicile of a dependent may be based on the domicile of his or her parent(s) or, guardian. A qualifying dependent must be claimed on tax forms of individuals who meet the definition of a resident student as defined in 1-4 above.

A student classified as a resident for tuition purposes will lose this status if absent from the CNMI for more than 12 consecutive months, unless that student was a member of the U.S. armed forces.

Furthermore, resident status will not be lost solely because of absence from the CNMI while a member of the U.S. Armed Forces, or a dependent of a parents in the U.S. Armed Forces, or while a CNMI Government employee outside of the CNMI.

A student not meeting any of the above definitions shall be classified as a nonresident student.

The burden of proof is upon the student who is making the claim to resident student status. The student who knowingly provided false information or who conceals or refuses to reveal information for the purpose of achieving resident status may be charged non-resident tuition rate and be subject to cancellation of admission to NMC.

This policy affects residency status for NMC tuition purposes only.

Federal Financial Aid (Title IV)

Procedure 4013.1, BOR Policy 4013

This procedure establishes financial aid requirements, deadlines, verification, satisfactory academic progress and awards consistent with federal and state rules and regulations, which is consistent with the mission of the Northern Marianas College. This procedure specifies data to be collected on the Free Application for Federal Student Aid (FAFSA).

Federal Financial Aid (Title IV funding)

The following are types of Title IV financial aid from the United States Federal Government that are available to eligible NMC students:

Federal Pell Grant

TEACH Grant

Federal Supplemental Educational Opportunity Grant (FSEOG)

Federal College Work Study (FCWS)

FAFSA Procedures

Students are required to file the Free Application for Federal Student Aid (FAFSA) and submit all supporting documents to the NMC's Financial Aid Office in order to

determine eligibility for federal student aid. Students must apply and qualify annually on the basis of demonstrated need.

When to Apply

Filing the FAFSA on time is critical. Students should apply as early as January 1 for the next academic year. While early filing applicants are given priority-funding consideration, Northern Marianas College continues to accept and award funds to students all through the academic year. The Northern Marianas College Financial Aid Office has established deadlines for each semester. Please call or visit the Financial Aid Office to find out the deadlines for the each respective semester.

Students may apply using one of the following methods

Complete and mail the Free Application for Federal Student Aid (FAFSA). Forms may be obtained from a high school guidance counselor or from the college Financial Aid Office for first-time applicants. Renewal applications will be either mailed or emailed directly to the student from the U.S. Department of Education if the student applied before the calendar year ended. The student may also file their FAFSA electronically on the Internet at www.fafsa.gov. Or the student may submit their FAFSA to the Financial Aid Office to be processed electronically for them. For further assistance, please call 1-800-433-3243 or visit the Financial Aid Office in Building N, Room 1-1.

General Documents & Forms

- Free Application for Federal Student Aid (FAFSA)
- Copy of Birth Certificate, Passport and/or Permanent Residence Card (if applicable)
- Copy of High School Diploma, Transcript (stating graduation status), GED Diploma, or Adult School Diploma
- Copy of Income Tax Forms
- Verification Forms
- Other forms as requested by the Financial Aid Office

Student Aid Report (SAR)

The student's SAR is produced through a Federal Need Analysis Calculation Methodology by the U.S. Department of Education, for determining their Expected Family Contribution (EFC). The student's EFC is the amount he/she and their family can reasonably be expected to pay towards his/her college education and also determines how much in the Pell Grant he/she is eligible for.

Financial Need Calculation

Financial Need = Cost of Attendance – Expected Family Contribution

Financial need is simply defined as the difference between the student's cost of attendance and the family's ability to pay those costs. The student's cost of attendance includes tuition and fees, books, living expenses, transportation, and personal expenses. The cost is standard, but may be adjusted based on unusual circumstances.

The student must request in writing to have their cost adjusted by the Financial Aid Administrator at their institution.

AWARDS

Completed applications are generally processed within a three-month time period. Students who are eligible for financial aid will be notified by either mail or email of the type and amount of the awards as soon as possible after the College has received its federal allocations of financial aid funds. Normally financial aid checks are disbursed once per semester. The Pell Grant is awarded three times during each school year (Fall, Spring, and Summer [trailing award]). Please contact or visit the Financial Aid Office for more information.

SATISFACTORY ACADEMIC PROGRESS (SAP)

Students receiving financial aid are required to maintain satisfactory academic progress in their course of study. Academic progress is defined using both a qualitative and quantitative measure. The qualitative academic progress is assessed by the grade point average achieved at NMC; the quantitative academic progress is measured through the number of semester units satisfactorily completed. Financial aid progress standards are in addition to the college's Academic Standards, which apply to all students. All students applying for federal financial assistance are subject to SAP evaluation of their transcript regardless if they received aid or not for a particular term(s). This is in accordance with Federal rules and regulations. Academic progress for financial aid recipients is assessed according to the Satisfactory Academic Progress Policy Standard described below.

1. Maintain a term or cumulative Grade Point Average (GPA) of at least 2.0 on a 4.0 scale, and
2. Complete at least 67% of the number of credits taken each semester (Ws and UWs will be counted against the student).

Transfer credits from another institution will be included in the calculation of the student's cumulative GPA, which is used in determining their academic status for federal aid at NMC. If the student fails to earn the minimum credit hours for the required term of enrollment, they will be given up to two semesters to make up the deficient credit hours.

FINANCIAL AID PROBATION AND SUSPENSION

Students who fail to meet any of the above criteria for any one semester will be placed on financial aid probation. A student on probation may continue to receive federal aid during the probationary period, but must give evidence of satisfactory academic progress by the end of the probation period. Two consecutive semesters of financial aid probation will subject the student to suspension from financial aid and thus will not

be eligible for financial aid in subsequent semesters until they make up the deficient credits and/or term or cumulative GPA.

APPEAL PROCESS

Students who are placed on suspension from financial aid and denied aid due to not meeting Satisfactory Academic Progress (SAP) or not completing their degree objectives in the maximum time frame allowed may submit an appeal to the SAP Appeal Committee. To be considered for financial aid, you must submit a SAP appeal. The appeal should be in writing and must be submitted to the Financial Aid Office no later than 30 days from date posted on the suspension notice. The appeal must explain in detail the specific reasons which contributed to the lack of progress, include documentation to substantiate the student's statement, and outline of what steps the student plans to take to ensure academic progress if the student is reinstated. Students will be notified in writing of the decision no later than 30 working days after review of the documents submitted.

The SAP Appeal Committee consists of the Director of Financial Aid, the Dean of Student Services, and a counselor (appointed by the Dean of Student Services). The committee will determine if the student's appeal should be approved or disapproved. Once the committee has reviewed the appeal and made their determination, the student will be notified accordingly via their mailing address provided on the FAFSA application of the committee's decision. The committee's decision is final. If the committee approves the appeal, the student will be able to receive financial aid if eligible for at least one additional term. A SAP audit of academic records will be evaluated again after additional term has been granted to see if student has met minimum SAP requirements.

Appeals may be made based on one or several of the following reasons:

- A death in the immediate* family
- Serious injury or illness of the student or a member of the immediate* family.
- Improvement sufficient to meet required standards in hours and/or GPA while attending a subsequent semester at student's own expense.
- Special circumstances to be reviewed on a case-by-case basis. (Students on Financial Aid Probation who have not attended college for at least one calendar year may appeal based on change of circumstances).

***Immediate family members are father, mother, sister, brother, grandfather, grandmother, and child(ren).**

A student on Financial Aid Suspension whose appeal is approved is placed on probation status. The probation status conferred to a student upon appeal is good for one payment period only. The Financial Aid Administrator (FAA) may extend the student's probation period beyond one payment period if it is determined that the student's basis of appeal will prevent the student from meeting Satisfactory Academic Progress in one payment period. Students on an extended probationary period must make progress according to an academic plan developed by the FAA and reviewed

after each payment period. Failure to meet requirements specified under the academic plan will result in a student being placed on financial aid suspension.

A student on Financial Aid Suspension whose appeal is denied may attend NMC at his/her own expense.

REINSTATEMENT

To be reinstated, students must complete all credit deficiency without financial aid. Credits earned will be applied to the student's credit deficiency. To qualify for reinstatement, a student must:

Complete all credit deficiencies (credits must apply to student's program of study)
Complete all credits attempted
Earn a cumulative GPA of 2.0

At the end of this/these excluded semester(s), to be reinstated, the student must meet the Satisfactory Academic Progress qualitative and quantitative measures. Students must apply in writing to be reinstated and that they will be notified in writing in a timely fashion that they have been reinstated.

TERMINATION OF ELIGIBILITY

Students who do not meet the Satisfactory Academic Progress Policy qualitative and quantitative measures at the end of the reinstatement semester(s) will be terminated from receiving federal financial aid indefinitely or until Satisfactory Academic Progress has been made.

MAXIMUM TIME FRAME / PACE OF COMPLETION

Public law 112-74 amended HEA section 401(c)(5) to reduce the duration of a student's to receive a Federal Pell Grant from 18 semesters (or its equivalent) to 12 semesters (or its equivalent). This provision applies to all Federal Pell Grant eligible students effective with the 2012-2013 award year. The calculation of the duration of a student's eligibility will include all years of the student's receipt of Federal Pell Grant funding. This change in the duration of students' Federal Pell Grant on or after the 2008-2009 award year, as the HEA previously provided when the duration of eligibility was 18 semesters.

All students are expected to complete their program within an acceptable period of time. The maximum time frame for financial aid recipients is 150% of the published credit length of their program. Students are funded up to a maximum of 150% of units attempted of his/her degree or certificate objective including hours transferred in and withdrawals, whether or not financial aid was received.

Students who have only one active program or major at NMC may not receive financial aid if the total number of attempted credits in combination with accepted

transfer credits is equal to or more than 150% of the credit length of their active program/major. Withdrawals are considered attempted credits.

Students who graduate from an NMC certificate or associate degree program and enroll in a new program may not receive financial aid if the total number of attempted credits in combination with accepted transfer credits is equal to or more than 150% of the credit length of their new program. Required credits listed on the IDP that do not transfer into their new program will not be considered as part of the 150% total attempted credits for the new program. Additional time will be given to a student who is pursuing a second and/or third degree. Financial aid will cover only the courses needed to fulfill the second and/or third degree. Students with more than one active program or major may not receive financial aid if the total number of attempted credits in combination with accepted transfer credits is equal to or more than 150% of the credit length of their first ranked program or major.

It is the student's responsibility to inform the FAO of any changes in his/her program of study.

While NMC does allow students to pursue as many degrees as he/she wishes, the Financial Aid Office will award up to a student's Bachelor Degree level. Once a student receives his/her Bachelor's Degree, he/she is not eligible for Pell Grant awards afterwards. Students must keep in mind the Lifetime Eligibility Used (LEU) in regards to their Pell Grant awards.

In terms of certificate programs, students are allowed up to two certificates in addition to the above provision. Up to 30 NDU credits will not be counted toward the 150% completion rate.

REMEDIAL OR NON-DEGREE UNIT (NDU) COURSES

34 CFR 668.20 – Remedial Coursework: A student enrolled in remedial or NDU courses (below 100 level) is eligible to receive financial aid only if the courses are required for the student to pursue the degree or certificate program. These courses will be applied toward the minimum number of credits the student must complete each semester. A maximum of 30 units of NDU classes will be eligible for funding. There is no exception to this rule.

REPEAT AND SUBSTITUTE COURSES

A student may receive an award for repeat, required courses the student failed to complete in previous terms. The SAP policy applies to such cases. Federal aid (including the CNMI College Access Challenge Grant) is not awarded to repeated and/or substituted courses with grades above substandard level of C or above. The repeated course will be counted towards the maximum time frame and credit completion requirement.

The following grades will be considered as credits enrolled but not successfully completed: UW, W, NP, I, TF. The I grade is calculated as no credit until the grade is changed by the instructor and entered into the student's academic record by the Office of Admissions and Records.

SUMMER ENROLLMENT

Pell grants are awarded for summer sessions (trailing summers). Depending on the summer session enrolled, a student's remaining Pell award will be calculated at a certain percentage.

ENROLLMENT STATUS

The number of credits for which a student is registered determines his/her enrollment status. A student receiving financial aid may be required to complete hours in addition to those listed below. The exact requirement for financial aid purposes is stated in the student's financial aid award letter.

Fall and Spring Semesters and Summer Sessions:

- Full-time 12 or more credits
- Three-quarter time 9 to 11 credits
- Half-time 6 to 8 credits
- Less than half-time 3 to 5 credits

DROPPING CLASS

A student's final eligibility for aid will (including the CNMI College Access Challenge Grant) be based on the number of credits for which they are enrolled on the first class day after the Add/Drop period. If you register and then dropped class(es) within the Add/Drop period, your eligibility for aid will be recalculated on your remaining hours as of that period. Students who receive a financial aid payment based on more credits than those remaining after the Add/Drop week may be responsible for repaying a portion of any financial aid received. Dropping classes may affect the student's eligibility for future aid. The student should consult the Satisfactory Academic Progress Policy to determine if dropping classes will affect your eligibility for aid.

VERIFICATION

Verification is the process used to check the accuracy of the information provided by the student applicant and family when applying for Federal Student Aid.

- The verification procedures are governed by the Higher Education Act of 1965, as amended, and Subpart E of 34 CFR Part 668 "Verification of Student Aid Applicant Information Regulations", published in the Federal Registry in April 1994 and in November 1994.

- When verification is required for an application, that application is said to have been “selected” for verification. Verification of applications may be selected by either one of the following methods.
- An applicant selected by the FAFSA Processor (Central Processing System or CPS) based on edits.
- An applicant who NMC has reason to believe contains inaccurate information. If selected by the college, the student is subject to all the rules and requirements of verification.
- If the Financial Aid Office finds conflicting information on an application, or any reason to believe that an application is in error, appropriate steps must be taken to resolve all discrepancies prior to disbursing federal student aid to the student. The requirement to resolve conflicting information is separate and distinct from the verification requirements and procedures; it supersedes all verification rules.

Conflicting information and student repayment is required, if discrepancies are discovered after disbursing federal aid.

Students selected for verification of information by the U.S. Department of Education will be asked to submit additional forms.

Required Verification Items and Acceptable Documentation:

- Household Size
- Number Enrolled in College/University
- Adjusted Gross Income or income earned
- U.S. Income Tax Paid

Certain Untaxed Income and Benefits

- Social Security
- Military Educational Benefits
- Earned income credit
- Foreign income exclusion
- Child Support received
- Interest on tax-free bonds
- Untaxed payments to IRA
- Other untaxed income from U.S. income tax return

Verification Covers the Following Title IV Programs

- Federal Pell Grant Program
- TEACH Grant
- Federal Supplemental Educational Opportunity Grants (FSEOG)
- Federal Work-Study
- Direct Loan Program

Verification Exclusions:

Under any of the following circumstances a student is excluded from some or all of the verification requirements:

- Death
- In prison
- Certain Immigration Status
- Pacific Island Residency Status
- No Funds Disbursed.

The Northern Marianas College Financial Aid Office will use the same verification procedures for all other state and institutional funds, awarded or certified by this office.

Verification Procedure

When selected for verification, the student will receive a notice listing the types of documents that must be submitted to the NMC Financial Aid Office. Upon gathering all necessary signed documents, the student will submit them to the Financial Aid Office. The Office will review all required documents for signature and completion. The verification process must be completed or forfeit federal student aid eligibility.

Verification Deadline

A Federal Pell Grant applicant whose application is selected for verification must complete verification no later than 30 days after the last day of enrollment or June 30, whichever is earlier. The same deadline date applies by the College for Campus-Based Programs such as, the Federal Supplemental Educational Opportunity Grant (FSEOG) and Federal College Work Study (FCWS).

For the Pell Grant Program, a student completes verification when they have demonstrated that their application's data is correct. In addition, the Financial Aid Office must also have on file the final and valid federal Institutional Student Information Report (ISIR). The same process is required for TEACH Grant, Campus-Based Programs, and Direct Loan Programs.

RETURN OF TITLE IV FUNDS

The Higher Education Amendments of 1998 require schools to implement the Return of Title IV Refund Funds policy when a Title IV funds recipient completely withdraws from school.

This policy applies to students who officially withdraw from all courses for which they are enrolled for the term and who have received Title IV funds for the term.

Definitions

The term "Title IV recipient" refers to a student who has received Title IV funds or has met the conditions that entitle the student to a late disbursement.

The term “officially withdraw” refers to those students who complete the withdrawal process by withdrawing from one or all courses by completing the appropriate form.

The term “unofficially withdraw” refers to those students who did not attend any of their courses without properly withdrawing from all courses using the appropriate form.

Notifying the College of the Intent to Withdraw

The college is notified of a student’s intent to officially withdraw by the following method: The student completes and submits the appropriate withdrawal form in person to the Office of Admissions and Records (OAR). The “received” date posted on the form is considered the date the student began the official withdrawal process.

A student’s withdrawal date is defined as:

1. The date the student began the College official withdrawal process as specified above, or
2. The student’s last date of attendance at a documented academically-related activity if this date falls later than the date established in “a” or “b” above.

All Title IV funds will be refunded if the College cannot document that a student attended any classes within the term.

Returning of Title IV Funds

The return of Title IV funds for all charges including tuition and special fees will be prorated on a per diem basis based on the calendar days in the term up to and including the 60% point in the semester. After the 60% point, the student is deemed to have earned 100% of the Title IV funds.

In accordance with federal regulations, refunds are allocated in the following order: Federal Student Loans, Federal Pell Grant, FSEOG, Other SFA Program, Institutional Funds, Student.

In the event that funds must be returned, the College will reimburse the Title IV programs via the tuition revenue account. As a result, any tuition refunds due to the student will first be returned to reimburse the Title IV programs. Students will be billed for any unpaid institutional charges that result from the return of funds to the Title IV programs. Moreover, the student may be required to directly repay a portion of the Title IV funds that were received.

In such cases, the NMC Finance Office will send the student a repayment promissory note which details the amount that must be repaid, the federal aid program that must be repaid, and the date the repayment is due. Any repayment outstanding or unpaid will be referred to the U.S. Department of Education for collection and legal disposition. Furthermore, a financial obligation will be placed on the student’s account by the College, which will prohibit the student from registering in the future terms, receiving academic transcripts, or receiving any additional federal aid funds.

In some cases, a student may be eligible to receive a “post-withdrawal” disbursement after the student completely withdraws from school when the amount of aid earned is less than the amount of aid disbursed. In such cases, the Financial Aid Office will notify the student of the “post-withdrawal” disbursement via an award letter. In regards to the return of Title IV funds, Northern Marianas College responsibilities include:

- Providing each student with the information given in this policy;
- Identifying students who are affected by this policy and completing the Return to Title IV funds calculation for those students; and
- Returning to Title IV programs any Title IV funds that are due.

Fraud

Intent to defraud the Title IV award process constitutes fraud and the institution has the responsibility to report violation(s) to the Office of the Inspector General. Violators may face up to \$20,000 fine, imprisonment, or both.

STUDENTS’ RESPONSIBILITIES

Notification

Notifying the College of the student’s intent to withdraw from all courses, and returning to Title IV programs any funds that were disbursed directly to the student and for which the student was determined to be ineligible through the Return of Title IV calculation.

Reporting of Other Financial Assistance

A student’s Award Notification should disclose all financial aid they are eligible to receive and scholarships they have been awarded. If a student is receiving additional scholarships, grants, or private educational loan that do not appear on their Award Notification, they will need to inform the Financial Aid Office of the missing information. Failure to do so may result in a federal financial aid over award that could terminate a student’s future eligibility for federal student aid.

Terms and Conditions

With the student’s Award Notification, they will also receive a notice of the Terms and Conditions of Awards. This document provides the student with detailed information on their award determination, statement of educational purposes, and responsibilities as a financial aid recipient. The student must make sure they read this information carefully. A student’s acceptance of the Award Notification indicates that they understand their responsibilities as a financial aid recipient.

Change of Address

A student must update the Financial Aid Office when they change their address and/or phone number. They must provide their updates in writing, calling, or visiting the Financial Aid Office in order for them to receive prompt notification.

References

34 Code of Federal Regulations 600 series
Federal Student Aid Handbook
Northern Marianas College Catalog

Help Page

1-800-4-FED-AID
www.fafsa.gov
NMC Financial Aid Office: (670) 237-6791~4
www.marianas.edu

Student Title IV Financial Aid Consortium Agreements

Procedure 4013.2, BOR Policy 4013

This procedure establishes the financial aid award process for consortium agreements written for students enrolled in courses at another Title IV eligible institution consistent with federal and state rules and regulations.

The Financial Aid Office will be responsible for implementing this procedure in accordance with BOR Policy No. 4013 Student Financial Aid.

Financial Aid Consortium Agreement

Occasionally a student will want to enroll simultaneously at NMC and another Title IV eligible institution, and the student will want to combine the credit hours at both institutions for financial aid purposes. It is possible to receive financial aid under these circumstances as long as the following requirements are met:

1. The course(s) taken at the host institution must be a requirement of the student's certificate or degree program and transferable to the home institution; and
2. The course(s) taken at the host institution are not offered at the home institution, or degree completion will be significantly delayed due to course sequencing *and/or* prerequisite requirements for courses; and
3. The student must be concurrently enrolled for at least six credits per semester at the home institution; and
4. The course(s) the student enrolls in at the host institution ends two weeks prior to the home institution 's subsequent term.

General Information

A student's financial aid will be awarded by the institution from which they will receive their degree. The school from which they will graduate is the "home" institution that must process a consortium agreement with the other school, also called the "host" institution.

Students must take enough credit hours at the home or host institutions to qualify for financial aid, at least six credit hours if the student enrolls simultaneously at the home

institution and host institution. The total credit hours between the two schools will be used to determine the student's financial aid eligibility.

Students are responsible for paying all program related fees at the host institution using the financial aid that is refunded to the student by the home institution's Bursar's / Finance / Student Accounts Office. The home institution will not make payment directly to the host institution.

If a student receives financial aid for classes taken at the host institution, the home institution must receive an official transcript of these courses, even though the grades could be detrimental to the student's overall grade point average. It is the student's responsibility to provide an official transcript to the home institution. Note: The Financial Aid Office will take unofficial transcripts at the end of summer, fall, and spring semesters to calculate your satisfactory academic progress. The Financial Aid Office will require the official academic transcript at the end of each semester after grades are posted. If a student fails to provide an official transcript at the end of each semester, the Financial Aid Office will not process financial aid for the next semester until the official transcript is received.

Student Procedures

Speak to your advisor to ensure that the courses you wish to take at the "host" institution will transfer to your degree program at the "home" institution. Your advisor and the College Registrar will also have to sign the consortium agreement form to verify that the courses are applicable. Remedial and vocational technical courses will not transfer and very few exceptions are allowed. You may not use classes that you are auditing for the consortium agreement. Also, you may not repeat courses using the consortium agreement without first contacting both your advisor and the financial aid office.

1. Download and print out the consortium agreement form. The home institution requires the use of the *Student Title IV Financial Aid Consortium Agreement* form. If you are unsure, please contact the Financial Aid Office.
2. Fill out the student section and be sure to sign the form. Please read through the form carefully, as it contains important information.
3. Have the Registrar at the home school sign the form. The Registrar must verify that the courses taken at the host school is transferrable to the home school for credit(s) toward the student's degree requirements.
4. Have your advisor sign the form. If your advisor is not readily available, you can fax or scan and email the form to your advisor.
5. Once your advisor signs the form, you will need to do one of two things:
 - a. Ask your advisor to send the form to the host school on your behalf; or
 - b. Get the form from your advisor so that you can send it to the host school.
6. The host school must verify your enrollment and costs for the term, sign the form, and return the form to the financial aid office at the home institution.

When the home institution receives the form, the Financial Aid Office will process it within 72 hours of receipt, excluding weekends. During disbursement and the first four weeks of the term, the Financial Aid Office is especially busy, and may exceed the 72-hour processing time. The Financial Aid Office will only accept consortium agreements during the first two weeks of the term.

Based on the above procedures, it is important to plan enough time for all these steps to occur. Ideally, the form will get to the Financial Aid Office well before the first day of disbursement for the term. Be sure to plan accordingly! Call the host school in advance and ask them what their procedures are for processing consortium agreements where they are the host school. Be aware that, as a consortium student, your aid payments may be delayed.

References:

- 34 Code of Federal Regulations 600 series
- Federal Student Aid Handbook
- Rio Salado College Financial Aid Office
- www.eou.edu/fao/consortium-agreements
- *Student Title IV Financial Aid Consortium Agreement* form

Help Page:

- 1-800-4-FED-AID
- NMC Financial Aid Office: (670) 237-6791~4
- www.marianas.edu

CLASS ATTENDANCE

See NMC Procedure 4020.7 – Attendance Requirement

Students are expected to attend all meetings of their classes, not only because they are responsible for material presented and discussed therein, but because active class participation by every student is frequently essential to ensure maximum benefit for all members of the class.

Absence from more than 10% of scheduled classes may be considered grounds for a failing grade in that course. Students who miss a class should report to their instructor upon their return to inquire about making up the work. Students who know in advance that they will miss class should inform their instructor prior to the absence, in order to be given upcoming assignments.

Any student enrolled in a course who is not present or who has not made prior arrangements with his or her instructor by the second meeting roll call or within the first week of instruction, whichever may come first, may be dropped from the course by the instructor.

International students, who miss three consecutive classes, without notifying his or her instructor, will be reported to the Department of Immigration.

Academic Honors

Students who excel in their academic studies will be recognized by having their names placed on the President's List, Dean's List, or Part-time Honors list of outstanding students. The student must be enrolled in a degree program in courses at the 100 level or above, and grades received must be academic letter grades in order for the student to be recognized with honors.

President's List

Full-time students whose term grade point average is 3.96 or above are listed on the President's List. This honor is printed on the student's grade report and permanent academic record.

Dean's List

Full-time students whose term grade point average is 3.75 to 3.95 inclusive are listed on the Dean's List. This honor is printed on the student's grade report and permanent academic record.

Part-Time Student Honors

Students who are carrying from six to 11 credits (inclusive) per term, and whose term grade point average is 3.96 or above, are listed as receiving honors on their grade report and permanent academic record.

ACADEMIC RECORDS

The Office of Admissions and Records (OAR) maintains the official academic records on all students. Prior to presentation to the faculty for vote on the conferring of degrees, the qualifications of degree candidates are checked against the official record. The OAR also maintains the official roster of students; records of academic probations, suspensions, and dismissals; records of honors; and other academic records.

Transfer of Credit

Procedure No.: 4016.1

This procedure is intended as a supplemental guide and extension of the 4016 Transfer of Credit Policy for the purposes of identifying the necessary steps, forms, and approvals for the institution to effectively evaluate, approve, and record transfer credit.

It is Northern Marianas College (NMC) policy to transfer college-level courses completed at institutions accredited by a regional or national accrediting organization recognized by the Council for Higher Education Accreditation (CHEA) provided that grades of at least "C" (2.0 GPA) are earned and the course is similar in nature, level, and content to an NMC course and applicable to NMC academic programs. Non-credit continuing education courses, graduate-level courses, and courses that are remedial or doctrinal in nature are not transferable.

NMC reserves the right to deny credit for courses that are not compatible with those offered in its academic programs.

Students seeking to apply transfer credit to certificate or degree requirements must provide the following to the Registrar:

1. A completed/signed Request for Transfer Credit Evaluation form;
2. An official transcript from all colleges attended;
3. A course description/guide, syllabus, or other transfer institution information as needed/requested by the Registrar;
4. A comprehensive, course-by-course evaluation (with GPA) of courses earned at a foreign institution.

Students may submit Request for Transfer Credit Evaluation forms at any time during their enrollment. Allow 6-8 weeks for the Registrar to complete the evaluation of courses earned at other institutions. Courses that are transferrable will appear on the student's official NMC transcript with a "P" grade. Grades earned for transferred courses will not be calculated into a student's NMC grade point average.

The Registrar will first search NMC's course records database to determine if courses on a student's transcript were previously evaluated and articulated for NMC credit. Courses previously awarded for transfer credit are generally approved by the Registrar for transfer with the exception of course work that is more than eight years old. Courses not previously evaluated for transfer credit and courses that exceed the eight-year limit are evaluated for transfer approval by the department chair/director of the discipline in which the course resides. The applicability of course work that is more than eight years old toward the completion of degree requirements remains at the discretion of the student's degree program head as per the College's procedure on the Time Limit for Coursework.

The Departmental Transfer Credit Evaluation & Approval form is prepared by the Registrar and routed to appropriate department chairs for the evaluation of the equivalency of courses listed in a student's transcript. The Registrar provides department chairs with access to course descriptions/guides, syllabi, and relevant institutional information (i.e. grading scale) to aid in the evaluation of courses for transfer credit. Department Chairs utilize the form and supporting documents to either approve or disapprove the acceptance of the evaluated course for either a direct course equivalent or elective credit.

Credit Conversion: quarter credit hours are equated to NMC credits according to the following formula: $.67 \times \text{number of quarter credit hour(s)} = \text{semester credit hour(s)}$, rounded to the nearest whole number. Credit fractions of .5 and above will be rounded up. Transfer credit will be awarded in whole numbers only. If, following conversion from quarter to semester credit hours, the credits awarded for a given course are fewer than the credits for NMC's equivalent course, the student will be considered to have met the course requirement if the difference is 1 credit or less.

Grades: Grades earned for transferred courses will not be calculated into a student's NMC grade point average. A "P" grade will be applied to transfer courses to denote that credit is awarded for the course.

Equivalency vs. Elective Credit: Transfer courses with descriptions that closely match the descriptions of courses taught at NMC will generally transfer as direct course equivalent credits. Transfer courses that do not have direct course equivalent credits will transfer as elective credits to the extent that these credits are necessary for the completion of an NMC degree or certificate program.

Transfer Credit Limit: A maximum of 75% of transfer credits may be applied toward an NMC degree or certificate program. 25% of NMC program requirements must be earned through NMC credits.

Foreign Language Credit: First-year (elementary) or second-year (intermediate) foreign-language credit is not granted either by examination or by course completion in a student's native language. "Native language" is defined as the language spoken in the student's home during the first six years of his or her life and in which he or she received instruction in all subjects through the seventh grade.

Workforce Training: Coursework recommended for academic college credit at the lower or upper division level by the American Council on Education's (ACE) National Guide to College Credit for Workforce Training by reviewed organizations, businesses, and unions to the government and military will be considered for transfer to the extent that the credit is applicable to NMC degree or certificate programs.

Evaluation of Credit from Foreign Institutions: Courses earned at foreign institutions will be evaluated for transfer credit if the institution is recognized by the highest authority for post-secondary institutions or equivalent in that country and a comprehensive, course by course with GPA evaluation is performed by an NMC approved foreign credential evaluation service.

Approved foreign credential evaluators include the following:

1. Center for Applied Research, Evaluations, & Education, Inc.
 - a. www.iescaree.com
2. Education Evaluators International, Inc.
 - a. www.educei.com
3. Education International, Inc.
 - a. www.educationinternational.org
4. Educational Credential Evaluators, Inc.
 - a. www.ece.org

Students who wish to use a foreign credential evaluation service not listed as an approved service provider must obtain prior approval from the Registrar.

Students who choose to have courses earned at foreign institutions evaluated for transfer credit are responsible for submitting relevant documents and payment to an approved foreign credential evaluation service. The College will only accept official transcripts or evaluations of such transcripts. Official transcripts and evaluations are official if the documents are in an unopened, sealed envelope and the document bears the original seal and signature of the institution and appropriate authority.

NMC shall establish a procedure to promote transparent and consistent application of transfer credit decisions and establish a process by which student's may appeal a decision.

All forms and supporting documents must be submitted to:

Office of Admissions & Records
Northern Marianas College

P.O. Box 501250
Saipan, MP 96950

For more information contact the Office of Admission & Records.

STUDENT RIGHTS REGARDING RECORDS

NMC Procedure 4009.1, BOR Policy 4009

Concerning their academic records, NMC students have the right to

- Review the content of their records (this may include obtaining copies only when the student is not within commuting distance),
- Seek to amend their educational record; and
- “Opt Out” of the release of institutionally identified Directory Information.

Exercising the right to review the content of one’s academic records must be done by appointment during regular business hours. Procedures for challenging the contents of one’s academic records may be obtained from the Office of the Dean of Student Services. Students have the right to receive copies of their educational record for their review, without charge, only if they are not within commuting distance.

Students may call or visit the Office of Admissions and Records (OAR) to set an appointment to review the content of their academic records. Student records will be made available for the student’s review in the office of the Registrar or the Director of Admissions and Records, but records may not be physically removed from OAR. Students must present a valid photo ID prior to review of their record.

Students may obtain copies of their Enrollment and Degree Certifications, Verifications, and Transcripts at the OAR. Students must present a valid photo ID upon request and pick-up of records. Students must pay all applicable fees.

Students may view the contents of their Student Advising file through appointment with their academic advisor.

Student Educational Rights & Privacy

Procedure 4010.1, BOR Policy 4010

Student Educational Rights and Privacy

Northern Marianas College (NMC) shall maintain educational records of students who enroll at the College, in accordance with the Family Educational Rights and Privacy Act of 1974 and a records management policy and procedure.

NMC will maintain printed policy and procedures regarding privacy, access, review and directory information regarding all records received and used after January 1, 1981.

Deceased Students

The access rights to the educational records of a deceased student shall be transferred to the court-appointed administrator.

A Letter of Administration issued by the court must be submitted to the Office of Admissions and Records prior to the release of any educational record of the deceased to the administrator.

Directory Information Release Form

The Office of Admissions and Records (OAR) will make available to students the form, for the purpose of updating their decision to release directory information. The Directory Information Release form will be issued to every new or readmitting student, and made available to ongoing students every Fall semester. OAR will record this information in the student's file and in the student database.

Exceptions

As allowed by FERPA, the institution maintains the right to release educational record information based on the Disclosure Provisions.

The following are the Disclosure Provisions as allowed under FERPA.

The exceptions, which relate to post-secondary institutions, are:

- To school officials with legitimate educational interest (defined in annual notification — Directory Information Release Form)
- To schools in which a student seeks or intends to enroll. (NMC may release information only after authentication of the student's intent to enroll at the requesting school is secured. Authentication may include a copy of the school's admissions application signed by the student.)
- To Federal, State, and Local educational authorities conducting an audit, evaluation, or enforcement of education programs.
- To organizations conducting studies on behalf of NMC.
- To accrediting organizations.
- To parents of a dependent student (see Policy & Procedure 8202).
- To comply with judicial order or subpoena (reasonable effort to notify)
- In a health or safety emergency
- Directory Information (see list of items on Directory Information form)
- To the student.
- Results of a disciplinary hearing to an alleged victim of a crime of violence.
- Final results of a disciplinary hearing concerning a student who is an alleged perpetrator of a crime of violence and who is found to have committed a violation of the institution's rules and policies.
- Disclosure to a parent of student under 21 if the institution determines that the student has committed a violation of its drug or alcohol rules or policies.
- Disclosure of information received under a community notification program concerning a student who is required to register as a sex offender in the state.

Records and Approvals of Disclosures

All requests for educational records must be submitted to the OAR. With the exception of student authorized or requested releases, all other requests for release or disclosure of educational record information must be approved by the Dean of Student Services and the President of the Northern Marianas College.

The OAR shall maintain a log of each request for access to and each disclosure from an educational record. The Registrar will record all requests for access, other than those received from the student, and information must be forwarded to the Dean of Student Services.

This log must:

- Be maintained as long as the student's record is maintained;
- Include the parties who have requested or received information from education record(s); and
- Include the legitimate interest parties had in receiving the information.

NMC, through the Office of the Dean of Student Services, shall make reasonable effort to notify the student of the release of information within 45 days of the disclosure.

STUDENT CONDUCT

Procedure No.: 4003.3

In general, regulations governing student conduct at NMC are the same as those governing society at large. Though there is no rigid code of conduct at NMC, students are expected to maintain reasonable standards of behavior.

Student Responsibilities

Having responsibilities toward themselves and others, NMC students are expected to behave in a manner that:

- Shows respect for the rights of others;
- Shows care and respect for NMC property and for the property of others;
- Preserves the social and academic atmosphere necessary for the goals of the College to be realized and;
- Demonstrates knowledge about NMC policies, regulations, program requirements, established deadlines, etc.

It is the responsibility of students to be informed about and to comply with the rules, regulations, and policies affecting their academic standing and life as college students. The ultimate responsibility for meeting academic deadlines, completing prerequisites, selecting appropriate courses, and fulfilling degree/certificate requirements rests with the student.

The sale, possession, or use of alcohol, or alcoholic beverages and of other than prescription drugs (controlled substances) is strictly prohibited on all NMC campuses.

Smoking or use of other tobacco products is prohibited on all college grounds, defined as all Northern Marianas College owned or leased properties and campus-owned, leased or rented vehicles. This includes but is not limited to all NMC sidewalks, parking lots, landscaped areas and recreational areas. This prohibition will also include all NMC-sponsored or sanctioned activities such as Charter Day, school trips, at lectures, conferences, meetings and social and cultural events held on school property or school grounds of NMC. Smoking is also prohibited in the interior of all buildings, vehicles owned or operated by the NMC, and privately-owned vehicles when operated or parked on the grounds of the college.

Any student in violation of these prohibitions is subject to immediate dismissal from the College for one full year from the date of dismissal, and the student will automatically receive a failing grade in all courses. Should any student be caught with an illegal substance such as

marijuana, crystal methamphetamine, etc., the College reserves the right to contact the proper law enforcement authorities and release the student's identity for formal investigation.

Betel nut chewing is not allowed on college grounds. Violation of this rule may result in suspension or dismissal from the College for one semester, and the student will automatically receive a failing grade in all courses.

Academic Integrity

Each student must act with honesty and integrity, and must respect the rights of others in carrying out all academic assignments. Academic dishonesty will not be condoned by NMC. Such dishonesty includes cheating and plagiarism, which may result in suspension or dismissal from NMC. (BOR Policy 4015)

Academic Dishonesty

Academic dishonesty will not be condoned by NMC. Such dishonesty includes cheating and plagiarism (examples of which are given below), which may result in suspension or dismissal from NMC.

Cheating includes, but is not limited to, giving or receiving unauthorized help during an examination, obtaining unauthorized information about an examination before it is administered, using inappropriate sources of information during an examination, altering the record of any grade, altering answers after an examination has been submitted, falsifying any official College record, or misrepresenting facts in order to obtain exemptions from course requirements.

Plagiarism includes, but is not limited to, satisfying any academic requirement by submitting any document that has been copied in whole or part from another individual's work without identifying that individual; neglecting to identify as a quotation a documented idea that has not been assimilated into the student's language and style, or paraphrasing a passage so closely that a reader is misled as to the source; submitting the same written or oral material in more than one course without obtaining authorization from the instructors involved; "dry labbing," which includes (a) obtaining and using experimental data from other students without the express consent of the instructor, (b) utilizing experimental data and laboratory write-ups from other sections of the course or from previous terms during which the course was conducted, or (c) fabricating data to fit the expected results.

Students found guilty of academic dishonesty, including cheating and plagiarism, shall be liable to suspension or dismissal from NMC. A student may request to challenge the infraction charged against him/her. The Office of the Dean of Student Services addresses all student misconduct.

Minimum Academic Residency Requirement

NMC Procedure 4020.6

Academic residency requirement refers to the minimum number of NMC credits a student must earn to graduate with an NMC degree or certificate.

All students must complete at least twenty-five percent of their degree and/or certificate requirements from NMC in order to meet this requirement.

Academic residency can be completed at any time while a student is enrolled.

Upon submission of a petition to graduate form, the Registrar will perform an audit of a student's academic record to determine completion of all requirements for completion of an NMC degree or certificate. The Registrar will inform both the student and their academic advisor of specific deficiencies toward meeting the minimum academic residency requirement in writing within 15 days of the close of the registration period during the term in which the student petitions to graduate.

ACADEMIC PROBATION & SUSPENSION

NMC Procedure 4012.1 & BOR Policy 4012.

The purposes of this procedure are to establish standards of satisfactory academic progress; to establish procedures for identifying students who are not making satisfactory academic progress; and to encourage such students to take necessary steps to improve their academic performance.

1. For purposes of this policy, a student is not making satisfactory academic progress if he/she is placed on:

Academic Warning
Academic Probation
Academic Suspension
Academic Dismissal

Definitions:

Term - all academic sessions/semesters, including but not limited to: fall, intersession, spring and summer.

Regular term - fall or spring semesters.

GPA - grade point average earned at Northern Marianas College.

Term GPA – grade point average earned in a single term.

CGPA – cumulative GPA. Grade point average earned from all college-level coursework.

2. ACADEMIC WARNING

A student shall be placed on Academic Warning for the following term if, during the term, the student fails to earn a term or cumulative GPA of 2.0 or higher, or fails to complete at least 67% of the total credits for that term.

A student on Academic Warning shall be restored to good academic standing if, during the term the student is on Academic Warning, he/she earns a term or cumulative term or cumulative GPA of 2.0 or higher and passes 67% of the total credits for that term.

A student shall remain on Academic Warning status if either—but not both—term or cumulative GPA is below 2.0.

A student on Academic Warning is prohibited from taking more than 13 credits during the term he/she is on Academic Warning. If the student has pre-registered for more than 13 credits, the student will be required to drop the excess credits. All students on Academic Warning are strongly encouraged to meet with a counselor to discuss courses to be taken.

3. ACADEMIC PROBATION

A student shall be placed on Academic Probation if, during the term the student is on Academic Warning, the student fails to earn a term or cumulative GPA of 2.0 or higher, or fails to complete at least 67% of the total credits for that term.

A student on Academic Probation shall be restored to good academic standing the following term if, during the term the student is on Academic Probation, he/she earns a term or cumulative GPA of 2.0 or higher.

A student shall remain on Academic Probation if either—but not both—term or cumulative GPA is below 2.0.

A student on Academic Probation will be required to meet with a counselor to discuss and secure approval for courses to be taken that semester. As a general rule, a student on probation may not register or add/drop courses until he/she meets with a counselor.

A student on Academic Probation is prohibited from taking more than 13 credits during the term he/she is on Academic Probation. If the student has pre-registered for more than 13 credits, the student will be required to drop the excess credits. A student on Academic Probation is also ineligible for campus employment for that term.

4. ACADEMIC SUSPENSION

A student shall be placed on Academic Suspension the following regular academic term if, during the term the student is on Academic Probation, the student fails to earn a term or cumulative GPA of 2.0 or higher, or fails to complete at least 67% of the total credits for that term.

A student who has been suspended is prohibited from enrolling in any credit courses offered for one regular term and any intervening intersession and summer term(s). If the student has pre-registered for an upcoming term, he/she will automatically be de-registered from their Northern Marianas College classes. The student will receive a 100% refund of tuition and fees.

The student may reapply for admission after the suspension period and will be readmitted on Academic Probation status. If, however, during the probationary term, the student fails to earn a term or cumulative GPA of 2.0 or higher, or fails to complete at least 67% of the total credits for that term, the student will be placed on Academic Dismissal.

5. ACADEMIC DISMISSAL

A student readmitted to the College on Academic Probation following an Academic Suspension shall be placed on Academic Dismissal if the student fails to earn a term or cumulative GPA of 2.0 or higher, or fails to complete at least 67% of the total credits for that term.

A student placed on dismissal is prohibited from enrollment in any credit courses offered by the College for two regular terms and any intervening winter and summer term(s). If the student has pre-registered for an upcoming term, he/she will automatically be de-registered from their Northern Marianas College classes. The student will receive a 100% refund of tuition and fees.

The student may reapply for admission after the dismissal period and will be readmitted on Academic Probation status.

6. The College shall inform, in writing, any student who is not making satisfactory academic progress as soon as practicable after term grades have been reviewed and the appropriate action has been taken.

7. When a student has been placed on Academic Probation, Academic Suspension, or Academic Dismissal, such action shall be permanently indicated on the student's academic (transcript) record.

8. A student placed on Academic Warning, Academic Probation, Academic Suspension, or Academic Dismissal status may appeal such action by filing a written appeal with the Dean of Student Services or designee no later than 20 working days after the date of the written notice.

The appeal shall include a brief outline of the reasons why the appeal should be granted. The decision of the Dean of Student Services or designee on the appeal shall be final.

9. When an "I" (incomplete) grade is assigned to a student at the end of the semester deadline, the "contingency" grade submitted by the instructor will be used to calculate GPA.

10. In computing GPAs for purposes of this policy, the College's grading system shall be observed. Courses for which "NP" grades are received shall be considered as failing.

Term or cumulative GPAs will be calculated after repeated courses have been noted on a student's academic record. The most recent repeated course grade will be used in calculating a student's term or cumulative GPA.

STUDENT GRIEVANCES AND COMPLAINTS

Procedures No.: 4008.1

NMC is committed to a policy against illegal, arbitrary, or unreasonable discriminatory practices. All groups operating under the Board of Regents, including administrators, instructional faculty, non-instructional faculty, staff, student government, and programs sponsored by NMC, are governed by this policy of nondiscrimination.

NMC, in accordance with applicable federal and Commonwealth law and college policy, prohibits discrimination, including harassment, on the basis of race, color, national origin, religion, sex, disability, age, medical condition, ancestry, marital status, citizenship, sexual orientation, or veteran status.

Purpose and Scope

- A. The purpose of this procedure is to provide NMC students an opportunity to resolve complaints alleging discrimination based upon any of the grounds listed above. This procedure is also available for the resolution of complaints alleging inappropriate application to a student of any other rules or policies of NMC resulting in injury to the student, except as noted in I.B. below. It is the intent of this procedure that student complaints should be resolved, if at all possible, informally in the department or unit where they arise.

- B. The Student Grievance Procedure does not apply to complaints coming under the following campus processes, unless those processes specifically refer matters to the Student Grievance Procedure:
 - 1. Grade Appeals – Board of Regents Policy 8002.10. This procedure is to be used for complaints that grades in courses of instruction are based on the application of non-academic criteria.
 - 2. NMC Code of Student Conduct. This procedure is to be used for complaints against students or student organizations that have allegedly violated campus student conduct rules.
 - 3. Drug Free Workplace Smoking Tobacco and Betelnut Chewing Policy.

- C. The student grievance procedure may be used for complaints of sexual harassment and complaints of failure to provide proper accommodation for the academic needs of students with disabilities.

- D. In the event any other policy at NMC or any other version of this policy conflicts with this official Student Grievance Policy, this official version controls.

Definitions

- A. Complaint Resolution Officer (CRO): The person designated to receive, investigate, mediate, and resolve complaints brought under this procedure. The CRO shall be a member of the NMC instructional faculty, non-instructional faculty, or staff and shall be appointed for a term of one year by the President.

- B. Alternate Complaint Resolution Officer(s) (Alternate CRO(s)): Two persons who may serve as CRO for any specific grievance in the event of a conflict of interest between the complainant and/or respondent and the CRO. The alternate CROs shall be appointed by the President at the same time and for the same term as the CRO.

- C. Student: An individual who (a) is enrolled in or registered with an academic program or class at the college, including as an auditor; (b) has completed the immediately preceding term and is eligible for re-enrollment, including the recess periods between academic terms; (c) is on approved educational leave or other approved leave status, or is on filing-fee status; (d) has ended studies at the college, whether for a degree or otherwise, but has nonetheless filed a grievance within the time limits specified in these procedures.

- D. Respondent: The person against whom a complaint is filed.

- E. Grievance Fairness Committee (GFC): The committee charged with reviewing formal complaints filed by students. The GFC is composed of seven members: three faculty members appointed by the faculty senate, two staff members appointed by the staff senate, and two non-voting students selected by the Associated Students of Northern Marianas College. This is a standing committee that sits for a term of one academic year. The chair shall be elected from among the membership.
- F. Notification: Notification takes place upon the date of receipt of any document, when properly addressed. Written communications to a complainant are properly addressed when sent to the address given in the complaint or the last address given since the filing of the complaint.
- G. Time: All time periods referred to in this procedure refer to days of the work week, including the summer and college recesses, but excluding Saturdays, Sundays, and campus holidays. The time periods designated in this procedure may not be extended for any reason.

Department or Unit Level Resolution Procedures

A. Informal Process and Exhaustion of Informal Remedy

Before filing a grievance under this policy, a student must attempt to resolve the matter informally with the person alleged to have committed the violation and with the head of the department or unit in which the alleged violation occurred. The student may contact the Office of the Dean of Student Services for assistance with informal resolution, and any involved party may seek guidance from the relevant dean or division head. Attempts to resolve the matter informally shall be initiated within thirty (30) days from the time the action leading to the grievance occurred. If a student wishes to file a formal grievance, he or she must do so within sixty (60) days from the time the action leading to the grievance occurred regardless of the progress of the informal process.

Formal Campus Resolution Procedures

A. Filing

If the student is not satisfied with the outcome of the informal process, a student may file a formal student grievance within sixty (60) days from the time at which the action leading to the grievance occurred. Students must file the formal grievance with the Office of the Dean of Student Services. The student may file the grievance directly with the Dean of Student Services, or the Dean of Student Services may designate another individual in his or her office to receive complaints.

Student grievances must be in writing and signed by the student or the student's designated representative, if any. The Student Grievance Procedure Form must be completed. Grievances must contain the student's address and phone number to the extent available, a detailed statement of the specific action being grieved, the approximate date when the action took place, the resulting injury or harm, the specific law, policy, or rule alleged to have been violated, a description of the evidence supporting the grievance, whether informal procedures were attempted and completed, and the remedy or relief requested. Incomplete grievances will be returned without action. It is the responsibility of the complainant to update the CRO as to the appropriate address to use throughout the grievance process.

If the student is to be assisted by an advisor, their parent(s), or a lawyer licensed to practice in the CNMI, the student must submit the name of this individual. The student also must submit a signed statement authorizing the advisor to receive copies of relevant student records and correspondence regarding the grievance and to accompany the student to any meetings or hearings.

B. Initial Review and Investigation

Upon receipt of a formal student grievance, the CRO shall review the grievance and make an initial determination regarding whether the grievance is complete, timely, within the jurisdiction of the Student Grievance Procedure, and alleges facts that, if true, would constitute a violation of law or college policy. The CRO shall then commence an investigation of the grievance by sending a copy of the written grievance and any supporting documentation to the respondent and asking for a written response. The respondent shall (1) confirm or deny each fact alleged in the grievance; (2) indicate the extent to which the grievance has merit; and (3) indicate acceptance or rejection of any remedy requested by the grievant or outline an alternative proposal for remedy. The CRO will provide the complainant with a copy of the respondent's answer.

A notification to the student will be provided if the grievance filing is incomplete, untimely, or within the jurisdiction of another procedure.

During the course of the investigation, the CRO shall also seek the opinion of the department or division head involved in the informal grievance process. The CRO shall also consult with the relevant dean or division head where the complaint arose. The contents of these discussions shall be included in the CRO's report as outlined below.

The CRO may seek to mediate a resolution or negotiate an informal settlement of the grievance at any time during the course of the investigation. If a resolution satisfactory to both the grievant and the respondent is reached, the CRO will notify both parties of the voluntary resolution in writing and the formal grievance will be permanently dismissed.

The CRO shall complete the investigation and produce a report within thirty (30) days of the initial receipt of the grievance in the Office of the Dean of Student Services. The report should contain the CRO's initial determination of the completeness, timeliness, and jurisdictional soundness of the grievance, a summary of the issues presented by the grievance, the CRO's factual findings reached in the investigation, the CRO's opinion as to whether these factual findings constitute a violation of law or college policy, a summary of the CRO's discussions with the relevant department or unit head and dean or division head, and a conclusion regarding the recommended outcome of the grievance, including proposed corrective actions, if any.

C. Consideration by Grievance Fairness Committee

The report shall be given to the Dean of Student Services, who shall convene the GFC within ten (10) days to review the matter. The Dean of Student Services shall provide each member of the GFC with a copy of the CRO's report and any other relevant documentation. The complainant and the respondent shall be notified of the time and date

of the hearing and given an opportunity to submit written materials to the GFC and to present oral testimony. Both the complainant and the respondent shall be given copies of all materials provided to the GFC, as well as copies of these procedures, and a list of the names of the members of the GFC.

Before the hearing, either the complainant or respondent may request that any member of the GFC remove himself or herself on the grounds of conflict of interest. The member will be immediately informed of this request. If the member does not agree to remove himself or herself, the party requesting their removal make ask that the recusal of the member be considered as the first order of business at the committee hearing. Recusal shall then be determined in confidential deliberations by majority vote before the committee hearing begins.

Any member of the GFC may remove himself or herself on his or her own initiative from a case if he or she believes a conflict of interest exists.

If more than two members of the GFC are removed for a conflict of interest, then temporary alternates must be appointed by the appropriate appointing bodies until a minimum of five members of the committee are able to serve before the case can proceed. In the event that the chair is recused for a conflict of interest, or is otherwise absent, the committee shall elect an acting chair.

The GFC shall meet in closed session and all deliberations and proceedings shall be confidential, unless both parties agree to open the proceedings.

The hearing shall begin with the chair introducing himself or herself and the other members of the committee. The complainant shall then be asked to make a verbal statement regarding the grievance he or she filed, which must include the events that led to the grievance, the NMC policy or law that was alleged to be violated, and their proposed remedy for the grievance. The respondent will then be asked to reply to the allegations. The CRO will then be asked to speak regarding his or her investigation and what it revealed. Any relevant additional witnesses or parties may be called by the grievant or respondent, provided this decision is made before the hearing. The members of the committee may question the complainant, the respondent, the CRO, and any other witnesses both during and after their respective statements and at the conclusion of all testimony.

During the proceedings, the chair shall preside and shall rule on all matters of procedure. Any decision of the chair may be overturned by the full GFC. The chair shall not vote except in the event of a tie.

Formal rules of evidence shall not apply and the GFC may consider any evidence it considers relevant and reliable.

Upon completion of questioning, the committee will begin deliberations in executive session. No persons other than members of the committee and its legal counsel (if any) may be present for deliberations.

For each allegation made in the complaint, the GFC will make a determination of what actually occurred and whether those facts constitute a violation of law or college policy.

The GFC's decision is final and binding on the parties to the dispute and all NMC personnel and offices. However, while the GFC may recommend discipline be imposed on the respondent (or, in some circumstances, such as if a fraudulent grievance is filed, the complainant), it may not actually impose discipline itself. If the outcome of the grievance involves a recommendation for disciplinary action to be taken against any college employee or student, the GFC shall refer the matter and its recommendation to the appropriate NMC disciplinary channel.

The GFC chair shall issue a yearly report that includes summaries of cases handled by the GFC. These summaries shall be written without reference to any specific persons and in such a way that the identities of the parties involved will not be apparent.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

At least once a year Northern Marianas College informs students of the Family Educational Rights and Privacy Act, with which the institution intends to fully comply. The Act was designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the Family Educational Rights and Privacy Act Office (FERPA) concerning alleged failures by the institution to comply with the Act.

NMC policy explains in detail the procedures to be used by the institution for compliance with the provisions of the Act. Copies of the policy can be found in the Library, the Office of the Dean of Student Services, and the Counseling Programs and Services Office.

Student Directory Information

The College has designated the following items of student information as public or directory information. FERPA defines "directory information" as "information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed." It includes, but is not limited to:

- Student name
- Address
- NMC Student e-mail address
- Telephone number
- Date and place of birth
- Dates of attendance
- Registration status
- Class
- Major Field of study
- Awards
- Honors
- Degree(s) conferred
- Most recent previous educational agency or institution attended
- Past and present participation in officially recognized sports and activities
- Physical factors such as height and weight of athletes

The College may disclose this information for any purpose at its discretion.

Currently enrolled students may withhold disclosure of directory information under the Family Educational Rights and Privacy Act. To withhold disclosure, written notification must be received in the Office of Admissions and Records prior to the end of the term's add/drop/late registration period. Forms

requesting the withholding of directory information are available from the Office of Admissions and Records. The request to withhold disclosure will remain in effect until the student provides written notification to this office.

The College assumes that when a student fails to request that directory information be withheld, the student is indicating approval for disclosure of information for that term and following terms until otherwise requested.

Confidentiality of Academic Records

Students:

- DO have the right to view and inspect their educational records (excluding financial records of their parents).
- DO have the right to have directory information withheld from all persons or organizations outside the College.
- DO NOT have the right to obtain their grades, placement test results, or other information not considered directory information, by telephone.

Parents:

- DO have the right to obtain the educational records of their child only if they provide a signed statement that their son or daughter is a dependent as defined by the U.S. Internal Revenue Service or the Northern Marianas Territorial Income Tax laws. Parents are, however, encouraged to obtain final grades with the written approval of the student.

POLICY ON NONDISCRIMINATION

BOR Policy 4014

Northern Marianas College is committed to the principle of equal opportunity in education. The College prohibits discrimination, including harassment, on the basis of race, gender, age, religion, color, national origin, ancestry, sexual orientation, marital status, disability, veteran status, or any other unlawful basis. This policy covers academic considerations such as admission and access to, and participation and treatment in, the College's programs, activities, and services.

Complaints of discrimination filed by a student shall be handled pursuant to the Student Grievance Procedure.

Individuals who violate this nondiscrimination policy are subject to appropriate disciplinary action.

POLICY ON SEXUAL HARASSMENT

BOR Policy 5009

The Northern Marianas College explicitly condemns sexual harassment of students, regents, or employees. Since some members of the College community hold positions of authority that may involve the legitimate exercise of power over others, they have the responsibility to be sensitive to that power. It is the responsibility of all members of the College community, in their relationship with students and subordinates to be aware of potential conflicts of interest, possible compromise of their evaluative capacity, and abuse of power they may hold over others.

Because there is an inherent power difference in these relationships, the potential exists for the less powerful person to perceive a coercive element in suggestions regarding activities outside of those

appropriate to the professional relationship. The responsibility of the College community is to behave in such a manner that words and actions cannot reasonably be perceived as sexually coercive, abusive, or exploitive, nor do they create a hostile working environment in this regard.

Cultural interpretations are not grounds for making sexual harassment permissible. The College community maintains its own unique culture, the values of which do not permit sexual harassment.

A. Definitions and Examples of Sexual Harassment

While the definition of sexual harassment is ultimately victim-based, sexual harassment may be defined as unwelcome sexual advances, requests for sexual favors, and/or other verbal expressive or physical conduct commonly understood to be of a sexual nature when:

1. Submission to, or toleration of, such conduct on or off campus is made, either explicitly or implicitly, a term or condition of instruction, employment, or participation in College activities; or
2. Submission to, or rejection of, such conduct is used as a basis for employment, or for academic decisions or assessments affecting the individual's status as an employee or student; or such conduct has the purpose or effect of unreasonably interfering with the individual's activities or creating an intimidating, hostile, or offensive work or educational environment.

B. Examples

Sexual harassment may involve the behavior of a person of either sex toward a person of the opposite or same sex. Examples of behavior that would be considered sexual harassment include, but are not limited to the following:

1. Physical assault;
2. Direct or implied threats that submission to sexual advances will be a condition of employment, work status, promotion, grades, or letters of recommendation;
3. A pattern of conduct, annoying or humiliating in a sexual way, that includes comments of a sexual nature and/or sexually explicit statements, questions, jokes or anecdotes;
4. A pattern of conduct that would annoy or humiliate a reasonable person at whom the conduct was obviously directed. Such conduct includes, but is not limited to gestures, facial expressions, speech, or physical contact understood to be sexual in nature or which is repeated after the individual signifies or signals that the conduct is perceived to be offensively sexual.

C. Consenting Relationships

Romantic and / or sexual relationships between a faculty member and his or her student are prohibited. Taking note of the respect and trust accorded an instructor by a student, and of the power exercised by the instructor, a relationship between a faculty member and a student should be considered one of a professional and a client, and accordingly inappropriate. Romantic and/or sexual relationships between a supervisor and a subordinate are discouraged, but may be permitted if disclosed to the President in accordance with procedures adopted by the institution after steps have been taken to avoid conflicts of interest and other improprieties.

Relationships between students, when one student has some supervisory responsibility for the other (such as tutor, teacher's aide, etc.) are covered by this Policy. Other relationships included are those between a student or an employee, administrator, coach, program director / coordinator, counselor, or staff member who has responsibility for or authority over that student or employee.

D. Protection of the Complainant and Others

No Student or employee of the College may be subjected to any form of reprisal for investigating or filing a sexual harassment complaint, or serving as a witness in a proceeding involving a complaint of sexual harassment. Any retaliation will be a violation of this Policy and will be grounds for disciplinary action. (See also, Board of Regents Policy 5007–Whistleblowers).

E. Responsibility of Supervisors

Supervisory personnel are charged with maintaining an atmosphere that discourages sexual harassment and ensuring that this Policy is enforced in their areas. Supervisors are directed to discourage all behavior that might be considered sexual harassment and to respond promptly to sexual harassment complaints. College officials who knowingly condone incidents of sexual harassment or instances of reprisal for reporting such complaints will be subject to disciplinary action.

Determining Applicable Catalog

Students maintaining continuous enrollment at Northern Marianas College may graduate according to the requirements in the catalog in effect at the time of initial enrollment or according to the requirements in any single catalog in effect during subsequent terms of continuous enrollment.

A semester in which a student earns course credit will be counted toward continuous enrollment. Non-credit courses, audited courses, failed courses, or courses from which the student withdraws do not count toward the determination of continuous enrollment for catalog purposes.

Students who do not enroll for two consecutive semesters are no longer considered continuously enrolled, and must meet the requirements in the catalog in effect at the time they return, or in any single catalog in effect during subsequent terms of continuous enrollment thereafter.

To meet the requirements of continuous enrollment, students are not obligated to enroll and earn course credit during summer terms, but summer enrollment may be used to maintain continuous enrollment status. Students admitted or who return after an absence during a summer term must follow the requirements in the catalog in effect in the following semester or in any single catalog in effect during the subsequent terms of continuous enrollment.

Student Educational Leave

BOR Policy 4006

Students in good standing who are not on probation and who have completed at least one semester of attendance at Northern Marianas College are eligible for one educational leave of up to one academic year in length. Students on approved leave maintain a continuing status.

ACADEMIC FREEDOM AND RESPONSIBILITY

BOR Policy 3000

1) General Principles: The primary responsibility of the academic community is to provide for the enrichment of intellectual experience. Essential to the realization of this ideal is a free and open academic community which takes no ideological or policy position itself. The responsible academic community welcomes those who do take an ideological or policy position and jealously guards their right to do so. Conflict of ideas cannot occur unless there is opportunity for a variety of viewpoints to be expressed. Toleration of what may be error is an inescapable condition of the meaningful pursuit of truth. The academic community must be hospitable even to closed minds and it must welcome the

conflict of ideas likely to ensue. Academic responsibility to provide opportunity for expression of diverse points of view generates academic freedom.

2) Faculty: Faculty members are entitled to full freedom in research and in the publication of results, subject to the adequate performance of their other academic duties. They are also entitled to freedom in lecturing or conducting demonstrations in their subject or field of competence. They are entitled as any other member of the community in which they live to establish membership in voluntary groups, to seek or hold public office, to express their opinions as individuals on public questions and to take action in accordance with their views. Cognizant of their responsibilities to their profession and to their institution, faculty accept certain obligations; they should attempt to be accurate, to exercise sound judgment and respect the rights of others to express opinions. They must make clear that their actions, their statements and their memberships do not necessarily represent views of the academic community. If there are controls to be exercised over faculty members, they are the controls of personal integrity and the judgment of their colleagues.

3) Students: Students are entitled to be taught by unfettered instructors and to have access to all information pertinent to their subjects of study. They are entitled to as complete freedom as possible in the selection of their curriculum, instructors, and associates. Moreover, they have a right to intellectual disagreement with their instructors and associates and to question them without fear of recrimination or punishment. They also are entitled to seek the publication of their views, to seek membership in voluntary groups, to seek or hold public office, and to take lawful action in accordance with their views. Students also have the responsibility to make clear that their actions, memberships, and statements do not represent the views of the academic community. Northern Marianas College Board Of Regents Policy

4) Guest Speakers, Movies, and Other Programs: A college or university by its very nature cannot pay lip service to the concept of freedom of expression and then deny persons with whom is in disagreement the opportunity of giving expression to their views. Furthermore a policy that extends the right of freedom of expression to some persons and denies to others, places the institution in the position of endorsing the past records and views of those who are given permission to speak. Therefore, a speaker, performer, or program may be presented under the sponsorship of any duly recognized student, faculty, or administrative organization or any individual officer of instruction. It is not necessary that the point of view presented be congenial to the campus, members of the staff or student body individually, or to individual members of the wider community. The speaker must be accorded the courtesy of any uninterrupted presentation. Except for ceremonial occasions, speakers must accept as condition of their appearance the right of their audience to question or challenge statements made in their address. Questions must be permitted from the floor at the end of the presentation, unless prevented by physical limitations, or the size of the audience. The invitation or scheduling of such a program must represent the desire of the institutional sponsor and not the will of external individuals or organizations. The sponsor must establish full responsibility for the program and should help to establish the concept that the point of view expressed in an address or performance does not necessarily represent the position of the academic community. Such presentations must at all times be consistent with the laws of the Commonwealth of the Northern Mariana Islands (CNMI) and the United States.

Program Guarantee

BOR Policy 3001

Northern Marianas College (NMC) offers education and training designed to enable students to acquire the entry-level vocational/technical competencies necessary to enter the workforce.

NMC stands behind the training provided and will guarantee tuition free to provide up to eight credits of retraining under the condition that the employer certifies that the student lacks the target job competencies normally expected of an entry-level employee who has graduated from an equivalent vocational/technical program.

To be eligible for retraining, a student must have graduated from NMC with an associate in science or associate in applied science degree, or baccalaureate degree in education.

DEGREE AND CERTIFICATE PROGRAMS

EDUCATIONAL PHILOSOPHY AND LEARNING OUTCOMES

The *Educational Goal* of Northern Marianas College is to offer programs and courses that prepare students for employment, for transfer to other post-secondary institutions, and for general self-enrichment and lifelong learning. The *Instructional Goal* of the college is to promote learning and teaching for knowledge, skills, creativity, intellect, and the abilities to communicate effectively and analyze new information. The college's academic programs embody the following *Institutional Learning Outcomes*:

- *Knowledge* – Students will be able to define, describe, demonstrate, and explain knowledge within a field of study.
- *Skills* – Students will be able to apply, use, perform, exhibit, and demonstrate skills required of a particular field of study or field of endeavor.
- *Creativity* – Students will be able to plan, design, develop, find, synthesize, and create solutions, strategies, documents, and products.
- *Intellect* – Students will be able to exhibit the capacity for independent thought and critical thinking.
- *Communication* – Students will be able to communicate effectively through writing, speaking, performing, exhibiting, or other forms of expression.
- *Analysis* – Students will be able to acquire, interpret, analyze, assess, and evaluate information.

GENERAL EDUCATION AT NMC

The goal of the college's *General Education Program* is for students to acquire important general knowledge, develop basic academic skills, develop critical thinking skills, and be able to integrate their knowledge and skills so as to promote the capacity for life-long learning. The general education curriculum is designed to:

1. Introduce students to the major content areas of higher education that include mathematics, biological sciences and physical sciences, social and behavioral sciences, the humanities and fine arts, library and computer use, physical exercise and good health practices. Students will receive the necessary breadth and depth of knowledge and develop the academic skills that will enable them to demonstrate their competencies in the various content areas. The

knowledge component provides students with essential information about nature, human societies, and modes of inquiry. The basic academic skills are demonstrated by student competence in communication and problem solving. Communication includes reading, writing, speaking, and listening. Problem solving consists of the ability to use abstract reasoning in order to calculate, analyze, synthesize, and evaluate, and to apply critical thinking skills to a variety of situations, areas of study, or fields of endeavor.

2. Provide students with knowledge and skills to fulfill their educational and occupational goals and to become better prepared to function effectively as citizens in a democratic society. The college’s academic degree programs prepare students for employment and for transfer to other post-secondary institutions. The college’s academic programs consist of both specialty and general education components. The general education component contributes to the overall development of students, which in turn helps them to succeed in their specialty courses and in their employment after graduation. General education courses also articulate with the institutions and programs to which our students transfer, and therefore provide the necessary foundation for our students to succeed with their upper division coursework. A general education also develops in students the ability to reflect upon and evaluate information and ideas, which is critical for being an informed and participating citizen in a democracy.

3. Prepare students for life-long learning, personal development, and successful adaptation in the world’s ever-changing and increasingly interdependent local, regional, and global societies. The general education curriculum is designed to develop a student’s ability for self-learning that can be applied throughout their lives to acquire new knowledge and skills that will enable them to respond to changing economic conditions and employment opportunities, or to simply enrich themselves. An understanding of the interplay between individual, society, and culture, and knowledge of local, regional, and global issues prepare a student for adjusting to the demands of living in increasingly diverse and complex societies. An appreciation of the richness and diversity of human experience enables students to successfully interact with people from different backgrounds and cultures.

GENERAL EDUCATION OUTCOMES (GEO)
Student Learning Outcomes

GEO 1. Critical Thinking

Upon completion of coursework, a student will be able to:

- 1.1 Make connections between two or more areas of knowledge and apply learning to daily life experiences.
- 1.2 Use critical and analytical thinking skills to solve a variety of problems.

GEO 2. Humanities

Upon completion of coursework, a student will be able to:

- 2.1 Demonstrate an awareness of the scope and variety of works in the arts and humanities, and articulate the value of aesthetics and creativity.
- 2.2 Make decisions in daily life based on creative thought and ethical principles.

GEO 3. Citizenship and Society

Upon completion of coursework, a student will be able to:

- 3.1 Define an individual's civic, political, and social responsibilities as a member of both the local and global community.
- 3.2 Recognize stereotyping, bias, and faulty reasoning in the opinions of others.

GEO 4. Technology and Information Literacy

Upon completion of coursework, a student will be able to:

- 4.1 Collect, organize and present information from various sources, including books, periodicals and the Internet.
- 4.2 Use computers to access information effectively and efficiently.

GEO 5. Oral Communication

Upon completion of coursework, a student will be able to:

- 5.1 Demonstrate oral communication proficiency in discussions, debates, and presentations.
- 5.2 Summarize and evaluate the oral communication of others, asking appropriate questions as necessary.

GEO 6. Quantitative and Scientific Reasoning

Upon completion of coursework, a student will be able to:

- 6.1 Analyze mathematical problems, determine the steps necessary to solve problems, calculate solutions, and test for correctness.
- 6.2 Answer questions and explore observations using scientific methodology.

GEO 7. Written Communication

Upon completion of coursework, a student will be able to:

- 7.1 Produce clear well-organized written work, documenting, as appropriate, borrowed sources using a recognized citation method.
- 7.2 Demonstrate mastery of standard English grammar, spelling, and punctuation.

ASSOCIATE IN ARTS: LIBERAL ARTS

The Liberal Arts Program is committed to providing students with knowledge, skills, and values in the arts and sciences that promote health and well-being, scientific inquiry, effective communication, and appreciation of arts and culture. NMC's Liberal Arts Program prepares a student to be a productive citizen and a life-long learner.

The Liberal Arts program is designed for students who seek to gain introductory knowledge and skills across a range of educational disciplines. Program requirements consist of general college-level educational courses that:

1. Provide students with a strong educational foundation and preparation for more specialized fields of study;
2. Strengthen communication and analytical and critical thinking skills;
3. Engage students with community issues and civic responsibilities;
4. Allow students the flexibility to explore and develop academic interests and career aspirations; and
5. Prepare students for transfer to a baccalaureate degree program at a four-year college or university.

Program Learning Outcomes:

- LA PLO 1: Demonstrate English language competence in speaking
- LA PLO 2: Demonstrate English language competence in listening
- LA PLO 3: Employ English language competence in writing, including the ability to access and incorporate information to complete a research paper
- LA PLO 4: Demonstrate English language competence in reading
- LA PLO 5: Apply mathematical concepts, principles, and skills in solving practical and theoretical problems, using technology when appropriate
- LA PLO 6: Use the scientific method to gain knowledge and understanding of the natural physical and human social worlds
- LA PLO 7: Integrate ethical standards and principles in making decisions affecting human behaviors and the environment
- LA PLO 8: Demonstrate knowledge and understanding of the dynamics of local and international political, social, and economic systems and issues
- LA PLO 9: Interpret arts, philosophy and literature
- LA PLO 10: Demonstrate knowledge in two of the following areas: history, geography, economics, law, or sociology
- LA PLO 11: Access and use both print and non-print information technology to perform academic and non-academic tasks
- LA PLO 12: Appreciate, promote, and practice the value of good health
- LA PLO 13: Appreciate the uniqueness of and recognize the relationship between different languages and cultures

A.A.: Liberal Arts Total **60**

*Note: A minimum of grade “C” is required for all NMC Core Courses.
Most four-year colleges and universities require a minimum of grade “C” to award transfer credit*

Core Course Requirements	Credits
BE 111 College Success	3
CO 210 Fundamentals of Speech Communication	3
EN 101 English Composition I	3
HE 150 Personal Health (or higher)	3
MA 132 Intermediate Algebra (or higher)	4
SO 297 Current Issues in the CNMI	3
Total	19
Program Requirements	Credits

EN 202 English Composition II	3
CS 103 Introduction to Computers (or higher)	3
PS 110 Principles of Democratic Institutions	3
PY 101 General Psychology	3
Performing or Visual Arts	3
Literature or Philosophy	3
Language	3 or 4
Biological Science/lab	4
Physical Science/lab	4
Social Science	3
Social Science (History course)	3
Physical Education	<u>1, 2 or 3</u>
Total	36-39

Recommended Electives for Transfer	Credits
MA 161 College Algebra	
MA 151 Introduction to Statistics	
Language (second semester/same language)	
HI 121 History of World Civilizations I	
HI 122 History of World Civilizations II	
Total Electives	3 to 5

A.A.: Liberal Arts with an Emphasis in Education Total 65

Note: A minimum of grade "C" is required for all NMC Core Courses. Most four-year colleges and universities require a minimum of grade "C" to award transfer credit

Core Course Requirements	Credits
BE 111 College Success	3
CO 210 Fundamentals of Speech Communication	3
EN 101 English Composition I	3
HE 150 Personal Health (or higher)	3
MA 132 Intermediate Algebra (or higher)	4
SO 297 Current Issues in the CNMI	<u>3</u>
Total	19

General Education Requirements	Credits
EN 202 English Composition II	3
PS 110 Principles of Democratic Institutions	3
GE 201 World Regional Geography	3
PY 101 General Psychology	3
Performing or Visual Arts	3
Literature	3
Language	3 or 4
Biological Science/lab	4
Physical Science/lab	4
History course	3
Physical Education	<u>1, 2 or 3</u>
Total	33

Program Requirement as a Transfer Program for NMC School of Education	Credits
ED 211 Introduction to Teaching	4
ED 205 Childhood Development	3
ED 282 Multicultural Foundation	3
Educational Psychology	3
Total	13

A.A.: Liberal Arts with an Emphasis in Health & Physical Education Total 60

*Note: A minimum of grade “C” is required for all NMC Core Courses.
Most four-year colleges and universities require a minimum of grade “C” to award transfer credit*

Core Course Requirements	Credits
BE 111 College Success	3
CO 210 Fundamentals of Speech Communication	3
EN 101 English Composition I	3
HE 150 Personal Health (or higher)	3
MA 132 Intermediate Algebra (or higher)	4
SO 297 Current Issues in the CNMI	3
Total	19

General Education Requirements	Credits
EN 202 English Composition II	3
PS 110 Principles of Democratic Institutions	3
PY 101 General Psychology	3
PY 201 Human Growth & Development	3
Performing or Visual Arts	3
Literature	3
Biological Science/lab	4
CH 124 Chemistry/lab	4
HI 240 Sports and Society	3
Physical Education (Individual PE)	1, 2 or 3
Total	20

Program Requirement	Credits
HE 230 Health and Nutrition	3
HE 245 Health and PE Recreation and Leisure	3
PE 280 Applied Kinesiology	3
PE 228 Coaching	2
PE (Group PE)	1
BI 251 Human Anatomy and Physiology I	4
BI 252 Human Anatomy and Physiology II	4
Total	21

ASSOCIATE IN APPLIED SCIENCE: CRIMINAL JUSTICE

The Northern Marianas College Criminal Justice Program prepares students for career employment in criminal justice agencies, including police, courts, corrections, and emerging alternative programs. The

program trains citizens and current and future criminal justice professionals to have excellent oral and written communications skills, and excellent cognitive and analytical skills, and an understanding and appreciation of the diversity in society. The program curriculum emphasizes both a theoretical and a practical approach to the major fields of criminal justice.

Program Learning Outcomes

Upon completion of the program, students will be able to:

- Explain the nature of crime and the operation of the criminal justice system;
- Recognize and explain criminal procedure, and laws and Supreme Court decisions that govern police work;
- In criminal law, classify crimes, identify the elements of a crime, and explain the laws governing arrests;
- Identify the structure and functions of police organization;
- Write a comprehensive, factual, and concise police report;
- Explain the nature of juvenile delinquency and the juvenile justice system;
- Explain the laws, prevention, and treatment of substance abuse;
- Explain the social values and ethics underlying the criminal justice process;
- Access and use both print and non-print information technology to perform academic and non-academic tasks;
- Appreciate, promote, and practice the value of good health; and
- Appreciate the uniqueness of, and recognize the relationship between, different languages and cultures.

<u>Core Course Requirements</u>		<u>Credits</u>
BE 111	College Success	3
CO 210	Fundamentals of Speech Communication	3
EN 101	English Composition I	3
HE 150	Personal Health (or higher)	3
MA 132	Intermediate Algebra (or higher)	4
SO 297	Current Issues in the CNMI	<u>3</u>
Total		19

<u>General Education Requirements</u>		<u>Credits</u>
	Science with Lab (Physical or Biological)	4
PS 110	Principles of Democratic Institutions	3
PY 101	General Psychology	3
SO 101	Introduction to Sociology	<u>3</u>
Total		15

<u>Program Requirements</u>		<u>Credits</u>
CJ 101	Introduction to Criminal Justice	3
CJ 103	Juvenile Delinquency	3
CJ 104	Dynamics of Substance Abuse	3
CJ 113	Report Writing for Law Enforcement	3
CJ 150	Constitutional Law	3
CJ 200	Criminal Law	3
CJ 206	Social Values and the Criminal Justice Process	3
CJ 225	Criminal Investigation	3
CJ 299	Internship/Fieldwork	<u>4</u>
Total		28

<u>Suggested Electives (These courses are for TSA Employees)</u>		<u>Credits</u>
CJ 133	Introduction to Homeland Security	3
CJ 203	Intelligence Analysis and Security Management	3
CJ 233	Transportation and Border Security	<u>3</u>
Total		9

A.A.S: Criminal Justice Total 60

NOTE: Only grades of “C” or better will be accepted for Core Course, General Education, and Program Requirements, and Electives.

BUSINESS DEPARTMENT

The Business Department provides quality education and training that prepares the people of the CNMI for leadership and management careers in the private and public sectors, as well as providing the inspiration and academic foundation for successful entrepreneurship. Students are offered the option of pursuing the following Associate degrees:

An Associate in Arts (A.A.) degree in Business;

An Associate in Applied Science (A.A.S.) degree in Business Administration with an Emphasis in either Accounting, Business Management, or Computer Applications;

An Associate in Applied Science (A.A.S.) degree in Hospitality Management.

The A.A. degree in Business is designed to prepare students for transfer to a baccalaureate degree program at a four-year college or university. The A.A.S. degrees in Business Administration and in Hospitality Management are designed to provide marketable job skills for students pursuing careers in accounting, computer applications and programming, tourism, management and supervision, to name a few. The A.A.S. degree in Business Administration with an Emphasis in Business Management also provides additional training for students who would like to become entrepreneurs and start their own business.

In addition, instructional services are provided for continuing education programs and workshops conducted through the NMC Community Development Institute (CDI). These training programs create developmental opportunities for the CNMI workforce to enhance their administrative and managerial skills, as well as improve productivity and profitability.

Mission Statement: The mission of the NMC Business Department is to develop future business and government leaders of the CNMI and the region by inspiring our diverse student population to reach their full academic, employment, and entrepreneurial potential by providing them with challenging courses and student-centered learning experiences that will prepare them for rewarding careers and/or successful transfer to four-year colleges and universities.

ASSOCIATE IN ARTS: BUSINESS

The A.A. degree in Business provides a more general business education with courses that are easier to transfer to other colleges or universities. If you plan to continue on to a Bachelor’s degree, an A.A. degree in Business provides you with a solid foundation in general education and core business courses that have the highest likelihood for successful transfer.

Program Learning Outcomes

Upon completion of the program, students will be able to:

- Prepare and present written and oral business reports for a variety of audiences at a generally acceptable level of business English;
- Apply various computer applications, including word processing, spreadsheet applications, database, presentation, and other specialized applications to generate, analyze, and present, reports in the various functional areas of business;
- Apply business math and basic accounting principles in the operation of a business;
- Explain current legal, ethical, social, financial, economic, and other environmental factors as they apply to business;
- Work effectively as a member of a team;
- Compile, analyze, and synthesize information to solve business problems;
- Derive and apply basic economic indicators commonly used in business, government, and the general public; and
- Demonstrate knowledge in marginal cost and marginal benefit analysis and be able to apply the analysis in different situations.

<u>Core Course Requirements</u>		<u>Credits</u>
BE 111	College Success	3
CO 210	Fundamentals of Speech Communication	3
EN 101	English Composition I	3
HE 150	Personal Health (or higher)	3
MA 161	College Algebra	4
SO 297	Current Issues in the CNMI	<u>3</u>
Total		19
<u>General Education Requirements</u>		<u>Credits</u>
EN 202	English Composition II	3
	Humanities	3
	Social Science	3
	Science with lab	4
	Elective	<u>1</u>
Total		14
<u>Program Requirements</u>		<u>Credits</u>
AC 227	Financial Accounting I	3
AC 240	Management Accounting	3
CS 103	Introduction to Computers	3
EC 211	Principles of Macroeconomics	3
EC 212	Principles of Microeconomics	3
MG 206	Business Communication	3
MG 231	Introduction to Business	3
MG 234	Introduction to Management	3
MG 251	Business Law I	<u>3</u>
Total		27
A.A.: Business Total		<u>60</u>

**ASSOCIATE OF APPLIED SCIENCE: BUSINESS ADMINISTRATION,
ACCOUNTING EMPHASIS**

The Associate in Applied Science (A.A.S.) in Business Administration prepares students for work in their chosen field upon graduation by providing more intensive coursework in a particular field of study and requiring an internship component as part of the capstone course, CE 250 Cooperative Education.

Program Learning Outcomes

Upon completion of the program, students will be able to:

- Prepare and present written and oral business reports for a variety of audiences at a generally acceptable level of business English;
- Apply various computer applications, including word processing, spreadsheet applications, database, presentation, and other specialized applications to generate, analyze, and present reports in the various functional areas of business;
- Apply business math and basic accounting principles in the operation of a business;
- Explain current legal, ethical, social, financial, economic, and other environmental factors as they apply to business;
- Work effectively as a member of a team;
- Compile, analyze, and synthesize information to solve business problems;
- Demonstrate computerized and intermediate accounting skills;
- Convey perceptions regarding accounting knowledge gained from completing the Accounting degree program at NMC;
- Analyze financial statements; and
- Apply accounting practices and record keeping to the operation of a small business.

<u>Core Course Requirements</u>		<u>Credits</u>
BE 111	College Success	3
CO 210	Fundamentals of Speech Communication	3
EN 101	English Composition I	3
HE 150	Personal Health (or higher)	3
MA 132	Intermediate Algebra (or higher)	4
SO 297	Current Issues in the CNMI	<u>3</u>
Total		19
<u>General Education Requirements</u>		<u>Credits</u>
	Arts and Humanities	3
CS 103	Introduction to Computers	3
	Science with lab	4
EC 211	Principles of Macroeconomics	<u>3</u>
Total		13

Program Requirements		Credits
MG 206	Business Communication	3
MG 231	Introduction to Business	3
MG 251	Business Law I	3
AC 227	Financial Accounting I	3
AC 228	Financial Accounting II	4
AC 240	Management Accounting	3
AC 230	Intermediate Accounting I	3
	Business Elective	3
CE 250	Introduction to Cooperative Education	3
Total		28
A.A.S. Business Administration: Accounting Emphasis Total		60

ASSOCIATE OF APPLIED SCIENCE: BUSINESS ADMINISTRATION, BUSINESS MANAGEMENT EMPHASIS

The Associate in Applied Science (A.A.S.) in Business Administration prepares students for work in their chosen field upon graduation by providing more intensive coursework in a particular field of study and requiring an internship component as part of the capstone course, CE 250 Cooperative Education.

Program Learning Outcomes

Upon completion of the program, students will be able to:

- Prepare and present written and oral business reports for a variety of audiences at a generally acceptable level of business English;
- Apply various computer applications, including word processing, spreadsheet applications, database, presentation, and other specialized applications to generate, analyze, and present reports in the various functional areas of business;
- Apply business math and basic accounting principles in the operation of a business;
- Explain current legal, ethical, social, financial, economic, and other environmental factors as they apply to business;
- Work effectively as a member of a team;
- Compile, analyze, and synthesize information to solve business problems;
- Apply the principles of the strategic planning process to a business simulation or case study;
- Differentiate between the key macroeconomic and microeconomic variables that influence business decision-making;
- Apply marketing and customer service principles to a business operation;
- Apply management theory, functions, and skills to the development and operation of a business; and

- Develop a business plan.

Core Course Requirements		Credits
BE 111	College Success	3
CO 210	Fundamentals of Speech Communication	3
EN 101	English Composition I	3
HE 150	Personal Health (or higher)	3
MA 132	Intermediate Algebra (or higher)	4
SO 297	Current Issues in the CNMI	<u>3</u>
Total		19
General Education Requirements		Credits
	Arts and Humanities	3
CS 103	Introduction to Computers	3
	Science with lab	4
EC 211	Principles of Macroeconomics	3
Elective		<u>1</u>
Total		14
Program Requirements		Credits
MG 206	Business Communication	3
MG 231	Introduction to Business	3
MG 232	Introduction to Marketing	3
MG 234	Introduction to Management	3
MG 251	Business Law I	3
AC 227	Financial Accounting I	3
AC 240	Management Accounting	3
CE 250	Introduction to Cooperative Education	3
	Business Electives	<u>3</u>
Total		27
A.A.S. Business Administration: Business Management Emphasis Total		60

ASSOCIATE OF APPLIED SCIENCE: BUSINESS ADMINISTRATION, BUSINESS MANAGEMENT EMPHASIS

The Associate in Applied Science (A.A.S.) in Business Administration prepares students for work in their chosen field upon graduation by providing more intensive coursework in a particular field of study and requiring an internship component as part of the capstone course, CE 250 Cooperative Education.

Program Learning Outcomes

Upon completion of the program, students will be able to:

- Prepare and present written and oral business reports for a variety of audiences at a generally acceptable level of business English;
- Apply various computer applications, including word processing, spreadsheet applications, database, presentation, and other specialized applications to generate, analyze, and present reports in the various functional areas of business;
- Apply business math and basic accounting principles in the operation of a business;
- Explain current legal, ethical, social, financial, economic, and other environmental factors as they apply to business;

- Work effectively as a member of a team;
- Compile, analyze, and synthesize information to solve business problems;
- Demonstrate computer skills competence in word processing by editing and formatting documents;
- Demonstrate computer skills competence in spreadsheets by creating and formatting a spreadsheet;
- Demonstrate computer skills competence in website design by creating a website using the coding methodology XHTML; and
- Design and implement a database system and applications.

<u>Core Course Requirements</u>		<u>Credits</u>
BE 111	College Success	3
CO 210	Fundamentals of Speech Communication	3
EN 101	English Composition I	3
HE 150	Personal Health (or higher)	3
MA 132	Intermediate Algebra (or higher)	4
SO 297	Current Issues in the CNMI	<u>3</u>
Total		19
<u>General Education Requirements</u>		<u>Credits</u>
	Arts and Humanities	3
CS 103	Introduction to Computers	3
	Science with lab	4
EC 211	Principles of Macroeconomics	<u>3</u>
Total		13
<u>Program Requirements</u>		<u>Credits</u>
MG 206	Business Communication	3
MG 231	Introduction to Business	3
AC 227	Financial Accounting I	3
AC 240	Management Accounting	3
CE 250	Introduction to Cooperative Education	3
CS 140	Database Application I	3
CS 222	Web Design and Programing	4
CS 227	Introduction to Programing	3
CS 246	Database Application II	<u>3</u>
Total		28
<u>A.A.S. Business Administration: Computer Applications Emphasis Total</u>		60

ASSOCIATE IN APPLIED SCIENCE: HOSPITALITY MANAGEMENT

The Associate in Applied Science degree in Hospitality Management is designed to prepare students for a wide range of positions in hospitality management and various tourism-related businesses.

Program Learning Outcomes

Upon completion of the program students will be able to:

- Prepare and present written and oral business reports for a variety of audiences at a generally acceptable level of business English;
- Apply various computer applications, including word processing, spreadsheet applications, database, presentation, and other specialized applications to generate, analyze, and present reports in the various functional areas of business;
- Apply business math and basic accounting principles in the operation of a business;
- Explain current legal, ethical, social, financial, economic, and other environmental factors as they apply to business;
- Work effectively as a member of a team;
- Compile, analyze, and synthesize information to solve business problems;
- Explain the economic and non-economic impacts of tourism on host destinations;
- Define quality service and describe the importance of service as a basis for successful competition in the hospitality industry;
- Discuss the history and development of the travel industry and explain the factors affecting growth, change, and globalization of the industry; and
- Describe the general organizational structure typically found in lodging properties.

<u>Core Course Requirements</u>		<u>Credits</u>
BE 111	College Success	3
CO 210	Fundamentals of Speech Communication	3
EN 101	English Composition I	3
HE 150	Personal Health (or higher)	3
MA 132	Intermediate Algebra (or higher)	4
SO 297	Current Issues in the CNMI	<u>3</u>
Total		19
<u>General Education Requirements</u>		<u>Credits</u>
	Arts and Humanities	3
CS 103	Introduction to Computers	3
HI 255	History of the NMI	3
	Science with Lab	4
	Foreign Language	<u>4</u>
Total		17
<u>Program Requirements</u>		<u>Credits</u>
TS 101	Introduction to Travel and Tourism	3
TS 103	Introduction to the Hospitality Industry	3
AC 227	Financial Accounting I	3
AC 240	Management Accounting	3
MG 231	Introduction to Business	3
MG 232	Introduction to Marketing	3

TS 288	Practicum Internship Training I	3
	Business Program Elective	<u>3</u>
Total		24
A.A.S.: Hospitality Management Total		60

BACHELOR OF SCIENCE: BUSINESS MANAGEMENT

The Bachelor of Science Degree in Business Management balances the theoretical elements of an academic bachelor's degree with the highly practical elements of an applied business degree.

The program will provide students with knowledge, competency, and abilities in the areas of business and management. Students will develop key skills that will allow them to use their critical thinking, problem solving, and management skills.

This program is designed for individuals who are looking to cultivate their business and management skills as they climb the organizational ladder, manage their own businesses, or rise within their corporate hierarchy.

Program Learning Outcomes

The Program Learning Outcomes stipulate that at the end of the program the students will be able to:

- Apply written communication skills to produce in-depth written analyses of course readings and/or cases;
- Demonstrate effective communication in both written and oral forms;
- Utilize critical thinking to produce sound strategic decisions by identifying, comparing and contrasting how foreign and domestic businesses formulate strategies and operate globally;
- Practice and apply interpersonal skills in group settings in class and field assignments;
- Develop a capacity to meaningfully evaluate a company (or non-profit) performance with the application of appropriate financial and statistical techniques as well as accounting methods;
- Conduct themselves in academic and group settings in ways that reflect sound values and ethical principles; and
- Demonstrate an understanding of the implications of globalization in student assignments and especially in proposals for launching future businesses.

Lower Level Core Course Requirements		Credits
BE 111	College Success	3
CO 210	Fundamentals of Speech Communication	3
EN 101	English Composition I	3
HE 150	Personal Health (or higher)	3
MA 161	College Algebra	4
SO 297	Current Issues in the CNMI	<u>3</u>
Total		19
General Education Requirements		Credits
EN 202	English Composition II	3

	Humanities	3
	Social Science	3
	Science with lab	4
	Elective	<u>1</u>
Total		14
Lower Level Program Requirements		Credits
AC 227	Financial Accounting I	3
AC 240	Management Accounting	3
CS 103	Introduction to Computers	3
EC 211	Principles of Macroeconomics	3
EC 212	Principles of Microeconomics	3
MG 206	Business Communication	3
MG 231	Introduction to Business	3
MG 234	Introduction to Management	3
MG 251	Business Law I	<u>3</u>
Total		27
A.A.: Business Total		60

Upper Level Core Course Requirements		Credits
MG 303	Business Statistic	3
MG 305	Business Calculus	<u>3</u>
Total		6

Upper Level General Education Requirements		Credits
MG 301	Social Psychology in Business Management	3
MG 310	Business Writing	<u>3</u>
Total		6

Upper Level Program Requirements		Credits
CS 300	Information Technology Management	3
EC 300	International Economics	3
FIN 300	Introduction to Financial Management	3
MG 300	Business Ethics for the 21 st . Century	3
MG 323	Marketing Management	3
CE 400	Business Cooperative Education	3
OTB 400	Organizational Theory & Behavior	3
MG 400	Business Government & Society	3
MG 401	International Business Management	3
MG 402	Human Resource Management	3
MG 403	Operations Management	3
MG 404	Small Business Entrepreneurship	3
MG 405	Introduction to Project Management	3
MG 406	Business Strategies & Policies	3
MG 438	Business Law II	3
MG 440	Capstone Major Project	<u>3</u>
Total		48
BSBM: Total		120

NURSING DEPARTMENT

Nursing Department Expanded Statement of Institutional Purpose (ESIP)

The purpose of the Nursing Department is to advocate for locally educated and licensed nurses to work in the various health care provider agencies in the Commonwealth of the Northern Mariana Islands as well as in the Pacific region by providing career guidance, education and the nursing knowledge and skills necessary to be eligible to take the National Council Licensure Examination and become Registered Nurses in support of the Northern Marianas College mission. Adopted by Standard I & PROAC: March 2011.

Program Learning Outcomes

Upon completion of the program, students will be able to:

NU PLO 1: Practice professionally based on standards of nursing and the legal, ethical, and regulatory nursing framework.

NU PLO 2: Assess clients and families comprehensively including physical, developmental, cultural, and spiritual knowledge.

NU PLO 3: Plan and provide nursing care for clients and families across the lifespan in the hospital, community or home integrating biological, sociological, cultural, and spiritual knowledge.

NU PLO 4: Utilize critical and creative thinking to facilitate problem solving and decision making.

NU PLO 5: Demonstrate caring interventions that assist the client in meeting his/her needs to promote, maintain and reduce health risks.

NU PLO 6: Lead and manage care for groups of clients to promote positive health outcomes.

NU PLO 7: Practice effective communication through the use of oral, written and technological skills to educate and collaborate with clients, significant support person(s), community agencies and other members of the health care team.

NU PLO 8: Continuously assess and evaluate own individual learning needs for advances and/or continuing education as part of professional development, as accountable and responsible members of the nursing profession.

Adopted by Academic Council: October 12, 2012

Special Requirements and Procedures for the Associate in Science Degree in Nursing Program

1. All applicants must have a high school diploma or a GED Certificate on file with the Office of Admissions and Records.
2. Applicants must request that official high school and college transcripts be mailed directly to the Office of Admissions and Records, Northern Marianas College, P.O. Box 501250, Saipan, MP 96950 USA.

3. Applicants must successfully complete 39 credits in prerequisite courses before entering the nursing program. These prerequisite courses are BI 101, CH 124, EN 101, BE 111, BI 225, BI 251, PY 101, MA 132, BI 252, PY 201 and HE 230.
Refer to Nursing IDP adopted by Academic Council: August 6, 2014.
4. Applicants must have earned a GPA of at least 2.5 in order to enter the nursing program. Students earning a “D” or “F” grade in any prerequisite courses or in any course in the nursing program IDP must repeat the course and earned a “C” grade or better.
5. For prior college credit to be accepted by the Nursing Department, the course must have been completed within the five years immediately prior to application.
6. Applicants must have an annual physical examination prior to entering the clinical area. The student must provide proof of current immunizations and of having had an examination for tuberculosis.
7. Applicants must be certified in CPR annually before entering the clinical area.
8. Students are expected to provide their own uniforms (dress code for lecture; dress code for clinical), watch (with second hand), stethoscope, bandage scissors, pen light, BP cuff, and hemostat for the clinical area.
9. Students must provide their own transportation to and from the clinical area, either in the hospital, outpatient clinics, private/government agencies and the schools.

New students intending to enter the nursing program must contact the Nursing Department for academic and career advisement, and must also apply for admission to the College at the Office of Admissions and Records.

Upon application to the College, potential nursing students must take the NMC placement tests in English and Mathematics. Based on the scores received on these tests, students will be advised on the prerequisite courses to take, following the approved Nursing Program IDP. Once all nursing and general education prerequisite courses have been completed and passed with a grade of “C” or better, and a GPA of “2.50 or higher”, students may apply for admission into the program. The Nursing Department Chairperson must approve any variations in these requirements.

Completion of BI 101, CH 124, EN 101, BE 111, BI 225, BI 251, PY 101, MA 132, BI 252, PY 201 and HE 230 are required for entry into the A.S. Nursing program. Once accepted into the program, the nursing student must complete a Cardiopulmonary Resuscitation (CPR) course and have a pre-entrance medical examination. Evidence of completion of these requirements must be on file in the Nursing Department office before the student can enter clinical areas at the hospital. Students are also required to attend all mandatory annual in-service requirements for the Department of Public Health staff of the Commonwealth Healthcare Corporation.

An overall GPA of 2.50 covering all courses must be maintained in order to progress. Students whose GPA falls below 2.50 may progress to the next level only after they have restored their GPA to 2.50. The program is currently working on a student handbook. In the absence of a student handbook, students entering the program will still receive materials specific to the program and which governs student behavior and progression.

Application for Admission forms are made available for any potential candidates on April 21st of each spring semester for admission into the program in fall semester. Forms may be picked up in the Nursing Department located in Building C. Applications will be accepted up to May 21st of spring semester. The process of selection of students will be based on the following criteria:

- The cumulative grade point average of “2.50 or higher”
- Completion of all nursing and general education prerequisites with a grade of “C” or better

- Ability to understand, speak and write English
- Pass the pre-admission in-person interview. If student is applying from off-island, a telephone or video conference interview can be substituted in place of an in-person interview
- Have sufficient faculty to teach the classes.

ASSOCIATE OF SCIENCE IN NURSING

In order to be accepted into the Associate of Science in Nursing (ASN) degree program, the student must have successfully completed BI 101, CH 124, EN 101, BE 111, BI 225, BI 251, PY 101, MA 132, BI 252, PY 201 and HE 230, unless an exemption is approved by the Nursing Department Chairperson.

No science courses will be accepted in transfer from other colleges that are older than 5 years and/or for which the student received less than a “C” grade.

Core Course Requirements*	Course ID	Credits
College Success	BE 111	3
English Composition I	EN 101	3
Intermediate Algebra (or higher)	MA 132+	4
Fundamentals of Speech Communication	CO 210	3
Personal Health (or higher) (Nursing – HE 230)	HE 150+	3
Current Issues in the CNMI	SO 297	<u>3</u>
TOTAL		19

General Education Requirements**	Course ID	Credits
Principles of Biology	BI 101	4
Basic Microbiology	BI 225	4
Human Anatomy and Physiology I	BI 251	4
Human Anatomy and Physiology II	BI 252	4
General Chemistry	CH 124	4
General Psychology	PY 101	3
Human Growth and Development	PY 201	<u>3</u>
TOTAL		26

Program Requirements**	Course ID	Credits
Basic Nursing Concepts and Skills	NU 105	6
Medical-Surgical Nursing I	NU 107	5
Pharmacology and Clinical Math	NU 124	3
Maternal-Child Health Nursing	NU 203	5
Medical-Surgical Nursing II	NU 207	6
Nursing Issues and Trends	NU 209	2
Medical-Surgical Nursing III	NU 212	6
TOTAL		<u>33</u>

TOTAL CREDIT HOURS	78
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Prerequisites Sequence

First Semester Prerequisites (Fall)	Second Semester Prerequisites (Spring)
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BI 101 Principles of Biology	BI 225 Basic Microbiology
CH 124 General Chemistry	BI 251 Human Anatomy and Physiology I
EN 101 English Composition I	PY 101 General Psychology
BE 111 College Success	MA 132 Intermediate Algebra (or higher)

Third Semester Prerequisites (Fall)
BI 252 Human Anatomy & Physiology II
PY 201 Human Growth & Development
HE 230 Nutrition & Health
CO 210 Fundamentals of Speech Communication

Nursing Program Sequence

First Semester Nursing Program (Fall)	Second Semester Nursing Program (Spring)
NU 105 Basic Nursing Concepts and Skills	NU 107 Medical-Surgical Nursing I
NU 124 Pharmacology for Nurses and Clinical Math	NU 203 Maternal-Child Health Nursing

Third Semester Nursing Program (Fall)	Fourth Semester Nursing Program (Spring)
NU 207 Medical-Surgical Nursing II	NU 212 Medical-Surgical Nursing III
SO 297 Current Issues in the CNMI	NU 209 Nursing Issues & Trends

Suggested Elective Courses for Transfer to BSN Program

MA 151 Introduction to Statistics	HI 121/HI 122 History Courses
MA 161 College Algebra	LI 150/PI 201 Literature/Philosophy Courses
EN 202 English Composition II	AR 101/AR 103/MU 109 Performing or Visual Arts Courses
SO 101 Introduction to Sociology	JA 101/JA 102/SP 101/SP 102 Any languages (1 st & 2 nd semesters – same language)

ASSOCIATE IN SCIENCE: NATURAL RESOURCES MANAGEMENT

Natural Resources Management (NRM) is the study of agriculture, environment, and natural resource sciences with a focus on the sustainable utilization and conservation of our land, water, and air. The Associate in Science Degree in Natural Resources Management is designed to prepare students for entry into the workforce, or for transfer to a baccalaureate degree program at a four-year college or university.

Program Learning Outcomes

Upon completion of the program, students will be able to:

- Demonstrate an understanding of the importance of natural resources management to human societies;
- Demonstrate an understanding of the influence of human culture and settlement on terrestrial, aquatic, and atmosphere systems;
- Demonstrate an understanding of the methodology of system integration and best practices of conservation management;
- Perform field monitoring, data collection, mapping, data analysis, record keeping, and reporting;
- Demonstrate an understanding of the roles of politics and economic development on natural resources management;
- Apply cost-benefit analysis to the management of natural resources;
- Demonstrate an understanding of appropriate land use, planning, and zoning; and
- Demonstrate an understanding of the CNMI, federal, and international environmental laws and regulatory enforcement procedures;

<u>Core Course Requirements</u>		<u>Credits</u>
BE 111	College Success	3
EN 101	English Composition I	3
MA 132	Intermediate Algebra (or higher)	4
CO 210	Fundamentals of Speech Communication	3
HE 150	Personal Health (or higher)	3
SO 297	Current Issues in the CNMI	<u>3</u>
Total		19
<u>General Education Requirements</u>		<u>Credits</u>
CS 103	Introduction to Computers (or higher)	3
	Social Science Elective (Any Soc. Sci. Course, eg.)	3
	GE 201/SO 101/PY101	
	General Interest Elective (EC 211/EC 212)	<u>3</u>
Total		9
<u>Program Requirements</u>		<u>Credits</u>
NR 150	Introduction to Natural Resources Management	4
NR 153	Environmental Conservation	4
NR 253	Species and Ecosystem Management	4
NR 255	Conservation Politics and Economics	4
NR 295	Natural Resources Management Seminar	1
NR 298	Natural Resources Management Internship	4
NR 290	Special Topics in Natural Resources Management	<u>3</u>
Total		24
<u>Science Electives *</u>		<u>Credits</u>

Total: 8
 * The student MUST take an additional 8 credit hours of biological (1) and physical (1) science courses from the following list: BI 101, BI 103, BI 106, BI 141, BI 201, CH 141, NS 101, NS 140 and any other 4 credits available science courses.

A.S.: Natural Resources Management Total 60

SCHOOL OF EDUCATION

The Northern Marianas College (NMC) School of Education (SOE) is dedicated to enhancing the quality of education in the Commonwealth of the Northern Mariana Islands (CNMI) by providing a Bachelor of Science (BS) degree in Education with four concentration areas: Early Childhood Education, Elementary Education, Rehabilitation and Human Services, and Special Education, all designed to engage paraprofessionals in a developmental environment of acquiring the knowledge, attitudes, and skills needed to promote educational excellence and equity in the classroom and rehabilitation and human service setting.

The NMC program is designed to engage learners in a developmental process of acquiring the knowledge, skills and disposition necessary to promote educational excellence and equity in the classroom and/or rehabilitation and human service setting, and to collaborate with others in supporting students and families with special needs. The program offers course work and student teaching field experiences, which is cohesively designed, well-coordinated, and based on sound theoretical principles and best practices.

The teacher preparation program prepares professionals to work directly with learners from diverse ethnic, socioeconomic, linguistic, and cultural backgrounds and to integrate appropriate adaptations to meet the needs of learners with exceptional needs.

SOE’s Extended Statement of Institutional Purpose (ESIP)

The purpose of the School of Education is to promote excellence in the art and science of teaching through research-based pedagogy and assessment so as to assist in the improvement of the quality of life within the Commonwealth by providing superior education programs for aspiring and veteran professional in the fields of Education and Human Services whilst in support of the mission of Northern Marianas College with understanding of regional and global diversity in a changing world.

STATEMENT OF PHILOSOPHY

The Commonwealth of the Northern Mariana Islands is geographically isolated, culturally diverse, and rich in human resources, with constant challenges to traditional ways, and fresh opportunities for insights and growth. For a society to prosper and thrive, it requires individuals who can sustain tradition while accommodating change. As the primary provider for initial teacher/rehabilitation and human service education in the CNMI, the Northern Marianas College’s School of Education is dedicated to preparing knowledgeable and dedicated teachers and human service providers for the community.

Teachers and counselors are essential conduits of culture. They provide insights into the past; they enlarge worldviews; they deepen understanding of both the familiar and the arcane. They develop all the intelligences that make up humanity. At their best, they lead learners to an awareness of the way life works. They not only give academic guidance and leadership, they also help learners gain the emotional skills needed to understand themselves and to have healthy and appropriate interactions with peers and adults to contribute fully to society, individuals need a foundation of knowledge, good communication and interpersonal skills, the capacity to think critically and creatively, and the ability to solve problems.

The SOE endeavors to provide teachers/rehabilitation and human service providers-in-training with the content, theories, methods, and practices necessary to facilitate the transfer of such knowledge and skills to their learners/clients. The SOE Teacher Preparation Program (TPP) strives to instill in its participants the fundamental competence they need to observe, contemplate, evaluate, and instruct learners of all ages, backgrounds, and abilities.

The SOE faculty and staff are equally dedicated to personal growth and self-improvement. They seek to use and instill what is viewed as the most effective and best practices in all areas of education. The education faculty designed each course to incorporate the cultural strengths of the children of the CNMI and teach how to align those strengths to teaching practices, incorporating the latest research-based methodologies. Innovative approaches and research-based practices are the foundation of the SOE curriculum. SOE faculty set high standards and hold high expectations for all learners and cooperating teachers/supervisors.

TEACHER PREPARATION PROGRAM

The NMC School of Education is dedicated to enhancing the quality of education in the CNMI by providing a Bachelor of Science degree in Education with four concentration areas: Early Childhood Education, Elementary Education, Rehabilitation and Human Services and Special Education.

A Curriculum Resource Center (CRC) supports the TPP. The CRC serves as a specialized resource center that is linked to the main NMC library system. Its holdings include texts for educational research and curriculum materials to enhance constructivist-teaching methodology and provide primary resources for education learners, teachers/rehabilitation and human service providers-in-training, and cooperating teachers/supervisors. Any learner registered for an education course has access to the resources available in the CRC.

The program is designed to engage learners enrolled as education majors in a developmental process of acquiring the knowledge, skills and dispositions necessary to promote educational excellence and equity in the classroom and rehabilitation and human service settings.

PROGRAM STANDARDS

The School of Education serves the CNMI by providing a teacher education program for learners seeking a Baccalaureate of Science degree in Education. In preparing this program's curriculum, the faculty has been guided by standards developed by the former National Council for Accreditation of Teacher Education (NCATE) and their affiliates. The School of Education endorses these standards as program guidelines.

Standard 1. DEVELOPMENT, LEARNING, AND MOTIVATION. Candidates know, understand, and use the major concepts, principles, theories, and research related to the

development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

Standard 2. CURRICULUM. Candidates know, understand, and use the central concepts, tools of inquiry, and structures of content for students across the K-8 grades and can create meaningful learning experiences that develop students' competence in subject matter and skills for various developmental levels:

2. a. Candidates demonstrate a high level of competence in the use of English Language Arts and they know, understand, and use concepts from reading, language, and child development, to teach reading, writing, speaking, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;

2. b. Candidates know, understand, and use the fundamental concepts in the subject matter of science – including physical, life, and earth and space sciences – as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific literacy;

2. c. Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and deal with data;

2. d. Candidates know, understand, and use the central concepts and modes of inquiry from the social studies – the integrated study of history, geography, the social sciences (such as anthropology, archaeology, economics, political science, psychology, and sociology), and other related areas (such as humanities, law, philosophy, religion, mathematics, science, and technology) – to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;

2. e. Candidates know, understand, and use – as appropriate to their own understanding and skills – the content, function, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students;

2. f. Candidates know, understand, and use the comprehensive nature of students' physical, mental, and social well being to create opportunities for student development and the practice of skills that contribute to good health;

2. g. Candidates know, understand, and use – as appropriate to their own understanding and skills – human movement and physical activity as central elements to foster active, healthy lifestyles and enhanced quality of life for elementary students;

2. h. Candidates know, understand, and use the connections among concepts, procedures,

and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, and ideas to real world issues.

Standard 3. INSTRUCTION. Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community:

3. a. Candidates understand how elementary students differ in their development and approaches to learning and create instructional opportunities that are adapted to diverse learners;

3. b. Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills;

3. c. Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

Standard 4. ASSESSMENT. Candidates know, understand, and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of each elementary student.

Standard 5. PROFESSIONALISM. Candidates understand practices and behaviors that identify and develop the competence of a professional career teacher:

5. a. Candidates are aware of and reflect on their practices in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally;

5. b. Candidates know the importance of establishing and maintaining a positive collaborative relationship with families to promote the academic, social, and emotional growth of children;

5. c. Candidates foster relationships with schools, colleagues, and agencies in the larger community to support students' learning and well-being.

PROGRAM LEARNING OUTCOMES

SOE PLO 1. Demonstrate knowledge of content & pedagogy

SOE PLO 2. Design & create coherent resources, instruction, and assessment of student learning

SOE PLO 3. Demonstrate knowledge of students

SOE PLO 4. Engage students in learning

SOE PLO 5. Create an environment of respect and rapport to establish a culture of learning

SOE PLO 6. Manage the classroom (procedures, student behavior, and space)

SOE PLO 7. Communicate effectively and provides feedback (questions and discussions)

SOE PLO 8. Demonstrate professionalism (developing, demonstrating, and reflecting)

SOE PLO 9. Communicate and build relationship with the community

SOE PLO 10. Demonstrating Ethics for the Professional Educator

STUDENT LEARNING OUTCOMES

As indicated by the standards listed above, the SOE provides learners with courses rich in both theoretical foundations and practical experiences. In line with this, the SOE states that, upon completion of the B.S. degree in Education, learners will be able to:

1.0 Cognitive (Knowledge/Understanding)

- 1.A Describe the history of modern education and explain the roles that pedagogic, philosophic, and social movements have had in the development of the modern school;
- 1.B Explain the development and evolution of various schools of psychology and the impact these schools have had on current educational concepts and practices;
- 1.C Describe and explain the stages of child and adolescent physical, cognitive, affective, and social development; analyze and explain the impact that current global, regional, national, and local issues have on students, families and schools in the CNMI.

2.0 Skills/Abilities

- 2.A Explain and demonstrate basic educational methods and techniques.
- 2.B Identify regional and national subject matter standards and plan and teach lessons that meet those standards.
- 2.C Develop and write teaching plans, long- and short-term integrated units, lesson and activity objectives, and plan, teach and evaluate classroom lessons at all levels K-8.
- 2.D Incorporate multimedia, audio materials, computer software and the Internet in classroom lessons.
- 2.E Design and teach lessons that reflect and respect the various cultural influences that make up modern society.
- 2.F Design and teach lessons and activities that develop deductive reasoning, problem solving and critical thinking skills.
- 2.G Design and teach lessons that meet the learning needs of students with less than academic level fluency in English.
- 2.H Design and teach lessons that encourage the development and growth of inquiry strategies.
- 2.I Use a variety of assessment tools and techniques to evaluate student work and achievement.

3.0 Affective Outcomes (Beliefs, Values, Opinions)

- 3.A Demonstrate belief in the value of diversity in the community and classroom by modeling and developing respectful behavior of students toward all others.
- 3.B Demonstrate pride in the teaching profession by following high standards of personal and professional behavior and by continuing professional growth.

CURRICULUM GUIDELINES

Integrated Curriculum

An integrated approach allows learners to put ideas into perspective and to see and make connections across content areas. Integrated, thematic teaching approaches help learners to form clearer ideas and concepts about subject matter and to remember those concepts longer. In developing the teacher/service provider preparation program, a similar approach would be effective with teachers/rehabilitation and human service providers-in-training. Thus, SOE faculty designed the courses to complement one another, to run in coordinated sequences, and to review, highlight, and preview material across the curriculum.

Model Teaching

School of Education faculty share a belief that learners will teach as they have been taught. They exhibit model teaching for their learners and provide a variety of approaches as they present the content of their courses.

Cultural Diversity

The SOE recognizes that learners come from a variety of cultural backgrounds. Diversity in the classroom is a strength because varying worldviews and perceptions of different learners combine to form broad pictures and to enhance understanding of cognitive, social, and emotional issues and concerns. Cultural diversity is valued and provides teachers-in-training with the knowledge skills needed to take advantage of the cultural strengths that they will find in their classes.

Purposeful Learning

Learners learn best when they acquire, create, and produce products for a purpose. Purposeful learning enhances intrinsic motivation. The SOE provides learning experiences to aid learners in working with purpose towards objectives and gain practical experience and develop the confidence that results

Cooperative and Collaborative Learning

Learners of every age thrive in social settings. Learners working in groups often discover previously unconsidered strengths, weaknesses, and perspectives. Important social values are developed and enhanced. Thus SOE instructors encourage a healthy mix of group and individual work in classes.

Writing Across the Curriculum

The most important skill that can be learned in school is literacy. The ability to read and write is the main indicator of success in school and life itself. Teachers will model and encourage effective writing whenever possible. SOE instructors explicitly develop reading and writing approaches for their topics to give prospective teachers a broad range of experience. In some courses learners may keep reflective, interactive journals to consider ideas, express opinions, and link to and make connections among the various curriculum topics covered in the program.

Multiple Intelligences

Intelligence is more than the ability to choose correct answers on an IQ test. It is a bio-psychological potential to process information to be used in a cultural setting to solve problems or create products that are of value. Areas of intelligence include the verbal-linguistic, mathematical-logical, spatial, musical, bodily kinesthetic, naturalistic, interpersonal, intrapersonal and existential. Information and material in SOE courses is therefore presented and examined from a variety of perspectives to include all types of learners.

Authentic and Portfolio Assessment

Because intelligence is multiple learners cannot express the totality of what they know or can do on simple pen and paper tests, instructors therefore use a variety of approaches and the use of authentic assessment that are determined during the planning stage and are in line with course

objectives. One assessment technique is the development of portfolios, including e-portfolios, of materials, activities, and projects they have.

Field Experience

Field experience or practicum is an essential and key part of the SOE program. From Introduction to Teaching to Student Teaching/Community Practicum, learners are actively involved in field experiences. Opportunities are provided in conjunction with the CNMI Public School System, private schools, government agencies, for and non-profit agencies to provide for observation, internship and practice teaching.

Ongoing Development

SOE instructors are sincerely dedicated to providing the CNMI with the best possible teachers/human service providers. They strive to accomplish this by assisting teachers/human service providers-in-training to develop, recognize, and realize their strengths as teachers/human service providers and as human beings. They examine and evaluate approaches and methods and stay active professionally and personally.

ADMISSION REQUIREMENTS

All learners who plan to major in Education MUST first be accepted into the Northern Marianas College. Learners may then declare Education as their major. The requirements:

- Acceptance Application for the School of Education Program
- Successfully complete ED 211 Introduction to Teaching with a grade of B or higher
- Two (2) Letters of Recommendations
- Official Transcript
- Passport Size Photo
- Statement of Interest Essay
- Cumulative Grade of 2.8*

Deadlines for submission of application and all requirements are May 30th for Fall admission and December 20th for Spring admission.

**Teach Grant requires a Cumulative GPA of 3.25.*

For admissions, please see Ms. Amanda Angel-Diaz

Admission to Teacher Candidacy Status

Application for Teacher Candidacy should take place during the semester the learner completes 40 semester hours of applicable college credits towards the B.S. degree in Education and meets all the specific pre-requisite requirements. Applications may be obtained from the SOE administration office, currently located in Building V. The completed application is to be submitted to the School of Education Director or designee prior to the announced deadline. All pre-service teachers should inquire about this process early in the semester. All pre-service teachers wishing to register for School of Education 300 and 400 level classes are required to submit an application for admission to the SOE demonstrating that he or she has met the following requirements:

- Completion with a grade of “C” or higher of EN 202 from NMC or the equivalent from a U.S. accredited institution. The NMC Office of Admission and Records (OAR) must verify required documentation through an official transcript.
- Completion with a grade of “C” or higher of MA 132 from NMC or the equivalent from a U.S. accredited institution. The NMC Office of Admission and Records (OAR) must verify required documentation through an official transcript.
- Completion with a grade of “C” or higher all pre-requisite courses for 300/400 level education courses with the exception of ED 480 (Educational Technology).
 - o These pre-requisite courses are ED 480, ED 205, ED 211, ED 282 and ED 300.
- Exceptions are those pre-service teachers who have completed with a grade of “C” or higher pre-requisite courses from a U.S. accredited institution.
- Hold a cumulative grade point average (GPA) of 2.8 or higher at the time of application.
- Submit an official copy of scores for PRAXIS I – PPST (Pre-professional Skills Test, Basic Skills and General Knowledge) or CASE in reading, writing and mathematics.
 - o Although the PRAXIS may be taken repeatedly, pre-service teacher will not be accepted in 300 and 400 level classes until they have evidence of meeting the following established baseline scores: PPST: Reading score of 170, Writing score of 170 and Mathematic score of 170 or the Core Academic Skills for Education (CASE): Reading score of 156, CASE Writing score of 162, and CASE Math score of 150.
- Submit to OAR official transcripts for all credits earned outside of NMC.

*NMC School of Education pre-service teachers/human service providers who have successfully completed 12 credit hours of 300/400 level classes as of December 15, 2003 are exempt from PRAXIS I. After November of 2003 all pre-service teachers must meet all prerequisite course requirements for any 300/400 level courses. Deadlines for submission of application and all required materials are April 1st for Fall admission and November 1st for Spring admission.

A review by the SOE is required of each application, followed by an interview of the applicant by the SOE Director or designee. The learner will be provided with a certification of full admission to Teacher Candidacy, a letter of provisional admission to Teacher Candidacy or a denial letter with cause, no later than seven (7) calendar days from the date of the interview.

For Teacher Candidacy, please see Ms. Rosaline Cepeda.

PRAXIS Series

The PRAXIS I requirement became effective for the spring term 2005.

SOE has adopted the PRAXIS series examinations. A requirement for Teacher Candidacy is a pass rate of 170 Reading (test code 710), 170 Writing (test code 720), 170 Mathematics (test code 730) or a combined score of 510 or higher; the Core Academic Skills for Education (CASE) of 156 Reading (test code 5712), of 162 Writing (test code 5722), and of 150 Math (test code 5732) or a combined score of 468 or higher. ETS also offers a combined PRAXIS I test code for Reading, Writing and Math (test code 5751).

In ED 471 – Integrated Lessons and Activities (course prior to Student Teaching), the PRAXIS II test is required for all Education concentration and passing scores are as follows:

- ECE Education of Young Children (test code 5024) with a pass score of 160;
- ELEM ED: Elementary: Content Knowledge (test code 5018) with a pass score of 163 or Elementary Education: Content Knowledge (test code 5014) with a pass score of 146;
- SPED: Core Knowledge (test code 5354) with a passing score of 150; and
- RHS: Counseling (test code 5421) with a passing score of 156.

There may be additional costs for taking PRAXIS I and II tests. Waivers for PRAXIS tests are made available through the Educational Testing Service (ETS) should students meet ETS criteria. More information can be found at https://www.ets.org/praxis/about/fees/fee_waivers/. Additional assistance may be possible through Federal Financial Aid. For more information, please contact NMC's Financial Aid Office.

PRAXIS I and II are requirements for graduation and are the learner's responsibilities.

Provisional Admission to Teacher Candidacy

Pre-service teachers/service providers in the following categories may be admitted as provisional candidates of SOE in accordance with the requirements listed below.

(A) Transfer students with 40 or more semester hours of earned credit acceptable for admission to teacher candidacy but who do not meet all course pre-requisites shall:

- Follow all application procedures and requirements.
- Submit results of PRAXIS I.
- Verify the successful completion of EN 202 and MA 132 or higher or the equivalent from and accredited U.S. institution through the OAR.
- Register for pre-requisite courses.

When all requirements are met, the transfer pre-service teacher/service provider will be accepted as a teacher candidate.

(B) Holders of baccalaureate degree in the field of Education or a related field from an accredited U.S. institution, recognized non-U.S. institution, or an unaccredited institution must submit an application and meet all entrance and GPA requirements.

(C) Ongoing students with 57 or more semester hours of earned credit eligible for admission to teacher candidacy but who do not meet all course pre-requisites shall:

- Follow all application procedures and requirements.
- Submit results of PRAXIS I.
- Verify successful completion of EN 202 and MA 132.
- Register for pre-requisite courses.

When all requirements are met, the pre-service teacher/service provider will be accepted as a teacher candidate.

A review by the SOE is required of each application followed by an interview of the applicant by the SOE. The student will be provided with a certification of full admission to teacher candidacy, letter of provisional admission to teacher candidacy, or denial letter with cause no later than seven (7) calendar days from the date of the interview.

Provisional Admission may be granted for no more than one semester. Applications can be obtained from the SOE administration office, currently in Building V. The completed application is to be submitted to the Director or designee of the School of Education prior to the announced deadline. *For provisional acceptance into Teacher Candidacy, please see Ms. Rosaline Cepeda.*

FIELD EXPERIENCE(S) (Observation, Practicum and Internship Courses)

In recent years the value of experiences in the field has been increasingly recognized and as a result field experiences are a critical component of teacher education program. Multiple opportunities are provided for teacher education candidates to be in the field throughout the program. Through fieldwork experiences, teacher education candidates are exposed to a range of diverse learners, cultures and learning environments. Several courses have been identified to provide these multicultural and multi-dimensional experiences.

Placements:

To provide learners with the best opportunities for growth and exposure to grade levels and individual school environments, the SOE instructors will place learners at different sites.

Early Childhood Education

- ED211 – Introduction to Teaching
- ED321 – Literature and Language Arts for Elementary Teachers
- ED351 – Instructional Strategies & Classroom Management
- ED353 – P.E. and Health for Elementary Teachers
- ED451 - Integrated Science and Math for Young Children
- ED471 – Integrated Lessons & Activities
- ED492 – Student Teaching or ED 493 Community Service

Elementary Education

- ED211 – Introduction to Teaching
- ED321 – Literature and Language Arts for Elementary Teachers
- ED351 – Instructional Strategies & Classroom Management
- ED353 – P.E. and Health for Elementary Teachers
- ED435 – Diagnostics and Prescriptive Reading
- ED471 – Integrated Lessons and Activities
- ED492 – Student Teaching or ED493 – Community Practicum
- ED495 – Teaching Practicum

Rehabilitation & Human Services

- ED211 – Introduction to Teaching
- ED351 – Instructional Strategies & Classroom Management
- ED353 - P.E. and Health for Elementary Teachers
- ED471 – Integrated Lessons & Activities
- ED493 – Community Education Practicum

RH330 – Fieldwork I

Special Education

- ED211 – Introduction to Teaching
- ED351 – Instructional Strategies & Classroom Management
- ED353 – P.E. and Health for Elementary Teachers
- ED435 – Diagnostics & Prescriptive Reading
- ED471 – Integrated Lessons & Activities
- ED492 – Student Teaching

GRADUATION REQUIREMENTS

Only courses passed with a grade of “C” or better will be accepted for graduation for the baccalaureate degree. All potential graduates must pass all the core courses, general education courses, required education courses listed on the IDP and with passing scores for PRAXIS I and II in respective concentration areas.

It is recommended that graduates seeking CNMI Teacher Certification obtain Teacher Certification requirements from the CNMI Board of Education.

BACHELOR OF SCIENCE: EDUCATION

The NMC School of Education offers the Bachelor of Science degree in Education. Students take core courses and general education courses in the Arts and Sciences before completing their required education courses, including the 12-credit student teaching/community practicum requirement. Students successfully completing all of the requirements, to include passing PRAXIS I and II, then receive an accredited Baccalaureate of Science degree in Education. Students must complete all courses identified on IDP within seven years, the first year commencing on taking Introduction to Teaching.

100/200-LEVEL PREREQUISITES AND REQUIREMENTS

CORE COURSES	COURSE NUMBER	CREDITS
College Success	BE 111	3
Fundamentals of Speech	CO 210	3
English Composition I	EN 101	3
Intermediate Algebra	MA 132	4
Current Issues in the CNMI	SO 297	3
Subtotal		16 credits

GENERAL EDUCATION REQUIREMENTS

		CREDITS
Political Science	PS 110	3
Literature	Any 3 credits	3
Biological Science	Any 4 credits	4
Physical Science	Any 4 credits	4
English Composition II	EN 202	3
Geography	GE 101/201	3
Psychology	PY 101	3

History	Any 3 credits	3
NMI History	HI 255	3
Fine Arts/Performing Arts	Any 3 credits	3
Language	Any language	4
Subtotal		36 credits

PROGRAM REQUIREMENTS		CREDITS
Child Development	ED 205	3
Introduction to Teaching	ED 211	4
Multicultural Foundations	ED 282	3
Educational Psychology	ED 300	3
*Inclusive Pract. for Child. W/Learn. Diff.	ED 315	3
*Instructional Strat & Classroom Mgmt	ED 351	3
*Health and PE Meths. for Elem. Teachers	ED 353	4
*Integrated Planning & Programs	ED 370	3
*Teaching Linguistically Diverse Students	ED 406	3
*Assessment and Evaluation	ED 450	3
*Integrated Lessons & Activities	ED 471	4
Educational Technology	ED 480	3
Subtotal		39 credits

*Must be accepted as a Teacher Candidate and pass PRAXIS I to take these courses.

B.S. in Education, Elementary Education Concentration		Total 123 Credits
Fine Arts for Elementary Teachers	ED 320	3
Literature & Language Arts for Elem Teach	ED 321	4
Teaching Elem & Middle School Math	ED 432	3
Science as Inquiry Methodology	ED 433	3
Social Studies in Action	ED 434	3
Diagnostics & Prescriptive Reading	ED 435	4

Most appropriate of the following three:

Student Teaching Practicum	ED 492/493/495	12
Subtotal		32 credits

B.S. Education, Early Childhood Education Concentration		Total 121 Credits
Literature & Language Arts for Elem Teach	ED 321	4
Curriculum in ECE	ED 341	3
Guiding & Nurturing Young Children	ED 343	3
Education for Parenthood	ED 345	3
Integrated Science & Math for Young Child	ED 451	4
Most appropriate of the following three:		
Student Teaching Practicum	ED 492/493/495	12
Subtotal		29 credits

B.S. Education, Rehabilitation & Human Services Concentration		Total 122 Credits
Introduction to Human Services	RH 215	3
Theories & Techniques of Counseling	RH 310	3

Fieldwork I	RH 330	4
Case Management	RH 400	3
Human Services Program Management	RH 420	3
Medical & Psychosocial Aspects of Dis	RH 430	3
Community Education Practicum	ED 493	<u>12</u>
Subtotal		31 credits

B.S. Education, Special Education Concentration		Total 122 Credits
Teaching Methods in SPED	ED 401	3
Current Issues in SPED	ED 397	3
Teaching Elem & Middle School Math	ED 432	3
Diagnostics & Pres Reading	ED 435	4
SPED Diagnosis & Assessment	ED 456	3
Medical and Psychosocial Aspects of Disab	RH 430	3
Most appropriate of the following three:		
Student Teaching Practicum	ED 492/493/495	<u>12</u>
Subtotal		31 credits

COURSE DESCRIPTIONS

NOTE 1: Most courses indicate an English Placement Level (reading level/writing level), and some a Math Placement Level. These mean that to take the course the student must have successfully completed the English/Math courses at the indicated level *or* be taking them concurrently *or* be eligible to take them. Eligibility is determined by having successfully completed the English/Math course at the immediately preceding level *or* by having placed at or above the indicated level in the English Placement Test or the Math Placement Test.

NOTE 2: Unless otherwise indicated, all prerequisite courses must have been completed with a “C” grade or higher.

NOTE 3: Not all courses are offered every semester. See the current *Schedule of Courses* for availability.

ACCOUNTING

AC 220 Accounting Principles I (3)

This is a comprehensive course covering generally accepted accounting principles, the accounting cycle, accounting for service and merchandise enterprises, payroll, cash management, valuation of inventory, accounts receivable, plant assets, and current liabilities. Prerequisites: CS 103 and MG 220. English Placement Level: EN 101. Math Placement Level: MA 132. (Offered Fall and Spring)

AC 221 Accounting Principles II (4)

This course continues the study of accounting principles with emphasis on accounting for corporations. This course covers preparations of cash flow statements; financial statements analysis; introduction to cost accounting, budgeting, and planning; using accounting for management purposes; and an introduction to accounting for a manufacturing enterprise. Prerequisite: AC 220. English Placement Level: EN 101. Math Placement Level: MA 132. (Offered Fall and Spring)

AC 226 Computerized Accounting (3)

This course provides students who have been exposed to manual accounting procedures opportunities to work hands-on with a computerized accounting system. This course covers general ledger, accounts receivable, accounts payable, depreciation, and payroll procedures, and uses Intuit QuickBooks software. Prerequisite: AC 220 and CS103. English Placement Level: EN 101. Math Placement Level: MA 132.

AC 227 Financial Accounting I (3)

This course provides students with basic principles and formats used in creating basic financial statements. Journal entries will be taught so that the student will gain an understanding of the accounting process. Cash Reconciliations and Financial Analysis will enable the student to better understand the importance of accounting in entrepreneurial activities. English Placement Level: EN 093/094. Math Placement Level: MA 91. (Offered: Fall and Spring)

AC 228 Financial Accounting II (4)

This course provides students with basic principles and transaction formats used in creating the monthly operations of a typical accounting department. The transactions will be selected from the Accounts Receivable, Accounts Payables and Payroll sections of an accounting

department. The student will learn how to record these transactions manually on EXCEL spreadsheets and digitally in the Quick Books software. Course prerequisite is AC 227. English Placement Level: EN 101. Math Placement Level: MA 091. (Offered: Fall)

AC 230 Intermediate Accounting I (3)

This course provides students with a high level of acumen in the preparation of generally accepted accounting statements. It includes a survey of accounting's conceptual framework; the course will highlight controversial issues in the presentation of financial statements of a public company. Complex treatments of cash, accounts receivable, inventory and fixed assets are presented. Multinational income statements and related statements of cash flow are prepared and examined in the course. Time value of money, which includes present value and future value, used in capital budgeting, is covered in the course. Prerequisite: AC 227 and one other accounting course; English Placement Level: EN 101. Placement Level: MA 132. (Offered: Spring).

AC 231 Intermediate Accounting II (3)

This course continues the study of accounting theories and components of financial statements. It includes utilization and retirement of non-concurrent assets, liabilities, owners' equity, and the application of generally accepted accounting principles. It also includes the study of special problems in income determination and other dimensions of financial reporting. Prerequisite: AC 230. English Placement Level: EN 101. Math Placement Level: MA 132. (Offered Spring)

AC 240 Management Accounting (3)

This course provides students with basic principles and formats used in manufacturing and service businesses. Breakeven analysis and variance analysis will enable the students to evaluate the efficiency of various business enterprises. Students will also learn Master and Flexible Budgeting, Standard Costs, and Capital Budgeting. English Placement Level: EN 083/084. Math Placement Level: MA 91.

AC 301 Intermediate Accounting II (3)

This course continues the study of accounting theories and components of financial statements. It includes utilization and retirement of non-current assets, liabilities, owners' equity, and the application of generally accepted accounting principles. It also includes the study of special problems in income determination and other dimensions of financial reporting. Prerequisite: Must complete 60 credit hours to maintain junior level. English Placement Level: EN 202. Math Placement Level: MA 161. (Offered Fall).

AC 330 Auditing (3) This course introduces the student to the auditing standards and procedures used by external and internal auditors. Information technology, internal control, audit evidence, professional responsibilities and legal liabilities are also presented to the student. Fraud discovery as required by the Sarbanes-Oxley Act is also introduced to the student. Prerequisite: Must complete 60 credit hours to maintain junior level, Course in Major: AC 230; English Placement Level: EN 202. Math Placement Level: MA 161. (Offered: Spring).

AC 400 Federal Taxation (3) Federal income taxation of businesses and individuals is covered in the course. Gross income, deductions, and tax credits are used in the preparation of sample tax returns. The computation of the taxes due by individual and the corporation is presented in both Federal and CNMI formats. Prerequisite: Must complete 60 credit hours to enter junior level. Course Prerequisite: AC 230 English Placement Level: EN 202. Math Placement Level: MA 161. (Offered Spring).

AC 430 Advanced Accounting
This course is a comprehensive review of all types of business combinations. The procedures and techniques for preparing consolidated financial statements by the majority owner are presented to the student. The consolidated statement is also presented from the viewpoint of the minority investor. Translation of foreign currencies, presentation of derivatives, governmental accounting, partnerships, and non-profits are also introduced to the student. Prerequisite: Must complete 60 credit hours to enter junior level. Prerequisite: AC 301. English Placement Level: EN 202. Math Placement Level: MA 161. (Offered Spring).

ANTHROPOLOGY

AN 105 Cultural Anthropology (3)
Cultural anthropology is the study of people in terms of their culture, learned and shared ideas and practices held in common with others. Based on participation and observation, anthropological methods have helped human kind to understand the few features of culture are universal. This course will be offered every Spring semester. Additionally, through the examination of anthropological case studies and/or ethnographies taken from a wide variety of cultural groups, comparative analysis will be used to highlight the fundamental differences and similarities among cultural groups. This course will also cover the originals and development of human culture and the study of contemporary societies and their ways of life. Students will study range of topics and issues dealt with by anthropologists through instructional mediums such as stories, interviews, film (both ethnographical and otherwise) and art, etc. In addition, anthropological research helps humankind understand the conflicts and injustice in the modern world and shed some light in those controversies closer to home in the CNMI, Through studying how cultures relate to each other and organize themselves as groups, the student will gain insight into the inner light of his or her own culture. English Placement Level: EN 101. Math Placement Level: MA 091. (Offered Fall and Spring)

ART

AR 101 Introduction to Art (3)
This course covers major art trends and their place in history. The content includes art media, techniques, elements and principles of design, art criticism, and aesthetics. Prerequisite: None. English Placement Level: EN 093/094. (Offered Fall and Spring)

AR 103 Drawing (3)
This course covers basic drawing concepts with studio investigation of line, shape, value, form, and space. Various drawing media are introduced, and student work will be matted and presented in an art exhibit. English Placement Level: EN 073/074. Math Placement Level: None. (Offered as needed)

AR 105 Digital Media Design (3)

This course focuses on the students' understanding of the elements and principles of design using digital media. Students are exposed to the use of visual, graphic, and animation design through the use of the exciting mediums of computer imagery and multi-media. Students will work in teams collaboratively in order to discover the various practical applications of digital media design. In addition, the students will gain an appreciation and understanding of the arts, practice in creative problem solving, and the development of a leisure activity for personal satisfaction. English Placement Level: EN 093/094. Math Placement Level: None. (Offered Fall and Spring)

AR 107 Introduction to Black and White Photography (3)

This course introduces the student to the basic elements and principles of black and white photography. Technical aspects of the medium, composition, equipment, film development, and printing are covered. Darkroom laboratory is a required course activity. NOTE: Since darkroom equipment and space is limited, the maximum enrollment for any section of this course is 10 students. Prerequisite: a "C" grade or better in AR 101, AR 103, or AR 135 or instructor's permission. English Placement Level: EN 093/094. Math Placement Level: None.

AR 135 Studio for Non-Majors (3)

This is an introductory studio art course designed to give students a basic understanding of the creative process, exposure to art works of professionally and historically relevant artists, and the experience of working in a variety of art media. This course is of value to students, such as elementary school teachers, who need knowledge of a diverse range of art forms. This course also contributes to a well-rounded education that includes understanding and appreciation of the arts, practice in creative problem solving, and the development of a leisure activity for personal satisfaction. English Placement Level: EN 093/094. Math Placement Level: None. (Offered Fall and Spring)

AR 207 Intermediate Black and White Photography (4)

This course builds upon the basic principles taught in the introductory course. Additional technical skills such as on-camera flash, studio lighting, and the zone system are introduced. Darkroom laboratory work is a required course activity. NOTE: Since darkroom equipment and space are extremely limited, the maximum enrollment for any section of this course is 10 students. Prerequisite: Completion of AR 107 with a grade of "B" or better, or permission of the instructor. English Placement Level: EN 093/094. Math Placement Level: None.

AR 214 Painting (3)

This is a studio course exploring various painting media and basic techniques. Prerequisite: AR 103 or AR 135, or instructor's permission. English Placement Level: EN 073/074. Math Placement Level: None.

AR 214 FS Painting (3)

This course offers the student the opportunity to continue skill building that was introduced in the beginning painting course. Students are required to complete a total of four works and demonstrate a high level of skill, confidence in the medium, and progression. Prerequisite: AR 214 and the instructor's permission. English Placement Level: EN 073/074. Math Placement Level: None.

AR 216 Ceramics (3)

This course introduces the student to the various techniques of ceramics production (pinch, slab, coil, and wheel throwing) for creating functional and decorative objects. English Placement Level: EN 073/074. Math Placement Level: None. (Offered Fall and Spring)

AR 216 FS Ceramics (3)

This course offers students the opportunity to continue skill building that was introduced in the beginning ceramics course, and concentrate the focus of their study in a specialized direction as discussed with and determined by the instructor. Focused study may include wheel thrown forms and ceramic sculpture, and developing the students' ability to successfully operate electric and combustion kilns. Prerequisite: AR 216 and the instructor's permission. English Placement Level: EN 073/074. Math Placement Level: None. (Offered Fall and Spring)

CO 296 Media Ethics (3)

This three credit course will provide students with an in depth study of the principles and practices that impact ethical reasoning and decision making in the media industry for journalists, the media houses themselves and the public. The areas considered are the distinction between ethics and the law; theoretical considerations on ethics that drive decision making; the significance of ethical codes of conduct and the implications of decisions taken without ethical considerations. In a region where there is a relatively strong media presence – print, audio and television – and the influence of social media is as palpable as it is pervasive, it is prudent for students to be exposed to the ethical dynamics of the industry. (Offered Spring ONLY)

BIOLOGICAL SCIENCE

BI 101 Principles of Biology (4)

This introductory course covers the principles of general biology and such topics as cell biology, genetics, evolution, diversity, and ecology. Laboratory exercises and field trips are required. English Placement Level: EN 101; Math Placement Level: MA 091. (Offered Fall and Spring)

BI 103 Marine Biology (4)

This course focuses on marine organisms, the sea as a habitat, and relationships between the organisms and the physical/chemical properties of their environments, and their adaptations to those environments and human relationship with marine ecosystem. Students will study marine organisms, elements of biological, chemical and physical oceanography, field sampling methods with associated statistics and laboratory techniques. Adaptations to diverse marine environments and marine microbiology will also be emphasized. The class will study physical features of marine waters, nutrients, biological productivity and regional topics in marine science. Specific biological concepts covered include cell structure and chemistry; growth, reproduction, genetics, evolution, and anatomy/physiology of a variety of marine organisms including micro invertebrates and vertebrates. Prerequisite: None. English Placement Level: EN 101, Math Placement Level: MA 091 or consent of instructor. (Offered Fall and Spring)

BI 106 Agricultural Science (4)

This course provides an overview of the biology of Agricultural Science. It examines the interdisciplinary functions, the role and impact of animal and plant production on humans, environment and society. Topics will include production fundamentals of food, fiber, and medicinal plants; the production of food animals; integrated pest management ecology; aquaculture; forestry; soils; food preservation; biotechnological advances in the discipline; and career opportunities in the agriculture science. Prerequisite: None. English Placement Level: EN 093/094. Math Placement Level: MA 091.

BI 141 Plant Science (4)

This course introduces students to the study of living plants to illustrate the fundamental principles of plant ecology. Topics will cover cellular organization, photosynthesis, respiration, growth and development, reproduction, mineral nutrition and water absorption. Laboratory and field trips are required. English Placement Level: EN 093/094. Math Placement Level: MA 091; or consent/ permission of instructor (COI).

BI 201 Natural History of the Mariana Islands (4)

This is a natural history survey course covering geology, ecology, and flora and fauna of the Mariana Islands. Laboratory and field trips are required. As part of the field trips, swimming or hiking may be required. Prerequisite: None. English Placement Level: EN 093/094. Math Placement Level: MA 091.

BI 223 Microbiology for Health Services (4)

This is a survey course covering the major groups of microorganisms in relation to their classification, characteristics, and medical importance; and introduces students to related topics in immunology and epidemiology. It is intended for students entering the fields of professional health care, although other students may wish to enroll in the course. Laboratory and field trips are required. Prerequisite: A "C" grade or higher in BI 101. English Placement Level: EN 101. Math Placement Level: MA 132. (Offered Spring)

BI 251 Human Anatomy and Physiology I (4)

This is the first part of a two-semester course covering human anatomy and physiology at the biochemical, cellular, microscopic, tissue and organism levels. In this course, all body systems are presented, discussed and integrated with one another. This course is designed for those entering the professional health care field although enrollment is open to all students. Laboratory and field trips are required. Prerequisites: BI 101 and CH 124. English Placement Level: EN 202. Math Placement Level: MA 132. (Offered Fall)

BI 252 Human Anatomy and Physiology II (4)

This is the second part of a two-semester sequence covering human anatomy and physiology at the biochemical, cellular, microscopic, tissue, and organ levels. This course is designed for those entering professional health care fields, although enrollment is open to all students. Laboratory and field trips are required. Prerequisite: BI 251. English Placement Level: EN 202. Math Placement Level: MA 132. (Offered Fall and Spring)

COLLEGE SKILLS

BE 111 College Success (3)

This course is designed to assist students in making a successful transition to college life and adult life beyond college as a result of becoming knowledgeable through exposure to four key instructional areas associated with academic and adult life success. First, the course will assist with helping students' identify/create an *individual student success life plan*. Second, students will then be educated regarding *the process of navigating the college experience* which entails learning all about campus and local community resources available to help students succeed in college and adult life. Third, this course will focus upon teaching students *classroom behavioral strategies* such as learning how to learn certain subjects, how to study, how to apply critical thinking skills, etc. in order to help students realize learning success inside and outside the classroom. Fourth, this course will focus upon those behavioral processes students should implement in order to realize and maintain personal well-being in five areas of being such as: spiritually, physicality, social relationships, psychological being and vocational actualization.

This course replaces BE 110 College Life Skills. English Placement Level: EN 083/084. Math Placement Level: None. (Offered Fall and Spring)

BE 200 Prior Learning Assessment Portfolio Development (3)

Through the Prior Learning Assessment Portfolio Development course, a student is able to fulfill one of the requirements necessary in the Northern Marianas College PLA Process. The course provides a tool in evaluating experiential learning for academic recognition for undergraduate level learning acquired outside the traditional college classroom. The portfolio development will collect and submit materials that documents experiential learning as evidence of what has been learned through work, training, academic and other life experiences. Any credit earned in ID200 may not apply towards the 30 credit limit. Grade for ID200 is a Pass/Fail. Grade for ID200 is a Pass/Fail. (Offered Fall, Spring, Summer)

COMPUTER APPLICATIONS

CS 103 Introduction to Computers (3)

This course will cover basic knowledge on the personal computer (PC) hardware including the system unit, local networks and the Internet; provides students with practical skills on using the Windows operating system; provides students with practical skills on using commonly used PC application programs, including a word processor, a spreadsheet, a presentation, and a database program. This course will also give students skills on using the Internet for communication and research and introduce them to creating Web pages. This course emphasizes using the PC as a multiple applications tool. Prerequisites or concurrent enrollment: A high school computer course(s) or demonstrated ability to type 35 words per minute. English Placement Level: EN 083/084. (Offered Fall and Spring)

CS 111 Microsoft Word: Word Processing (3)

This is a comprehensive course in word processing application that extends the knowledge and skills introduced in CS103 Introduction to Computers. This course covers document presentation, collaboration and research, document productivity, desktop publishing and graphic design, time saving tools, document automation, and Word and internet. This course will use Microsoft Word 2010 Comprehensive. English Placement Level: EN 083/084. Math Placement Level: None. (Offered: Fall and Spring).

CS 112 Microsoft PowerPoint Presentation (3)

This is a comprehensive course that uses Microsoft PowerPoint 2010 to create an electronic slide show presentation which extends the knowledge and skills introduced in CS103 Introduction to Computers. This course covers presentation development, presentation design, PowerPoint rich media tools, infographics, interactivity and advanced animation, customization, and collaboration and distribution. English placement level: EN 083/084. Math placement level: None. (Offered: Fall and Spring).

CS 140 Database Applications I (3)

This course introduces students to the field of data management and database systems. It introduces database terms and concepts and provides students with knowledge and skills to successfully create a database and create database applications. This course focuses on

database implementation and creating applications. It covers basic Structured Query Language (SQL) and Query by Example using MS Access 2007. Prerequisite: CS 103. English Placement Level: EN 101. Math Placement Level: MA 132. (Offered Fall)

CS 150 Spreadsheet Applications (3)

Deleted from the AA IDP in Spring 2014

This is an intermediate to advanced course in spreadsheet applications that builds on the knowledge and skills introduced in CS 103 Introduction to Computers. This course covers entering different types of data into worksheets, performing calculations with formulas, making *what-if* decisions, managing a list or a dataset, summarizing data into tables and charts, and creating reports for print and the Web. This course uses Microsoft Excel 2010. Prerequisite: CS 103. English Placement Level: EN 093/094. Math Placement Level: None.

CS 160 Desktop Publishing (3)

Deleted from the AA IDP in Spring 2014

This course is designed to allow students to develop proficiency in using specialized desktop publishing software to create a variety of printed publications. Students learn and apply professional graphic design principles in the creative design and layout of high quality printed materials, including integration of text, photographs, and graphics for business-related tasks. This course covers proper use of sophisticated hardware and the Adobe CS4 (Creative Suite 4) applications Illustrator, Photoshop, and InDesign. Students incorporate the process of analyzing information, purpose, and audience in selecting and creating the appropriate visual signals to communicate desired messages effectively. Students also learn the basics of digital photography and image retouching. Prerequisite: CS 103. English Placement Level: EN 101. Math Placement Level: None.

CS 222 Web Design and Programming (3)

This course introduces the topic of Web Site Design with the focus being computer coding methodologies to include HTML, XHTML, and CSS3. XHTML will be presented as a document structure language, and CSS will be presented as the presentation (format) description language. Students will create and manipulate computer images to create web graphics for use on their web site. Fundamental computer networking concepts will be covered so that students understand how the Internet works. Students will host their web site on a web server. Prerequisite: CS 103. English Placement Level: EN 093/094. Math Placement Level: MA 132. (Offered Fall and Spring)

CS 227 Introduction to Programming (3)

This course introduces computer programming with emphasis on program design, coding, debugging, testing, documentation, and algorithm design. This course presents such fundamentals of programming as data types, operators, control structures, arrays, strings, and functions. This course prepares students to develop applications using the Java programming language. Students will be able to build useful programs using Java constructs while learning the basics of structured and objects-oriented programming language and techniques. They will also be introduced to GUI and Web-based programming in Java. The course includes advanced coverage of arrays, inheritance, and GUI concepts. Prerequisites: CS 222 and MA 132. English Placement Level: EN 101. Math Placement Level: MA 161. (Offered: Spring)

CS 246 Database Applications II (3)

This is the second course in data management and database systems. The focus of this course is on database design. This course provides a historical perspective of the data management field and covers data models and abstracts; the relational data model; design concepts, principles, methods, and practices; database design software; and Structured Query Language (SQL). Prerequisite: a "C" grade or higher in CS 140. English Placement Level: EN 202. Math Placement Level: MA 132. (Offered Spring)

CS 300 Information Technology Management (3)

This course introduces students to information technology functions necessary to analyze business problems and identify and define the information technology requirements appropriate to their solutions, with a focus on how to design, implement, and evaluate a computer-based information system, process, component, or program to meet desired needs. Provides an integrating experience that enables a student to demonstrate the capacity to synthesize and apply knowledge from an organizational perspective. Included are the uses of information technology to grow, expand, and efficiently and profitably manage an organization. (Offered: Fall and Spring)

OT 101 Keyboarding/Typewriting (2)

This course introduces students to the computer keyboard and related hardware in a hands-on approach to the practical use of a computer in their college career. This course shows the student the functions of the keys of a standard computer keyboard, points out the differences with typewriter keyboards, and trains students in the proper procedures for producing computer-assisted research with neatly formatted and printed output for their own reference and assignments. This course also teaches students proper typing techniques, with the goal for the students to attain a typing speed of 35 words per minute. English Placement Level: EN 083/084. Math Placement Level: None. (Offered Fall and Spring)

COOPERATIVE EDUCATION**CE 250 Introduction to Cooperative Education (3)**

This capstone course focuses on current issues/trends in the workplace, self-assessment, personal development, career exploration, resumes and cover letters, successful employment interviews, effective communication skills in the world of work, workplace etiquette and ethics, and on-the-job training that is related to the student's career and educational goals. This work experience course will enhance the student's career self-awareness and current employment skills; it will integrate classroom-learned skills with an on-the-job training experience. Prerequisite: EN 101, MA 132, MG 206. English Placement Level: EN 202. Math Placement Level: MA 161.

CE 400 Business Cooperative Education (3)

This three credit experiential cooperative education course provides students with an opportunity to work as a team on real business problems with local business organizations selected by the institution. BSBM students will work as a consulting team with a client and an advisor in a business environment to develop solutions that will be put to use by the client. Student teams develop their analyses and recommendation over the semester and complete the project with the delivery of a final project and presentation to the client senior management

and their advisor. Prerequisites: Successful completion of all core course and general education requirements, as well as all 300 level business courses with a “C” or higher or permission from the Department Chair of the Business Program. English Placement Level: EN 202. Math Placement Level: MA 161. (Offered Spring).

CRIMINAL JUSTICE

CJ 101 Introduction to Criminal Justice (3)

This entry-level course is an overview that examines the nature of crime and the criminal justice system to reveal significant history, facts, and trends. Prerequisites: None. English Placement Level: EN 101. Math Placement Level: None. (Offered Fall and Spring)

CJ 103 Juvenile Delinquency (3)

This course examines the nature, causes, and consequences of juvenile delinquency in society. It explores four broad areas: the definition and measurement of delinquency, the various explanations for delinquency, the social and institutional context in which delinquency occurs, and the juvenile justice system. The course addresses specific topics, such as incidence and prevalence of delinquency, social control theories, violent youth crime, illegal drug use, female delinquency, gangs, the police, and juvenile courts, in local and global contexts. Prerequisite: CJ 101 or concurrent enrollment. English Placement Level: EN 101. Math Placement Level: None. (Offered Fall and Spring)

CJ 104 Dynamics of Substance Abuse (3)

This course examines the history and legislation of drug abuse, the neurology of drug abuse, drug classification, and the sociological and psychological effects of drug abuse. Emphasis is also placed on examining drug abuse prevention and treatment programs, the business of drugs, drug laws, enforcement, and policies. This course also explores the debate surrounding drug maintenance, decriminalization, and harm reduction. Prerequisites: None. English Placement Level: EN 101. Math Placement Level: None. (Offered Spring)

CJ 113 Report Writing for Law Enforcement (3)

This course emphasizes principles and techniques of law enforcement report writing. It focuses on the procedures for gathering information efficiently, and for using that information to develop reports that are clear, complete, concisely written, and understandable to others in law enforcement and justice. New trends in report writing will also be discussed, along with updated computer templates. Students will increase their proficiency in organization, sentence development, and clarity of content. English Placement Level: EN 101. Math Placement Level: None (Offered Spring)

CJ 150 Constitutional Law for Police (3)

This course acquaints present and future law enforcement personnel with various aspects of criminal procedure. It also includes a study of laws that govern police work which have their basis primarily in the U.S. Constitution, the decisions of the U.S. Supreme Court, and the statutes passed by the local government. Prerequisite: CJ 101 or permission of the Criminal Justice Coordinator. English Placement Level: EN 101. Math Placement Level: None. (Offered Fall)

CJ 200 Criminal Law (3)

This course is a study of the historical development and philosophy of criminal law. Topics include legal definitions, constitutional provisions, and classifications of crimes, which are then applied to the administration of justice. Particular attention is directed to the elements of crime,

intent, attempts, and the laws of arrest. This course also addresses the relationship of criminal law to the working police officer and the rights and duties of both citizens and police officers. Prerequisite: CJ 101. English Placement Level: EN 101. Math Placement Level: None. (Offered Fall)

CJ 203 Intelligence Analysis and Security Management (3)

This course examines intelligence analysis and its indispensable relationship to the security management of terrorist attacks, man-made disasters and natural disasters. It also explores vulnerabilities of our national defense and private sectors, as well as the threats posed to these institutions by terrorists, man-made disasters, and natural disasters. Students will discuss substantive issues regarding intelligence support of homeland security measures implemented by the United States and explore how the intelligence community operates. Prerequisites: Currently employed by the Transportation Security Administration (TSA) at the time of, and during, enrollment in the course and CJ 133. English Placement Level: EN 101. Math Placement Level: None. (Offered only in cohort with TSA)

CJ 206 Social Values and the Criminal Justice Process (3)

This course is an in-depth exploration of the social values and ethics that are the basic principles of a sound criminal justice process. This course also examines the roles of the participants in the administration of justice in relation to the public they serve. Prerequisite: CJ 101. English Placement Level: EN 101. Math Placement Level: None. (Offered Fall and Spring)

CJ 225 Criminal Investigations (3)

This course covers the fundamentals of reconstructing a chronological sequence of events as to if, when, and how a crime was committed. This includes searching for, collecting, preserving, evaluating, and cross-comparing physical and oral evidence within the framework of accepted procedural and constitutional requirements and standards. Also included in the course are procedures using proven scientific methods and analyses to meet the ideal standards of an investigation to resolve the issue, identify the offender(s), and professionally present the findings in court. Prerequisites: CJ 101, CJ 200, EN 111. English Placement Level: EN 101. Math Placement Level: None. (Offered Spring)

CJ 233 Transportation and Border Security (3)

This course provides an overview of modern border and transportation security challenges, as well as different methods employed to address these challenges. The course covers a time period from post 9/11 to the present and explores topics associated with border security and security for transportation infrastructure, to include: seaports, ships, aircraft, airports, trains, train stations, trucks, highways, bridges, rail lines, pipelines and buses. It will include an exploration of technological solutions employed to enhance security of borders and transportation systems. Students will be required to discuss the legal, economic, political, and cultural concerns and impacts associated with transportation and border security. Prerequisites: Currently employed by the Transportation Security Administration (TSA) at the time of, and during, enrollment in the course and CJ 203. English Placement Level: EN 101. Math Placement Level: None. (Offered only in cohort with TSA)

CJ 251 Police Operations and Organizational Theory (3)

This course covers theoretical and practical approaches to law enforcement administration issues. It examines the traditional concepts, techniques and policies of the police component of the criminal justice system, and analyzes police operational procedures as they relate to the total justice system. This course, combining theory and practical application, helps students

understand and develop the essential skills needed for effective law enforcement organization and operation. Prerequisites: CJ 150; and CJ 200 or concurrent enrollment. English Placement Level: EN 101. Math Placement Level: None.

CJ 299 Internship/Fieldwork (4, 6, or 12)

This course offers Criminal Justice majors the opportunity to undergo a practical, on-the-job working environment within the CNMI Criminal Justice system. Specific agencies are collaborating with NMC to ensure a cooperative and educational experience. Students may elect to take this course for 4, 6, or 12 credit hours. This flexibility in credit hours is necessary to meet both student and agency needs. This course is open to Criminal Justice Degree students only. Prerequisites: CJ 101, CJ 150, CJ 200, CJ 206, and a 3.5 GPA in CJ classes. English Placement Level: EN 202. Math Placement Level: None. (Offered Fall and Spring)

DRAMA

DR 101 Introduction to Drama and Theater (3)

This course is an introduction to dramatic literature and theatrical performance. Students will read examples of various types of plays and learn about the technical, design, and performance aspects of theater. Class projects will give students broad exposure to theatrical experience. English Placement Level: EN 093/094. Math Placement Level: None. (Offered as needed)

DR 120 Drama in Education (3)

This is an introductory course in drama. Emphasis is on drama in education and will prepare a student to “stand and deliver” the CNMI Standards and Benchmarks in Drama, and to show how drama can be used as a teaching medium. Prerequisite: None. English Placement Level: EN 083/084.

Math Placement Level: None. (Offered Fall and Spring)

DR 202 Acting (3)

This is an introductory course in acting which covers both improvisation and method acting techniques. Acting exercises, theater games, and scene studies are required class projects. Participation in NMC theater productions is by competitive audition and is an optional course activity. Prerequisite: None. English Placement Level: EN 093/094. Math Placement Level: None. (Offered as needed)

ECONOMICS

EC 211 Principles of Macroeconomics (3)

This is the first of the two Principles of Economics courses. This course covers the economizing problem, the market system, and other core topics in economics as a discipline. This course focuses on laws, principles, theories, problems, and policies which are macroeconomic in nature, including total production in the economy; total resources allocation; economic growth; national income accounting; aggregate demand, aggregate supply, and market equilibrium analysis; employment and unemployment; inflation; money and banking; and international economics. Prerequisite: CS 103. English Placement Level: EN 202. Math Placement Level: MA 132. (Offered Fall)

EC 212 Principles of Microeconomics (3)

This is the second Principles of Economics course, and it follows the Principles of Macroeconomics course (EC 211). EC 212 focuses on the laws, principles, policies, and issues that are microeconomic in nature. Topics include the extension of demand and supply

analysis, the theory of consumer behavior, the theory of the firm, the different market structures, technology and research and development, resource pricing, resource allocation efficiency, and market externalities. Prerequisites: CS 103 and EC 211. English Placement Level: EN 202. Math Placement Level: MA 132. (Offered Spring)

EC 300 International Economics (3)

This course provides an analysis of the economic relationships between countries, covering both trade and monetary issues. The first part of the course focuses on international trade theory and policy. The second half of the course considers international macroeconomics issues. This part of the course starts out with an overview of the balance of payment accounts and open economy income identities. The course then focuses on some of the key issues in open economy macroeconomics. Prerequisite: Must complete 60 credit hours to maintain junior level. English Placement Level: EN 202. Math Placement Level: MA 161. (Offered: Fall).

EDUCATION

ED 102 Introduction to Research and Scholarship (2)

Introduction to Research and Scholarship will provide an introduction to clinical and translational research knowledge and skills required for pathways to research careers. The short course draws from multiple disciplines and is aimed at learners early in their research. Prerequisites: BE 111 with a grade of a "C" or better and MA 091. English Proficiency Level: EN 093/094. Math Placement Level: MA 091. (Offered Fall and Spring).

ED 105 Introduction to Computers for Teachers (3)

This course provides educators and education majors with a hands-on introduction to the use of Macintosh computers and computer applications. It introduces them to the Macintosh operating system, to common computer terminology, and to common computer application skills including word processing, databases, spreadsheets, multimedia, and the Internet. Emphasis is placed on the practical use of these skills in the educational setting. Prerequisites: None. English Placement Level: EN 101.

ED 111 Introduction to Related Services (3)

Introduction to Related Services is designed to provide an understanding of working with children and youth with severe disabilities in educational, recreational, and vocational settings, as well as to support parents and families at home and in the community. In this course, students will learn to work with therapists and teachers to provide basic assessment, plan intervention, and deliver appropriate intervention to children with severe disabilities in the areas of gross motor and fine motor skills. Prerequisites: None. Concurrent Enrollment: ED 112. English Placement Level: EN 093.094.

ED 112 Introduction to Related Services Practicum (3)

Practicum in Related Services is designed to develop in teachers-in-training practical skills in supporting children and youth who have severe disabilities. The class incorporates related services in educational, recreational, and vocational settings, as well as supports parents and families at home and in the community. In this course, students will work with therapists and teachers to provide basic assessment, plan intervention, and deliver appropriate intervention to children with severe disabilities in the areas of gross motor and fine motor skills. Prerequisites: None. Concurrent Enrollment: ED 111. English Placement Level: EN 093/094.

ED 113 Intermediate Related Services (3)

Intermediate Related Services is designed to continue instruction in working with children and youth with severe disabilities in educational, recreational, and vocational settings, as well as supporting parents and families at home and in community. In this course, students will refine their skills in basic assessment, planning intervention, and delivering appropriate intervention to children with severe disabilities with a focus in the areas of communication, feeding, nutrition, self help skills, and creating adaptations. Values that will be promoted throughout the course include a) family-centered care, b) cultural sensitivity, c) age-appropriate activities, d) functional skills, and e) collaborative teamwork. Prerequisites: ED 111 and ED 112 with a “C” grade or higher. Concurrent Enrollment: ED 114. English Placement Level: EN 093/094.

ED 114 Intermediate Related Services Practicum (3)

Intermediate Related Services Practicum is designed to develop further practical skills in supporting children and youth with severe disabilities with related services in educational, recreational, and vocational settings, as well as supporting their parents and families at home and in the community. In this course, students work with therapists and teachers to refine their basic assessment skills, plan intervention, and deliver appropriate intervention to children with severe disabilities with a focus in the areas of communication, feeding, nutrition, self-help skills, and creating adaptations. Prerequisites: ED 111 and ED 112 with a “C” grade or higher. Concurrent enrollment in ED 113 is required. English Placement Level: EN 093/094. Math Placement Level: None. (Offered as needed)

ED 115 Advanced Related Services (3)

Advanced Related Services is designed to continue instruction in working with children and youth with severe disabilities in educational, recreational, and vocational settings, as well as supporting their parents and families at home and in the community. In this course, students refine their skills in planning and delivering appropriate intervention to children with severe disabilities with a focus in the areas of inclusive practices, training others, assistive technology, and rights and advocacy. Prerequisites: ED 111, ED 112, ED 113, and ED 114 with a “C” grade or higher. Concurrent enrollment in ED 116 is required. English Placement Level: EN 093/094. Math Placement Level: None. (Offered as needed)

ED 116 Advanced Related Services Practicum (3)

Advanced Related Services Practicum is designed to continue instruction in working with children and youth with severe disabilities in educational, recreational, and vocational settings, as well as supporting their parents and families at home and in the community. In this course, students refine their skills in planning and delivering appropriate intervention to children with severe disabilities with a focus in the areas of inclusive practices, training others, assistive technology, and rights and advocacy. Prerequisites: ED 111, ED 112, ED 113, and ED 114 with a “C” grade or higher. Concurrent enrollment in ED 115 is required. English Placement Level: EN 093/094. Math Placement Level: None. (Offered as needed)

ED 141 Curriculum in Early Childhood (3)

This course is required for the Early Childhood Certificate. It introduces activities and techniques that promote learning through creative expression by children during their early childhood years. Content areas include developmentally appropriate practices, learning environments, interest/learning centers along with designing and implementing physical, cognitive, communication and creative activities in the classroom. English Placement Level: EN 093/094, or permission of Director of School of Education.

ED 143 Education for Parenthood (3)

This is a required course for the Early Childhood certificate and is designed to provide students with a systematic approach to the study of parent-child relationships. This approach is based upon an understanding of developmental theory and is intended to aid individuals who work with parents and guardians and their children as well as individuals who will be parents. English Placement Level: EN 093/094. Math Placement Level: None. (Offered as needed)

ED 144 Guiding and Nurturing Young Children (3)

This course is required for the Early Childhood certificate. It is designed to acquaint the students with skills and techniques for nurturing, guiding, and directing the behavior of young children. Such skills and techniques include understanding behaviors according to age, building positive self-concepts, and planning for prevention of problems. English Placement Level: EN 093/094. Math Placement Level: None. (Offered as needed)

ED 145 Safety, Nutrition, and Health for Young Children (3)

This is a required course for the Early Childhood certificate. It is an introductory study of methods for establishing a healthy, safe environment for the young child. Included are a basic understanding of a child's nutritional needs and their relationship to growth and development, training and methods of cardio-pulmonary resuscitation (CPR) for the adult and child, standard first aid, identification and handling of suspected child abuse, and recognition of and procedures for dealing with communicable disease and illness. English Placement Level: EN 093/094. Math Placement Level: None. (Offered as needed)

ED 146 Administration in Early Childhood Education (3)

This course is required for the Early Childhood Certificate. It examines the management and operation of an early childhood program or school. Emphasis is placed on effective interpersonal relationships and communication skills of the teacher, coordinator, director or principal of the school or program. English Placement Level: EN 093/094.

ED 205 Child Development (3)

This course provides students with an understanding of the steps and processes of a child's development from birth to adolescence. This course examines physical, cognitive, and emotional/social stages of growth and the connections between these three areas. This course explores the roots of child development study and examines theories in early childhood and childhood development. Prerequisites: PY 101, ED 211 (ED 211 may be concurrent enrollment). English Placement Level: EN 101. Math Placement Level: None. (Offered Fall and Spring).

ED 211 Introductions to Teaching (4)

This course is designed to introduce students to the fundamental theories and practices of teaching and learning, regulatory policies, and accessibility of educational programs. Students examine a variety of teaching strategies, discuss ways to address individual differences and needs, and learn how to utilize effective strategies to support teaching and learning. The course design also promotes the identification of resources, time management techniques, self-assessment, and research and evaluation methods to support learning. Classroom observations are required for this course and are intended to provide students with opportunities to view practicing teachers and to reflect upon topics discussed and strategies utilized in class. The student is expected to spend 30 hours per semester in a variety of classroom settings and participate in 15 hours of First Year Experience seminars. English Proficiency Level: EN 093/094. Math Placement Level: None. (Offered Fall and Spring)

ED 215 Introduction to Exceptional Individuals (3)

This course provides an overview of legal provisions, characteristics, and classroom strategies for students considered at-risk or with disabilities. This course provides an introductory survey of the possible effects of a disabling condition on a student's learning and performance, strategies and techniques to facilitate successful inclusion, and collaboration with special educators and families in order to meet the needs of the student within the general education setting. English Placement Level: EN 093/094. Math Placement Level: None. (Offered as needed)

ED 242 Introduction to Early Childhood Education (3)

This course provides a research-based overview of early childhood education and care as well as a new awareness of the strengths, challenges, and concerns facing the system—both now and in the years to come. This course provides the student with a clear and concise historical background, data and findings on the current state of the field, and reflections and insights on future directions. Prerequisites: ED 205 and ED 211 with a grade of “C” or higher, or concurrent enrollment, or permission of the Director of the School of Education. English Placement Level: EN 101. Math Placement Level: MA 091. (Offered Fall and Spring)

ED 246 Administrations in Early Childhood Education (3)

This course provides practical knowledge necessary for administration in early childhood education and leadership. The course offers early childhood professionals basic knowledge about how to create successful childcare programs, including a typology of leadership and on being an ethical leader. Prerequisites: ED 205 with a grade of “C” or better, or Concurrent Enrollment. English Placement Level: EN 101. Math Placement Level: MA 091, or approval of the School of Education Director. (Offered Fall and Spring)

ED 247 Medical Implications of Special Education (3)

This course provides prospective special educators with a functional knowledge of common medical conditions and diseases frequently associated with persons with disabilities. Prerequisite: A grade of “C” or higher in EN 101. Math Placement level: none. (Offered Fall and Spring)

ED 252 Early Intervention in Natural Environments (3)

Moved to inactive effective Fall 2008

This course introduces students to methods and procedures for therapeutic intervention for medically at-risk children from birth to age six, within their home and in other natural environments. It emphasizes methods for facilitating communication with parents and strategies needed to encourage social, emotional, physical, and cognitive development, with a special emphasis on linguistic development. Students develop expertise in explaining and modeling intervention procedures for both parents and caregivers. Prerequisites: a “C” grade or better in ED 215, ED 251, ED 260, and ED 249, or instructor's permission.

ED 253 Partnerships with Families of Children with Disabilities (3)

Moved to inactive effective Fall 2008

This course offers the opportunity to gain an understanding of the stages and steps of parental reactions to having a child with a disability, the family dynamics and special considerations a professional must consider prior to working with a family, such as the family structure, cultural diversity, and aspirations and dreams. Skills and strategies for building positive relationships and empowerment of the family through trust,

acceptance, communication, and support are the focus of the course. Prerequisites: ED 201 or ED 251.

ED 260 Observation and Participation in Early Childhood Education (1)

Moved to inactive effective Fall 2008

The study of early childhood through observation and participation in a preschool, kindergarten or primary classroom. The primary focus of this course is the recording of behaviors indicative of physical, emotional, social, cognitive, language, and motor development of preschool children, and interaction with peers and adults. Concurrent enrollment in ED 251, Development in Early Childhood, is recommended.

ED 282 Multicultural Foundations (3)

This course introduces teachers-in-training to the educational aspects of teaching in a multicultural classroom environment. This course provides an overview of the historical foundations, relevant theories, and social and political aspects that have influenced education in the CNMI. In addition to informing teachers-in-training about the laws that impact education in the CNMI, this course endeavors to create awareness, respect, and appreciation of the various cultures in the CNMI, as well as to enhance the teacher-in-training's understanding of the influence that culture has on the educational process and of cultural influences on behavior as they related to the educational process. This course endeavors to create awareness of patterns of thinking and behavior that contribute to stereotyping, prejudices, and difficulties in intercultural contract. Prerequisite: Completion of ED 211 with a grade of "C" or higher. English Placement Level: EN 202. Math Placement Level: None. (Offered Fall and Spring).

ED 300 Educational Psychology (3)

Educational Psychology is a required course for all education majors. The course presents an analysis of the complex factors involved in learning, multiple intelligences, motivation for learning, individual differences in learning, the psychology of leadership, and social-cultural factors as they affect education of children and youth. Prerequisites: Successful completion of all general education requirements with a grade of "C" or better and ED 105, ED 205, ED 211, ED 282 with a grade of "C" or better, or the permission of the Director of the School of Education. Prerequisite: EN 202. Math Placement Level: MA 132. (Offered Fall and Spring).

ED 315 Inclusive Practices for Students with Learning Needs (3)

ED 315 provides a detailed review of legal provisions, characteristics of, and classroom strategies for students who are considered (1) at-risk for failure, (2) gifted and talented, (3) linguistically or culturally diverse, and (4) having a disability. The Individual with Disabilities Act (IDEA) requires the inclusion of all students with a disability in the least restrictive environment. This course provides a framework for collaboration and the team approach. It teaches skills general education teachers should possess to adapt instruction, manage behavior, promote social acceptance, and use assistive technology. And, it defines several categories of students with disabilities and teaches methods and strategies for educating students in the four (4) categories listed above. Prerequisites: All core and general education requirements, ED 300, all with a grade of "C" or better or permission of the Director of the School of Education. (Fall and Spring)

ED 316 Foundations of Special Education Instruction (3)

This class is designated to provide the student with a thorough grounding in the unique needs and abilities of individuals with various disabilities, including mild to moderate mental retardation (MR), learning disability (LD), behavioral disorders (BD), attention deficit

hyperactivity disorder (ADHD), and physical and other health impairments (OHI). This course includes assessment, instruction, and instructional design; establishing and maintaining case records; development of Individualized Education Plans (IEP); use of assessment data to design goals and objectives; communication and consultation with teachers, families, students, administrators, and agencies; directing and monitoring activities of paraprofessionals, aides, volunteers, and peer tutors; and modifying curriculum and instruction to accommodate student needs. Prerequisites: Acceptance into Teacher Candidacy Program, or the permission of the Director of the School of Education, completion of ED 300 and ED 315 with a grade of “C” or higher or concurrent enrollment. English Placement Level: EN 202. Math Placement Level: MA 132. (Offered Fall and Spring)

ED 319 Children’s Literature (3)

This course surveys the field of children’s literature and assists in the selection and presentation of developmentally appropriate literature for children, based on an understanding of how the reading process develops. This course presents a study of the history and development of children’s literature, examines its value to the literacy process, and defines criteria for the selection and utilization of children’s books and closely related materials. Students become familiar with authors, illustrators, and publishers of noteworthy children’s books and learn how to integrate literature into thematic units. Prerequisites: Successful completion of all core courses and general education requirements with a “C” or higher, and ED 300 with a “C” or higher or concurrent enrollment, or permission of the Director of the School of Education. English Placement Level: EN 202. Math Placement Level: MA 161. (Offered Fall and Spring)

ED 320 Fine Arts for Elementary Teachers (3)

This course provides students with the fundamental content in art history and art production needed to teach art and art appreciation and production at the K-8 level. Visual Arts, Dance, and Music make any curriculum more human as they represent an important symbol of culture, connect all forms of knowledge, and entice learning styles. A curriculum with a strong arts component allows students to personally interpret, articulate, and relate all of the various subject areas they encounter. In order to use the arts effectively, elementary teachers must be familiar with a variety of methods to teach fine arts. Prerequisites: All general education requirements, AR 135 or AR 101, all with a grade of “C” or higher. English Placement: EN 101, Math Placement: None. (Offered Fall)

ED 321 Literature and Language Arts for Elementary Teachers (5)

This is a language arts methods course that focuses on the ways that children learn to listen, speak, read, and write. Students learn approaches to teaching the language arts, including process approaches, phonetic integration, and whole language methodologies. This course provides students with theories, methods, and activities appropriate for integrating the language arts into thematic classroom units. Students learn detailed procedures for implementing exciting and effective language arts curricula in elementary classrooms. Prerequisites: All core courses and general education requirements, ED 300, ED 315, ED 351, ED 370 and ED 450, all with a “C” or higher, or permission of the Director of the School of Education. English Placement Level: EN 202. Math Placement Level: MA 132. (Offered Fall and Spring)

ED 330 Mathematics for Elementary Teachers: An Activity Approach (3)

The purpose of this course is to provide teachers-in-training with a conceptual understanding of mathematics, a broad knowledge of basic mathematical skills, and ideas and methods that

generate enthusiasm for learning and teaching mathematics. This course introduces current mathematics standards as developed by the National Council for Teachers of Mathematics (NCTM) and the CNMI Public School System's Standards and Benchmarks. Emphasis is placed on problem solving and active student participation. Prerequisites: All core courses and general education requirements with a "C" or higher, and ED 300 and ED 370 with a "C" or higher, or permission of the Director of the School of Education. English Placement Level: EN 202. Mathematics Placement Level: MA 161. (Offered Fall and Spring)

ED 341 Curriculum in Early Childhood Education (3)

This course is designed to introduce students to the fundamental theories and content of an early childhood education curriculum. Students examine a variety of environments in an early childhood program, discuss ways to address individual differences and needs of a child's personal development, analyze the value of play, synthesize curriculum development and content, discuss nutrition and health, and practice transition activities. Prerequisites: ED 242 or concurrent enrollment. English Placement Level: EN 202. Math Placement Level: MA 161. (Offered Fall)

ED 342 Assessment in Early Childhood Education (3)

This course provides practical knowledge necessary for assessing young children in early childhood education. The course offers early childhood education professionals basic knowledge about the types of assessments that can be used with young children to age eight. Prerequisites: ED 341 with a grade of "C" or better or concurrent enrollment or approval from the Director of the School of Education. English Placement Level: EN 101. Math Placement Level: MA 132. (Offered Spring)

ED 343 Guiding and Nurturing Young Children (3)

This course provides practical knowledge necessary for guiding and nurturing young children in early childhood education. This course offers early childhood professionals basic knowledge about understanding young children's development, using a developmentally appropriate approach to guidance and nurturing in childcare programs and K-3 settings. This course offers a comprehensive treatment that prepares students for working in day-care centers, pre-school, and K-3 environments. Prerequisites: All core and general education requirements, ED 205, ED 211, ED 282, and ED 300, all with a grade of "C" or better, or concurrent enrollment, Teacher Candidacy or permission of the Director for the School of Education. English Placement Level: EN 202. Math Placement Level: MA 091. (Offered Fall and Spring)

ED 345 Education for Parenthood (3)

This course provides practical knowledge necessary for parenting in early childhood education. This course offers early childhood professionals basic knowledge about parenting or Parent-Child relations in child care programs, including a broad range of current issues occurring with children, adults, and the wider family system. This course offers a comprehensive treatment that prepares students for working parents and families and for their roles as parents themselves. Prerequisites: All core and general education requirements, ED 205, ED 211, ED 282, ED300, all with a grade of "C" or better, or Concurrent Enrollment, Teacher Candidacy or approval of the School of Education Director. English Placement Level: EN 202. Math Placement Level: MA 091. (Offered Fall and Spring)

ED 351 Instructional Strategies and Classroom Management (3)

This course provides students with theories, approaches, methods, and activities necessary for designing a cohesive and cooperative classroom. Students examine a variety of curriculum models; discuss ways to accommodate alternative learning styles and investigative methods of

developing cooperative lessons, group and independent projects and thematic learning experiences. Students examine the concepts of setting limits, control, safety, trust, and acceptance in the classroom. Students also research and discuss strategic enforcement intervention and disciplining techniques and practice a variety of content specific activities for enhancing instructional focus. Prerequisites: All core courses and general education requirements and ED 300 with a grade of "C" or better or the permission of the Director of the School of Education. English Placement Level: EN 202. Math Placement Level: MA 132.

ED 352 Behavior Modification in the Classroom (3)

ED 352 is a companion course for ED 351. However, it gives greater depth and insight that is required for student practitioners preparing to work in Special Education and Rehabilitation and Human Services. The intention of this course serves as an introductory to classroom behaviors and management. Students will be given a base of understanding through a historical overview. Upon this foundation students will then be introduced to the concepts of measurement, methodology, and structure. The course provided a student of basic principles of each of these in order to give students a complete appreciation and understanding of the challenges they will face in the classroom. Finally, the course will teach procedures to establish new behavior, to use applied behavior analysis, and to decrease undesirable. The course uses a precise, step-by-step, scientific approach to explain human behavior. Case studies and examples illustrate key principles. Successful completion of this course prepares students to take ED 401. Prerequisite: ED 315 and completion of, or concurrent enrollment in ED 316 and ED 351, or permission from the Director of the School of Education. English Placement Level: EN 202. Math Placement Level: MA 132. (Offered Spring)

ED 353 Health and Physical Education Methods for Elementary Teachers (4)

This course gives teachers-in-training the content, skills, and curriculum they will be using in their future elementary classrooms. This course includes the following PSS approved curricula: Reducing the Risks (RTR), Growing Healthy, and Sports Play and Active Recreation for Kids (SPARKS). The last component of this course includes how to work with special needs students in the regular P.E. program (Adaptive PE). Prerequisites: All core course and general education requirements with a "C" or better, or permission of the Director of the School of Education.

ED 370 Integrated Planning and Programs (3)

This course provides a comprehensive examination of the rationale and methods for planning and integration of elementary curricula content through the use of thematic approaches. It investigates the Interdisciplinary Thematic Unit (ITU) model and the concept of yearlong units. It also examines current research on brain-based learning and the importance of affective factors, choice, collaboration, and feedback. Prerequisites: acceptance into Teacher Candidacy, completion of all general education requirements with a grade of "C" or better, ED 450 concurrently or by permission of the Director of the School of Education. English Placement Level: MA 132. (Offered Fall and Spring)

ED 397 Current Issues in Special Education (3)

This course provides opportunity for practical application of social, legal, and ethical issues in the field of special education. The topics covered include the history of special education and the laws that have shaped it, IEPs and other issues dealing with assessment, identification; instructional design, delivery, classroom environments and placements, and issues of ethical decision making for students with disabilities. Students will also have an opportunity to explore the provision of accommodations for students with disabilities, early intervention, instructional intervention, behavior interventions and legal issues, transition and assistive technology.

Students will be responsible for searching and presenting on a critical issue in the field of special education, presenting material regarding the social, ethical, or legal issues, and reflecting on both their personal philosophy of special education and the portrayal of individuals with disabilities in society through film and other medium. Prerequisites: All core and general education requirements, ED 315 and ED 401, Teacher Candidacy or approval of the School of Education Director. English Placement: EN 202, Math Placement: MA 132. (Offered in Fall and Spring)

ED 401 Teaching Methods in Special Education (3)

This course provides an overview of methods to educate special education students while meeting their academic and social needs. Includes methods of teaching students in a special education resource room and the general education inclusive classroom. Methods of collaboration with general education teachers and parents discussed. Setting up the classroom for optimal management of the learning environment and student success. Also methods to construct and carry out an effective lesson plan and develop an Individualized Education Plan (IEP). Prerequisites: All core and general education requirements with a grade of "C" or higher and ED 300 and ED 315 or permission of the Director of the School of Education. English Placement: EN 202, Math Placement: MA 132. (Offered Fall and Spring)

ED 406 Teaching Linguistically Diverse Students (3)

ED 406 is the third of four language arts courses for teacher candidates. It provides teacher candidates with theories, methodology, approaches and practices for effective teaching of English Language Learners (ELL) while reinforcing those studied in previous language arts courses. It intends to develop teacher candidates understanding of second language learners and second acquisition through the demonstration of how it is effectively learned and taught by providing them practice in developing integrated ESL/ELL lessons. Upon completion of this course students will be prepared to enroll in ED 435. Prerequisites: All core courses and general education requirements, ED 319 and ED 321 with a grade of "C" or higher, Teacher Candidacy or permission from the Director of the School of Education. English Placement Level: EN 202. Math Placement: MA 132. (Offered Fall and Spring).

ED 432 Teaching Elementary & Middle School Mathematics (3)

This course provides teachers-in-training with an examination of fundamental principles of mathematics. It provides the students with methodology, activities, and techniques for teaching elementary and middle school mathematics. It also examines current elementary mathematics standards and the modern mathematics curriculum. This is a required course for the Bachelor of Science degree in Elementary Education. Prerequisites: All core and general education requirements with a grade of "C" or higher, and ED 300 and ED 370 with a grade of "C" or higher, or permission of the Director of the School of Education. English Placement Level: EN 202. Math Placement Level: MA 161. (Offered Fall)

ED 433 Science as Inquiry Methodology (3)

This course provides the skills, concepts, and content needed to teach science to elementary school children in ways that make science personally relevant. It provides the teacher-in-training with experience in planning, developing and conducting interdisciplinary science investigations. Concepts covered include project planning, presentation of strategies, group management, and the inquiry process. Prerequisites: All core course and general education requirements with a grade of "C" or better and ED 300, ED 351, ED 370 and ED 450, or permission of the Director of the School of Education. English Placement Level: EN 202. Math Placement Level: MA 132.

ED 434 Social Studies in Action: A Methodology Course (3)

This course puts theory into practice by providing pre-service teachers with the necessary methodology, strategies and techniques for fostering and encouraging a standard-based, performance driven developmental process across the social studies curriculum. The course also assists students in learning research techniques, including modern technology and how to organize subject-matter principles based upon social studies curriculum standards. Prerequisites: All general education requirements with a "C" or better, acceptance into Teacher Candidacy, ED 370 concurrently or by permission of the Director of the School of Education. English Placement Level: EN 202. Math Placement Level: MA 132. (Offered Spring)

ED 435 Diagnostic and Prescriptive Reading (4)

This course provides the strategies, skills, and techniques necessary to assess and recognize reading levels, diagnose reading difficulties, and determine and carry out actions to address those problems. This course will utilize observations and hands-on practices to provide teachers-in-training with both theoretical and practical experience in enhancing student reading abilities. Prerequisites: Acceptance of Teacher Candidacy, ED 415, ED 353, ED 370, ED 450, and/or co-requisite ED 321 with a grade of "C" or better or by permission of the Director of the School of Education. English Placement: EN 202. Math Placement: MA 132. (Offered Fall and Spring)

ED 450 Assessment and Evaluation (3)

The purpose of this course is to provide students with a practical knowledge of evaluation tools and to provide them the ability to measure the effectiveness and to make adjustments to their own planning and instruction. This course also covers giving and interpreting norm-referenced tests, as well as, formative and summative tests such as: standardized tests, classroom tests, pre-assessment in content areas, learning styles, special education tests, and developmental screening. The course also covers the translation of assessment into letter grades. Prerequisites: Acceptance of Teacher Candidacy and co-requisite with ED 370 or by permission from the Director of the School of Education. English Placement Level: EN 202. Math Placement Level: MA 132. (Offered in Fall and Spring)

ED 451 Integrating Math and Science in Early Childhood (4)

The course provides the strategies, skills, and techniques necessary to integrate math and science knowledge, skills, and activities into the early childhood classroom setting. This course will utilize observations and hands-on practice to provide teachers-in-training with both theoretical and practical experiences in enhancing student math and science abilities. Prerequisites: Acceptance of Teacher Candidacy and ED 370 or by permission from the Director of the School of Education. English Placement Level: EN 202 Math Placement Level: MA 132 (Offered Fall and/or Spring)

ED 452 Teaching Reading and Literacy in Early Childhood Education (4)

This course provides students with a comprehensive understanding of the practical ideas, suggestions, and activities that prospective early childhood education teachers can use to both interest young children in reading and literacy in early childhood education. It is designed to give pre-service and current teachers knowledge and skills that will prepare them to serve young children in a family child care, childcare center, pre-school and early primary school setting. Prerequisites: ED 205, ED 211, ED 300, ED 342, ED 351, and ED 401, with a grade of "C" or better, or concurrent enrollment, or approval of the School of Education Director. English Placement Level: EN 101. Math Placement Level: MA 132. (Offered Fall and Spring).

ED 453 Creative Arts and Expression in Early Childhood Education (4)

The course provides students with a comprehensive understanding of the practical ideas, suggestions, and activities that prospective early childhood education teachers can use to both interest young children in creative arts and expression in early childhood education. It is designed to give pre-service and current teachers knowledge and skills that will prepare them to serve young children in a family child care, childcare center, pre-school and early primary school setting. Prerequisites: ED 205, ED 211, ED 300, ED 342, ED 351, and ED 401, with a grade of "C" or better, or concurrent enrollment, or approval of the School of Education Director. English Placement Level: EN 101. Math Placement Level: MA 132. (Offered Fall and Spring).

ED 454 Physical Education, Safety, and Health in Early Childhood Education (3)

This course provides students with a comprehensive understanding of nutrition, health, and safety needs of young children from birth through eight-years of age. The course gives students the skills of pre-service and current teachers practical, applied, easy-to-understand information that will prepare them to serve young children in the family child care, childcare center, preschool and early primary school setting. Prerequisite: ED 205, ED 211, ED 300, and ED 342 with a grade of "C" or higher or concurrent enrollment. English Placement Level: EN 101. Math Placement Level: MA 091 or approval from the School of Education Director. (Offered Fall and Spring)

ED 455 Social Studies in Early Childhood Education (4)

The course provides students with a comprehensive understanding of the practical ideas, suggestions, and activities that prospective early childhood education teachers can use to both interest young children in social studies and integrate social studies with other subject areas. It is designed to give pre-service and current teachers that will prepare them to serve young children in a family child care, childcare center, pre-school and early primary school setting. Prerequisites: ED 205, ED 211, ED 300, ED 342, ED 351, and ED 401, with a grade of "C" or better, or concurrent enrollment, or approval of the School of Education Director. English Placement Level: EN 101. Math Placement Level: MA 132. (Offered Fall and Spring).

ED 456 Special Education Diagnoses and Assessment (3)

This course presents an overview of the assessment process in today's educational environment, reflecting the current emphasis on inclusion and accountability in education for all children. It will prepare special education teachers to augment problem-solving strategies, intervention strategies, and informal screening and assessment of students, with the ability to administer and/or interpret certain formal assessment instruments. ED 456 will give the teacher-in-training the necessary background in assessment, interpretation and limitations of formal and informal assessments, laws and policies regarding referral and placement, and implementation of assessment results. Note: Taking this course will not qualify the teacher-in training to administer all formal evaluations, some of which require advanced degrees and/or specialized training beyond the BS experience. Prerequisites: All core and general education requirements, ED 450, and ED 401, Teacher Candidacy or permission of the Director of the School of Education. English Placement Level: EN 202. Math Placement Level: MA 132. (Offered Spring).

ED 471 Integrated Lessons and Activities (4)

This course provides a comprehensive examination of the rationale and methods for use of integrated curriculum content and differentiated instruction of content, process, and product to meet the needs of a diverse population of students. It investigates the processes needed to

select and organize units of study, to gather appropriate resources and materials, to write effective and efficient plans using worthwhile activities and projects, to differentiate instruction based on need, to implement a unit of study and to plan and apply appropriate assessment methods. It is a required course for the Bachelor of Science in Education with a concentration in Elementary Education. This course is to be taken on the last semester prior to ED 492 or ED 493. Prior to exiting the course, students will be required to take Praxis II, Elementary Education: Content Knowledge, Test 0014. Prerequisites: All core and general education requirements with a grade of "C" or better, Teacher Candidacy or permission of the Director of the School of Education. English Placement Level: EN 202. Math Placement Level: MA 132. (Offered Fall and Spring)

ED 480 Educational Technology (3)

This course introduces students to computer technology needed to teach at the elementary level. Topics include technology projects using audio, video, communications, and interactive multimedia. Prerequisites: English Placement Level: EN 93/94, Math Placement Level: None or by permission of the Director of the School of Education. (Offered Fall and Spring)

ED 492 Student Teaching (12)

Student teaching is the opportunity for teacher education candidates to participate in an experiential learning setting where they can begin to utilize the skills, strategies, and knowledge they learned during their teacher preparation program. Students enrolled in this course experience first-hand all the many facets of teaching in an elementary or middle school setting. Prerequisites: Students taking ED 492 must have successfully passed PRAXIS I and II in their respective concentration areas, completed all core course and general education requirements, as well as, all 300/400-level BS requirements with a grade of "C" or better or permission of the Director of the School of Education. English Placement Level: EN 202. Math Placement Level: MA 132.

Cooperating teachers, supervisors, and faculty at Northern Marianas College School of Education collaborate to guide and support learners in developing proficiencies in the following four goal areas:

1. Methods and materials;
2. Models for instruction, technology, classroom management and discipline;
3. Interpersonal communication skills; and
4. Professional attitudes and conduct.

The student teaching experience is the culminating experience in the School of Education Program at NMC. The experience provides a sturdy bridge connecting educational theory with practice. It is NOT a traditional class, but the beginning of professional development. This experience is designed for individual learners.

ED 493 Community Education Practicum (12)

This course provides the education student who does not intend on teaching in an elementary or middle school setting an alternative to student teaching that best serves their career goals. Prerequisites: Students taking ED 493 must have successfully passed PRAXIS I and II in their respective concentration areas, completed all required core course, general education, and education courses with a grade of "C" or better or permission of the Director of School of

Education. English Placement Level: EN 202. Math Placement Level: MA 132. (Fall and Spring)

Cooperating teachers, supervisors, and faculty at Northern Marianas College School of Education collaborate to guide and support learners in developing proficiencies in the following four goal areas:

1. Methods and materials;
2. Models for instruction, technology, classroom management and discipline;
3. Interpersonal communication skills; and
4. Professional attitudes and conduct.

The community practicum experience is the culminating experience in the School of Education Program at NMC. The experience provides a sturdy bridge connecting educational theory with practice. It is NOT a traditional class, but the beginning of professional development. This experience is designed for individual learners.

ED 495 Student Teaching Internship (12)

This course provides a full-time practice teaching experience for teachers at all levels that already have a baccalaureate or high degree in areas outside of education, who are already working full time in a regular classroom and who need a practicum course for certification or to enhance their teaching abilities, methods and strategies. Prerequisites: Bachelor's degree or higher. (Offered Fall and Spring)

The Student Teaching internship provides a full-time practice teaching experience for teachers who are already working full-time in a regular education classroom and needs a practicum course for certification and/or to enhance their teaching abilities, methods or strategies.

The teacher internship prepares professionals to work directly with their students from diverse ethnic, socioeconomic, linguistic, and cultural backgrounds and to integrate appropriate modifications to meet the needs of students with exceptional needs. The student teachers will self-evaluate their teaching skills using a rubric and an individual educational plan (IEP) will be written and supervised by an NMC faculty supervisor.

EMERGENCY MEDICAL SERVICES

ES 101 Basic Life Support for Healthcare Providers (1)

This course presents the information and skills needed for adult, child, and infant cardiopulmonary resuscitation; the skills needed to treat cardiac arrest with an automated external defibrillator; and the algorithms that dictate the appropriate procedures to treating the unresponsive victim. (English Placement Level: EN 093/094 or permission of instructor)

ES 102 First Responder (3)

This course presents theory and practice related to general and advanced first aid techniques, one-person and two-person CPR, and infant resuscitation. Students who complete this course will have the skills necessary to begin assessing and caring for people at the scene of injury or illness. Prerequisites: None. English Placement Level: EN 101. Math Placement Level: None.

ES 180 Emergency Medical Technician (8)

This course present the required skills and activities of an emergency medical technician including patient assessment, emergency care, safe response to the scene, transportation to the hospital, and roles in community health initiatives. Prerequisites: Currently employed or a cadet with the Department of Fire and Emergency Medical Services. English Placement Level: EN 101. Math Placement Level: None.

ENGLISH LANGUAGE INSTITUTE (ELI)**Mission Statement**

The English Language Institute is committed to the continuous development of English skills for the personal, professional, and academic goals of our students and for the preparation of university-bound students. The English Language Institute program delivers instruction in speaking, listening, reading comprehension, and writing. After successful completion of all required English Language Institute courses, students will demonstrate the English skills necessary to meet the requirements in all college-level courses.

Student Learning Outcomes

After successful completion of all required English Language Institute courses, students will demonstrate:

- Reading comprehension skills, including critical thinking skills and dictionary proficiency, adequate to understand the material in college-level courses;
- Vocabulary adequate to understand the material in college-level courses;
- The ability to distinguish main ideas and supporting details in a passage;
- The ability to draw inferences;
- Writing skills, including critical thinking skills, adequate to enter college-level courses;
- The ability to write an essay with an introduction, body, and conclusion;
- The ability to paraphrase a passage;
- The ability to summarize a passage;
- Speaking skills, including critical thinking skills, adequate to enter college-level courses;
- Listening skills, including critical thinking skills, adequate to enter college-level courses;
- The ability to follow a lecture with nearly complete comprehension; and
- The ability to frame clear questions and statements.

Note: ELI courses are preparatory and do not earn degree credits. NDU = Non-degree units.

EN 070 Beginning English: Speaking and Listening (6 NDU)

This is a beginning-level intensive English as a Second Language (ESL) course for students with very limited English listening and speaking skills. Supplemental laboratory work in the English Learning Lab is required and is assigned by the instructor. Prerequisites: None. English Placement: Below 38 on the Listening Section (Section 1) of the NMC English Placement Test. It is recommended that students with aggregate scores below 380 on the NMC English Placement Test take this course along with EN 071. Students who do not take the English Placement Test must take EN 070 and EN 071. (Offered Fall and Spring)

EN 071 Beginning English: Reading and Writing (6 NDU)

This is an intensive, beginning-level ESL course for students with very limited proficiency in English reading and writing. Supplemental laboratory work in the English Learning Lab is required and is assigned by the instructor. Prerequisites: None. English Placement: Below 38 on the Reading Section (Section 3) of the NMC English Placement Test. It is recommended that students whose aggregate scores on the NMC English Placement Test fall below 380 take this course along with EN 070. Students taking EN 071 usually score below 3 on the NMC English Placement Essay. (Offered Fall and Spring)

EN 072 Speaking and Listening Development I (6 NDU)

This course offers intensive listening and speaking practice for students with high-beginning/low-intermediate level English language skills. It is the first in a three-course listening and speaking sequence. The course includes supplemental lab work which is assigned by the instructor. Prerequisite: EN 070 or an English Placement Test score of 38 to 43 on Section 1 of the NMC English Placement Test. (Offered Fall and Spring)

EN 073 Reading and Vocabulary Development I (6 NDU)

This is an intensive, low-level English as a Second Language (ESL) reading course designed to improve reading comprehension and to expand and enrich each student's reading vocabulary. Supplemental laboratory work in the English Learning Lab is required and is assigned by the instructor. Prerequisite: EN 071 or a score of 38 to 43 (Reading and Vocabulary) of the NMC English Placement Test. (Offered Fall and Spring)

EN 074 Writing and Grammar Study I (6 NDU)

This course provides intensive instruction for ESL learners at a low to intermediate level. Emphasis is on writing grammatical sentences, punctuating properly, and spelling correctly. Supplemental laboratory work in the English Learning Lab is required and is assigned by the instructor. Prerequisite: EN 071 or a score of 38 to 43 on Section 2 (Grammar) of the NMC English Placement Test and 3 to 5 on the NMC English Placement Essay. (Offered Fall and Spring)

EN 082 Speaking and Listening Development II (4 NDU)

This course offers listening and speaking practice for students of English as a second language (ESL). It is the second course in the 3-course listening and speaking sequence. Note: this course is not intended for students who completed their primary and secondary education in English-medium schools (in the CNMI, other islands of the Pacific, or the Philippines). Prerequisite: EN 072 or an appropriate score on the NMC Placement Test.

EN 083 Reading and Vocabulary Development II (4 NDU)

This is an intermediate reading course for second-language learners. It builds on the reading skills introduced in EN 073, and gives students a higher level of difficulty at which to practice those skills. Units on study skills are also part of the course work. Comprehension skills and vocabulary acquisition are emphasized in the context of longer reading selections at a higher reading level than in EN 073. Supplemental laboratory work in the English Learning Lab is required and is assigned by the instructor. Prerequisite: EN 073 or a score of 44 to 49 on Section 3 of the NMC English Placement Test. (Offered Fall and Spring)

EN 084 Writing and Grammar Study II (4 NDU)

This is an intermediate writing course for developmental learners. It enables learners to further develop grammar and writing skills introduced in EN 074. Writing and intermediate grammar skills are emphasized in the context of written assignments which include sentence and paragraph writing. Supplemental laboratory work in the English Learning Lab will be assigned

by the instructor. Prerequisites: EN 074 or a reviewed score of 2 on the NMC Placement Test. (Offered Fall & Spring)

EN 085 Integrated Reading and Writing I (4 NDU)

This is the first of two courses designed to develop critical reading and academic writing skills of students. The course will introduce students to critical reading skills and academic writing skills required at the college level. The course will accomplish this by using reading to support writing and writing to support reading. Work in the English Language Laboratory is required. This course will prepare students for EN95. Prerequisites: Placement via the NMC Placement Test.

EN 092 Speaking and Listening Development II (4 NDU)

This course offers listening and speaking practice for students of English as a second language (ESL). It is the third course in the 3-course listening and speaking sequence. Note: this course is not intended for students who completed their primary and secondary education in English-medium schools (in the CNMI, other islands of the Pacific, or the Philippines). Prerequisite: EN 082 or an appropriate score on the NMC Placement Test.

EN 093 Reading and Vocabulary Development III (4 NDU)

This is an advanced reading course for second-language learners. It is a continuation of EN 083 and focuses on the development of critical academic reading skills and the application of these skills while reading materials from a variety of content areas. Regular vocabulary expansion exercises are also an integral part of the work in this course. Supplemental laboratory work in the English Learning Lab is required and is assigned by the instructor. Prerequisite: EN 083 or a score of 50 to 54 on Section 3 of the NMC English Placement Test. (Offered Fall and Spring)

EN 094 Writing and Grammar Study III (4 NDU)

This is an advanced writing course for developmental learners. It enables learners to develop the grammar and writing skills introduced in EN 084 to the college level. Writing and advanced grammar skills are emphasized in the context of written assignments which include multiple 5-paragraph essays. Supplemental laboratory work in the English Learning Lab will be assigned by the instructor. Prerequisites: EN 084 or a reviewed score of 3 or 4 on the NMC Placement Essay.

EN 095 Integrated Reading and Writing II (4 NDU)

This is a second of two courses designed to develop the critical reading and academic writing skills of developmental students. The course will complete the developmental of critical reading skills and academic writing skills required at the college level. The course will accomplish this by having students engage in extensive reading and writing practices that combine the two skills. Work in the English Language Laboratory is required. This course will prepare students for EN 101. Prerequisites: Placement via the NMC Placement Test of completion of EN 085.

COLLEGE ENGLISH

EN 101 English Composition I (3)

This is a core course required for all NMC degrees. This course is the NMC freshman composition course. This course introduces students to the characteristics of formal written discourse and to rhetorical conventions associated with exposition. The objective is to help develop the student's ability to express ideas in short, formal compositions (300 to 500 words) which are unified, coherent, and concise. This course also provides practice in the skills

needed to write academic research papers. This course covers methods of generating, supporting, and organizing ideas; of analyzing primary and secondary sources of evidence; and of presenting arguments in convincing, logical prose in a five-to seven-page research paper, with sources properly cited. English Placement Level: EN 101. (Offered Fall and Spring)

EN 201 Creative Writing (3)

This is a course in imaginative writing. Major elements of creative writing are studied, including character development, point of view, conflict, and setting. The major genres of creative writing (creative nonfiction, drama, fiction, and poetry) are presented through lectures, models, class discussion, regular reading and writing assignments, and both peer and instructor feedback. The course can also serve those who teach or plan to teach creative writing. Prerequisite: a "C" grade or higher in EN 101. (Offered Spring).

EN 202 English Composition II (3)

This course completes the sequence of skill instruction begun in English 101 to prepare students for the demands of academic and professional writing. Students will consolidate their abilities (1) to use the composing process (prewriting, drafting, and revising) as a recursive process for developing clear, precise and accurate prose; (2) to effectively employ and combine academic writing forms to serve a variety of academic writing purposes through the composition of three to six shorter academic papers (3) to construct analytical, rigorous, and source-supported arguments; and (4) to employ research techniques, including locating, critically reading, synthesizing, and documenting sources with MLA or APA formatting, in planning and writing a substantial academic research paper of 10-12 pages. Prerequisite: a grade of C or higher in EN 101. (Offered Spring, Summer, and Fall).

FIRE

FS 103 Fire Operations I (12)

Covers basic tools, procedures, techniques and safety precautions utilized by firefighters, during fire operations. Includes comprehensive training in individual firefighting skills.

FS 104 Fire Operations II (4)

Covers tools, procedures, techniques and safety precautions utilized by firefighters, during fire ground operations. Includes comprehensive training in firefighting skills. Involves the practical application of the theories, techniques, and methods of basic firefighting learning in FS 103.

FS 108 Emergency Vehicle Operator for Ambulance & Fire Apparatus (3)

This course presents the information and skills that ambulance and fire apparatus drivers need to operate their vehicle, so that vehicle, equipment, crew, and/or patients will be delivered safely and efficiently.

FS 125 Hazardous Materials Awareness & Operations (2)

This course presents the information and training needed by participants who are likely to be first responders to hazardous materials events. These first responders will develop the necessary skills to respond in a safe and competent manner.

FS 133 Wildland Firefighter (3)

Covers the basic skills required for wildland fire fighting. Includes wildland fire behavior, fire control tactics, human factors on the fireline, standards for fire fighter safety and survival, and an introduction to the incident command system.

FS 155 Firefighter (8)

This course is designed to provide the firefighter with the information needed to meet the fire-related performance objectives in National Fire Prevention Association 1002 Levels I and II. (English Placement Level: EN 093/094 or permission of instructor).

FS 165 Fire Operations (3)

This course is designed to provide the firefighter with the information needed to meet the fire-related performance objectives in National Fire Prevention Association in 1002 Levels I and II. Fs 165 continues with material begun in FS 155. (English Placement Level: EN 093/094 or permission of instructor).

GEOGRAPHY

GE 101 Introduction to Geography (3)

Moved to inactive effective Fall 2009

This is an introduction to the field of geography. Emphasis is placed in the processes that give rise to geographic patterns of various physical and cultural phenomena, including landforms, climate, population, and economic development.

GE 201 World Regional Geography (3)

This course is a survey of the major populated geographic regions of the world. Emphasis is placed on how globalization affects the unique nature of regions, the interrelationships of cultures and the landscapes they occupy, and contemporary patterns and problems of economic and social development, environmental issues, and political and religious conflicts. English Placement Level: EN 101. Math Placement Level: None. (Offered Fall and Spring)

HEALTH

HE 150 Personal Health (3)

This course introduces the fundamental aspects of human health issues, such as nutrition, alcohol abuse, health-related physical fitness, stress management and self-esteem maintenance, through classroom discussion and health related projects. The course provides information and practical suggestions for achieving a suitable level of health. Prerequisites: None. English Placement Level: EN 093/094. Math Placement Level: None. (Offered Fall and Spring).

HE 200 Health and Wellness (3)

This course introduces students to the concepts of physical fitness and wellness and to the lifetime benefits provided through participation in an individualized program. It provides an in-depth understanding of health fitness as well as information that can help students make healthful adjustments to their current lifestyles. Students also participate in an individualized exercise program with a choice of activities. Pre- and post-testing are carried out to determine improvement in the areas of cardiovascular fitness, muscular strength, muscular endurance, flexibility, and body composition. English Placement Level: EN 101. Math Placement Level: None.

HE 230 Nutrition and Health (3)

This course covers the basic elements and principles of nutrition including nutrients, food sources of nutrients, and the essentials of a balanced diet. Although basic scientific principles of nutrition will be the primary focus of the course, practical applications for nutrition will also be emphasized. In addition to learning how the body handles food, students will learn to analyze personal eating habits, develop a personal nutrition plan, distinguish between nutrition fact and fiction, identify relationships between nutrition and disease, and finally, integrate nutrition information into their daily lives. Prerequisites: None. English Placement Level: EN 101. Math Placement Level: None. (Offered Fall and Spring)

HE 245 Health and Physical Education – Recreation and Leisure (3)

This course will introduce students to the national education standards set by National Health Education Standards (NHES) and the National Association of Sport and Physical Education (NASPE) and the need/importance for teaching and/or incorporating health, nutrition, and physical education in one's daily life. In addition, this course will provide a broad view of one of the top industries of the 21st century – Recreation and Leisure. Recreation and Leisure programs can serve all people 24/7/365 and are part of a global economy. Good health is a major community asset in that it leads to a reduced financial burden on the community. An overview of this diverse profession will be covered and will allow each to explore the many facets of recreation and gain an understanding of recreation and leisure and its impact on the world's economies. Prerequisites: HE 150 or HE 200, HE 230 and EN 101 (Offered Fall and Spring)

HISTORY**HI 101 The American Nation I (3)**

This is an introductory course in American History from the pre-Columbian era to the end of the civil war. Emphasis is on the political, economic, and social development of the North American continent, from the earliest European migrations through the rise of the United States as an American nation to the end of the Civil War. Prerequisites: None. English Placement Level: EN 093/094. Math Placement Level: None. (Offered Fall)

HI 102 The American Nation II (3)

This is an introductory survey course in American history from the post-Civil War Reconstruction era to the present. Emphasis is on the political, economic, and social developments and changes in the United States and the role the United States has played in major world events since the late 19th century, with special reference to Pacific and Asian issues in American foreign affairs and national development. Prerequisites: None. English Placement Level: EN 093/094. Math Placement Level: None. (Offered Spring)

HI 121 History of World Civilizations I (3)

This course is the first half of a comprehensive two-course sequence. This course provides students with a general overview of world history from the Paleolithic Period (the Old Stone Age) and the origins of civilizations (agriculture and the first cities) in the Neolithic Period (the New Stone Age) to the Renaissance, the Protestant Reformation in the 16th century, and the age of European exploration and colonization in the 15th, 16th, and 17th centuries. This course seeks to contribute to a well-rounded education by tracing changes in technologies, social and governmental structures, and ideologies and religions. Prerequisite: None. English Placement Level: EN 101. Math Placement Level: None. (Offered Fall)

HI 122 History of World Civilizations II (3)

This course is the second half of a comprehensive two-semester sequence. This course presents a survey of the history of world civilizations from about 1650 to the present. Among the topics discussed in this course are the age of absolute monarchies in Europe in the 16th, 17th, and 18th centuries, the Scientific and Industrial Revolutions in Europe, European nationalism and imperialism in the 19th century, the rise of modern Japan, rebellions and revolutions in China, World War I, World War II, the Cold War, the emergence of independent nations in the Third World, and the collapse of the Soviet Union and communism in Europe at the end of the Cold War. Prerequisites: None. English Placement Level: EN 101. Math Placement Level: None. (Offered Spring)

HI 202 Issues in the American Nation (3)

This course provides an advanced survey of American history from the post Civil War Reconstruction era to the present. Emphasis is on assessing eras, analyzing cause and effect of events, and evaluating issues in the United States through reading primary sources documents, and writing on these issues. Prerequisites: GPA 3.5 or higher; completion of HI 101 and 102; or concurrent enrollment in HI 102. English Placement Level: EN 093/094. Math Placement Level: N/A. (Offered Spring)

HI 215 Modern Chinese History: Culture, Economics, and the Globalization of Modern China (3)

This course explores the historical transformations that have led to the development of modern China. This course opens with an examination of the late Ming dynasty, to the last Qing major dynasty in Chinese history and then explores the internal and external cultural, political, and economic facts driving China toward a major domestic and global social revolution in the twentieth century. English Placement Level: EN 093/094. (Offered Spring)

HI 235 Introduction to Japanese History and Culture (3)

This course offers an overview of Japanese History and culture in its global context from prehistoric times up to modern times. The emphasis is placed on those factors that gave Japan its unique identity and the political, social, and cultural forces that transformed it into a major economic power and global player today. Prerequisites: None. English Placement Level: EN 093/094. Math Placement Level: None. (Offered Spring)

HI 238 Foundations of East Asia (3)

This course offers a survey of the foundations of East Asian civilization from its beginnings to the 21st century. The focus is on the political, economic, philosophical, and religious historical experiences of China, Japan, and Korea. Emphasis is also placed on the significant role these countries play in the light of globalization and their historic and economic connection to the USA and the Commonwealth of the Northern Marianas Islands. Prerequisites: English Placement Level: EN 093/094. Math Placement Level: None. (Offered Spring)

HI 240 Sports & Society (3)

This course takes a comprehensive look at the impact of sport on American Society since 1789; with an emphasis on the 20th century. A decade-by-decade examination of individual athletes, teams, and events. In addition, the role of American culture in shaping athletic competition and the participants. English Placement Level: EN 101. Math Placement Level: None. (Offered Fall and Spring)

HI 255 History of the Northern Mariana Islands (3)

This course offers an overview of Northern Marianas History in its global context from prehistoric times up to the Covenant and the Constitution establishing the CNMI.

Prerequisites: None. English Placement Levels: EN 093/094. Math Placement Level: None. (Offered Fall and Spring)

LANGUAGES

CA 101 Elementary Carolinian I (4)

This beginning-level course is designed to help students develop basic competence in speaking, understanding, reading, and writing Carolinian. Students learn and reinforce their language skills through drills, dialogues, and group work. Carolinian orthography is introduced and practiced. English Placement Level: EN 083/084. Math Placement Level: None. (Offered as needed)

CA 102 Elementary Carolinian II (4)

This course is the second course of a two-course sequence. Students extend their study of Carolinian grammar, vocabulary, and idioms as they increase their conversational and reading/writing skills. Prerequisite: CA 101 or instructor's permission. English Placement Level: EN 083/084. Math Placement Level: None. (Offered as needed)

CM 101 Elementary Chamorro I (4)

This is a beginning course with emphasis on oral-aural competency in the Chamorro language. Basic grammatical structures are covered as students learn how to use the language correctly in everyday conversational contexts. Spelling, pronunciation, and reading/writing in Chamorro are also covered. Prerequisite: None. English Placement Level: EN 083/084. Math Placement Level: None. (Offered Fall and Spring)

CM 102 Elementary Chamorro II (4)

This course is the second course of a two-course sequence, with primary emphasis on reading-writing competency and secondary emphasis on oral-aural proficiency. Students extend their study of Chamorro grammar, syntax, vocabulary, and idiomatic expressions as they develop skills in conversation and oral discourse, and in reading and writing for personal and professional purposes. Prerequisite: CM 101 or instructor's permission. English Placement Level: EN 083/084. Math Placement Level: None.

JA 100 Conversational Japanese (3)

This is a fundamental course in conversational Japanese. This course is designed to be practical and functional in preparing students to converse in Japanese. Students participate in regular conversational Japanese drills to enhance their ability to speak and understand spoken Japanese. English Placement Level: EN 083/084. Math Placement Level: None. (Offered Fall and Spring)

JA 101 Elementary Japanese I (4)

This course is designed for students who want to learn basic Japanese through Hiragana, Katakana, and a selected number of Kanji. Equal emphasis is placed on listening, speaking, reading, and writing. English placement level: EN093/094 (Offered Fall and Spring)

JA 102 Elementary Japanese II (4)

This course is designed to expand the communicative use of Japanese and to increase the students' awareness of Japanese culture. The practice of reading and writing Hiragana, Katakana, and Kanji are continued and expanded. Prerequisite: JA 101. English Placement Level: EN 093/094. Math Placement Level: None. (Offered Fall and Spring)

JA 201 Intermediate Japanese I (4)
 This course is a continuation of JA 102 and provides further development of grammar, vocabulary, listening and speaking comprehension, and reading and writing skills. Kanji is continued and expanded. Prerequisite: JA 102 or instructor's permission. English Placement Level: EN 083/084. Math Placement Level: None. (Offered as needed)

SL 101 Beginning Sign Language I (4)
 This initial American Sign Language course is designed to teach students beginning conversational skills in the language of deaf adults in the United States, Canada, and the U.S. territories, including the CNMI. Students learn over 500 signs used for both expressive and receptive vocabulary, the manual alphabet and numbers, beginning grammar and syntax rules for American Sign Language, and an introduction to deaf culture. The focus of the course is to provide fundamental ability to communicate with deaf and hard of hearing adults, children, and other signers. English Placement Level: EN 083/084. Math Placement Level: None. (Offered Fall and Spring)

SL 102 Beginning Sign Language II (4)
 This second-semester American Sign Language course is a continuation of SL 101. Students in this course learn over 500 new signs for both expressive and receptive vocabulary. They increase their practice of the manual alphabet and number systems used for daily life activities, learn additional grammar and syntax rules for American Sign Language, and gain increased exposure to deaf culture and empowerment issues. This course provides students increased comfort and fluency in communicating with deaf and hard of hearing adults, children, and other signers. Students develop beginning skills in storytelling. Prerequisite: SL 101 or instructor's permission. English Placement Level: EN 083/084. Math Placement Level: None. (Offered as needed)

SP 101 Elementary Spanish I (4)
 This is an elementary-level course in Spanish in which students acquire basic skills in listening, speaking, reading and writing. The course is designed to foster the development of a basic level of linguistic competency while providing a strong foundation for continued learning. Spanish will be learned and reinforced through continuous exposure to, and guided practice in, the target language. (English placement levels: EN 093/EN 094)

SP 102 Elementary Spanish II (4)
 This is the second of two elementary-level courses in Spanish in which students acquire basic skills in listening, speaking, reading and writing. The course is designed to foster the development of a basic level of linguistic competency while providing a strong foundation for continued learning. Spanish will be learned and reinforced through continuous exposure to, and guided practice in, the target language. (Prerequisite: SP 101 or instructor's permission. English placement levels: EN 093/EN 094)

LITERATURE

LI 150 Introduction to Literature (3)
 This introductory course examines the characteristics of the major literary forms: the novel, short story, poetry, and drama. Emphasis is on comparing literary forms as a means to enhance understanding and appreciation of literature. English Placement Level: EN 101. Math Placement Level: None. (Offered Fall and Spring)

LI 250 Literature of the Pacific (3)

This course familiarizes the students with the oral and written literary expressions of Pacific Island cultures. Emphasis is on understanding how the literature of the major Pacific cultural areas reflects the values, history, and geography of each area. This course also surveys both historical and contemporary Pacific writers, both indigenous and Western. Students read, analyze, and write a variety of literary forms. English Placement Level: EN 101. Math Placement Level: None. (Offered Fall and Spring)

LI 260 Folklore and Mythology (3)

This course is designed to familiarize the student with oral, written, and dramatic expressions of universal story patterns found in myths, folk tales, and legends of world cultures. Readings, visual representations, and discussions demonstrate how cultures from various historical time periods have expressed these universal story patterns in fairy tales, folk tales, hero myths, urban legends, and movies. Students will read, analyze, research, and write about various mythic and folkloric traditions. Prerequisites: None. English Placement Level: EN 101. Math Placement Level: None. (Offered Fall and Spring)

MANAGEMENT

CS 300 Information Technology Management (3)

This course introduces students to information technology functions necessary to analyze business problems and identify and define the information technology requirements appropriate to their solutions, with a focus on how to design, implement, and evaluate a computer-based information system, process, component, or program to meet desired needs. Provides an integrating experience that enables a student to demonstrate the capacity to synthesize and apply knowledge from an organizational perspective. Included are the uses of information technology to grow, expand, and efficiently and profitably manage an organization. (Offered: Fall and Spring)

FM 300 Introduction to Financial Management (3)

The basic concepts of financial resource management and financial analysis techniques for practical business decisions are introduced. The use of financial ratios to evaluate the past performance of the firm, financial planning techniques, the effect of leverage on profitability and risk, the time value of money, and contemporary approaches to working capital management and capital budgeting are included. Computational skills are emphasized as students compute financial ratios, construct pro forma financial statements, conduct break-even analysis, and compute present and future values of funds. Prerequisite: must complete 60 credit hours to maintain junior level. English Placement Level: EN 202. Math Placement Level: MA 161. (Offered Spring)

LW 110 Personal Law and Finance (3)

This course provides a basic knowledge of legal principles, rights, and responsibilities that affect the average person's everyday life. Topics covered include the criminal justice system, family law, employee rights and obligations, consumer rights and obligations, civil wrongs (torts), contracts, landlord – tenant issues, and the CNMI legal system and its cultural implications. English Placement Level: EN 093/094. Math Placement Level: None. (Offered Fall and Spring).

MG 206 Business Communication (3)

This course emphasizes the development of both oral and written skills for effective business communication. This course covers intercultural communication; workplace ethics and

etiquette; planning, writing, and editing business messages; email etiquette; and delivering speeches and oral presentations. This course also covers practical skills when communicating in teams; dealing with supervisors, peers, and subordinates in an office environment; resume writing; and interviewing skills. Prerequisites: CS 103 and MG 231. English Placement Level: EN 101. Math Placement Level: None. (Offered Fall and Spring)

MG 210 Principles of Entrepreneurship (3)

This two credit course introduces various aspects of new business creation. Special emphasis will be given to new opportunity discovery and business plan drafting. The course is about how to start a new venture through creativity, innovation, and intelligence. Other aspects of entrepreneurship such as entrepreneurial financing and team building will be addressed. (Offered Fall and Spring)

MG 220 Applied Math in Business (3)

This course provides students with basic mathematical and statistical skills useful in business applications and decision making. It covers calculation principles in fractions, decimals, and percentages as well as the operational factors of a business such as purchasing, pricing, payroll, and insurance. The student is introduced to the mathematical and statistical concepts of accounting, annuities, present value, and the evaluation of financial statements. The students will also learn how to prepare a personal tax return – Form 1040 for the CNMI (Commonwealth of the Northern Mariana Islands). In addition, the students will learn real estate concepts and the basic concepts of bonds, stocks, and mutual funds. Prerequisite: None. English Placement Level: EN 083/084. Math Placement Level: MA 091. (Offered Fall and Spring)

MG 231 Introduction to Business (3)

This course introduces the fundamentals of business organizations, their natures, and opportunities. Case analysis and reviews of current international and local business issues provide an understanding of and appreciation for the “real” world of business. English Placement Level: EN 093/094. (Offered Fall/Spring)

MG 232 Introduction to Marketing (3)

This course covers the principles, practices, and concepts involved in the performance of business activities which direct the transfer of goods and the acquisition of services from producer to consumer or user, including the study of marketing functions and institutions, activities having to do with effecting change in ownership and possession of goods and services, and the study of applied economics relating to the creation of time, place, and possession utility. Prerequisite: MG 231. English Placement Level: EN 093/094. Math Placement Level: None. (Offered Spring)

MG 233 Principles of Selling (3)

This course is a study of the principles and methods of selling and their roles in the marketing process. Emphasis is placed on the steps in the selling process and the various aspects of making a sales presentation. Issues covered in this course include professional and personal selling, the pre-approach and follow-through techniques. English Placement Level: EN 083/084.

MG 234 Introduction to Management (3)

This course is an overview of management theory that introduces students to various management styles, models, and concepts, and helps them to understand the roles and duties of managers in today's businesses. Contemporary concepts of streamlined organizations, teamwork, and employee empowerment are emphasized, as well as more traditional hierarchical management methods and organizations. Prerequisite: MG 231. English Placement Level: EN 101. Math Placement Level: None. (Offered Fall and Spring)

MG 239 Principles of Customer Service (3)

This course provides students with the basic concepts, techniques, and current trends in the customer service industry. Special areas of emphasis include problem solving, motivation, leadership, development of a customer service culture and strategy, creating customer service systems, coping with challenging customers, new customer service technologies, customer retention, and measuring customer satisfaction. Prerequisite: MG 206, or upon approval of instructor. English Placement Level: EN 101, or upon approval of the instructor. Math Placement Level: None. (Offered Fall)

MG 240 Personnel/Human Resource Management (3)

This course is intended to provide students with the skills needed to manage people in the workplace. It includes a review of management theories, interpersonal skills needed for those that are or will be in management positions, and laws and policies that are part of the contemporary workplace. Prerequisite: MG 231. English Placement Level: EN 093/094. Math Placement Level: None. (Offered Fall)

MG 250 Small Business Management (3)

This is a practical course covering planning, record keeping, financial analysis, staffing, and control in operating a small business. The course provides an opportunity for students to understand and apply concepts, develop business skills, and evaluate their potential for success in small business. Prerequisites: MG 234 and AC 221. English Placement Level: EN 101. Math Placement Level: 132. (Offered Spring)

MG 251 Business Law I (3)

This is an introductory course covering legal systems, risk management, torts, contracts, agency, and consumer protection as applied to business professions and transactions. Critical thinking and practical application to the conduct of business in the CNMI and US are emphasized. English Placement Level: EN 202. Math Placement Level: None. (Offered: Spring).

MG 300 Business Ethics for the 21st Century (3)

This course will emphasize the individual as decision-maker and focus upon ethical issues and dilemmas facing managers in most business organizations. The specific objectives of the course are to raise students' general awareness of ethical dilemmas at work, to place ethical issues within a management context subject to analysis and decision-making action, and to enhance and improve the ability of students to reason toward a satisfactory resolution of an ethical dilemma. Prerequisite: must complete 60 credit hours to maintain junior level. English Placement Level: EN 202. Math Placement Level: MA 161. (Offered Spring)

MG 301 Social Psychology in Business Management (3)

This course is being initiated to afford students the opportunity to understand the corollary relationship between sociology, psychology, management and business. This course integrates four academic disciplines and offers theoretical analysis for understanding practical

issues and methods associated with the management of a business. This course is also a required course for the completion of a four-year business degree offered at Northern Marianas College. Prerequisite: None. English Placement Level: EN 202. Math Placement Level: MA 161. (Offered Fall and Spring).

MG 303 Business Statistics (3)

This course is designed to introduce the student to the principles of descriptive and business statistics, as well as the basic probability theory needed for an understanding of statistical distributions, estimation, hypothesis testing, and linear regression. The course provides the student with the basic skills necessary to succeed in further courses in business statistics, as well as an appreciation of the critical interpretation of statistical data, the ranges of application of statistics and an introduction to the use of technology in the effective processing and analysis of information. Prerequisite: must complete 60 credit hours to maintain junior level. English Placement Level: EN 202. Math Placement Level: MA 161. (Offered: Fall and Spring).

MG 305 Business Calculus (3)

This course emphasized basic calculus in Business Applications. Topics include review of functions, graphs, and their algebra; derivatives and their applications; techniques of differentiation; the calculus for the exponential and logarithmic functions with applications to business; and the trigonometric functions and their calculus, differential equations, and applications. Solving word problems are discussed throughout the course. Prerequisite: must complete 60 credit hours to maintain junior level. English Placement Level: EN 202. Math Placement Level: MA 161. (Offered: Spring).

MG 310 Business Writing (3)

This course is designed to prepare you to write in your professional career by exposing you to the different genres and mediums of communication utilized by business professionals in an increasingly digital world. To that end, this course will require you to produce documents that address a wide range of target audiences, and understand the process of rhetorical decision making that allows a writer to perform successfully in a given writing situation. Prerequisite: must complete 60 credit hours to maintain junior level. English Placement Level: EN 202. Math Placement Level: MA 161. (Offered Spring).

MG 323 Marketing Management (3)

An upper level course in the management of the marketing functions. The course will include an appraisal of the key issues in the management of the marketing function with major emphasis on the development, formulation, implementation and control of the firm's marketing plan. Emphasis is also placed on the problems and opportunities of marketing in foreign environments. It will focus on the cultural, economic, and geographical problems encountered in managing the marketing function from a manager's perspective. Prerequisite: Must complete 60 credit hours to maintain junior level. English Placement Level: EN 202. Math Placement Level: MA 161. (Offered: Spring).

MG 400 Business, Government and Society (3)

This Business, Government, and Society course examines how business, government, and society are responding to the changing organizational environment and explore the options that

leaders now face, from rethinking business models to changing notions of governance. It focuses on the drivers for and obstacles to change, the different roles played by companies, governments, civil society, institutional investors and social entrepreneurs in shaping current approaches, and a sense of what the future may hold. Prerequisite: Must complete 60 credit hours to maintain junior level. English Placement Level: EN 202. Math Placement Level: MA 161. (Offered: Fall).

MG 401 International Business Management (3)

This course seeks to provide student with the skills, knowledge and sensitivity required to successfully conduct business within the global environment. Following an overview of the key issues in global business, the first part of the course will focus on the business environment, dealing with topics such as national differences in political economy and culture and the global monetary system. The students will also pay attention to trade theories and government involvement in international trade. The second part of the course will focus more on the individual firm and will include topics such as international expansion strategies, market entry strategies, and business operations adopted by successful multinationals. Prerequisite: Must complete 60 credit hours to maintain junior level. English Placement Level: EN 202. Math Placement Level: MA 161. (Offered Fall).

MG 402 Human Resources Management (3)

This course provides students with the skills needed to manage people in the workplace. The course includes a review of academic, theoretical and research components which represent new knowledge evidence, and viewpoints in the field of HR. In addition, this course offers simulation through work environment through role playing, identifying and solving HR problems. The professional focus will help students in preparation for certification in the HR profession. Course prerequisite: Must complete 60 credit hours to maintain junior level. English Placement Level: EN 202. Math Placement Level: MA 161. (Offered: Fall).

MG 403 Operations Management (3)

This course provides students in the BSBM program with the concepts, techniques, and tools needed to design, analyze, and improve core operational capabilities. Students will apply these concepts to a broad range of application domains and industries. The course emphasizes the effect of uncertainty in decision-making, as well as the interplay between high-level financial objectives and operational capabilities. Topics covered include production control, supply chain management, risk pooling, quality management, process design and revenue management. Prerequisite: Must complete 60 credit hours to maintain junior level. English Placement Level: EN 202. Math Placement Level: MA 161. (Offered Fall).

MG 404 Small Business Management & Entrepreneurship (3)

This course enables students in the BSBM program to understand the theory and practices relating to starting, and managing a small firm, as well as the importance of an effective new venture business plan. Students will also be sensitized about the unique challenges of managing a small business operation. Students will develop an appreciation of the opportunities that exist for establishing small businesses as well as the importance of managing the finances and the marketing efforts in the small business. Prerequisite: Must

complete 60 credit hours to maintain junior level. English Placement Level: EN 202. Math Placement Level: MA 161. (Offered Fall).

MG 405 Introduction to Project Management (3)

The building of large-scale projects have been going on for decades, but only recently has the management problems associated with these projects been studied by project researchers. The purpose of this course therefore, is to introduce students to the basic elements of Project Management. The focus will be on setting, assessing, defining project goals, developing the parts of a project, and assessing project resources. Prerequisite: must complete 60 credit hours to maintain junior level. English Placement Level: EN 202. Math Placement Level: MA 161. (Offered Fall).

MG 406 Business Strategies & Policies (3)

Participants will develop an appreciation of the importance for strategic management for effective and successful management as well as clear, motivating strategic vision. Students will be given an understanding of the range of analysis that is required for strategic formulation and how to formulate a strategy for an organization. Students will appreciate the importance of aligning company strategy with both industry and competitive conditions and company resource capabilities. As such, students will know how to implement a strategy as well as differentiate between winning and mediocre strategies. Prerequisite: must complete 60 credit hours to maintain junior level. English Placement Level: EN 202. Math Placement Level: MA 161. (Offered Spring).

MG 438 Business Law II (3)

This course introduces students to more advanced concepts of the law primarily relating to business organizations and transactions. Topics discussed include sales and commercial paper, employment, business organizations, and property law, with a view towards providing students with a functional familiarity with major legal principles affecting business professions and transactions. Prerequisite: Must complete 60 credit hours to maintain junior level. English Placement Level: EN 202. Math Placement Level: MA 161. (Offered Spring).

MG 440 Capstone Major Project (3)

This three credit Capstone course utilizes business stimulation software which will enable students to make decisions for fictional company. The Business Capstone Experience is designed to measure how well students can integrate and use the knowledge and skills gained from the Bachelor in Business Management *core courses*. Students under the guidance of the instructor will develop strategies, develop products, and make decisions in areas such as research and development, marketing, production, human resources, and finance. Students manage a fictional company in their final semester in a risk-free environment and observe how decisions affect the company. The lectures and stimulation bring together knowledge taught in different courses, challenging students to integrate what they have learned and help them practice applying the learning. The student's experiences how different issues interact with each other to produce outcomes. Competition among students internationally helps enhance the course effectiveness and engaging qualities. Prerequisites: Successful completion of all core courses and general education requirements, as well as, all 300 level courses with a "C" or higher or permission from the Department Chair of the Business Program. English Placement Level: EN 202. Math Placement Level: MA 161. (Offered Spring).

OB 400 Organizational Theory & Behavior (3)

This course emphasizes that organizations are the medium through which work in business occurs. Thus, in order for students to become effect managers, they must gain a fundamental understanding of the nature of organizations and the various factors that influence human behavior with them. Students will examine classical and contemporary readings on organizational theory to introduce them to the various perspectives on the structure and behavior of the organizations that they inhabit daily. The course will provide students with the basic foundation for the development of their knowledge of the structure, design, managerial challenges, and processes of the environment in today's organization. Prerequisite: Must complete 60 credit hours to maintain junior level. English Placement Level: EN 202. Math Placement Level: MA 161. (Offered: Fall)

MATHEMATICS

NOTE: MA 087, MA 089 and MA 091 are preparatory courses in mathematics and do not carry college degree credits. (These are Non-degree Units (NDU) courses.)

MA 087 Fundamentals of Mathematics (3 NDU)

Note: MA 087, MA 089, and MA 091 are preparatory courses in mathematics and do not carry college degree credit (i.e., NDU = non-degree units).

This course covers basic concepts of arithmetic, including integers, fractions, decimals, and exponents. This course is designed to assist students who need to upgrade their basic math skills so that they can be successful in subsequent mathematics courses. Prerequisite: BE 111 College Success, or concurrent enrollment in BE 111. English Placement Level: EN 093/094. Math Placement Level: MA 087. (Offered Fall, Spring, and Summer)

MA 089 Pre-Algebra (3 NDU)

Note: MA 087, MA 089, and MA 091 are preparatory courses in mathematics and do not carry college degree credit (i.e., NDU = non-degree units).

This pre-algebra course covers variables and expressions with variables; monomials, binomials, and polynomials; exponents; first-degree equations with one variable and with two variables; the metric system and the U.S. system of measurement; ratios, rates, proportions, and percents; and basic geometry. This course is designed to assist those students who need to upgrade their basic math skills so that they can be successful in subsequent mathematics courses. Prerequisite: BE 111 College Success, or concurrent enrollment. English Placement Level: EN 093/094. Math Placement Level: MA 089. (Offered Fall, Spring, and Summer)

MA 091 Beginning Algebra (4 NDU)

Note: MA 087, MA 089, and MA 091 are preparatory courses in mathematics and do not carry college degree credit (i.e. NDU= non degree units.)

This course further develops the fundamental math and basic algebraic concepts covered in MA 087 and MA 089. This course introduces students to the general concepts of algebra, including solving equations in one and two variables, problem solving, graphing linear equations and inequalities, and solving real-life problems using algebra. A TI-83, or higher graphic calculator is required. Prerequisite: BE 110 or BE 111 with a "C" or higher, or concurrent enrollment in BE 111. English Placement Level: EN 093/094. Math Placement Level: MA 091. (Offered Fall, Spring, and Summer)

MA 132 Intermediate Algebra (4)

This course is designed to enable students to develop proficiency in algebra and to show students how algebra may be used as a model for solving real-life problems. Topics covered

include the concepts of elementary algebra, equations, graphs, and algebraic functions. A graphic approach to problem solving is emphasized throughout. Students are required to do assignments using a TI-82/83/89 graphic calculator. English Placement Level: EN 093/094. Math Placement Level: MA 111/132.

MA 141 Contemporary Mathematics (4)

This course is designed to help develop mathematical modeling and critical thinking skills for students who are pursuing degrees in elementary education, liberal arts, or the life sciences. Students will be engaged in logic, reasoning, mathematical modeling, and critical thinking, and will learn how and why mathematical models are the tool of choice for solving many complex problems in contemporary society. This course includes elements of mathematics-related topics such as networking and circuits, planning and scheduling, linear programming, producing and exploring data, game theory, probability and statistics, apportionment and voting systems, growth and form, symmetry and patterns, consumer finance, and economics of resources. A TI-83, or higher, graphing calculator is required. Prerequisite: MA 132 with a "C" or higher. English Placement Level: EN 101. Math Placement Level: MA 161. (Offered Fall and Spring)

MA 151 Introduction to Statistics (3)

This course is designed to introduce the students to the basic principles of descriptive and inferential statistics, as well as the basic probability theory needed for an understanding of statistical distributions, estimation, and linear regression. The course provides the student with the basic skills necessary to succeed in further courses in applied statistics, as well as an appreciation of the critical interpretation of statistical data, the ranges of application of statistics, and an introduction to the use of technology in the effective processing and analysis of information. English Placement Level: EN 101. Math Placement Level: MA 161 or successful completion of MA 132. (Offered Fall and Spring)

MA 161 College Algebra (4)

This course focuses on the theories and applications of algebraic, exponential, and logarithmic functions. Numerical, algebraic, and graphical techniques are emphasized throughout, both in the presentation of concepts and in solving problems. Prerequisites: C or better in MA 132 or MA 161 placement. English Placement Level: EN 093/094. Math Placement Level: MA 161. (Offered Fall, Spring, and Summer)

MA 162 College Trigonometry (4)

This course is designed to extend student proficiency to the full range of elementary mathematical functions and their applications. Topics covered include complex numbers, polar coordinates, and the graphs and inverses of trigonometric functions. Problem solving and the use of new technologies for the discovery of mathematical relationships are emphasized throughout. This course, in conjunction with MA 161, is intended to provide a solid foundation for those who wish to continue into higher mathematics. Prerequisite: A "C" grade or better in MA 161, or the instructor's permission; EN 093/094. (Offered Fall)

MA 192 Mathematics/Science Tutoring (3)

This course provides students with training in one-on-one and small group. The primary students seeking mathematics tutoring will be enrollees in MA 087 Fundamentals of Mathematics, MA 089 Pre-Algebra, MA 091 Beginning Algebra, and MA 132 Intermediate Algebra. Strategies of applying the scientific method will also be explored. Required fieldwork consists of math tutoring service in the community and/or the college. Prerequisites: EN 101, MA 161 with an "A" grade, completion of one science course with an "A" grade, and instructor's

permission. English Placement Level: EN 202 and a score of 55 or above on Section 1 (Listening) of the NMC English Placement Test. Math Placement Level: MA 162. (Offered Fall and Spring)

MA 203 Basic Calculus (5)

This course introduces students to the basic theory and applications of calculus. Topics covered include a review of precalculus, limits, infinity, continuity, differentiation, and integration, and the application of these concepts to the mathematical analysis of space and time. Problem solving and the use of graphing utilities are emphasized throughout. Prerequisite: MA 161 and MA 162. English Placement Level: EN 101. Math Placement Level: MA 203. (Offered Spring)

MUSIC

MU 106 Introduction to Music (3)

This is an introductory course in music appreciation. Emphasis is on general music history and theory, perceptive listening to music by various composers and performers, and styles of Western music from ancient Greece to the present day. English Placement Level: EN 093/094. Math Placement Level: None. (Offered Fall and Spring)

MU 107 Methods for Teaching Elementary General Music (3)

This course is a preparation and examination of curriculum materials, resources and pedagogical methods for teaching music in Kindergarten and elementary classes. Also, students will demonstrate functional keyboard and recorder techniques as part of this course. Prerequisite: None. English Placement Level: EN 093/094. (Offered Spring)

MU 109 Basic Ukulele (3)

This course introduces students to the Hawaiian musical instrument known as the ukulele. Thus ukulele course will take students who have had little or no previous experience in playing a musical instrument, and give them the ability and confidence to play basic chords and several songs on the ukulele. Students will learn the history, development, styles, parts, tuning, care and maintenance of the ukulele, as timing, and chord families. This practical, hands-on course will focus on strumming various ukulele chords and singing songs while playing. Students will also gain knowledge and skills to continue their learning path on their own after completing this course. Prerequisite: None. English Placement Level: EN 073/074. Math Placement: None. (Offered Fall and Spring)

NATURAL RESOURCES MANAGEMENT

NR 153 Environmental Conservation (4)

This course continues the study of human impact on the use, degradation, restoration, and long-term sustainable management of land, sea, water, and air. Topics may include, but are not limited to the following: assessment, methodology for conservation, sustainable management, public health and sanitation, solid waste, water and air pollution, farmlands and rangelands, and alternative technology. Students will participate in discussions and conduct hands-on laboratory including field investigations. Prerequisite: NR 150. English Placement Level: EN 093/094. Math Placement Level: MA 091.

NR 253 Species and Ecosystem Management (4)

This course examines the species and ecosystems of coral reefs, forests, savannas, and wetlands. Topics include relationships between organisms, between organisms and their environment, endangered species, and the wise use of resources. Global and regional aspects

are stressed; three hours of lecture with laboratory/field trips required. Prerequisite: NR 153. English Placement Level: EN 101. Math Placement Level: MA 132; or permission/consent of instructor (COI).

NR 255 Conservation Politics and Economics (4)

This course examines the role of government in resource management, valuing in the absence of prices, and economic externalities. Topics include politics and economic development, cost/benefit analysis, public goods and externalities, land use planning and zoning, and federal and international environmental laws. Laboratory work and field trips are required. Prerequisite: NR 253. English Placement Level: EN 101. Math Placement Level: MA 132.

NR 290 Special Topics in Natural Resources Management (1-4)

This course provides specialized, directed study in a topic to be chosen by the student and the instructor. Course content will be varied, provided that a different topic is studied. English Placement Level: EN 101. Math Placement Level: MA 161; or consent of instructor.

NR 295 Natural Resources Management Seminar (1)

This course presents seminar presentations of topics in the agricultural, environmental, and natural resources sciences by faculty, enrolled students, and invited speakers. NR 295 is a required course for majors designed to familiarize the students with topics of research, special interest, or current relevance in the discipline. Prerequisite: NR 150. English Placement Level: EN 101, or permission of course coordinator.

NR 298 Natural Resources Management Internship (4)

This is a required course for majors designed to provide the students with integration and application of academic knowledge and critical thinking skills, emphasizing professional development. The students are placed with a cooperating institution, governmental agency or private employer in the agriculture, environmental, or natural resources sciences. Successful completion of the internship is required for completion of the degree program. Course entry is by instructor or coordinator's permission. (Offered Summer and Fall)

NURSING

NU 095 Nursing Assistant (6 NDU)

This course prepares entry-level nursing assistants to provide basic nursing care to elderly, ill, and disabled persons in long-term care, hospital, clinic and home health settings. The training includes theory, skills demonstration in a supervised laboratory setting and care of patients in the hospital and clinic settings. The course provides the knowledge base for understanding the role and responsibilities of a nursing assistant, the legal aspects of patient or client care, basic medical terminology, the study of concepts of basic human needs, the health/illness continuum, basic nursing care/personal care skills including safety, communication, infection control and emergency procedures. Prerequisites: High School Graduate or GED Equivalent. English Placement Level: EN 093/084. Math Placement Level: MA 091. (Offer Summer)

NU 105 Basic Nursing Concepts and Skills (6)

This course focuses both on identifying the basic needs of the person who is experiencing illness and assisting clients who require a minimum of adaptation to meet those needs. This course introduces students to nursing history and nursing roles, utilizing the nursing process and basic nursing skills with an assessment of cultural and bio-psychosocial needs, and therapeutic communication techniques. Once these skills are demonstrated satisfactorily in the lab, the student will be able to apply these skills in the clinical setting. Prerequisites: A "C"

grade or higher in BI 101, BI 225, BI 251, BI 252, CH 124, EN 101, MA 132, PY 101, and PY 201, or approval of the Nursing Department Chair. Concurrent Enrollment: NU 124. English Placement Level: EN 202. Math Placement Level: MA 161. (Offered Fall)

NU 107 Medical-Surgical Nursing I (5)

This course introduces the theory and clinical concepts of caring for the client throughout the lifespan. This course utilizes the nursing process to assist medical-surgical clients requiring maximal adaptation to meet basic physiological and psychosocial needs. This course provides a brief review of basic client care skills and explores more complex skills. Once these skills are demonstrated satisfactory in laboratory, the student will be able to apply these skills in the clinical setting. Prerequisites: A "C" grade or higher in NU 105 and NU 124, or approval of the Nursing Department Chair. Concurrent Enrollment: NU 203. English Placement Level: EN 202. Math Placement Level: MA 161. (Offered Spring)

NU 124 Pharmacology for Nurses and Clinical Math (3)

This course outlines the concepts used in administering medications and in monitoring clients for the effects of medication administration. This course includes the study of drug classifications, types, actions, contraindications, precautions, side effects, dosages, and nursing implications. It also covers dosage calculations and measurement systems, reading medication labels, using syringes, intravenous (IV) fluid calculations, and calculations in specialty units. Prerequisites: A grade "C" or higher in BI 101, BI 225, BI 251, BI 252, CH 124, EN 101, MA 132, PY 101, and PY 201, or approval of the Nursing Department Chair. Concurrent Enrollment: NU 105. English Placement Level: EN 202. Math Placement Level: MA 161. (Offered Fall)

NU 203 Maternal and Child Health Nursing (5)

This course prepares the students to provide basic nursing care to maternity and pediatric clients and their families in both hospital and clinic settings. This course covers concepts of growth and development of newborns, infants, children, adolescents, and the childbearing woman. Family development and care are included, as are health education and promotion. Prerequisites: A "C" grade or higher in NU 105 and NU 124 or approval of the Nursing Department Chair. Concurrent Enrollment: NU 107. English Placement Level: EN 202. Math Placement Level: MA 161. (Offered Spring)

NU 207 Medical-Surgical Nursing II (6)

This course deals with the use of the nursing process to meet the physical and psychosocial needs of medical-surgical and psychiatric clients. The students obtain foundation knowledge and skills necessary to provide psychiatric nursing care to clients experiencing mental health problems. In addition, the students further develop the knowledge and skills necessary to provide nursing care to the medical-surgical client. After the students have satisfactorily demonstrated clinical skills in the laboratory, they will apply the knowledge in the clinical setting, both in the hospital and in the community. Prerequisites: A "C" grade or higher in NU 105, NU 124, NU 107, and NU 203, or approval of the Nursing Department Chair. Concurrent Enrollment: None. English Placement Level: EN 202. Math Placement Level: MA 161. (Offered Fall).

NU 209 Nursing Issues and Trends (2)

This course explores legal and ethical issues, decision-making processes, trends in nursing practice, careers in nursing, and preparation for the job market. It also explores the leadership role of the nurse in the health care team. Prerequisites: A grade of 'C' or higher in NU 105, NU 124, NU 107, NU 203, and NU 207, or approval of the Nursing Department Chair. Concurrent Enrollment: NU 212. English Placement Level: EN 202. Math Placement Level: MA 161. (Offered Spring)

NU 212 Medical-Surgical Nursing III (6)

This course is the final nursing course for the Associate of Science in Nursing (ASN) degree. While the course theory content focuses on advanced nursing skills and concepts required in caring for the medical-surgical client, the clinical component requires the demonstration of cumulative nursing skills from all the nursing courses. The course utilizes the nursing process, with emphasis on management and teaching of the complex medical-surgical client. In addition, leadership skills are developed to assist the student in transition from a student role to that of a graduate nurse. This course covers laboratory practice of advanced nursing/critical care skills. After satisfactory demonstration of those skills, the student will be able to apply them in the clinical setting. Prerequisites: A "C" grade or higher in NU 105, NU 124, NU 107, NU 203, and NU 207, or approval of the Nursing Department Chair. Concurrent Enrollment: NU 209. English Placement Level: EN 202. Math Placement Level: MA 161. (Offered Spring)

PHILOSOPHY

PI 201 Introduction to Philosophy (3)

This course provides an introduction to world philosophy, studying the works of great thinkers. Readings and discussions show how globally and historically people are looking for answers to the same philosophical questions: Who am I? Where did the world come from? Is there a God? How do I know what truth is? What is the right thing to do? English Placement Level: EN 101. Math Placement Level: None. (Offered Fall and Spring)

PHYSICAL EDUCATION

PE 102 Beginning Golf (1)

This course introduces students to the basic skills, rules, and strategies of golf, including the fundamentals of putting, chipping, and driving, and course etiquette, through drills and competition. The students are tested on rules and the various techniques taught. English Placement Level: EN 073/074.

PE 107 Beginning Tennis (1)

This course introduces students to the rules and strategies of tennis, including fundamentals of forehand and backhand strokes, serves, volley, basic strategy, footwork, and court etiquette, through drills and competition. The students are tested on rules and the various skills taught. The students participate in singles and doubles tournaments. English Placement Level: EN 073/074.

PE 111 Tae Kwon Do (1)

This course is designed to introduce the student to the philosophy of the martial arts and the basic techniques of Tae Kwon Do. Proper physical and mental conditioning will be taught in

conjunction with learning the self-defense techniques of Tae Kwon Do. English Placement Level: EN 073/074.

PE 115 Tai Chi (1)

Tai Chi is an Ancient Chinese martial art that consists of working through a series of structured positions. Its practice consists of slow, deliberate, sequential choreographed movements called forms. By practicing these forms, students develop agility, balance, and flexibility. Mental focus and concentration are needed to work through a form in precise order. Anecdotal evidence regarding martial arts pilot programs in schools suggests that students develop better attitudes toward school and learning as reflected by improved grades and decreased absenteeism. Moreover, students take the positive skills learned in Tai Chi and apply them in a constructive manner when dealing with peers. Students will come away with a greater feeling of self-worth and confidence because of their participation in an activity emphasizing commitment to disciplined growth and a healthy lifestyle. English Placement Level: EN 073/074. (Offered Fall and Spring)

PE 125 Beginning Basketball (1)

This course introduces students to the rules and strategies of basketball, including fundamental skills learned through drills and competition. Testing covers the rules and the various skills taught. Students participate in a free-throw contest and in 3-on-3 half court and 5-on-5 full-court tournaments. Prerequisites: None. English Placement Level: EN 073/074 or instructor approval. (Offered Fall)

PE 126 Beginning Volleyball (1)

This course introduces students to the fundamental strategies and skills of volleyball, including setting, passing, spiking, blocking, and serving. The students take part in team and tournament play. The class will participate in 6-on-6 and 4-on-4 tournaments. English Placement Level: EN 073/074. (Offered Fall)

PE 128 Baseball/Softball Skills (1)

This course introduces students to baseball and softball basic skills, rules and regulations, fundamentals and strategies, batting and fielding and stretching for softball and baseball. The students will also participate and practice in all related drills, lead-up games, and field/diamond type situations. English Placement Level: EN 073/074.

PE 129 Indoor Soccer (1)

Moved to inactive effective Fall 2006

This course is designed to teach basic soccer skills. The course content includes instruction in passing, dribbling, trapping, kicking, defending, heading, and offensive teamwork. English Placement Level: EN 073/074.

PE 133 Beginning SCUBA Diving (3)

This course introduces students to the theory, methods, and applications of the major field of SCUBA recreational diving. This course incorporates instructional materials from the National Association of Underwater Instructors (NAUI) USA, and covers the knowledge and skills a SCUBA diver needs to participate in skin and SCUBA diving. On successful completion of this course, students are considered competent to engage in open water activities approximating those in which they were trained. English Placement Level: EN 073/074. (Offered Fall and Spring)

PE 134 Advanced SCUBA Diving (3)

This course expands on the theory, methods, and applications of SCUBA diving introduced in PE 133. Prerequisite: PE 133 or instructor's permission. English Placement Level: EN 073/074. (Offered Fall and Spring)

PE 140 Physical Fitness (1)

The course content emphasizes physical fitness development, especially cardiovascular fitness, flexibility, body mass composition, and muscular strength and endurance. Information on proper nutritional habits is also presented. Students are introduced to basic principles of beginning weight training, stretching, and aerobic fitness activities. Individual needs and fitness programming are evaluated by a physical fitness test at the beginning and the end of the course. English Placement Level: EN 073/074. (Offered Fall and Spring)

PE 142 Aerobic Dance (2)

This course allows students to develop the fundamental techniques of dance and exercise to music to increase cardiovascular efficiency, flexibility, and coordination. English Placement Level: EN 073/074.

PE 143 High-Intensity Aerobic Dance (2)

This course allows students to develop the fundamental techniques of dance and exercise to music so as to increase cardiovascular efficiency, flexibility, and coordination. English Placement Level: EN 073/074.

PE 146 Beginning Weight Training (1)

The course content is designed to emphasize physical fitness with special emphasis on muscular strength and endurance. Students are introduced to the basic principles of beginning weight training. Evaluation of individual needs and fitness programming is included. English Placement Level: EN 073/074.

PE 149 Walk-Jog-Run (1)

This course introduces students to the concepts and benefits of walking, jogging, and/or running. Pre- and post-testing is administered to determine improvement in the areas of cardiovascular fitness, distance covered, work-out duration and intensity, flexibility, and body mass composition. English Placement Level: EN 073/074. (Offered Fall and Spring)

PE 160 Outrigger Canoeing (1)

This course instructs students in the sport and culture of outrigger canoeing. This course includes extensive participation and physical training as well as development of nautical skills, swim/drown proofing, canoe safety, racing techniques, and a historic overview of the development of the outrigger canoe in the Pacific region. This course enhances students' physical development and provides motivation through the application and understanding of this indigenous sport. English Placement Level: EN 073/074. (Offered Fall and Spring)

PE 203 Intermediate Golf (1)

This course introduces students to intermediate skills, and rules and strategies of golf, including the fundamentals of pitching, sand shots, and trouble shots. This course also teaches course etiquette through drills and competition. The students are tested on rules and the various techniques taught. Prerequisite: PE 102 or instructor's permission. English Placement Level: EN 073/074.

PE 207 Intermediate Tennis (1)

This course introduces students to the strategies and strokes of intermediate-level tennis, including the fundamentals of net play, the lob, overhead smash, spin serves, footwork, and court coverage, through drills and competition. The students participate in singles and doubles tournaments. English Placement Level: EN 073/074.

PE 225 Intermediate Basketball (1)

This course gives intermediate basketball students the opportunity to improve their basketball skills. Rules, strategies, and skill practice in passing, dribbling, shooting, defending, and teamwork are included. The students are introduced to basic offensive and defensive systems of play. The students participate in 3-on-3 and 5-on-5 tournaments. English Placement Level: EN 073/074. (Offered Spring)

PE 226 Intermediate Volleyball (1)

This course is designed to give intermediate volleyball students the opportunity to improve their volleyball skills. Rules, strategies, and skill practicing in passing, setting, hitting, serving, and blocking are included. The students are introduced to basic offensive and defensive systems of play. The students participate in 6-on-6 and 4-on-4 tournaments. English Placement Level: EN 073/074. (Offered Spring)

PE 228 Basketball Level 1 Coaching (2)

This course is designed to provide an understanding of basic principles and concepts related to the sport of basketball. The course will introduce proper basic individual skills, team skills and strategies in regards to basketball and coaching. The main objective of this course is to improve the knowledge of coaches within the sport and therefore bring coaches to a higher standard in the CNMI as basketball becomes a very popular sport both abroad and the CNMI. People of all ages are playing the game either as a recreational activity or at a competitive level. (Offered Fall and Spring) English Placement Level: EN 093/094; Math Placement Level: None.

PE 280 Applied Kinesiology (3)

The purpose of this course is to introduce students to the discipline of kinesiology and help them understand its relationship to physical activity, as well as to introduce them to physical activity professions. Kinesiology integrates knowledge from three different yet related sources: your experiences performing and observing physical activity, the formal study of physical activity, and professional practice centered in physical activity. This course will provide an analysis of basic principles and concepts related to the acquisition of motor skills, basic research and principles in relation to motor learning and performance, with specific relevance to teaching, coaching, exercise physiology, athletic training, and movement studies. English Placement Level: EN 101 or higher or permission from the instructor. Math Placement Level: None. (Offered Fall and Spring)

PHYSICAL SCIENCES

CH 124 General Chemistry (4)

This is a rigorous introductory course covering the principles of chemistry and the application of these principles to technological society. Included are the principles of inorganic chemistry, with emphasis on nomenclature, stoichiometry, mathematical calculations and solution chemistry. A weekly laboratory is required. CH 124 is a required course in the Nursing degree program. Prerequisites: None. English Placement Level: EN 101. Math Placement Level: MA 132. (Offered Fall and Spring)

CH 141 Survey of Organic and Biochemistry (4)

This course is an introduction to organic and biological chemistry, nomenclature, common functional groups, their chemical properties and reactions, with an emphasis on understanding the basic molecules that make up cells and the biochemical reactions that allow cells to function. A weekly laboratory is required. Prerequisite: CH 124. English Placement Level: EN 101. Math Placement Level: MA 132.

NS 101 Introduction to Physical Science (4)

This is a survey course covering the fundamental concepts and methods of physical science such as the scientific method, measurement, motion, force, energy, heat, waves, electricity and magnetism, chemistry, geology and astronomy. Laboratory and field trips are required. A TI-83/89, or equivalent, graphics calculator is recommended. Prerequisite: None. English Placement Level: EN 101. Math Placement Level: MA 132. (Offered Fall and Spring)

NS 140 Earth and Environmental Science (3)

This course is designed to be an introductory tour of the Earth, its physical environment, and its place in the Universe. This course will cover the foundations of geology, geophysics, oceanography, planetary science, and meteorology. This course will investigate the origins, physical properties, and dynamics of the Earth as an integrated system. The students will participate in class discussions and conduct hands-on investigations in the laboratory. This course replaces NS 100 Earth Science. Prerequisite: MA 132 with a "C" or higher, or concurrent enrollment, or placement at MA 161 on the NMC Math Placement Test. English Placement Level: EN 101. Math Placement Level: MA 132. (Offered Fall and Spring)

POLITICAL SCIENCE**PS 110 Principles of Democratic Institutions (3)**

This is an introductory course designed to familiarize students with the principles and processes of democratic government as developed and practiced in the United States. Emphasis is on the concepts and procedures relating to the development of public policy. Attention is given to current issues at the national, state, and local government levels in the U.S. as well as to issues of specific concern to the CNMI. Prerequisite: CO 210 or concurrent enrollment. English Placement Level: EN 101. Math Placement Level: MA 091. (Offered Fall and Spring)

PSYCHOLOGY**PY 101 General Psychology (3)**

This introductory course provides an overview of the field of psychology and of its fundamental concepts, theories, methods, history, and scope of study. This course covers introductory behavioral research methods; basic brain anatomy, brain chemistry, and the interrelationships of the human brain, the human body, and behavior; learning principles; memory; personality and theories of personality; abnormal behavior, personality disorders, and addictions; and standard treatments for common psychological and neurological disorders. English Placement Level: EN 101. Math Placement Level: None. (Offered Fall and Spring)

PY 201 Human Growth and Development (3)

This course is an introduction to normal human development over the life span. Concepts, issues, and theories of human growth and development are explored within the context of a multi-disciplinary systems approach. The focus is on the interrelation of physical, cognitive, and

socio-emotional changes in the individual over the life span. Prerequisite: PY 101 with a “C” or higher. English Placement Level: EN 093/094. Math Placement Level: None. (Offered Spring)

PY 202 Spirit, Mind, and Body (3)

This course is a 200 level overview of spirituality, human growth and development and physiology across the life span. Concepts, issues, and theories of spiritual growth, physical development and mental alertness are explored within the context of multi-disciplinary systems approach. The focus is on the interrelation of physical, cognitive, personal development, spiritual congruence, self-concept and physical changes in the individual over the life span. (English Placement Level: EN 093/094) Offered: every semester.

REHABILITATION AND HUMAN SERVICES

RH 200 Disability and Society (3)

This course provides the foundation for students to understand the history, movements, trends, and contemporary issues relating to disability and the societal inequities experienced by persons with disabilities. This course covers the reforms that resulted from enactment of legislation and public policy to recognize and protect the civil rights of individuals with disabilities for full integration and inclusion in all aspects of community and society. Prerequisite(s): None. English Placement Level: EN 101. Math Placement Level: None.

RH 215 Introduction to Human Services (3)

This course introduces students to human services as a profession and the generalist human services professional. This course illustrates a variety of consumers and the interaction between helper and consumer, and emphasizes the history of helping, the human services movement, models of service delivery, and ethical considerations. Prerequisite(s): RH 200 with a “C” grade or higher or concurrent enrollment. English Placement Level: EN 101. Math Placement Level: None.

RH 225 Introduction to Rehabilitation (3)

This course is an introduction to issues surrounding serving persons with disabilities. Additionally, it explores the history, social policies, philosophy, laws, diversity, and careers in the rehabilitation field. Prerequisite(s): RH 200 with a “C” grade or higher or concurrent enrollment. English Placement Level: EN 101. Math Placement Level: None.

RH 310 Theories and Techniques of Counseling (3)

This course meshes theory and practice of communication and counseling skills with a focus on the foundations of the helping relationship. Ethical, legal, and social counselor responsibilities will be addressed. Skills in counseling assessment, research, and evaluation are developed. Prerequisites: All core and general education requirements, RH 200 and RH 215 with a “C” grade or higher; Advanced Candidacy Status. English Placement Level: EN 202. Math Placement Level: MA 132. (Offered Fall and Spring).

RH 320 Community Resources (3)

This course familiarizes students with common social services agencies and the typical services provided by them. The course will also provide an overview of assistive technology: the impact of legislation, recent trends in the field, and low/high tech devices. Prerequisites: All core and general education requirements, RH 200 and RH 215, with a “C” grade or higher,

Teacher Candidacy or permission of the Director of the School of Education. English Placement Level: EN 202. Math Placement Level: MA 132. (Offered Fall and Spring).

RH 330 Human Services Fieldwork Experience I (4)

This course provides an opportunity for students to mesh theory and practice via actual supervised work experience in a rehabilitation and/or human services agency. Experiences are discussed and integrated with academic work in weekly seminars. Students complete 60 hours of service at the cooperating agency and an in-class weekly seminar. Prerequisites: All core and general education requirements, RH 310 and RH 320 with a "C" grade or higher in each or concurrent enrollment in both, Teacher Candidacy or permission of the Director of the School of Education. English placement level: EN 202 Math Placement Level: MA 132. (Offered Fall and Spring).

RH 400 Case Management (3)

This course provides students with the knowledge and skills needed to perform each step of the case management process, from intake through termination. This course emphasizes case management techniques, ethical decision-making, consultation strategies, and the expansion of counseling skills. Prerequisites: All core and general education requirements, RH 310, RH 320, and RH 330 with a "C" grade or higher. Additionally, program students must be at Advanced Candidacy Status before taking this course. English Placement Level: EN 202 Math Placement Level: MA 132 (Offered Fall and Spring)

RH 410 Cultural Diversity in Rehabilitation and Human Services (3)

This course is designed to assist students in developing an understanding of race/ethnicity, gender, disability, age, and sexual orientation as they relate to human services. This course emphasizes the recognition of cultural myths and stereotypes. Case studies and illustrations for helping persons from culturally diverse backgrounds are presented. Prerequisites: RH 310, RH 320, and RH 330 with a "C" or higher. Additionally, students must be at Advanced Candidacy status before taking this course. English Placement Level: EN 202. Math Placement Level: MA 161.

RH 420 Human Services Program Management (3)

This course examines the essential elements and principals involved in the development, organization, supervision, promotion, assessment, and evaluation of various types of community programs. Emphasis is placed on student acquisition of knowledge and skills needed to successfully work as a team member in various human service settings. Prerequisites: RH 310, RH 320, and RH 330 with a "C" grade or higher. Additionally, program students must be at Advanced Candidacy Status before taking this course. English Placement Level: EN 202. Math Placement Level: MA 161. (Offered Fall).

RH 430 Medical and Psychosocial Aspects of Disability (3)

This course provides students with a working knowledge of the medical and psychosocial aspects of disability and chronic illness, and provides them with the knowledge and understanding that are necessary to function and serve effectively in a human services setting. Prerequisites: All core and general education requirements, RH 310, RH 320, and RH 330 with a "C" grade or higher, Teacher Candidacy or permission of the Director of the School of Education. English Placement Level: EN 202 Math Placement Level: MA 132 (Offered Fall and Spring)

RH 440 Human Services Fieldwork Experience II (4)

This course provides an opportunity for students to apply concepts and theories learned in courses by engaging in actual supervised work experience in a rehabilitation and/or human service agency. Experiences are discussed and integrated with academic work in weekly seminars. Students complete 60 hours of service at the cooperating agency and attend a weekly in-class seminar. Prerequisite(S): RH 310, RH 320, RH 330, RH 400 with a "C" grade or higher in each of these courses. English Placement Level: EN 202 Math Placement Level: MA 132 (Offered Fall and Spring)

SOCIOLOGY

SO 101 Introduction to Sociology (3)

This is an introductory course covering the basic concepts, methods, and theories of sociology. This course explores, in local and global contexts, elements of social life, including history, culture, socialization, various social structural contexts, social stratification variables such as status, prestige, race and ethnicity, gender, education, etc., economic and political institutions, explanations for criminal deviance and other deviant behavior, social control, and social change. English Placement Level: EN 093/094. Math Placement Level: None. (Offered Fall and Spring)

SO 210 Sociology of Love, Marriage, and Family Relationships (3)

This course introduces the sociological study of love relationships, marriages, and family relationships through various analytical sociological methods such as the primary areas of social reality, structural functionalism, and social conflict theory. Primary topics examined include the definition and meaning of love; dating and courtship behavior; behavior in marriage unions; positive and negative interpersonal communication; human sexual behavior in relationships; parenting; stake issues in love relationships and families; economic needs and divisions of labor in love relationships, marriages, and families; divorce; and remarriage. In addition, this course will examine various types of sociological experiences that affect love relationships, marriages, and families such as historical experiences, types of social structures, power implementation in relationships, deviant behavior, social status and prestige issues, health care issues, and access to technology. Prerequisite: SO 101. English Placement Level: EN 093/094. Math Placement Level: None. (Offered Fall and Spring)

SO 218 Social Problems (3)

This course utilizes the seven primary areas that define social reality as the central theoretical tool of analysis for understanding the origins and development of both micro and macro social problems in the CNMI and in US mainland society. Students will also learn how governments and human services professionals analyze and attempt to alleviate social problems through particular legislative remedies based upon specific philosophies, ideologies, and beliefs, and methods of treatment. Prerequisite: SO 101. English Placement Level: EN 093/094. Math Placement Level: None. (Offered Spring)

SO 222 Sociology of Motion Picture Film (3)

This course sociologically examines various motion picture films for the purpose of identifying comprehensive themes throughout human history and for utilizing sociology as a critical tool for analyzing motion picture films for understanding human historical and behavioral experiences. Also, the sociological analysis applied toward motion picture films serves to underscore the value of motion picture film as serving a valuable artistic value in reference to its commentary on social life. Offered Spring

SO 224 Sociology of Music (3)

This course sociologically examines various music lyrics and music videos for the purpose of identifying comprehensive themes throughout human history and for utilizing sociology as a critical tool for analyzing music lyrics and music videos for understanding human historical and behavioral experiences. Also, the sociological analysis applied toward music lyrics and music videos serves to underscore the value of music lyrics and music videos as serving a valuable artistic value in reference to its commentary on social life. (Offered Fall)

SO 228 Sociology of Visual Arts (3)

This course sociologically examines various visual art genres (ceramics, drawing, painting, sculpture, graphic designs, etc.) for the purpose of identifying comprehensive themes throughout human history and for utilizing sociology as a critical tool for analyzing these visual art forms for understanding human historical and behavioral experiences. Also, the sociological analysis applied toward visual art forms serves to underscore the value of visual art as serving a valuable artistic tool in reference to its commentary on social life. Prerequisite: None. English Placement Level: EN 093/094. Math Placement Level: None. (Offered Spring)

SO 230 Social Psychology (3)

The course *Social Psychology* examines the corollary relationship between sociology and psychology. It examines certain sociological and psychological historical theories and models for understanding human behavior in various social and physical environments; specifically family environments, work-related environments, institutional environments, and geophysical physical environments, work-related environments, institutional environments, and geophysical physical environments. In addition, this course will examine how certain sociological realities influence individual psychological experiences and/or fixation throughout the lifecycle. This course will also examine how sociological realities influence individual behaviors that are cultural identified as problematic or deviant in Western societies such as: type of mental illnesses; pornography addiction; child abuse; certain criminal behaviors; racism, xenophobia, road rage and substance abuse addiction. Prerequisite: None. English Placement Level: EN 093/094. Math Placement Level: None. (Offered Spring)

SO 235 Sociology of Politics (3)

This course will examine the corollary relationship between sociology and political behavior. It will also critically examine how the seven primary areas that define social reality are correlated with influencing political behavior in reference to social policies, laws and programs associated with fostering social change and social maintenance. This course will closely examine other key components associated with the political process such as: social structural relations; status criteria; institutions; stake issues; methods of power; deviance and social change. Offered Spring. Prerequisite: None. English Placement Level: EN 093/094. Math Placement Level: None.

SO 297 Current Issues in the CNMI (3)

This is a core course required for all NMC degrees. This is a capstone course for all associate degrees, and thus it is to be taken in the last semester or the next to the last semester. For Elementary Education majors, it is to be taken in the second semester of a student's sophomore year or in the first semester of a student's junior year. So 297 is a seminar-format course designed to assist students to become active, competent, and effective citizens of the CNMI. The course familiarizes students with current and future political, economic, social, cultural, and environmental issues and problems in the CNMI, which are then discussed and analyzed, and possible solutions are explored. Prerequisite: CO 210 with a grade of "C" or better, or concurrent enrollment. EN 101 with a grade of "C" or better. English Placement Level: EN 202. Math Placement Level: MA 091. (Offered Fall and Spring)

SOCIAL WORK

SW 103 Ethics, Values and Social Work Practice (3)

Building from the introduction to social work courses (SW 200) this course expands the student's awareness of the professional nature and meaning of generalist social work practice. It examines the National Association of Social Work Code of Ethics in relationship to practice, and provides an introduction to interpersonal communication with an emphasis on development on one-to-one interviewing and documentation. (Offered Fall)

SW 200 Introduction to Social Work (3)

This course introduces students to the definition of social work and its history. It also introduces students to those theories that are applied for understanding human behavior and social problems and offers students a view to understand the issues and opportunities available in the social work field. Lastly, this course reviews the types of organizations and institutions that employ social workers and reviews the future of the social welfare state in America and the global community. The course also offers the opportunity for students to complete 20 hours of volunteer service in the community. Prerequisite(s): None. English Placement Level: EN 093/094. Math Placement Level: None. (Offered Fall and Spring)

SW 212 Introduction to Social Welfare (3)

This course introduces students to the definition of social welfare and poverty. It also highlights social problems in modern industrial and post-industrialized societies. The course will introduce students to also learn about the history, philosophies, issues and opportunities related to social welfare and comprehend the goals it applies in organizations, institutions, starts and/or nations. The course will also focus on how social welfare laws, policies and programs are developed. Prerequisite(s): SW 200. English Placement Level: EN 093/094. Math Placement Level: None. (Offered Fall and Spring)

SW 250 Human Behavior and the Social Environment I

This course explores the reciprocal relationship between human behavior and social environment and deals with the impact of the social environment on the development of the individual throughout the entire life course, from birth to death, including physical, emotional and intellectual changes, with emphasis on Micronesia cultural influences and values. This course content includes but is not limited to the following: 1) Empirical and evidence based practice, indigenous knowledge, and practice wisdom, 2) Individual development and human behavior across the life span, 3) Biological, psychological, and sociological systems related to human behavior, 4) System theories, 5) The ecological perspective, 6) Person in environment, 7) Multiple systems and levels of care, 8) Organizational design theories, 9) Social worker roles, 10) Change theories, 11) Systems impact model, 12) Indigenous systems and perspectives regarding human development and behavior, 13) Human diversity and cultural competence, and 14) Social Work Ethics. English placement level is EN 101. Math placement level is MA 132. (Offered Fall)

SW 251 Human Behavior and the Social Environment II (3)

This course explores the reciprocal relationships between human behavior and social environments. Students will learn to deal with the impact of the social environment on the development of the individual throughout the entire life course - from birth to death - including physical, emotional and intellectual changes, with an emphasis on Micronesian cultural influences and values. The particular emphasis of this course is on adulthood and old age.

Prerequisite(s): SW 200, SW 250. English Placement Level: EN 093/094. Math Placement Level: None. (Offered Fall and Spring)

SPEECH

CO 210 Fundamentals of Speech Communication (3)
 Required for all degrees, this is designed to help students develop oral communication skills necessary in personal and professional life. Emphasis will be place on the principles and skills of effective communication in personal interviews, small-group discussions, and public speeches, as well as on the use of standard US pronunciation. English Placement Level: EN 101. Math Placement Level: None. This course is offered in both fall and spring semesters.

TOURISM AND HOSPITALITY

NOTE: Tourism and Hospitality courses may be offered depending on the availability of instructors and student need. Students considering a degree program in Hospitality Management should work closely with their advisor in planning a suitable course of study.

TS 101 Introduction to the Travel and Tourism Industry (3)
 This course introduces students to the nature, scope, and significance of the travel and tourism industry. This course provides students with an overview of the historical development of travel and tourism; the various components of the industry; the social, cultural, economic, and other forces that impact the industry; the economic importance of tourism to local and international economies; current issues in tourism; the future of tourism; and local, national, regional, and global tourism organizations and associations. Emphasis is placed on the value and importance of the local CNMI tourism industry and its various related components. English Placement Level: EN 083/084. Math Placement Level: None. (Offered Fall and Spring)

TS 103 Introduction to the Hospitality Industry (3)
 This course takes a management perspective in introducing students to the organization, structure, and general operation of hotels, restaurants, clubs, cruise ships, and casino hotels. Topics include franchising, management contracts, business ethics, and areas of management responsibility such as human resources, marketing and sales, and advertising. Students are also exposed to various career opportunities in the hospitality industry, and the knowledge and technical skills needed to effectively manage hospitality operations. English Placement: EN 093/094. Math Placement Level: None. (Offered Spring)

TS 182 Courtesy and Guest Relations (3)
 This course addresses the importance of service in the hospitality and tourism industries, and places strong emphasis on the guest experience. It familiarizes students with the hospitality skills and techniques necessary to provide exceptional guest experiences. Course prerequisite is TS 103 Introduction the Hospitality Industry. English Placement Level: EN 093/094. Math Placement Level: None. (Offered Spring).

TS 185 Introduction to Food and Beverage Management (3)
 This is an introductory course to the Food Service sector of the tourism industry. This course familiarizes students with basic principles of planning and managing food and beverage operations. Prerequisite: TS 103. English Placement Level: EN 093/094. Math Placement Level: None. (Offered Spring)

TS 220 Foundation of Lodging Management (3)

Foundations of Lodging Management will introduce students to the Operation of hotels and there lodging facilities in the 21st century. This course will improve technical requirements needed to understand the operation of hospitality facilities in the Commonwealth of the Northern Mariana Islands (CNMI). Course prerequisite is TS 103 Introduction to The Hospitality Industry. English Placement Level: EN 093/094. Math Placement Level: None. (Offered: Spring)

TS 288 Internship Training I (3)

This internship course is specifically designed for hospitality management students as the first half of a two-semester capstone course sequence completing their degree program. This course provides students with intensive on-the-job training experiences that are related to the student's career and educational goals. This work experience enhances the student's self-awareness and current employment skills, and it integrates classroom-learned knowledge and skills with a focused hands-on internship program. Students develop and master the necessary workplace skills and techniques for succeeding in multicultural business environments. English Placement Level: EN 101. Math Placement Level: MA 132. (Offered Fall)

TS 298 Internship Training in Tourism and Hospitality (3)

Moved to inactive

This internship course is the second half of a two-semester training program involving supervised on-site work experience. This course is the final step in the hospitality management degree program. This course provides students with an intensive on-the-job training experience that is related to the student's career and educational goals. This course enhances the student's career self-awareness and current employment skills. This course integrates classroom-learned knowledge and skills with a focused hands-on internship program. Students receive hands-on experience in a specialized department. Students further develop and master the necessary hospitality skills and techniques for delivering quality service in multicultural environments. Prerequisite: TS 288 or CE 250. English Placement Level: EN 202. Math Placement Level: MA 132. (Offered Spring)

INFORMATION AND RESOURCES

PACIFIC POSTSECONDARY EDUCATION COUNCIL

Northern Marianas College is a member of the Pacific Postsecondary Education Council, a collaborative educational body which fosters cooperative agreements among colleges and universities in the Pacific. Other members of the Council are American Samoa Community College, the College of Micronesia-FSM, the College of the Marshall Islands, Guam Community College, Palau Community College, the University of Guam, the University of Hawaii Community College System, and the University of Hawaii at Hilo.

NMC ALUMNI ASSOCIATION

The Northern Marianas College Alumni Association is an integral part of the College. Its mission is threefold: 1) to organize members' collective efforts in assisting their alma mater in the fulfillment of its academic mission as a world-class institution for tertiary education, 2) to help strengthen the College's vital role in the development of the CNMI, and 3) to contribute to the growth of the CNMI by organizing and coordinating educational, humanitarian, socio-economic, cultural and other community-oriented

activities.

Those who have obtained degrees, titles, or certificates from an academic unit of the Northern Marianas College, or who have completed at least 24 academic units are invited to become members of the Alumni Association.

Log on to www.nmcnet.edu for more information about upcoming events, activities, membership requirements and benefits, and alumni news.

DISTANCE EDUCATION and ONLINE COURSES

Distance education through NMC Online- MOODLE offers students a convenient way to take classes. A wide variety of online courses are available. If you are a degree or certificate-seeking student you can take up to 50% of your program's credits online. Our online courses are fully accredited and offer the same high quality of instruction and rigor as traditional classes. Registration, course content, and course credit hours are the same as for equivalent courses held face-to-face on campus. Prerequisites and placement levels for online courses are also equivalent to face-to-face courses. Anyone eligible to take courses at NMC may enroll in distance education online courses.

NMC Online courses are every bit as demanding as traditional courses. In order to succeed in a distance education course, you must be self-motivated and be able to work well independently with minimum supervision. You must be able to manage your time effectively and stay on track with your coursework. You will also need strong reading and study skills.

Although challenging, online courses are designed for optimum schedule flexibility, allowing you to balance your studies with work, family, and other life responsibilities. By providing online courses in flexible formats that allow you to study anytime and anywhere, NMC Online lowers barriers to education.

Online courses require a consistently reliable internet connection. All coursework is accomplished online. To succeed in an online course, you must meet these requirements:

- Access to a computer with minimum technical requirements.
- A consistent and reliable internet connection.
- A NMC student email address.
- Basic computer skills.
- The ability to download and install applications or plug-ins.
- The sufficient time to devote to your coursework.

Contact your instructor for specific course orientation information. Students should check their NMC student email accounts for registration information and online course announcements.

INFORMATION TECHNOLOGY

The Office of Information Technology consists of Media Services, and Information Services. The Information Technology unit is committed to providing students, instructors, and staff with the support,

training, and tools necessary for using the latest technologies in support of learning at Northern Marianas College.

Mission

The mission of the Office of Information Technology (IT) is to provide support and leadership in the effective use of information technologies to advance the educational mission of Northern Marianas College. IT serves students, faculty, and staff by providing support, instruction, and access to information and technology in order to enhance student learning, promote professional development, and support assessment and improvement at NMC.

General Objectives

- The Office of Information Technology will provide students with support in the use of information technology to help them achieve their academic, personal and career goals.
- The Office of Information Technology will provide faculty with information technology assistance and service in support of instruction.
- The Office of Information Technology will provide staff with information technology assistance and service in support of their work activities.

INFORMATION SERVICES

Information Services serves as the backbone for all technology services at the College. The goal of the Information Services section is to provide the College with reliable computer systems, networking, and Internet services to enable the campus community to function and communicate effectively twenty-four hours a day. This section is responsible for maintaining the administrative and student networks, the student labs, and all computer-related equipment on each of the three NMC campuses. Information Technology also supports mission-critical core software such as those used in Admissions and Records, Financial Aid, the Budget Office, the Finance Office, and Human Resources.

The Web Site Management section is responsible for the management of all College Internet-based informational and instructional resources. The section maintains the NMC public web site (www.nmcnet.edu), develops digital media for use on the web, and works with faculty and other College personnel in the development of web-based instructional and informational materials. NMC is committed to expanding the use of Internet tools and resources for learning, and the Web Site Management section is playing a key role in this expansion.

MEDIA SERVICES

Media Services provides many types of services to the College community, including video production for classroom instruction, video recording of important events, and video recording of oral histories. Occasionally the video team produces commercials and other recordings for the public sector. Media Services also interacts closely with Distance Education by producing educational videos for the distance education channel. Video production is now accomplished with the latest digital video equipment and professional-level Macintosh hardware and video-editing software. Media Services also includes a modern, well-equipped photographic darkroom for black and white still photography. This section is responsible for creating images for College publications, and production work is also carried out for the public sector when requested. In addition, the darkroom facilities are used in support of the photography courses offered by the College. Media Services also provides and maintains audiovisual equipment for the College's instructional facilities.

COMMUNITY PROGRAMS

COMMUNITY DEVELOPMENT INSTITUTE (CDI)

The Community Development Institute (CDI) is a unique department that houses three programs that provide classes and services directly to various communities, residents, non-residents, and organizations in the CNMI. CDI is the venue for all community courses, non-traditional courses, customized training, specialized academic courses, outreach and extended program services, workforce and community based learning.

Through CDI, the following services can be tailored to meet consumer needs:

- Course Customization and/or Development;
- Creative Scheduling: courses are created with your time and date in mind;
- On-Site Instruction: We Bring NMC to You;
- Courses can be arranged and conducted on Saipan, Tinian, and Rota;
- Continuing Education Units (CEUs): Professional Course Sanctioning;
- Access NMC Courses, Services and Facilities;
- Accelerated NMC Academic and Non-Academic Courses and Certification;
- Short-term courses tailored for personal, professional, and career needs;
- Bachelor, Masters, or Doctoral Degree Program Facilitation;
- Senior Reserve Officer Training Corps (SROTC) – U.S. Army;
- Course or Service Proposals and Memoranda of Agreement/Understanding

The services listed above are conducted through CDI's three main programs: Community Service and Personal Enrichment (CSPE) Program, Extended Degrees and University Partnerships (EDUP) Program, and the Workforce Development and Certificate Training (WDCT) Program.

COMMUNITY SERVICE AND PERSONAL ENRICHMENT (CSPE) PROGRAM

The CSPE program provides an opportunity to individuals to gradually adjust to classroom setting after being away from school for a period of time. Students do not have to be officially admitted to NMC in order to enroll in these classes. The program is opened to anyone interested in life-long learning and personal enrichment. Certificates of participation or attendance are earned upon successful completion of classes.

Some personal enrichment classes include Computer Skills Development, Office Management, Writing, Math, Cultural Enrichment, and Recreational ones such as Ukulele, Lei-making, Arts, and Dancing, etc. Other classes include leadership and supervision, health and wellness, diet and nutrition, pre-vocational preparation, youth leadership development, and many other valuable, life-skills building and enhancing classes. *Developmental Language Courses* are the most marketable courses provided through CDI. Language course levels range from conversational to advanced College level English. Languages taught include Carolinian, Chamorro, Japanese, Chinese (Mandarin), Korean, Tagalog, English and Russian, etc. Individuals learn the basics of communicating in these languages through conversational, writing, reading, and listening exercises.

EXTENDED DEGREES AND UNIVERSITY PARTNERSHIPS (EDUP) PROGRAM

The EDUP program supports the college mission by providing opportunities for academic and career education and training in collaboration with secondary and postsecondary educational institutions,

professional organizations, and specific federal programs. Primary activities include the *facilitation of baccalaureate and graduate degree programs and services such as collaborative relationships and internships.*

Through the EDUP, relationships with U.S. accredited institutions of higher learning are continually being explored to provide baccalaureate degree programs through NMC. Current educational partnerships include:

Framingham State University (FSU) offers a Master of Education in International Teaching, which is a two-year graduate program that has graduated nine cohorts of students (totaling over 170 graduates);

University of Guam (UOG) offers UOG SROTC Military Science Courses in the CNMI thru CDI, thus allowing full-time students enrolled at NMC to seek an officer career in the U.S. Army during their first two years of SROTC in the CNMI; and

University of Hawaii (UH) services the CNMI through two subcontracted grants: The Pacific Basin University Center for Excellence in Developmental Disabilities (PBUCEDD) in the CNMI through NMC. The NMC's UCEDD is one of sixty-three UCE (University Centers for Excellence) programs throughout the U.S. The UH UCE Pacific Outreach Initiative at NMC and the American Samoa Community College UCEDD Program comprise the PBUCEDD.

The *Area Health Education Center (AHEC)* is also an extended service provided by a grant through the UH. This service focuses on developing awareness and promotes health fields and careers as well as provides health related courses available at NMC to the community.

Collaborations with other regional and national institutions of higher education in business management, accounting, nursing, criminal justice, public administration, education, health, and other disciplines are also being explored. Any postsecondary institutions that wish to conduct certificate trainings or offer on-line or resident degree programs beyond the associate level within the CNMI are encouraged to register with NMC through CDI.

WORKFORCE DEVELOPMENT AND CERTIFICATE TRAINING (WDCT) PROGRAMS

The WDCT program functions and services include the facilitation of *accelerated academic courses, law enforcement academies, customized training, and the Area Health Education Center (AHEC).* The WDCT program is industry based and strives to improve industries available in the CNMI, more specifically in the fields of Education, Health, Public Safety, Tourism and Hospitality, Business, and General Workforce needs. In full understanding of the continually changing educational environment and the need for non-traditional educational experiences, CDI works closely with NMC's Division of Academic Programs and Services to cater to the needs of the CNMI diversified workforce. This program provides completion of certificate (academic and non-academic) and degree programs through an accelerated program arrangement. The program is designed around the schedule and needs of interested individuals, while maintaining the academic rigor and requirements needed for successful completion of such courses or certification.

Customized Training is provided to meet the particular training and education needs of individuals, and public and private sector workforces. CDI stands to tailor or customize all requested training to accommodate clients. Training programs may be arranged through proposals or Memoranda of Agreement at any time of the year. Training schedules are flexible and can be provided during the day or evening hours, on weekdays or weekends, on campus or at the jobsite; the needs of the client determine the training schedule. *Preparatory courses leading to certification such as* PRAXIS, NCLEX, SAT, ASVAB, English and Math Placement, and Computer Skill Assessments, etc. can also be arranged and offered under CDI.

Education to Go

In partnership with ed2go, NMC makes it convenient to take high quality, noncredit online courses no matter where students are located. Hundreds of courses are available on many topics including accounting and finance, business, computer applications, health care and medical, language and arts, law and legal, personal development, teaching and education, technology and writing. Ed2go is a division of Cengage Learning, Inc.

Programs are designed by a team of professionals from each respective field, providing effective web-based learning programs. Instructors/mentors are actively involved in the online learning experience, responding to any questions or concerns, as well as encouraging and motivating students to succeed. Well-crafted lessons, expert online instruction, and interaction with fellow classmates help students gain valuable knowledge at their convenience. They also have the flexibility to study at their own pace combined with enough structure and support to complete a course. Courses may be accessed 24/7 from any location with an internet connection.

Online career training programs are available to start anytime. The duration these programs range from three to six months. An extension period is available if necessary. Many programs include an industry certification. Although web-based, expert instructors provide office hours and quick responses to any student questions. Students may get more information and access the ed2go courses through the NMC web site at www.marianas.edu.

Project PROA

“Helping students navigate their path to a college degree.” PROA is the Promotion and Retention of Opportunities for advancement (PROA). Funded by a grant from the US Department of Education, it provides tutoring, advising, mentoring, outreach activities, academic activities and cultural activities. Project PROA aims to improve and expand the capacity of indigenous Chamorro and Carolinian students. It also aims to increase the number and proportion of those who attend and graduate on time at NMC.

UNIVERSITY CENTERS FOR EXCELLENCE IN DEVELOPMENTAL DISABILITIES EDUCATION, RESEARCH, AND SERVICE (UCEDD)

Since 1963, UCEDD has been working to accomplish a shared vision that foresees a nation in which all Americans, including Americans with disabilities, participate fully in their communities. Independence, productivity, and community inclusion are key components of this vision. The national network of UCEDDs is authorized under Public Law 106-402 (The Developmental Disabilities Assistance and Bill of Rights Act of 2000 or "DD Act") and their core funding is administered by the Administration on Intellectual and Developmental Disabilities (AIDD).

NMC UCEDD is one of 67 University Centers for Excellence (UCE) programs throughout the U.S. The NMC and the American Samoa Community College UCEDD programs make up the Pacific Basin University Center for Excellence in Developmental Disabilities (PBUCEDD). The program is made possible through the University of Hawaii UCE Pacific Outreach Initiative.

Many issues, such as early intervention, health care, community-based services, inclusive and meaningful education, transition from school to work, employment, housing, assistive technology, and transportation have been directly benefited by the services, research, and training provided by UCEDDs. The NMC UCEDD Program is committed to the development of culturally complimentary outcomes while promoting equal opportunity, independence, productivity, self-advocacy and self-determination. NMC UCEDD supports an improved quality of life for people with developmental disabilities in their homes, their villages, the Commonwealth, and the world around us.

WANT TO SHARE YOUR KNOWLEDGE?

CDI is constantly searching for outstanding local and national community members that are highly trained and/or experienced individuals to share their knowledge, skills, and expertise with the community in a non-traditional classroom setting. Contact us today and continue your lifelong learning experience.

To enroll in a course or request the development of a customized training program for you, your department, agency, or company, please visit Community Development Institute (CDI) at NMC's Saipan campus, Building P (next to the Human Resources Office), or call (670) 234-5498, extensions 1005, 1030, 1010, 1019, or 1014.

ADULT BASIC EDUCATION (ABE)

The mission of the Adult Education Program is to ensure that educationally disadvantaged adults of the community have the opportunities to acquire basic skills necessary to function more effectively and productively in order to gain upward mobility by providing opportunities that will enable them to pursue further education in support of the Northern Marianas College mission.

The Northern Marianas College Adult Basic Education Program receives an annual grant from the U.S. Department of Education. The statutory authority for this program is the Workforce Investment Act of 1998, Title II, Adult Education and Family Literacy.

Goals (Program Learning Outcomes)

- To improve competency levels in language arts and mathematics to empower adult learners to participate more fully in community life.
- To prepare adults, who are parents, to become effective teachers of their children.
- Prepare adult learners who did not complete their high school education to pass the GED examination or the Adult School Mastery Tests.
- For non-native speakers of English to improve their literacy and overall competency in English usage.
- To prepare adults for successful job placement or career performance.

Components of ABE

1. Adult Basic Education (ABE) for individual adults seeking literacy according to basic levels.
2. English as a Second Language (ESL) Program for those with limited English proficiency according to six (6) levels.
3. Adult Secondary Education (ASE) for individuals seeking to earn a high school diploma either through: The General Educational Development Diploma (GED), or the Adult School (AS) program

ELIGIBILITY FOR ABE PROGRAM ENROLLMENT

The Workforce Investment Act (WIA), Title II, the Adult Education and Family Literacy Act, defines Adult Education as services or instruction below the postsecondary level for individuals:

- AT least 16 years of age
- NOT enrolled or REQUIRED to be enrolled in high school under State law
- AND who:
 - lack sufficient basic educational skills to enable them to function effectively in society
 - who do not have a high school diploma, GED, or other equivalent, and have not attained an equivalent level of education
 - OR are unable to speak, read, or write the English

Eligibility of 16 to 18 Year Olds

According to state policy, 16 to 18 year olds may only enroll in the ABE program if they have:

- withdrawn officially from the public or private school system **AND**
- to provide an official letter from their school principal or counselor verifying the exact date on which they withdrew from school. This verification must be maintained in the ABE permanent program file.

For more information, visit the ABE State Office in Building T or call 234- 5498, extension 1722.

COOPERATIVE RESEARCH, EXTENSION AND EDUCATION SERVICE (CREES)

The Northern Marianas College Cooperative Research, Extension and Education Service (NMC-CREES) provides free assistance and appropriate technical information in the fields of animal, plant, family, and consumer sciences that is locally sustainable, environmentally safe, and economically feasible, in order to enhance the well-being and improve the quality of life of the people living in the CNMI. The two major components in CREES are the Agriculture Research and Extension Services (ARE) and Consumer and Family Sciences (CFS). These programs are supported by federal funds received from the U.S. Department of Agriculture (USDA). To obtain federal funding, CREES is required to submit a five-year State Plan that must be approved by USDA. CREES also applies for competitive grants to support primarily research projects.

Agriculture Research and Extension Services

The *Livestock Improvement Program* provides technical assistance and training to improve the competitiveness of the CNMI cattle, goat, swine and poultry produced by reducing the cost of production, increasing productivity and profits while protecting our natural resources and the environment.

The *Plant Protection Program* provides technical assistance and training in insect, weed, and other pest identification and control. In addition, the program helps farmers and gardeners identify the types of diseases their plants may have.

The *Crop Production Improvement Program* helps improve the quality, quantity, and timing of the production of fresh fruits and vegetables in the CNMI. The program provides information on farm trials and backyard gardening.

The *Soil and Water Management Program* conducts research and provides technical assistance focused on protecting or enhancing our environment and at the same time, maximizing the profitability and sustainability of agriculture in the CNMI.

The *Aquaculture and Fishery Development Programs* is established to fulfill the mandate of CNMI Public Law 15-43 that designated NMC CREES as the lead agency responsible for aquaculture and fisheries development in the CNMI. This program conducts research and extension activities on aquaponics, marine and freshwater finfish and crustacean production, and provides free consultations and workshops.

Consumer and Family Education Services

The *Community Resource Development Program* works with the community's diverse ethnic and cultural groups to help improve access to and utilization of services for various communities. This program offers workshops and training in family financial management, sewing classes for families with limited resources, promotes recycling of materials into new forms of arts and crafts, and conducts activities for youth development.

The *Expanded Food and Nutrition Education Program* (EFNEP) helps the CNMI's youth and limited-resource families develop the knowledge, skills, attitudes, and behavior needed to improve their diet. In addition, families learn to make informed choices about low-cost, nutritious foods, better manage family finances, and become more self-sufficient.

The *Diet, Physical Activity, and Health Program* uses scientific evidence and best practices recommendations/models to bring about changes that are conducive to improved health at the population level. Policy and environmental approaches and interventions in relation to diet, physical activity, and health promotion are the main focus of the program. The program seeks to bring about population-wide interventions that will result in an increase of positive behaviors relating to diet and physical activity, thereby reducing the burden of lifestyle diseases.

The *Food Safety Program and Quality Program* provides formal/informal training and technical information on safe food handling to help reduce or prevent food borne illnesses. The program conducts basic and applied research on alternative food processing technologies, and offers demonstrations and workshops on value-added products using local post-harvest or seasonal agricultural commodities that may increase profits for the local farmers and producers.

The **4-H Youth Development Program** aims to develop the local youth by lining them with caring adults in order to foster relationships that encourage the youth population to envision potential and acquire positive attitudes towards themselves and others. The program teaches youth that by incorporating the use of their health, hands, head, and heart, they can grow up to become self-directing, responsible, and contributing members of the CNMI. The underlying themes in all CNMI 4-H programs are personal, physical and mental health.

For more information, visit the CREES website at <http://www.crees.org> or call 234-5498, extension 1728.

ARTICULATION AGREEMENTS

NMC also maintains and has articulation agreements with the following institutions:

- Ashford University
- Chaminade University of Honolulu
- DeSales University
- Framingham State College & International Education
- Hawaii Pacific University
- Palau Community College
- Pohnpei Accord
- Rio Salado College (Maricopa Community College)
- University of Alaska - Fairbanks
- University of Guam
- University of Guam-SROTC
- University of Hawaii at Hilo

WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION (WICHE)

In an effort to help residents of the CNMI have access to affordable college tuition. WICHE provides CNMI residents with the opportunity to go abroad to complete their studies and be able to avail of a discounted tuition rate. We recently became a member of the Western Interstate Commission for Higher Education, also known as WICHE. WICHE also helps to promote innovation, cooperation, and resource sharing among member states. WICHE has a total of 16 members, 15 of which are U.S. states and the CNMI being the only U.S. territory and also the newest member in 25 years. CNMI membership became effective on April 1, 2013. The fifteen member states are as listed: Alaska, Arizona, California, Colorado, Hawai'i, Idaho, Montana, Nevada, New Mexico, north Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming.

Every member state has three WICHE Commissioners. For the CNMI, they are Dr. Sharon Hart, former Lt. Governor Jude Hofschneider, and Mr. Joshua Sasamoto.

The CNMI is currently participating in 2 of the many programs under WICHE. These are the Western Undergraduate Exchange program (WUE) and the Western Regional Graduate Program (WRGP).

The WUE program is for students who are interested in obtaining a two or four year degree. If a student chooses to enroll in a WUE participating institution in one of the 15 member states, they are eligible to avail of a cheaper, discounted tuition rate, at no more than 150% of the regular resident tuition rate. Currently, there are over 150 participating institutions throughout the Western United States.

On the other hand, the WRGP is a program for those people who are interested in obtaining a Master's degree, a PhD, or a graduate certificate in various areas. There are over 500 degree programs available under the WRGP, some of which can be completed through full online classes. The WRGP allows students from the CNMI to avail of the regular resident tuition rate.

The student must be a resident of the Commonwealth of the Northern Mariana Islands to avail of this program, however, eligibility requirements may vary depending on the institution. Some institutions may require a student to show proof that he/she is a CNMI resident. If a student needs to have his/her residency certified, please contact the CNMI WICHE Certifying Officer, Christine Inos, at the Counseling Programs and Services office by calling 237-6878, or email her at Christine.inos@marianas.edu. You can also visit the website at <http://www.wiche.edu/wue>.

FACULTY & STAFF DIRECTORY

Last Name	First	M	Degree	Name of School
Aguon	Maria	H.	M.Ed.	Framingham State College
Aldan	Johnny	S.	BSN	San Jose State University
Algaier	Poonsri	W.	MA	Ohio University
Almada	Jovian	R.	AA	Northern Marianas College
Arriola	Clarice	DLG.	AA	Northern Marianas College
Atalig	Jesusa	C.	BA	Southern New Hampshire University
Attao	David Peter	J.	M.Ed.	Framingham State College
Baker	Timothy	P.	MSW	Fordham University
Barnes	Solita	K.	BA	San Pablo College
Belyeu-Camacho	Tayna	C.	BS	Northern Marianas College
Biado	Celina		AA	Northern Marianas College
Bier	Claus		AA	Northern Marianas College
Blas	Shirley Ann	G.	HS	Marianas High School
Borja	Lakshmi	H.	HS	Memorial Senior High School
Borja-Robinson	Guadalupe		MA	University of Nebraska
Bull	Leann	Z.	MA/MS	San Jose State University/St.Cloud University
Bunts-Anderson	Kimberly		Ph.D., M.Ed.	Macquarie University - Ph.D. / University of Sydney - M.Ed.
Burrell	Ajani		MFA	Northern Michigan University
Cabrera	Elsie	P.	M.Ed	Framingham State College
Cabrera	Jonathan	P.	MA	Boston College
Camacho	Anita	C.	HS	John F. Kennedy High School
Camacho	Helen	B.	HS	Marianas High School
Camacho	Peter	A.	GED	Mt. Carmel High School
Camacho-Renguul	Daisie Mae	C.	AA	Northern Marianas College
Castro	Manny Gregory	T.	MBA	Eastern Oregon University
Castro	Rose	T.	BS	Northern Marianas College
Cepeda	Charlotte	R.	M.Ed.	Framingham State College
Cepeda	Rosaline	C.	M.Ed.	Framingham State College
Chariton	Keonebenz	P.	AA	Northern Marianas College
Che	Jacqueline		MA	University of San Diego
Choi	Jung Young		Ph.D., MBA	University of Texas at Arlington - Ph.D. / University of Houston - MBA
Cing	Priscilla	P.	HS	Ballard High School
Coleman	Patricia	L.	BS	Northern Marianas College
Crawford	Samuel		MLIS	University of Tennessee
Croft	Roger	L.	MIT	Utah State University
Cruz	Christina	DLG.	AAS	Northern Marianas College

De Torres	Alfredo	B.	Ph.D., M Sc, MA	Michigan State University - Ph.D. / University of the Philippines - M Sc / Loughborough University of Technology, UK- MA
Dela Cruz	Josephine	S.	HS	Marianas High School
Dela Cruz	Ramon	C.	GED	Northern Marianas College
Deleon Guerrero	Anthony	B.	AAS	Northern Marianas College
Deleon Guerrero	Cassandra		AA	Northern Marianas College
Deleon Guerrero	James	P.	AA	University of Guam
Deleon Guerrero	Jesse Ray		AA	Northern Marianas College
Deleon Guerrero	Joaquin	A.	HS	Mt. Carmel High School
Deleon Guerrero	Monalyn	P.	AA	Northern Marianas College
Deleon Guerrero (Camacho)	Neda	B.	BS	Portland State University
Deleon Guerrero	Velma	C.	M.Ed.	Framingham State College
Deleon Guerrero	Vernaliza	Y.	BS	Northern Marianas College
Demapan	Kaelani Marie	B.	BA	Chaminade University-Hawaii
Diaz (Angel)	Amanda	B.	M.Ed	Framingham State College
Duponcheel	Lawerence	J.	BA	Linfield College
Ealy	Ivyanne		BBA	Mercer University
Eliptico	Frank	M.	MBA	University of Hawaii at Manoa
Faimau	Petrus	Y.	HS	Northern Marianas College
Fejeran	Phillip	A.	HS	Mt. Carmel High School
Fejeran-Hanson	Jennifer		HS	Marianas High School
Fernandez	Carmen		DBA, MBA	Nova Southeastern University - DBA / University of Guam-MBA
Flores	Joan	M.	AA	Northern Marianas College
Flores	Mark	A.	HS	Marianas High School
Foels	Eugene		MA	State University of New York: University at Buffalo
Garces	Odin	C.	BS	Northern Marianas College
Green	Chavel	T.	MBA	Nova Southeastern University
Guerrero	Tracy	M.	MBA	California State University, Hayward
Guerrero	John	D.	BS	California State University, Hayward
HacsKaylo	Lisa		MA	University of Hawaii at Manoa
Hammond	Brady		M.Ed. / MA	M.Ed. - Boston University / MA - York University
Hofschneider	Geraldine		AAS	Northern Marianas College
Hunter	Barbara	C.	M.Ed	San Diego State University
Iguel	Juan Aschingtip	T.	AAS	Northern Marianas College
Inos	Christine		BA	Seattle University
Johnson	Eric	W.	MA	University of Northern Colorado
Joseph	Bill	I.	HS	Marianas High School
Kock	Timothy	K.	Ph.D.	Oklahoma State University

Lazaro	Rose	S.	AA	Northern Marianas College
Liban	Lorna		MA	Technological University of the Philippines
Lisua	Emiling		HS	Marianas High School
Liwag	Jonathan	V.	MA	Azusa Pacific University
Lizama	Barnaby		BS	University of Hawaii -West Oahu
Lizama	James	T.	MIT	Kaplan University
Lovejoy	Cherrie		Ph.D, MA	Walden University - Ph.D. / Marshall University - MA
Lunde	Lisa	A.	M.Ed.	University of Wisconsin
Mafnas	Velma	M.	M.Ed.	Framingham State College
Manglona-Propst	Daisy	P.	BA	Seattle University
Manibusan	Jose	A.	HS	Marianas High School
Masga	Floyd	R.	MA	Framingham State University
Mastunaga	Isabel	P.	AA	Northern Marianas College
Maui	Lorraine	C.	M.Ed	Framingham State College
Mc Entee	Emelita	O.	BA	Colegio de San Juan de Letran- Calamba
Merar	Roland	T.	M.Ed	San Diego State University
Merfalen	Barbara	K.	M.Ed.	Framingham State College
Merfalen	Vincent	C.	M.Ed.	Framingham State College
Morales	Leonard	A.	AA	Northern marianas College
Murray	Emma	B.	Ph.D.	University of St. Andrews
Nelson	Randall	M.	BS	Lamar University
Ngewakl	Timberley	T.	BS	Northern Marianas College
Ngirmekur	Beverly	S.	HS	Marianas High School
Norita	Belinda	C.	HS	Marianas High School
Nurmi	Michael	K.	MA	Indiana University of Pennsylvania
Ogo	Michael		BS	University of Guam
Ogumoro- Uludong	Lescheweisei	L.	BS	Saint Mary's College of California
Omechelang	Polly		AA	Northern Marianas College Florida
Oneto	Ermelinda		MS	Atlantic University
Ortiz	Jerome	C.	BS	AMA University
Pak	Seung Ho		MS	Utah State University
Palacios	Katherine	T.	AA	Northern Marianas College
Palacios	Franklin	S.	BA	Northern Marianas College
Palacios	Samson	S.	HS	Marianas High School
Pangelinan	Jerry		AA	Northern Marianas College State
Pangelinan	Jesse Joe	T.	MSW	University of New York: University at Albany
Pangelinan	Leo	C.	M.Ed.	University of Washington
Papadopoulos	Constantine		Ph.D., M.Ed.	University of Southern Mississippi
Prater	Margarita	T.	HS	Mt. Carmel High School
Quitugua	John	G.	HS	Grace Christian Academy

Rafael	Lisa		BA	University of Guam
Roberto	Ashley Monique	B.	AA	Northern Marianas College
Route	Arnold	A.	BS	University of Guam
Royal	Bonnie	T.	BS	Northern Marianas College
Sablan	Elphidia	P.	HS	Northern Marianas College
Sablan	Gregorio	P.	HS	Marianas High School
Sablan	Isabel	P.	HS	Mt. Carmel High School
Sablan	Queanna	C.	BS	University of Guam
Sharts	Thomas		M.Ed.	State University of New York: University at Buffalo
Skang-Ngewakl	Ruthie	E.	BA	University of Guam
Smith	Magiel	A.	AA	Northern Marianas College
Solomon	Beylul		Ph.D.	Yeshiva University
Suzuki	Robert	C.	AA	Northern Marianas College
Taimanao	Zerlyn		MA	Chaminade University-Hawaii
Takai-Nakamura	Sollyann		BS	University of Hawaii at Manoa
Torres	Joan	A.	M.Ed	Framingham State College
Travilla	Raynard		HS	Saipan Southern High School
Tudela	Margarita	D.	BS	Chaminade University-Hawaii
Tudela	Rosa	M.	MSN	University of Phoenix
Villagomez	Catherine		AAS	Northern Marianas College
Villagomez	Colleen Genae	R.	AA	Northern Marianas College
Waldo	Richard		MBA	University of California, Los Angeles
Walsh	Adam		MFA	Eastern Washington University
Wania-Tenorio	Novelyn		MBA	University of Phoenix
Wicksman	Barry	M.	MA	St. John's University
Wilson	Jennifer		MFA	University of Mississippi
Winkfield	Kathleen		M.Ed	Rutgers, The State University of New Jersey
Wonenberg	Barry	A.	M.Ed.	Framingham State College
Worswick	Theresa	T.	MA	Framingham State College
Yoshida	Anemary	R.	HS	Palau High School

