

**ANNUAL REPORT 2006**  
**PUBLIC LAW 5-32/10-66**



**NORTHERN MARIANAS COLLEGE**

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## MESSAGE FROM THE PRESIDENT

Hafa adai and Greetings from Northern Marianas College,

The annual report for NMC programs funded under Public Law 5-32 and amended by Public Law 10-66 is enclosed. Those public laws seek to reduce the number of foreign workers by providing training opportunities to the local workforce. This report summarizes the college's efforts in doing so.

The programs implemented by NMC over the last several years include:

The School of Education's baccalaureate degree

The School of Business' associate degrees and certificates

The Nursing Department's associate degree

The Community Development Institute's Technical Trades/Vocational Education associate degrees and certificates

As is seen in this report, the college is transforming into an "evidence based" institution. This is seen in its inclusion of Student Learning Outcomes (SLO) in this and the most recent Accreditation Report. This emphasis encourages the institution to be more accountable to both the WASC accreditation agency as well as the CNMI government.

Of note in this report, the "Programs Goals and Accomplishments" and "Program Challenges and Concerns" are particularly important for review. These sections highlight each programs major accomplishments in meeting Public Laws 5-32 and 10-66. Of particular importance, it should be noted that:

- The School of Education provides extensive Student/Instructor support which is being funded by the increased in fees instituted in Fall, 2006.
- The School of Education has been working with the Public School System in providing further educational opportunities in meeting the Special Education needs at PSS.
- The Nursing Department has reduced its student population due to inability to hire Nursing instructors due to budgetary constraints.
- The School of Business has increased its emphasis on Hospitality Management as seen through increased enrollment.

It must also be noted that the intent of Public Law 10-66 was for funding the Small Business Development Center (SBDC). Funding for that unique program has not been provided and the college has since combined the SBDC with the School of Business in order to better utilize its resources.

Furthermore, the US Congress passed, and the US President signed into law, the "Career and Technical Education Improvement Act of 2006". The act noticeably redefines 'vocational and technical education' as 'career and technical education'. As such, the college will be putting more emphasis, through the Community Development Institute, on providing increased educational opportunities coordinated through the private sector. The college's Technical Trades/Vocational Education program has seen steadily declining enrollment to the point that now only students who are subsidized to enroll take classes in that program. The college, in line with governmental leadership, will be emphasizing working with the private sector in developing more apprenticeship based educational opportunities which encourages private sector hiring of NMC graduates. Also, by placing the Technical Trades/Vocational Education program under CDI, it will be more responsive to economic trends in the CNMI.

Due to the limited funding support available to NMC, the college is endeavoring to better meet the needs of the Commonwealth and its citizenry by being more responsive to changes in the economy.

Thank you very much. If you wish to review any information found in this report, please do not hesitate to contact me and I will be happy to work with you.

Danny Wyatt  
Acting NMC President

## **INTRODUCTION**

On August 1, 1997, Acting Governor Jesus C. Borja signed H.B. 10-330 into law, thus creating Public Law 10-66 (see Appendix B). This new law amended Public Law 5-32, which was originally created in 1987 as "The Alien Labor Act", also referred to as "The Non-Resident Workers Act" (see Appendix A). The intent of P.L. 5-32 was to reduce the CNMI's reliance on non-resident workers by funding appropriate education and training programs at Northern Marianas College (NMC).

Due to the dynamic changes taking place in the overall economic development of the CNMI, the 10th Commonwealth Legislature created P.L. 10-66 because the members found that circumstances required a new direction in providing education and training for residents to gradually replace guest workers in technical and professional fields. Purposefully, both P.L. 5-32 and P.L. 10-66 recognize NMC as the institution to provide the educational and training programs necessary to meet the human resource development needs of the Commonwealth.

P.L. 10-66 additionally specified funding for the Business Development Center (BDC) and Work Experience Training Program (WETP) and continued to provide funding for the intent of P.L. 5-32, namely to provide education and training in technical and professional fields. Since Academic Year 1997-1998, education and training funds authorized under P.L. 10-66 have been used for the Business Department, the Nursing Department, the School of Education, and the Technical Trades/Vocational Education Program. This report describes each of these programs and provides information about each program's accomplishments, challenges, and concerns for AY 2005-2006. The primary purpose of these programmatic areas is to provide education and training for local residents so that the CNMI can gradually reduce its dependence on foreign labor in these technical and professional fields. As such, the programs comply with the funding objectives of P.L. 10-66 and the overall philosophy, mission, and goals of NMC.

## **PURPOSE OF THE ANNUAL REPORT**

As mandated by law, NMC submits annual reports to the CNMI Legislature to advise policymakers of the programmatic activities and status of programs funded by P.L. 5-32/10-66. The college administrators of the programs funded under P.L. 10-66 present this Annual Report for AY 2005-2006 to address the following purposes:

1. To inform policy-makers on the progress, accomplishments, challenges, and future expansion plans of all NMC educational programs funded by P.L. 5-32/10-66;
2. To provide a detailed management and fiscal report on the funds received by NMC under P.L. 5-32/10-66;
3. To document the current status and departmental performance of programs funded under P.L. 5-32/10-66;

4. To demonstrate program accountability and to monitor program effectiveness of each educational area funded by P.L. 5-32/10-66; and
5. To communicate the actual programmatic results and provide useful feedback to other stakeholders in the community.

## **NMC VISION, VALUES, MISSION, AND GOALS**

### **STATEMENT OF VISION**

Northern Marianas College will be recognized for its excellence in education and student success. The College will be the primary choice of the people of the Commonwealth seeking higher education, preparing for the job market, and pursuing career advancement and personal growth opportunities.

The College, in partnership with the Commonwealth's secondary schools, business groups, and governmental agencies, will contribute to an educational system that enhances economic development and quality of life as the Pacific region moves into the new millennium.

The College will be recognized for its ability to provide to its community the highest quality of teaching, customer service, student development programs, research-based evaluation of programs and services, and access to innovative technology.

Continuous improvement concepts and principles will become identifiable aspects of the College's operational processes.

### **STATEMENT OF VALUES**

Northern Marianas College respects the diversity of its student body, faculty, and staff and recognizes the worth and potential of each student and employee. Accordingly, the College affirms the following values and beliefs:

**Commitment to Students and to Excellence in Education.** The College believes in providing, with accountability, the finest instruction, resources, and support services to enhance the growth and development of students in a multilingual and multicultural setting.

**Commitment to Faculty and Staff.** The College recognizes the importance and contribution of all employees who collectively create a positive teaching-learning environment.

**Commitment to Access and Diversity.** The College believes in providing access to programs and services to all students and that the student population should reflect the diversity of the community.

**Contribution to Community.** The College is committed to enhancing the economic vitality of the Commonwealth and the quality of life of its citizens.

**Commitment to Quality Campus Environment.** The College recognizes the importance of providing a working and learning environment that is characterized by integrity, clear communication, open exchange of ideas, involvement in decision-making, and respect for all individuals.

## **STATEMENT OF MISSION**

In 1985, the Second Constitutional Convention included the College in the CNMI Constitution. The Constitutional provision became the milestone of NMC's foundation and protects its autonomy as an institution of higher education. The NMC mission as stated in the CNMI Constitution:

The mission of Northern Marianas College shall be to provide the best quality and meaningful postsecondary and adult educational opportunities for the purpose of improving the quality of life for the individual and for the Commonwealth as a whole. The College shall be responsible for providing education in the areas of adult and continuing education, postsecondary and adult vocational education, and professional development for the people of the Commonwealth.

## **INSTITUTIONAL GOALS**

To ensure that NMC meets its constitutionally mandated mission, internal and external stakeholders developed the following institutional goals to guide its educational programs and services:

1. NMC's instructional programs and services will meet the needs of the community by providing quality opportunities for the growing number of individuals seeking higher education, by preparing students to succeed in a changing workforce and workplace, by raising the skill levels of all students, and by improving the quality of life for the individual and for the Commonwealth as a whole.
2. The quality of academic, administrative, and support staff will be assured by the provision of maximum opportunities for continuous professional growth and by the recognition of excellence in employee performance and contribution.
3. Funding sources will be diversified and properly managed in order to ensure financial stability.

4. Student support services and programs will assist students in the achievement of their educational and personal goals.
5. NMC will be recognized for its excellence in providing instruction, research, and public service.
6. Facilities will be designed, constructed, and maintained to create an environment that is conducive to learning and working and that will support and enhance the College's delivery of its programs and services.
7. A broad-based and integrated system of research and evaluation will be used to assess institutional effectiveness, including the achievement of identified institutional outcomes, and the results will be used to guide institutional planning and improvement.
8. NMC's communication methods and processes, internal and external, will be both efficient and effective.

## **SUMMARY OF RESULTS**

The administrative and academic leadership at NMC supports the vision of our legislators in recognizing the private sector's value and importance in the overall economic development of the CNMI. The intended purpose of P.L. 5-32/10-66 is to provide education and training programs for local residents so they are qualified to hold jobs in various employment sectors. All programs funded by P.L. 5-32/10-66 have been purposefully designed to meet the work place needs of the private and public sectors in the CNMI.

During AY 2005-06, educational programs under P.L. 5-32/10-66 offered a total of 175 college courses, served 2,209 students (duplicated enrollment), and awarded 90 certificates and degrees. The program offerings are deemed to have had a definite positive impact on improving the knowledge, skills, and attitudes of our resident population with respect to the aforementioned professional and technical fields.

## **FUNDING AND EXPENDITURES**

Public Law 5-32, as amended by P.L. 10-66, stipulates that all available funds from the Nonresident Worker Fee be made available to Northern Marianas College after the distributions specified in the law are made. However, the College has historically received only a fraction of these annually collected fees. In FY 2001, the Comprehensive Budget Act for the CNMI Government suspended all earmarking laws, including the provisions of P. L. 10-66, and limited funding to Northern Marianas College to \$1,191,680. Furthermore, the historic funding levels received by the College under P.L. 10-66 have never adequately met the financial resource needs of the vocational programs offered by the College, as shown in Table 1 and Graph 1. Due to this inadequate funding level, it has become necessary to make supplemental budget requests on an annual basis in order to approach even minimally essential funding levels. As no budget was adopted for FY2006 and the CNMI began financial year 2006 under the Continuing Resolution assumption. As such, the College expected to receive \$1,191,680 under this funding source for FY2006. The College is authorized 62 FTEs for its vocational programs under the continuing resolution funding levels, as has been the case since FY 2001; yet NMC receives funding for only 21 FTEs (34% of the authorized FTEs), assuming again that the funding level remained at \$1,191,680. However, during financial year 2006, the College was notified that its budget would be reduced by approximately 18.78% due to the general financial duress being faced the CNMI Government as a whole. Consequently, the funding available to the College under Public Law 5-32/10-66 was adjusted downward to approximately \$967,882. As a result of this downward adjustment, the College was forced to freeze hiring of various positions vacated at the institution on the operations side of its funding to ensure that it continued the educational services its constitutionally mandated mission and Public Law 5-32/10-66.

Of the approximately \$967,882 appropriated to NMC, as adjusted to reflect the 18.78% budget cut for FY06, one percent (\$9,679) was earmarked for the Office of the Public Auditor as mandated by Public Law 9-58. Additionally, two percent of the appropriation (\$19,358) was withheld for the purpose of retiring the government's accumulated deficit. The remaining funds



were used exclusively for personnel costs for the School of Education, the Nursing Program, and the various programs offered by the Business Department.

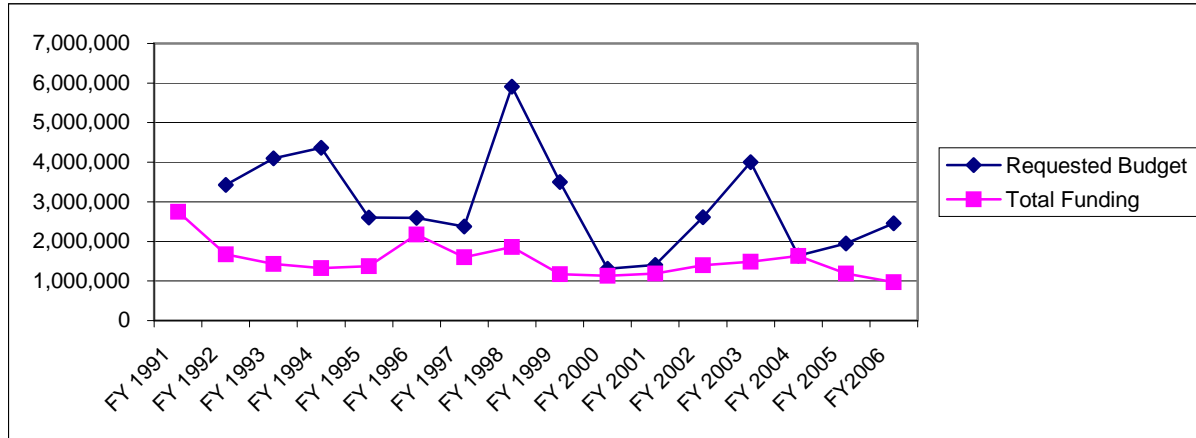
The following tables and graphs show the history of personnel funding for NMC's vocational programs as well as funding from the General Fund.

**TABLE 1: HISTORICAL FUNDING OF NMC VOCATIONAL PROGRAMS UNDER P.L. 5-32/10-66**

VOCATIONAL EDUCATION (P.L. 5-32/10-66)						
Fiscal Year	Public Laws Budget Appropriations	Requested Budget	Legislative Appropriation	Additional/ Special Appropriation	Total Funding	Appropriated vs Request
FY 1991	P.L. 7-13/21		1,541,326	1,207,783	2,749,109	
FY 1992	P.L. 8-2	3,425,831	1,432,335	237,043	1,669,378	(1,756,453)
FY 1993	CR Level	4,096,463	1,432,335		1,432,335	(2,664,128)
FY 1994	CR Level	4,367,300	1,325,595		1,325,595	(3,041,705)
FY 1995	P.L. 9-25	2,605,455	1,371,155		1,371,155	(1,234,300)
FY 1996	P.L. 9-66 (CR)	2,591,159	1,371,200	800,000 -a	2,171,200	(419,959)
FY 1997	P.L. 10-41	2,374,800	1,376,200	227,029 -b	1,603,229	(771,571)
FY 1998	CR Level	5,908,880	1,376,200	482,135 -c	1,858,335	(4,050,545)
FY 1999	P.L. 11-41	3,500,000	1,354,500	(181, 638) -d	1,172,862	(2,327,138)
FY 2000	CR Level	1,308,407 -e	1,133,923 -f		1,133,923	(174,484)
FY 2001	CR Level	1,403,500	1,191,680 -g		1,191,680	(211,820)
FY 2002	CR Level	2,611,000	1,191,680	209,958-h	1,401,638	(1,209,362)
FY 2003	P.L. 13-24	4,000,000	1,191,680	297,920-i	1,489,600	(2,510,400)
FY 2004	CR Level	1,643,675	1,191,680	438,000-j	1,629,680	(13,995)
FY 2005	CR Level	1,951,795	1,191,680 -k		1,191,680	(760,115)
FY 2006	CR Level (less 18.78%)	2,455,152	967,882 -l		967,882	(1,487,270)

- NOTE:
- a. \$800,000 was a supplementary appropriation authorized under P.L. 10-25.
  - b. \$227,029 was reprogrammed to NMC from the Governor's Office.
  - c. \$482,135 was reprogrammed to Voc Ed from NMC General Operations.
  - d. \$181,638 represents the 13.41% adjustment to the FY 99 Budget.
  - e. \$1,308,407 was the amount requested, while \$1,157,390 was the ceiling given by OMB.
  - f. \$1,133,923 was the amount allotted to NMC based on the allotment advice from OMB for FY 2000.
  - g. \$1,191,680 was the amount allotted to NMC based on the allotment advice from OMB for FY 2001.
  - h. \$209,958 was the amount reprogrammed to Voc Ed from NMC General Operations.
  - i. \$297,920 was the amount reprogrammed to Voc Ed from NMC General Operations.
  - j. \$438,000 was a supplemental appropriation authorized under P.L. 14-179.
  - k. \$1,191,680 does not include the \$310,000 special appropriation from the Tobacco Control Fund for the hire of nursing faculty.
  - l. \$967,882 reflects amount expected under Continuing Resolution adjusted downward to reflect the 18.78% budget cut implemented in FY2006.

**GRAPH 1: P.L. 5-32/10-66 REQUESTED BUDGET VS. TOTAL FUNDING FOR FY1991 TO FY 2006.**



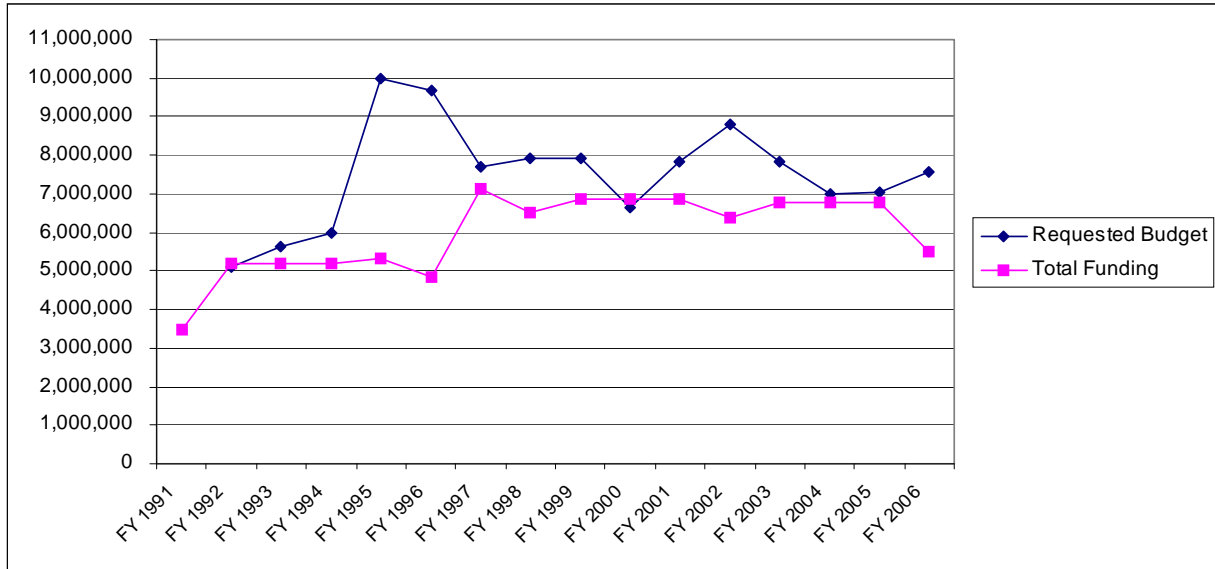
**TABLE 2: HISTORICAL FUNDING OF GENERAL FUND (OPERATIONS)**

GENERAL FUND (OPERATIONS)						
Fiscal Year	Public Laws Budget Appropriations	Requested Budget	Legislative Appropriation	Additional/ Special Appropriation	Total Funding	Appropriate d vs. Request
FY 1991	P.L. 7-13/21		3,458,862		3,458,862	
FY 1992	P.L. 8-2	5,108,150	5,182,200		5,182,200	74,050
FY 1993	CR Level	5,645,480	5,182,200		5,182,200	(463,280)
FY 1994	CR Level	5,993,552	5,182,200		5,182,200	(811,352)
FY 1995	P.L. 9-25	9,986,003	4,829,402	490,800 -a	5,320,202	(4,665,801)
FY 1996	P.L. 9-66 (CR)	9,661,920	4,829,402		4,829,402	(4,832,518)
FY 1997	P.L. 10-41	7,680,807	7,130,800 -b		7,130,800	(550,007)
FY 1998	CR Level	7,932,150	6,430,800 -c	102,260 -d	6,533,060	(1,399,090)
FY 1999	P.L. 11-41	7,907,100	7,907,100	(1,060,342) -e	6,846,758	(1,060,342)
FY 2000	CR Level	6,649,907 -f	6,846,758 -g		6,846,758	196,851
FY 2001	CR Level	7,827,000	6,846,758		6,846,758	(980,242)
FY 2002	CR Level	8,816,602	6,298,075		6,396,793	(2,518,527)
FY 2003	P.L. 13-24	7,846,924	6,775,388		6,775,388	(1,071,536)
FY 2004	CR Level	6,988,740	6,775,388		6,775,388	(213,352)
FY 2005	CR Level	7,039,318	6,775,388 -h		6,775,388	(263,930)
FY 2006	CR Level	7,579,542	5,502,970 -i		5,502,970	(2,076,572)

NOTE: a. \$490,800 was reprogrammed to NMC from the Governor's Office.  
b. \$7,130,800 includes the additional \$700,000 appropriation for the NMC Multipurpose Gym (CIP).

- c. \$6,430,800 does not include \$700,000 from P.L. 10-41 (FY 97).
- d. \$102,260 was reprogrammed to NMC from the Governor's Office.
- e. \$1,060,342 represents the 13.41% adjustment to the FY 99 Budget.
- f. \$6,649,907 is the ceiling given by OMB.
- g. \$6,846,758 is the current CR Level based on FY 99.
- h. \$6,775,388 does not include the \$208,000 special appropriation from the Tobacco Control Fund for Summer session adjunct faculty.
- i. \$5,502,970 reflects amount expected under Continuing Resolution adjusted downward to reflect the 18.78% budget cut implemented in FY2006.

**Graph 2: NMC Requested Budget vs. Total Funding for FY 1991 – FY 2005**



# **PROGRAM REPORTS**

## **BUSINESS DEPARTMENT**

### **PROGRAM DESCRIPTION**

The Business Department offers students the option of pursuing an Associate in Arts degree, an Associate in Applied Science degree, a Certificate of Completion, or a Certificate of Achievement in various career ladder tracks in business, tourism/hospitality, or computer applications areas. Degree and certificate programs are currently offered in accounting, business, management, hospitality management, computer applications, sales and marketing, and office technology administration. These degree and certificate programs are designed to provide marketable job skills that will enable students to pursue careers in banking, the tourism industry, communications companies, retail businesses, government agencies, and other business sectors. The Associate in Arts - Business degree program is designed for students planning to pursue a Bachelors degree in business at a four-year institution.

The department also provides students with various opportunities to work with public and private sector organizations, and learn from the experiences of community leaders through their guest speaker program. Numerous speakers representing government agencies, the hospitality industry, the Saipan Chamber of Commerce, and other organizations share their wealth of knowledge and experience with students as guest speakers in the classroom.

### **PROGRAM GOALS**

1. To provide quality education and training that will prepare the people of the CNMI for business leadership and management careers in the private sector.
2. To hire and maintain qualified instructors who will motivate and inspire students toward academic excellence.
3. To offer appropriate business, hospitality, and computer technology courses and use state-of-the-art technologies which will accommodate both public and private sector employers' needs.
4. To provide instructional services for continuing education and workforce training programs that will present developmental opportunities for the members of the CNMI workforce to improve their administrative, managerial, and technical skills.
5. To supplement the formal classroom education of students with work experience and training opportunities so they can competently assume positions in the business world.
6. To continually improve the department's course offerings to keep pace with changes in technology and business practices.

## **PROGRAM LEARNING OUTCOMES**

### **Associate in Arts: Business**

1. Demonstrate an understanding of current legal, ethical, social, financial, economic and other environmental factors as they apply to business;
2. Prepare and present written and oral business reports for a variety of audiences at a generally acceptable level of business English;
3. Demonstrate the ability to work effectively as a member of a team;
4. Demonstrate the ability to compile, analyze, and synthesize information to solve business problems;
5. Apply the principles of the strategic planning process to a business simulation or case study;
6. Demonstrate communication, leadership, and team building styles and skills;
7. Demonstrate the ability to think creatively and adapt to change;
8. Apply various computer applications, including word processing, spreadsheet, database, presentation and other specialized applications to generate, present, and analyze reports in the various functional areas of business;
9. List and explain the major functions influencing the success or failure of a small business;
10. Demonstrate the ability to develop a business plan;
11. Demonstrate the ability to apply standard accounting principles and practices, and prepare, interpret and analyze the financial statements of a small business;
12. Demonstrate an understanding of the key micro and macroeconomic variables that influence business decision-making;
13. Demonstrate knowledge in three of the following academic areas: history, philosophy, literature, psychology, or sociology.

### **Associate in Applied Science: Business Administration**

1. Demonstrate the ability to apply management theory, functions and skills to the development and operation of a small business;
2. Demonstrate the ability to apply technology to business activities;
3. Demonstrate an understanding of the current legal, ethical, social, financial, economic and other environmental factors as they apply to business;
4. Prepare and present written and oral business reports for a variety of audiences at a generally acceptable level of business English;
5. Demonstrate the ability to work effectively as a member of team;
6. Demonstrate the ability to compile, analyze, and synthesize information to solve business problems;
7. Apply the principles of the strategic planning process to a business simulation or case study;
8. Demonstrate communication, leadership and team building styles and skills;
9. Demonstrate the ability to conduct the necessary research for selecting an established business for purchase;
10. Demonstrate the ability to think creatively and adapt to change;
11. List and explain the major factors influencing the success or failure of a small business;
12. Demonstrate the ability to develop a business plan;

13. Demonstrate the ability to apply accounting practices and records to the operation of a small business;
14. Demonstrate the ability to apply marketing and customer service principles to a small business operation.

### **Associate in Applied Science: Hospitality Management**

1. Discuss the history and development of the travel industry and explain the factors affecting the growth, change, and globalization of the industry;
2. Explain the general structure and operations of the lodging industry;
3. Describe the various factors involved in the management and operations of a food and beverage service business;
4. Explain the socio-cultural and economic impacts of tourism on host destinations in terms of the major costs and benefits of tourism;
5. Explain the role of government in the planning and development of tourism;
6. Identify the major international, regional and local tourism organizations and associations;
7. Effectively use the terminology, concepts and principles of the tourist industry;
8. Demonstrate competence in oral and written communication necessary for public relations;
9. Demonstrate the ability to apply federal, state, and local legislation as it relates to managing a food and beverage operation;
10. Demonstrate an understanding of sanitation and safety issues in the food service industry;
11. Demonstrate an understanding of financial management practices commonly utilized in the hospitality industry;
12. Demonstrate an understanding of current design, layout and equipment concerns that directly apply to a specific food and beverage operation.

### **PROGRAM ACCOMPLISHMENTS**

1. The Department continued to provide quality education and training to prepare people of the CNMI for business leadership and management careers in the public and private sectors. A number of students were provided with internship opportunities with various private sector companies and CNMI government agencies. Many private sector employees took advantage of the Department's offerings to upgrade their job skills in specific areas during the academic year.
2. The number of business degrees awarded in the 2006 academic year exhibited an 89% increase over the previous year, from 19 Associate degrees in AY 2005 to 36 in AY 2006. Business certificates awarded displayed a slight increase over the previous year, from 10 in 2005 to 12 certificates awarded in 2006. Total student enrollment in business courses exhibited a significant increase over the previous year, up 22%, from 979 in AY 2005 to 1,197 in AY 2006.
3. Enrollment in tourism/hospitality courses exhibited a 219% increase in AY 2006 over the previous year, from 27 students in AY 2005 to 86 students in AY 2006. Tourism/hospitality course offerings have expanded to include seven courses offered on Saipan, five courses on

4. The Department faculty has been diligently reviewing and updating its Course Guides to reflect changes and trends in the business world and also to incorporate measurable student learning outcomes, or competencies, and assessment measures. Many of the required textbooks and instructional materials for business courses have been updated.
5. The Department hired a new computer applications instructor with degrees in computer and electrical engineering and ten years of postsecondary teaching experience, most recently at the University of Guam.
6. The newly-hired computer instructor completed an extensive evaluation of the computer applications degree and certificate programs and courses, and developed a comprehensive Curriculum Reform Proposal for Computer Technology Courses and Associate Degree Programs. The Proposal is currently being reviewed by the department faculty and is slated for implementation in Fall 2006.
7. The Department has been communicating with the University of Hawaii – Manoa (UHM) and has begun plans to offer a Bachelor of Arts degree in Business Administration in spring 2006. The process of articulating NMC courses with UHM courses is well underway. A new NMC Associate in Arts – Business degree plan (IDP) has been established whereby graduates in this program will be able to enter the UHM bachelor program as juniors.
8. The instructor serving as Acting Business Department Chair was officially appointed to serve as the Department Chair in Fall 2005.

## **PROGRAM CHALLENGES AND CONCERNS**

1. The Department finds it very difficult to recruit well-qualified faculty for many of its programs because of the low mandated ceiling on salaries of public employees. Many years ago, when legislation in this area was first enacted, it may have made some sense to limit public employees to salaries of no more than \$50,000 per annum. Currently, however, persons with extensive qualifications in fields such as accounting, business management, and computer science, to name but a few, expect to earn well in excess of \$50,000 per annum. The Department requires a minimum of a master's degree in any field under its purview, but finds it difficult to acquire personnel with such degrees because they would have to accept significant reductions in real income to accept positions within the Department. Given that NMC is mandated by law to pay no more than \$50,000 even to highly experienced holders of doctorate degrees, the College is noncompetitive in the area of salaries. This affects the quality of instruction and the attractiveness of the programs the Department offers to potential students, in addition to creating a heavy burden on the better-qualified instructors to offer the number of advanced courses that will satisfy student demand.
2. The changes in the Scholarship Program continue to have a negative effect on the student enrollment in the Department's course offerings, and this in turn will result in ripple effects



3. Currently, buildings V (Business Department classrooms and offices) and W (computer labs) are not connected to the college's backup generator system. In the event of a typhoon and the island's power supply to the NMC campus is not operational, all business department classes scheduled in buildings V and W have to be cancelled. This poses a significant hardship on the students and instructors, as class contact hours need to be made up.

**TOTAL NUMBER OF AWARDS IN BUSINESS  
2002—2006**

Type of Award	Academic Year				
	2002	2003	2004	2005	2006
Certificate of Completion: Accounting	0	1	0	1	3
Certificate of Completion: Business Management	0	0	7	2	3
Certificate of Completion: Computer Applications	0	0	0	3	2
Certificate of Completion: Sales and Marketing	0	0	0	0	2
Certificate of Achievement: Accounting	0	0	0	2	1
Certificate of Achievement: Business Management	0	0	1	1	1
Certificate of Achievement: Computer Applications	0	0	0	1	0
Certificate of Achievement: Hospitality Management	0	0	1	0	0
Certificate of Achievement: Sales and Marketing	0	0	1	0	0
A.A. International Business	0	0	1	0	0
A.A. Pre-Business	0	0	0	0	0
A.A.S. Business Administration – Accounting	11	9	13	5	7
A.A.S. Business Administration – Business Management	17	8	15	10	22
A.A.S. Business Administration – Computer Applications	8	6	8	4	4
A.A.S. Business Administration – Data Processing	1	1	0	0	0
A.A.S. Business Administration – Office Technology Admin.	0	2	0	0	0
A.A.S. Business Administration – Sales and Marketing	0	0	0	0	1
A.A.S. Hospitality Management	2	0	0	0	2
<b>Total</b>	<b>39</b>	<b>27</b>	<b>47</b>	<b>29</b>	<b>48</b>

**TOTAL STUDENT ENROLLMENT AND NUMBER OF CLASSES IN BUSINESS  
BY SEMESTER AND CAMPUS**

**AY 2006**

Semester	Number of Classes				Enrollment			
	Saipan	Rota	Tinian	Total	Saipan	Rota	Tinian	Total
Fall 2005	35	3	6	44	477	33	54	564
Spring 2006	36	6	4	46	516	41	54	611
Summer 2006	3	0	0	3	22	0	0	22
<b>Total</b>	<b>74</b>	<b>9</b>	<b>10</b>	<b>93</b>	<b>1,015</b>	<b>74</b>	<b>108</b>	<b>1,197</b>

**STUDENT ENROLLMENT IN BUSINESS BY CLASS AND SEMESTER  
FALL 2005**

Alpha Numeric	Section	Course Name	Credits	Enrollment	Instructor
AC220	001	Accounting Principles I	4	16	P. Conner
AC220	002	Accounting Principles I	4	12	P. Conner
AC221	001	Accounting Principles II	4	12	P. Conner
AC221	031	Accounting Principles II	4	5	A. Perez
AC230	001	Intermediate Accounting I	3	8	P. Conner
CE250	001	Introduction to Cooperative Education	3	18	J. Griffin
CE251	001	Cooperative Work Experience	3	1	J. Griffin
CS103	001	Introduction to Computers	3	15	J. Griffin
CS103	002	Introduction to Computers	3	15	W. Maui
CS103	003	Introduction to Computers	3	17	W. Maui
CS103	004	Introduction to Computers	3	14	R. Laurie
CS103	005	Introduction to Computers	3	16	J. Griffin
CS103	006	Introduction to Computers	3	11	R. Laurie
CS103	007	Introduction to Computers	3	16	R. Laurie
CS103	021	Introduction to Computers	3	11	A. Atalig
CS103	022	Introduction to Computers	3	8	A. Atalig
CS103	031	Introduction to Computers	3	12	H. Cole
CS131	001	Word Processing Macintosh	3	16	B. Sablan
CS140	001	Database Applications I	3	10	W. Maui
CS150	001	Spreadsheet Applications (Microsoft Excel)	3	15	W. Maui
CS150	002	Spreadsheet Applications (Microsoft Excel)	3	10	W. Maui
CS225	001	Introduction to C++ Programming	3	10	R. Laurie
EC211	001	Principles of Macroeconomics	3	14	W. Maui
MG206	001	Business Communication	3	9	J. Griffin
MG231	021	Introduction to Business	3	14	A. San Nicolas

MG232	001	Introduction to Marketing	3	11	J. Griffin
MG234	001	Introduction to Management	3	13	D. Villegas
MG234	031	Introduction to Management	3	11	W. Cing
MG235	001	Principles of Retailing	3	10	D. Villegas
MG238	001	Business Law	3	25	J. Camacho
MG238	031	Business Law	3	9	L. Blanco-Maratita
MG240	001	Personnel/Human Resource Management	3	20	J. Griffin
OT100	001	Intro to Office Technology Admin.	3	7	B. Sablan
OT101	001	Keyboarding/Typewriting	2	17	B. Sablan
OT101	002	Keyboarding/Typewriting	2	14	B. Sablan
OT101	003	Keyboarding/Typewriting	2	17	B. Sablan
OT101	004	Keyboarding/Typewriting	2	16	B. Sablan
OT101	031	Keyboarding/Typewriting	2	16	H. Cole
OT120	001	Business Mathematics	3	19	B. Sablan
OT120	002	Business Mathematics	3	21	D. Villegas
TS101	001	Intro to the Travel & Tourism Industry	3	13	L. Lee
TS103	001	Introduction to the Hospitality Industry	3	13	L. Lee
TS165	001	Front Desk Operations	3	6	J. John
TS288	031	Practicum Training	3	1	M. Aguon

### SPRING 2006

Alpha Numeric	Section	Course Name	Credits	Enrollment	Instructor
AC220	001	Accounting Principles I	4	14	P. Conner
AC220	002	Accounting Principles I	4	6	P. Conner
AC221	001	Accounting Principles II	4	16	P. Conner
AC226	001	Computerized Accounting	3	9	R. Waldo
AC231	001	Intermediate Accounting II	3	16	R. Waldo
CE250	001	Introduction to Cooperative Education	3	16	J. Griffin
CS103	001	Introduction to Computers	3	12	J. Griffin
CS103	002	Introduction to Computers	3	10	J. Griffin
CS103	003	Introduction to Computers	3	15	R. Laurie
CS103	004	Introduction to Computers	3	16	W. Maui
CS103	005	Introduction to Computers	3	10	R. Laurie
CS103	006	Introduction to Computers	3	15	R. Laurie
CS103	021	Introduction to Computers	3	8	A. Atalig
CS103	022	Introduction to Computers	3	7	A. Atalig
CS132	001	Word Processing (Word Perfect, IBM)	3	18	B. Sablan
CS150	001	Spreadsheet Applications (Microsoft Excel)	3	12	W. Maui

CS150	031	Spreadsheet Applications (Microsoft Excel)	3	6	H. Cole
CS222	001	Web Design and Programming	3	17	R. Laurie
CS229	001	Java Programming	3	6	R. Laurie
CS246	001	Database Applications II	3	7	W. Maui
EC212	001	Principles of Microeconomics	3	23	W. Maui
MG220	001	Applied Math in Business	3	11	D. Villegas
MG220	002	Applied Math in Business	3	19	B. Sablan
MG220	021	Applied Math in Business	3	3	L. Chapap
MG231	001	Introduction to Business	3	25	D. Villegas
MG231	002	Introduction to Business	3	24	D. Villegas
MG232	001	Introduction to Marketing	3	23	J. Griffin
MG232	021	Introduction to Marketing	3	6	A. San Nicolas
MG234	001	Introduction to Management	3	13	D. Villegas
MG237	001	Fundamentals of Advertising	3	10	D. Villegas
MG238	001	Business Law	3	24	D. Camacho
MG250	001	Small Business Management	3	9	D. Villegas
OT101	001	Keyboarding/Typewriting	2	15	B. Sablan
OT101	002	Keyboarding/Typewriting	2	17	B. Sablan
OT101	003	Keyboarding/Typewriting	2	15	B. Sablan
OT101	004	Keyboarding/Typewriting	2	18	B. Sablan
OT101	021	Keyboarding/Typewriting	2	10	A. Atalig
OT115	001	Gregg Shorthand	3	10	B. Sablan
TS101	001	Intro to the Travel & Tourism Industry	3	8	T. Montgomery
TS101	021	Intro to the Travel & Tourism Industry	3	7	A. San Nicolas
TS101	031	Intro to the Travel & Tourism Industry	3	12	T. Montgomery
TS103	001	Introduction to the Hospitality Industry	3	6	L. Lee
TS185	001	Intro to Food & Beverage Management	3	5	L. Lee
TS185	031	Intro to Food & Beverage Management	3	11	L. Lee
TS288	001	Practicum Training	3	3	L. Lee
TS298	031	Internship Training	3	1	M. Aguon

### SUMMER 2006

Alpha Numeric	Section	Course Name	Credits	Enrollment	Instructor
CS103	001	Introduction to Computers	3	10	B. Sablan
CS131	002	Word Processing Macintosh	3	1	B. Sablan
MG206	001	Business Communication	3	11	J. Kordell

## NURSING DEPARTMENT

### PROGRAM DESCRIPTION

The mission of the Nursing Department of Northern Marianas College is to provide career guidance and education in nursing to those students of the CNMI and the Pacific Basin who desire to become Registered Nurses. Upon completion of the ASN program, the graduate is eligible for the National Computerized Licensure Examination for Registered Nurses (NCLEX-RN), which leads to a Registered Nurse (RN) license in the CNMI and in the United States.

The vision of the Nursing Department is to increase the number of locally trained and licensed nurses working in various health Care provider agencies in the CNMI as well as the Pacific region. The department has been invited to look into a matriculation agreement with Southeastern Missouri State University who offers both a four-year baccalaureate and a Master's Degree in Nursing. The department already has an articulation agreement with both the University of Guam and University of Hawaii at Manoa.

The learning experience for NMC's nursing students encompasses instruction by Registered Professional Nurses in classroom theory, nursing skills laboratory, computer skills and clinical patient care. The classroom instruction focuses on those nursing concepts necessary to prepare the student nurse to understand and give patient care. The nursing skills laboratory provides a simulated hospital setting where students can practice and satisfactorily demonstrate nursing skills before giving patient care in the clinical setting. The computer laboratory provides students with simulated patient situations, communication with faculty via college e-mail for assignments and practice questions in preparation for the NCLEX-RN examination. Clinical instruction gives the student nurse the opportunity to apply the nursing concepts and skills learned in the classroom to patient care at CHC and other local health facilities (physician's offices and community health clinics). This experience also allows the student nurses to observe a variety of health career opportunities in all areas of clinical practice.

### PROGRAM GOALS AND LEARNING OUTCOMES

The Goals of the Northern Marianas Nursing Program are:

**Goal 1. To prepare a competent, novice practitioner with essential nursing skills. Skills development includes communication, analysis, computer technology and interpersonal relations in order to facilitate critical thinking and a holistic, caring approach to the health care needs of society.**

Upon completion, the graduates of the Northern Marianas College Nursing Programs will be able to demonstrate the following learning outcomes:

- 1.1 provide nursing care based on standards of professional practice within legal, ethical, and regulatory frameworks;
- 1.2 communicate effectively with clients, families, and other members of the healthcare team;
- 1.3 assess clients and families comprehensively, including physical, developmental, emotional, psychosocial, cultural, spiritual, and functional status;
- 1.4 access student learning and retention of nursing knowledge including the physical, developmental, emotional, psychosocial, cultural, spiritual, and functional status;
- 1.5 provide nursing care for the medical-surgical client in the hospital, community or home integrating cultural, sociological, spiritual, biological and psychological knowledge;
- 1.6 use caring interventions to assist the client in meeting his/her needs;
- 1.7 use teaching and learning processes with clients, significant support person(s), and other members of the healthcare team to promote and maintain health and reduce risks to health;
- 1.8 collaborate with clients, significant support person(s), other members of the healthcare team, and community agencies to assist in meeting client needs
- 1.9 manage care for a group of clients.
- 1.10 Demonstrate proficiency in pharmacological management

**Goal 2. To provide a nurturing and intellectually stimulating environment that encourages the pursuit of knowledge and facilitates personal growth, accountably, respect for self and others, and contribution to the community.**

Upon completion, the graduates of the Northern Marianas College Nursing Programs will be able to demonstrate the following learning outcomes:

- 2.1 Continuously assess and evaluate his or her own individual needs for advanced and/or continuing education as a part of personal and professional development as an accountable and responsible member of the nursing profession;
- 2.2 Utilize critical and creative thinking in all settings to facilitate problem solving and decision-making in both themselves and clients;
- 2.3 Communicate through the use of verbal skills;

2.4 Communicate through the use of written skills;

2.5 Communicate through the use of computer skills;

## **PROGRAM ACCOMPLISHMENTS**

1. In AY 2006-2007, the Nursing Program continued to offer a full range of courses leading to an Associate in Science Degree in Nursing. The program consists of cohort groups who attend all classes sequentially.

2. The number of students enrolled in the Nursing Department has increased in recent years and this trend was expected to continue. Thirty-one students enrolled for fall 2005. Twenty students were initially accepted into the Fall 2006 class based on the hire of two new teachers, however, we were only able to hire one new instructor. Therefore, ten students were subsequently disenrolled for the Fall term as, by law, classes are limited to 10 students per instructor as a safety precaution.

3. To improve student learning, department faculty have used multiple approaches in implementing the nursing curriculum. Since students have demonstrated enthusiasm and interest in using computer-based learning materials and interactive computer lessons are now threaded throughout the program. The nursing faculty have purchased a new technology called “clickers” that allow for immediate feedback on student understanding of the material and encourages participation by all students, even those reticent to speak up in class.

4. In AY 2006, students and instructors were involved in numerous activities, including school visits, related to promoting the profession and recruiting new students. As always, the purpose of these visits was to provide information about nursing as a profession and about health in general. Several class presentations about health were presented to grade schools as well as Marianas High School. There is great potential to expand these aspects of recruitment and promotion in collaboration with private organizations like Marianas Health Services. Nursing students also receive public recognition by participating in Diabetes health screening and blood pressure checks during numerous island activities like the Micro Games, fun walks and community health days. For the first time, the Nursing Club marched in the Independence Day parade and were greatly received and appreciated as evidenced by the comments of the spectators. It was the first time the college was represented by one of its programs in this parade.

5. In Ay 2006, nursing students, local and non-local, made repeated visits to the Legislature to request support the nursing program and the hiring of faculty. They are also involved in composing a bill to change the two-year experience clause for our students to be hired at CHC. This bill has already been supported by the Senate and is being discussed in the House at present.

6. The Legislature appropriated \$60,000.00 to the department for updating equipment and supplies and numerous improvements have been made. Construction of an updated laboratory sink area and supplies storage has been completed as well as a new bathroom in the faculty office. Five new computers, overhead projectors, student lockers, linens, a TV for the laboratory classroom with a VCR/DVD, manikins, numerous Audio/Visual additions, file cabinets, many

medical supplies, etc, are just some of the ways in which the department has spent this money. The support of the Legislature has been a boon to the department and student learning.

7. In a collaborative effort with the Commonwealth Health Center and the Workforce Investment Agency, NMC's Nursing Department and Community Development Institute facilitated the Hemodialysis Technician Program. Eleven students completed the program and are awaiting awards pending completion of financial arrangements in the Memorandum of Agreement between the participating agencies.

## **PROGRAM CHALLENGES AND CONCERNS**

1. There continues to be a critical need for locally and U. S. trained nursing professionals. The nursing staff at the Commonwealth Health Center (CHC) includes a high percentage of off-island hires, a majority of who are non-resident workers. NMC graduates are not assured a job at CHC. The Catch 22 is, with the requirement of having two years experience before being considered for hire, the only place to get this is off-island, so the graduates move off island, get paid much more and then will not return. Those who stay, who have lived on the island for years but are not citizens, see no reason to pursue licensure because they won't be hired anyway, so they give up nursing altogether or work as nursing assistants. In the meantime, the critical shortage for nurses continues.

2. The CMNI taskforce has suggested that we add a Licensed Practical Nurse Program, however, this is impossible without the funding or manpower to do this. This lack of manpower is the reason we have not offered a Nursing Assistant program since 2003 despite receiving numerous calls each year for the college to do this. The program needs to have scholarship funds adequate to support students throughout the 3 1/2 years (including the summer term) required for an individual to complete the nursing program. Scholarship funds should also be made available to part-time students but this has not happened. An additional \$300.00 fee was added to each nursing course with a clinical component to help defray the costs of running the program and this already led to a local student having to drop out of the summer session, required by the program, because she could not afford to continue. Were scholarship funds made available for students required to take a summer course, this student would not have lost a year before she can graduate. These increases are already affecting our enrollment.

3. NMC needs to be able to employ and retain qualified nursing faculty. The ongoing turnover means that consistent improvement in the program is nearly impossible. Currently, there is a national shortage, not only of nurses, but also of nursing faculty. The CNMI needs to be more competitive in terms of salaries if the college is to be able to secure and retain the services of qualified instructors. Sadly, a Nursing Assistant's average pay in the United States is higher than the salary any member of this faculty is receiving. The program must receive sufficient funding to allow for effective recruitment in the U.S. Requests for such funding have been included every year in the Nursing Department budget request, and every year it has been deleted. Advertising in highly respected nursing journals, or the attendance of program representatives at recruitment meetings in key areas, is of critical importance in addressing NMC's shortage of nursing faculty. We were able to attract one instructor in June 2006 from the United States and a



second one from the Philippines, but her alien exemption was denied. This led to our having to deny admission to the Fall 2006 class, ten students who have completed all the prerequisites, and now must wait another whole year for admission.

4. Registered nurses, including instructors of nursing, must maintain competence and improve their knowledge and skills through continuing education and advanced certification and degrees. Opportunities for this in the CNMI are limited to Internet and correspondence courses. Although we had budgeted for some training, when we received the \$60K for equipment and supplies, we lost our operations budget and therefore the monies for this training.

5. The preparation of nurses is not, and has never been a “cash cow” for a college and it should never be expected that the program pay for itself. It must be viewed as providing a public service to the community when its citizens are the most vulnerable and needy. The nursing student begins community service in his/her very first semester of training by participating in many health-related events and continues this service throughout his/her career. This service comes at a cost to the citizens of the community above that of other departments, but it is always worth the investment. We ask more, and need more from the community, because we give more, and if the citizenry wants the most professionally trained nurses, they have to provide appropriate funding for this. The old adage, “You get what you pay for” has never been more appropriate than in this time of financial crisis. It’s like a doctor saying, “Let’s cut out six of this patient’s chemotherapy sessions because it will save us a bunch of money.” When this is done, the cancer if short-sightedness, cutting corners and getting by with less than is possible for training competent, caring nurses will eat away at the safety and protection of the society that is the CNMI.

**TOTAL NUMBER OF AWARDS IN NURSING  
2001-2006**

Types of Award	Academic Year				
	2002	2003	2004	2005	2006
A.S Nursing	5	3	14	13	19
<b>Total</b>	<b>5</b>	<b>3</b>	<b>14</b>	<b>13</b>	<b>19</b>

**TOTAL STUDENT ENROLLMENT AND NUMBER OF CLASSES IN NURSING  
BY SEMESTER**

**AY 2006**

Semester	Number of Classes	Enrollment
Fall 2005	5	79
Spring 2006	4	79
Summer 2006	1	28
<b>Total</b>	<b>10</b>	<b>186</b>

**STUDENT ENROLLMENT IN NURSING  
BY CLASS AND SEMESTER**

**FALL 2005**

<b>Alpha Numeric</b>	<b>Course Title</b>	<b>Credits</b>	<b>Enrollment</b>	<b>Instructor</b>
NU 105-01	Basic Nursing Concept & Skills	9	27	C. Tice, N. Park
NU 105-02	Basic Nursing Concept & Skills	9	10	C. Tice, N. Park
NU 108-01	Nursing Assistant	8	15	G. Shearer, E. Untalan
NU 207-01	Medical-Surgical Nursing II	8	13	P. Taylor, J. Saboat, L. Curtis
NU 209-01	Nursing Issues & Trends	2	14	L. Gage

**SPRING 2006**

<b>Alpha Numeric</b>	<b>Course Title</b>	<b>Credits</b>	<b>Enrollment</b>	<b>Instructor</b>
NU 107-01	Medical-Surgical Nursing I	8	26	C. Tice, N. Park
NU 109-01	Hemodialysis Technician	6	11	G. Shearer, E. Untalan
NU 114-01	Pharmacology for Nurses	4	27	L. Curtis
NU 212-01	Medical-Surgical Nursing III	8	15	P. Taylor, J. Saboat, L. Curtis

**SUMMER 2006**

<b>Alpha Numeric</b>	<b>Course Title</b>	<b>Credits</b>	<b>Enrollment</b>	<b>Instructor</b>
NU 203-01	Maternal & Child Health Nursing	8	28	C. Tice, N. Park, P. Taylor, J. Saboat, C. Johnson

## **SCHOOL OF EDUCATION**

### **TEACHER PREPARATION PROGRAM**

The NMC School of Education (SOE) is dedicated to enhancing the quality of education in the CNMI by providing a Bachelor of Science degree in Elementary Education. The SOE also offers certificate programs in Early Childhood Education, Related Services, and Early Intervention. An endorsement program for specialized training beyond the B.S. degree is provided in Special Education.

A Curriculum Resource Center (CRC) supports the Teacher Preparation Program. 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 students, teachers-in-training, and mentor teachers. Any student registered for an education course has access to the resources available in the CRC.

The Elementary Education Program is designed to engage education students in a developmental process of acquiring the knowledge, attitudes, and skills necessary to promote educational excellence and equity in the classroom. The B.S. degree program is based upon the latest research and current best educational and classroom practices. The educational faculty design courses to incorporate the cultural strengths of the children of the CNMI and teach how to match those strengths to teaching practices.

### **STATEMENT OF PHILOSOPHY**

The Commonwealth of the Northern Marianas Islands is geographically isolated, culturally diverse, and rich in human resources. It is populous and growing, and every day brings forth new 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 education in the CNMI, Northern Marianas College's School of Education is committed to preparing knowledgeable and dedicated teachers for the community.

Teachers are essential conduits of culture. They provide insights into the past; they enlarge world views; they deepen understanding of both the familiar and the arcane. They develop all the intelligences that make up humanity. At their best, they lead students to an awareness of the way life works. They supply students with the emotional skills needed to understand themselves and to get along with others.

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 School of Education endeavors to provide teachers-in-training

with the content, theories, methods, and practices necessary to facilitate the transfer of such knowledge and skills to their students. The department's Teacher Preparation Program 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 School of Education faculty and staff are equally dedicated to personal growth and self-improvement. Faculty work to keep abreast of insights and innovations in the fields of Early Childhood, Elementary, English as a Second Language, Multicultural Education, and Special Education. They seek to use and instill what is viewed as the most effective practices in all areas of education. Faculty work to implement fresh directions in curriculum and instruction. Innovative approaches and research-based practices are the foundation of the School of Education curriculum. School of Education faculty set high standards and hold high expectations for all students and mentors.

## **PROGRAM STANDARDS**

The School of Education serves the CNMI by providing a teacher education program for students seeking baccalaureate degrees. In preparing this program's curriculum, the School's faculty has been guided by standards developed by the National Council for Accreditation of Teacher Education (NCATE) and their affiliates. The NCATE has also been involved in creating Program Standards for Elementary Teacher Preparation. A committee comprising representatives from 19 national standard-setting associations, organizations, and projects has prepared these standards, a work in progress. The School of Education wholly 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.

## **STUDENT LEARNING OUTCOMES**

As indicated by the standards listed above, the SOE provides students 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 Elementary Education, students will be able to:

### **1.0 Cognitive (Knowledge/Understanding)**

1.1 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;

1.2 Explain the development and evolution of various schools of psychology and the impact these schools have had on current educational concepts and practices;

1.3 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**

2.1 Explain and demonstrate basic educational methods and techniques.

2.2 Identify regional and national subject matter standards and plan and teach lessons that meet those standards.

2.3 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-

2.4 Incorporate multimedia, audio materials, computer software and the Internet in classroom lessons.

2.5 Design and teach lessons that reflect and respect the various cultural influences that

make up modern society.

2.6 Design and teach lessons and activities that develop deductive reasoning, problem-solving and critical thinking skills.

2.7 Design and teach lessons that meet the learning needs of students with less than academic level fluency in English.

2.8 Design and teach lessons that encourage the development and growth of inquiry strategies.

2.9 Use a variety of assessment tools and techniques to evaluate student work and achievement.

### **3.0 Affective Outcomes (Beliefs, Values, Opinions)**

3.1 Demonstrate belief in the value of diversity in the community and classroom by modeling and developing respectful behavior of students toward all others.

3.2 Demonstrate pride in the teaching profession by following high standards of personal and professional behavior and by continuing professional growth.

## **CURRICULUM GUIDELINES**

### ***Model Teaching***

School of Education faculty share a belief that students will teach as they have been taught. When SOE faculty sends students for classroom observations, they expect them to identify and recognize effective practices. Likewise, when they teach college courses, they exhibit model teaching for their students. The SOE faculty provides a multitude of approaches to the content of their courses. Self-reflection is valued and encouraged.

### ***Integrated Curriculum***

In elementary schools, an integrated approach allows students to put ideas into perspective and to see and make connections across content areas. Current research in brain-based learning demonstrates that integrated, thematic teaching approaches help students to form clearer ideas and concepts about subject matter and to remember those concepts longer. In developing the teacher preparation program, SOE faculty assumed a similar approach would be effective with teachers-in-training. Thus, faculty designed the courses to complement one another, to run in coordinated sequences, and to review, highlight, and preview material across the curriculum.

### ***Cultural Diversity***

The SOE recognizes that schools in the CNMI are made up of students from a variety of cultural backgrounds. Heterogeneity in the classroom is strength; the varying world views and perceptions of different students combine to form broad pictures and to enhance understanding of cognitive, social, and emotional issues and concerns. The School of Education faculty value cultural diversity and provide teachers-in-training with the methodology necessary to tap the cultural strengths that they will find in their classes.

### ***Purposeful Learning***

Elementary students learn best when they create and produce products for a purpose. Purposeful learning enhances intrinsic motivation and silences unwanted distractions. As it is for elementary students, so it is for adults in college. The School of Education faculty provides learning experiences that will result in students working with purpose toward objectives. By focusing on projects and products, students gain practical experience and develop confidence that comes with demonstrable knowledge.

### ***Cooperative and Collaborative Learning***

As humans are social beings, so learners of every age thrive in social settings. Pacific islanders have long known the value of assistance and the power of the group mind; brain research shows group minds to be wiser than individual minds. Learners working in groups often discover previously unconsidered strengths, weaknesses, and perspectives. Important social values are developed and enhanced. The School of Education faculty encourages 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 foremost determiner of success in school and, in many cases, life itself. Teachers need to model and encourage effective writing whenever possible. SOE courses explicitly develop reading and writing approaches for every topic prospective teachers may encounter. Likewise, students in many courses keep reflective, interactive journals to consider ideas and express opinions. The journals are then used to link and make connections among the various curriculum topics covered across the program.

### ***Multiple Intelligences***

Educators throughout the world have slowly come to accept the idea that intelligence is more than the ability to choose correct answers on an IQ test. Intelligence is now seen as *a biopsychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture*. Furthermore, intelligence is multiple rather than singular; the intelligences include the verbal-linguistic, mathematical-logical, spatial, musical, bodily-kinesthetic, naturalistic, interpersonal, and intrapersonal. 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***

As intelligence is multiple, it follows that learners cannot express the totality of what they know or can do on simple pen and paper tests. Programs therefore encourage a variety of approaches and use of authentic assessment. These assessments are determined at the planning stage and are in line with course objectives. Students are thus expected to develop portfolios of materials they create and evidence of activities and projects.

### ***Field Experience***



Field experience is the core of the SOE program. Ultimately, everything begins and ends with the field experience. The CNMI Public School System and private schools provide for observation and practice teaching. The SOE faculty demand from students extensive field experience and they gain experience from the beginning of their educational careers.

### ***Ongoing Development***

School of Education faculty is sincerely dedicated to providing the CNMI with the best possible teachers. SOE faculty strive to accomplish this by assisting SOE teachers-in-training to develop, recognize, and realize their strengths as teachers and as human beings. School of Education faculty examines and re-examines the School's approaches and methods and stay active professionally and personally.

### **Curriculum Resource Center**

The Curriculum Resource Center (CRC) is a teaching and learning resource for School of Education students and for all NMC faculty. The purpose of the CRC is to provide SOE students and faculty with appropriate and relevant information for their research, coursework, educational pedagogy, and methodology. The CRC is a specialized resource center linked to the College's main library system, and the collection includes materials for both educational research and hands-on activities.

The CRC Librarian is an integral part of the School of Education's efforts to integrate information literacy across the curriculum. The CRC supports this goal by facilitating intellectual and physical access to materials in a range of formats. The CRC Librarian provides bibliographic instruction to students and faculty in the use of computerized resources and Internet resources, and both recommends and provides current educational resources to SOE faculty.

## **PROGRAM ACCOMPLISHMENTS**

The School of Education's baccalaureate degree program in Elementary Education, approved by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC) in 2003, graduated thirteen students in Spring 2006 of which PSS is currently recruiting. In addition, the College's Office of Institutional Effectiveness performed an analysis of school year 2005-2006 personnel data from the CNMI Public School System (PSS) that shows a significant number of NMC graduates are currently employed as Classroom Teachers and Teachers Aides. According to this data, nearly 20% of all Classroom Teachers and 33% of all Teachers Aides are NMC graduates. Furthermore, out of these NMC graduates currently employed by PSS, 53% were School of Education bachelor's graduates.

In late December 2005 a full-time Director was hired that has allowed the School of Education to address many of its administrative needs that have not been given attention to over several years. For example, the Director has re-established strong ties with the Board of Education and Public School System (PSS) through cooperative initiatives such as the mandatory US Department of Education "Report on the Quality of Teacher Preparation: Title II, Higher Education Act." In addition, the School of Education received from the Board Commissioner a

“Letter of Support” in regards to the budget cuts that are negatively affecting the College and the School of Education. Continued dialog among the SOE and community partners has led to the establishment of the SOE Program Advisory Council, which has met twice in the summer of 2006 and continues to meet every second Wednesday of the month.

Other areas of cooperation include special education course offerings for PSS teachers through the College’s Community Development Institute. This allows teachers to receive their PSS certification within a flexible schedule. Furthermore, the SOE in cooperation with NMC Rota, PSS, and several local agencies spearheaded a community-based ecological education initiative on Rota called the **Rota Eco-Education Summer Camp** that ran from July 24<sup>th</sup> through July 28<sup>th</sup> of this summer. The purpose of the camp was for middle school students to gain an understanding and appreciation of natural resource management issues on Rota. The students engaged in hiking, fishing, snorkeling, kayaking, and bird watching. The Camp serves as a model for ecological education curricula for PSS elementary and secondary schools.

Each School of Education faculty member has continued to conduct workshops, training, seminars, and consultations at the request of PSS and private school administration and principals. These activities have been provided at no cost and cover such topics as Cultural Awareness and Understanding, Portfolio Development, Brain Research and How We Learn, Curriculum Alignment, Diagnostic Reading, Integrated Curriculum, Math, ESL, and many others. Most such activities are one- to two-hour sessions provided after school or during professional development days. However, some events have extended as long as three days.

Another area of accomplishment is the School of Education faculty’s commitment to serve its students with less staff. The School of Education should function with nine faculty members in order to provide the best services possible to our students. However, we are currently operating with only seven faculty members because of budget cuts. Despite this circumstance, the SOE still does an excellent job at providing the CNMI community with quality teachers. For example, we are offering more on-line courses than before so students can take classes even if there are less faculty members to teach. In addition, the SOE in fall 2006 will begin searching for grants to further enhance the services that the SOE provides for its students and community partners.

Quality assurance can be seen in the revision of the Individualized Degree Plan (IDP) and the updating of the requirements for teacher candidacy. Every year the School of Education faculty scrutinizes the BS in Elementary Education degree in order to align the program with best teaching practices. For example, the IDP has been updated to include courses such as Introduction to Computers for Teachers, Introduction to Teaching & Participation, and Child Development. Furthermore, teacher candidacy now requires that students pass PRAXIS I in order to be accepted into the program. In addition, completion of a student teaching practicum is a requirement for students to graduate. The practicum is an essential aspect in fostering student teachers as it is an application of the amalgamated knowledge and skills developed over the course of their program studies.

MENTOR (Mathematics Education for Novice Teachers: Opportunities for Reflection) is a National Science Foundation-funded project implemented through Pacific Resources for Education and Learning (PREL). In Spring 2006, the CNMI’s MENTOR team designed and

delivered the annual five-day summer institute to develop novice teachers' mathematics content knowledge, as well as their knowledge of standards-based mathematics pedagogy. The team's NMC representative, a higher-education mathematics specialist, conducted workshops and provided continual on-site support at CNMI locations throughout the year.

The WASC (Western Association of Colleges and Schools) accreditation visiting team recommended in 2002 that the College institutionalize an integrated systematic process for evaluating program effectiveness. It was also recommended that this process include a definition of learning outcomes for all programs, and objective measures of student performance, which can inform and guide decisions to improve programs. The School of Education continues to refine its assessment and evaluation procedures in accordance with guidelines laid down by the Commission. Course guides are currently being reviewed and modified through a "mapping" process. Instructors are specifying more precise measures of student performance for each course, and data collection is ongoing for five selected program-level student learning outcomes. In addition, assessment measures are being developed that are in alignment with the program-level student learning outcomes. Finally, the SOE is seeking funding from the NMC Planning, Budget, and Evaluation Committee to cover the costs of applying for accreditation by the National Council for Accreditation of Teacher Education (NCATE). Through this process, the SOE seeks to improve upon its programs and continue to be in alignment with best teaching practices.

## **PROGRAM CHALLENGES AND CONCERNS**

Determining the effectiveness of the School of Education's program and curriculum is a goal of the SOE. NMC's Assessment Committee and the Self-Study Steering Committee are actively meeting to determine the effectiveness of the institution as a whole. Members of its faculty represent the School on both committees.

Lack of faculty in the SOE is a constant challenge. The School should have a total of nine instructors in order to provide for the best learning experience possible within the BS in Elementary Education program; however, the School currently has seven instructors. This is due in large part to the inadequate funding. Alternative sources of funding should be explored, i.e., federal grants. Efforts are being made within the community and the College to resolve this problem in order for the SOE to provide the Public School System with teachers.

Because of the financial instability of the CNMI, NMC students have been experiencing difficulties with receiving their scholarships on time. As a result, students may not be able to enroll in courses on time and this affects their program of study in the SOE. Additionally, instructional supplies that students need cannot be purchased without the support of Scholarship funds. Currently, the College is taking measures to address this situation.

Bilingual issues continue to affect the School of Education. Most SOE students and most of the students in the public schools of the CNMI speak non-standard English. However, the textbooks, standards, tests, and curriculum for NMC, the CNMI Public School System, and local private schools are based on U.S. mainland curriculum standards, and Standard American

English is the official medium of instruction. To further complicate the situation, the PSS has a bilingual policy that does not follow the usual procedure of providing mother tongue instruction to students as a transition to English. The policy of the PSS is to maintain the Chamorro and Carolinian languages. Children whose mother tongue is other than English, Chamorro, or Carolinian must attend either Carolinian or Chamorro classes. The CNMI is absorbing increasingly large numbers of immigrants from the Philippines, Korea, Japan, China, and the other Pacific Islands. However, no ESL instruction is provided in the PSS. There are no ESL specialists in the schools, nor are ESL classes available even for beginning speakers of English. Since the regular classroom teacher has the task of meeting the needs of children with a wide range of English language abilities, the SOE has the task of providing CNMI teachers with the necessary language teaching skills.

One approach to dealing with these challenges is found in the SOE course, ED 306 Teaching Linguistically Diverse Students. This is a required methods course that develops the capacity of future teachers to assess language abilities, use second-language teaching techniques, and design and teach lessons that integrate ESL objectives with content instruction. The ED 306 instructor is a consultant to the PSS Bilingual Program.

On the basis of assessments of student teacher performance and observation of PSS classroom teachers, the SOE has determined that corrective measures should be taken with regard to the English ability of teachers. Many PSS teachers are hired from outside the U.S. and its territories and their English is often unintelligible. NMC also admits students who have transferred from non-U.S. institutions, and their English is often inadequate for college-level work. The SOE, through NMC's Community Development Institute, is working with PSS to meet their needs by providing their teachers pass-fail courses that do not carry college credit.

There is constant tension between the effort to meet the needs of the CNMI within the realities of the cultural context, on the one hand, and that of meeting U.S. institutional standards of performance, on the other. There is also the need to remain mindful of NMC's mission, which is to provide the best education to adults in the CNMI. It is often difficult to determine whether the maintenance of a specific standard will result in the desired level of excellence, or in the exclusion of large segments of the population.

The School of Education is working with the College's Languages and Humanities Department to address these problems. Some of the measures currently being implemented are:

1. Strict adherence to the English prerequisites before education courses can be taken.
2. Working with other departments to raise the English prerequisite levels for core required courses at the freshman and sophomore levels, in math, science, and the social sciences, from 93/94 (Developmental English) to EN 101.
3. Administering PRAXIS I as a requirement for admission to the upper-division education courses.

4. Advising education students who appear to need greater oral/aural competency to enroll in one or more Speaking and Listening Development courses.

Both the SOE and the Languages and Humanities Department believe that using a test of oral English proficiency, such as SPEAK (Spoken Proficiency English Assessment Kit), would help identify students who need further remedial work. Trained staff and materials are available at NMC; however, at present there is no mechanism in place to require students to take the test.

The SOE is exploring possibilities for increasing student use of that resource.

Another objective of the SOE is to strengthen auxiliary programs so that they further complement the baccalaureate degree program. Although coursework is provided for the Certificate of Completion in the areas of Related Services and Early Childhood Education and individualized endorsements in Special Education, the School faces a number of challenges relative to these programs: meeting the needs of the programs with small numbers of students; ensuring that students enter the programs with adequate backgrounds in prerequisites needed to meet the academic and practical demands of specialized areas; and securing qualified faculty for the programs.

There is an ongoing, critical need for additional faculty to teach these courses. The current SOE faculty cannot handle this additional teaching responsibility, so the programs must rely on adjunct faculty, primarily principals and teachers from PSS, if these courses are to be taught and these endorsements and certificates offered. However, adjunct instructors may be qualified to teach particular courses but do not have the necessary investment in the overall education program, which is viewed by the SOE as a whole. These certificate and endorsement programs are not individual parts that can be separated from the overall goal of producing quality teachers. Also, because of low salaries for adjunct instructors, attrition is a constant problem and a factor that works against the development of stable programs. Hiring additional full-time faculty is a priority in meeting the needs of the Public School System and the community.

President Bush's No Child Left Behind Act has had a particular impact on the SOE in the areas of K-3 language arts and mathematics. Currently B.S.E.E. students complete coursework in children's literature, literacy and language arts, and diagnostic reading. Based on the recommendation of the mathematics education faculty and PSS's need to focus on early elementary mathematics, the previous mathematics education course was separated into a lower elementary course (focusing on K-3<sup>rd</sup> grade mathematics) and an upper elementary course (focusing on middle school 4<sup>th</sup> to 8<sup>th</sup> grade mathematics). Pre-service teachers' pedagogy has improved through incorporation of performance-based projects. The implementation and effectiveness of these curriculum changes is being studied.

In addition, a primary-level (K-3) endorsement program focusing on teaching and math has been requested by PSS, as well as an endorsement in library science. Additionally, PSS needs to certify their secondary teachers. Many secondary teachers do not have the educational training in the content area they are teaching nor do they have the training in pedagogy. The institution is seeking alternative venues for students and public and private school teachers to pursue other educational degrees and opportunities.

Due to NMC’s ongoing financial constraints, there is still inadequate classroom space as well as a deficiency in ergonomically effective classroom design. Every semester the SOE is left with the challenge of finding extra classrooms as well as designing classrooms that assist students with optimum learning experiences. In addition, SOE faculty offices are spread across the campus, greatly complicating collaboration, coordination, and communication within the School. The SOE fully supports and endorses any plan to construct a permanent School of Education flagship building on the Saipan campus when fiscally feasible.

Finally, the SOE is challenged to assist faculty with professional development. In this fast-paced, interconnected world in which we live today, students need to develop capacities that enable them to function well. Therefore, it is critical to the operations of any tertiary institution that faculty participate in professional development. Unfortunately, the College has not provided the necessary funds to support professional development, and if this continues, it will become increasingly difficult for the SOE to assist its students with learning experiences that are in alignment with the “best practices” of the education profession.

**TOTAL NUMBER OF AWARDS IN EDUCATION  
2002—2006**

Type of Award	Academic Year				
	2002	2003	2004	2005	2006
Certificate of Completion: Early Childhood Education	0	20	24	8	0
Certificate of Achievement: Related Services	0	20	1	14	0
A.A. Liberal Arts – Elementary Education	1	1	0	0	0
B.S. Elementary Education	30	24	32	27	13
<b>Total</b>	<b>31</b>	<b>65</b>	<b>57</b>	<b>49</b>	<b>13</b>

**TOTAL STUDENT ENROLLMENT AND NUMBER OF CLASSES IN EDUCATION  
BY SEMESTER AND CAMPUS  
AY 2006**

Semester	Number of Classes				Enrollment			
	Saipan	Rota	Tinian	Total	Saipan	Rota	Tinian	Total
Fall 2005	26	1	4	31	332	8	31	371
Spring 2006	26	1	1	28	362	6	9	377
Summer 2006	3	0	0	3	16	0	0	16
<b>Total</b>	<b>56</b>	<b>2</b>	<b>5</b>	<b>62</b>	<b>710</b>	<b>14</b>	<b>40</b>	<b>764</b>

**STUDENT ENROLLMENT IN EDUCATION BY CLASS AND SEMESTER  
FALL 2005**

<b>Alpha Numeric</b>	<b>Course Title</b>	<b>Credits</b>	<b>Enrollment</b>	<b>Instructor</b>
ED 105-01	Intro to Cmpters for Tchrs	3	19	G. Folta
ED 110-01	Intro to Teaching	4	14	P. Buckingham
ED 110-02	Intro to Teaching	4	12	P. Buckingham
ED 110-21	Intro to Teaching	4	8	E. Manibusan
ED 110-31	Intro to Teaching	4	6	M. Aguon
ED 205-01	Child Development	3	23	R. Schultz
ED 205-31	Child Development	3	8	M. Simao
ED 247-01	Medical Implications of St w/ Dis	3	8	E. Lieberman
ED 282-01	Multicultural Foundations	3	8	B. Dashiell
ED 282-31	Multicultural Foundations	3	9	T. Cing
ED 300 -01	Ed Psychology	3	20	R. Schultz
ED 306-01	Tchng Ling Diverse Studs	3	16	A. Bohman
ED 306-31	Tchng Ling Diverse Studs	3	8	T. Cing
ED 315-01	Inclusive Pract for Ch w/ Learning Problems	3	23	E. Lieberman
ED 319-01	Children's Literature	3	12	A. Bohman
ED 320-01	Fine Arts for Elem Tchrs	3	19	R. Teregeyo
ED 321-01	Lit. & Language Arts	4	14	A. Bohman
ED 332-01	Math for Upper Elem Teachers	3	16	S. Sablan
ED 333-01	Science Inquiry Methods	3	15	G. Willis
ED 334-01	Social Studies in Action	3	14	G. Willis
ED 335-01	Diags & Prescrps: Rdng	5	13	R. Teregeyo
ED 350-01	Assessment & Evaluation	3	9	B. Merfalen
ED 351-01	Instr Strat & Clsrm Mgmnt	3	11	R. Teregeyo
ED362-01	Student Evaluation: Special Education	3	13	E. Lieberman
ED 380-01	Ed Technology	3	12	G. Folta
ED 470-01	Integrated Plan & Progs	3	23	Sallie Sablan
ED 471-01	Integr Lessons/Activs	4	11	Sallie Sablan
ED 492-01	Student Teaching Practicum	12	2	P. Buckingham
ED 492-06	Student Teaching Practicum	12	1	R. Teregeyo
ED 492-07	Student Teaching Practicum	12	2	G. Willis
ED 492-09	Student Teaching Practicum	12	1	G. Folta

**SPRING 2006**

<b>Alpha Numeric</b>	<b>Course Title</b>	<b>Credits</b>	<b>Enrollment</b>	<b>Instructor</b>
ED 105-01	Intro to Cmpters for Tchrs	3	12	G. Folta
ED 105-02	Intro to Cmpters for Tchrs	3	18	G. Folta

ED 110-01	Intro to Teaching	3	14	P. Buckingham
ED 110-02	Intro to Teaching	4	18	P. Buckingham
ED 141-31	Curriculum I: Early Childhood	3	9	M. Aguon
ED 205-01	Child Development	3	18	R. Schultz
ED 205-21	Child Development	3	6	C. Atalig
ED 282-01	Multicultural Foundations	3	22	P. Buckingham
ED 300-01	Ed Psychology	3	12	R. Schultz
ED 306-01	Tchg Ling Diverse Studs	3	4	A. Bohman
ED 315-01	Inclusive Pract for Ch w/ Learning Problems	3	14	B. Dashiell
ED 319-01	Children's Literature	3	17	A. Bohman
ED 320-01	Fine Arts for Elem Tchrs	3	11	R. Teregeyo
ED 320-02	Fine Arts for Elem Tchrs	3	10	R. Teregeyo
ED 321-01	Lit. & Language Arts	4	17	A. Bohman
ED 330-01	Math for Lower Elem Teachers	3	19	S. Sablan
ED 330-02	Math for Lower Elem Teachers	3	12	S. Sablan
ED 333-01	Science Inquiry Methods	3	13	R. Schultz
ED 334-01	Social Studies in Action	3	9	G. Folta
ED 335-01	Diags & Prescrps: Rdng	5	14	R. Teregeyo
ED 350-01	Assessment & Evaluation	3	25	B. Merfalen
ED 351-01	Instr Strat & Clsm Mgmt	3	16	R. Teregeyo
ED 380-01	Ed Technology	3	15	G. Folta
ED 470-01	Integrated Plan & Progs	3	22	S. Sablan
ED 471-01	Integr Lessons/Activs	4	21	S. Sablan
ED 492-01	Student Teaching Practicum	12	2	P. Buckingham
ED 492-03	Student Teaching Practicum	12	4	R. Schultz
ED 492-05	Student Teaching Practicum	12	3	R. Teregeyo

### SUMMER 2006

Alpha Numeric	Course Title	Credits	Enrollment	Instructor
ED 332-01	Math for Upper Elem Teachers	3	5	S. Sablan
ED 334-02	Social Studies in Action	3	1	A. Bohman
ED 397-01	Current Issues in Special Education	3	10	E. Lieberman



## **TECHNICAL TRADES/VOCATIONAL EDUCATION PROGRAM**

### **PROGRAM DESCRIPTION**

The Vocational Education Programs is committed to serving not only those students who enroll in regular academic programs, but also non-traditional students enrolling in non-academic credit courses. The mission of the department is to provide educational opportunities and support services to the entire CNMI community through various programs.

The Vocational/Technical courses offered at the Saipan, Tinian and Rota Campuses offers students the option of pursuing an Associate in Applied Science (AAS) degree, a Certificate of Completion, or a Certificate of Achievement in various areas of Construction Trades, Electrical Installation and Maintenance, Electronics/Computer Technology, Air Conditioning, Refrigeration, Special Projects, Blue Printing/Drafting, Building Codes, and Auto Services.

The Program continued in AY 2006, as it has in recent years, to offer programs through MOUs with CNMI government agencies, specifically, the Workforce Investment Agency.

The Program is facilitated by one full-time instructor (FTE) and one adjunct instructor. Ten (10) courses were offered to sixty-two (62) students in AY2005-2006.

### **PROGRAM ACCOMPLISHMENTS**

During AY 2005-2006, NMC reorganized its academic departments and administrative units. One of the results of the reorganization was that the Sciences, Mathematics & Technology (SM&T) department became the Sciences, Mathematics, Health and Athletics (SMH&A) department, and the Vocational Education division of the SM&T department was transferred to the Community Development Institute (CDI). NMC's Vocational Education program continued its service to the community through its agreement with the Workforce Development Agency (WIA). In Spring 2005, Northern Marianas College (NMC) and signed a Memorandum of Agreement (MOA), whereby WIA students were eligible to enroll in NMC's Vocational Education Program and were scheduled to receive a Construction Trades Certificate of Completion by Fall 2005. Outside of WIA students, there were no other regular students enrolled in the Vocational Education Program during AY 2005-2006.

Construction projects during the academic year included:

1. WIA Students, under the supervision and direction of instructor Mr. Lino Santos and Mr. Ignacio Masga continued its ongoing project in the construction of the new Marine Science Center at Pau Pau Beach, Marpi. Mr. Santos and his WIA students finished the demolition of the roof and parts of the building of the old San Rogue Head Start School,

preparing the building for the construction phase. The construction phase began with the approved on August 26, 2005 of the building permit for the renovation/extension, yet throughout the year construction has been periodically and sporadically delayed due to discovering human remains during an excavation phase. The discovery immediately caused work to cease and, by law, requires an archeologist to investigate the site. The CNMI agencies did not have an archeologist on island until mid-summer. The labor force for the minimal construction that was accomplished during Spring 2006 were students from WIA who earned their certificates at the end of the Fall 2005 semester yet agreed to continue with the Pau Pau Beach Marine Science Center until the end of Spring 2006.

2. Construction Trades (WIA) students completed refurbishing student desks in Building V at the Saipan Campus and completed repairs and renovation of the WIA building located in Capitol Hill

## **PROGRAM CHALLENGES AND CONCERNS**

1. In AY 2005-2006, the program's duplicated enrollment count was 62, a decrease in enrollment from AY 2004-2005 of 182, and the number of courses offered was 10. The CNMI Legislature continues to charge NMC with the responsibility of expanding its vocational education offerings, yet it continues to cut the P.L. 10-66 funds available for such training. The Vocational Education program has shrunk over that past 15 years, from a high in 1991 of 16 staff and faculty and dozens of students, to one FTE instructor, no staff, and one limited-term contract instructor in AY 2005-06.
2. NMC's Vocational Education Program has the equipment and expertise to conduct far more courses in the technical trades. However, due to minimal financial and technical support, the program offers only five Construction Trades skills: basic carpentry, plumbing, electricity, masonry, blue printing/drafting, and auto service (offered only on Tinian).
3. Although the demand from the general public is relatively low, there continues to be inquiries from youth and adults about enrolling in the technical/construction trades despite the low wages offered by these jobs in the local economy. Yet, for these potential students, there is a concern with holding a full-time job and attending classes at NMC. In addition, these students cannot afford NMC's tuition and fees without government subsidy.
4. Transportation continues to be a problem due to an unreliable pick-up vehicle needed to transport materials to and from project locations. With this comes insurance liability, manpower, security, gasoline expense, maintenance of vehicle, etc. Transporting materials is a vital part in the continuation of Vocational Education Program here at Northern Marianas College.

5. With proper support, NMC's Vocational Education program could attract a larger number of students, and the CNMI could benefit through the building of a local workforce and less reliance on importing a technical labor force. The program has the capacity to offer large-scale rehabilitative vocational skills training. Hopefully, by moving the Vocational Education program from the Sciences, Mathematics & Technology department to CDI the re-organization the program will be re-vitalized and may appear more accessible to the general public.

**TOTAL STUDENT ENROLLMENT AND TOTAL NUMBER OF TECHNICAL TRADES/VOCATIONAL EDUCATION COURSES BY SEMESTER AND CAMPUS**

**AY 2005-2006**

Semester	Number of Courses				Enrollment			
	Saipan	Rota	Tinian	Total	Saipan	Rota	Tinian	Total
Fall 2005	3	1	0	4	39	17	0	56
Spring 2006	4	0	0	4	4	0	0	4
Summer 2006	2	0	0	2	2	0	0	2
<b>Total</b>	<b>9</b>	<b>1</b>	<b>0</b>	<b>10</b>	<b>45</b>	<b>17</b>	<b>0</b>	<b>62</b>

**TOTAL NUMBER OF AWARDS IN TECHNICAL TRADES/VOCATIONAL EDUCATION  
2002—2006**

Type of Award	Academic Year				
	2002	2003	2004	2005	2006
Certificate of Achievement: Construction Trades	0	0	0	0	9
Certificate of Achievement: Electrical Installation & Maintenance	0	1	0	0	1
<b>Total</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>10</b>

**STUDENT ENROLLMENT IN TECHNICAL TRADES/VOCATIONAL EDUCATION  
BY COURSE, SEMESTER AND CAMPUS  
AY 2005-2006**

**FALL 2005**

Fall 2005	Course Title	Credits	Enrollment	Instructor
AS 110 21	Automotive Service I	6	17	J. Arriola
CT 130 01	Basic Plumbing	6	14	L. Santos
CT 190 01	Special Projects (Construction Trades I)	1	13	L. Santos
CT 191 01	Special Projects (Masonry)	1	12	L. Santos

**SPRING 2006**

<b>Spring 2006</b>	<b>Course Title</b>	<b>Credits</b>	<b>Enrollment</b>	<b>Instructor</b>
CT 110 01	Construction Trades I	6	1	L. Santos
CT 192 01	Special Projects (Plumbing)	1	1	L. Santos
DT 100 01	Introduction to Drafting and Blueprints	3	1	L. Santos
EM 100 01	Basic Electricity	6	1	L. Santos

**SUMMER 2006**

<b>Summer2 006</b>	<b>Course Title</b>	<b>Credits</b>	<b>Enrollment</b>	<b>Instructor</b>
CT 190 02	Special Projects (Construction Trades I)	1	1	L. Santos
CT 192 01	Special Projects (Plumbing)	1	1	L. Santos