

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

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

## DEGREE AND CERTIFICATE PROGRAMS

### *EDUCATIONAL PHILOSOPHY AND LEARNING OUTCOMES*

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

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

### *GENERAL EDUCATION AT NMC*

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

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

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

2. Provide students with knowledge and skills to fulfill their educational and occupational goals and to become better prepared to function effectively as citizens in a democratic society. The college’s academic degree programs prepare students for employment and for transfer to other post-secondary institutions. The college’s academic programs consist of both specialty and general education components. The general education component contributes to the overall development of students, which in turn helps them to succeed in their specialty courses and in their employment after graduation. General education courses also articulate with the institutions and programs to which our students transfer, and therefore provide the necessary foundation for our students to succeed with their upper division coursework. A general education also develops in students the ability to reflect upon and evaluate information and ideas, which is critical for being an informed and participating citizen in a democracy.
  
3. Prepare students for life-long learning, personal development, and successful adaptation in the world’s ever-changing and increasingly interdependent local, regional, and global societies. The general education curriculum is designed to develop a student’s ability for self-learning that can be applied throughout their lives to acquire new knowledge and skills that will enable them to respond to changing economic conditions and employment opportunities, or to simply enrich themselves. An understanding of the interplay between individual, society, and culture, and knowledge of local, regional, and global issues prepare a student for adjusting to the demands of living in increasingly diverse and complex societies. An appreciation of the richness and diversity of human experience enables students to successfully interact with people from different backgrounds and cultures.

***GENERAL EDUCATION OUTCOMES (GEO)***  
***Student Learning Outcomes***

**GEO 1. Critical Thinking**

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

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

**GEO 2. Humanities**

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

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

**GEO 3. Citizenship and Society**

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

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

**GEO 4. Technology and Information Literacy**

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

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

**GEO 5. Oral Communication**

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

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

**GEO 6. Quantitative and Scientific Reasoning**

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

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

**GEO 7. Written Communication**

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

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

***ASSOCIATE IN ARTS: LIBERAL ARTS***

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

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

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

**Program Learning Outcomes:**

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

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

**60**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

***ASSOCIATE IN APPLIED SCIENCE: CRIMINAL JUSTICE***

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

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

### **Program Learning Outcomes**

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

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

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

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

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

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

**A.A.S: Criminal Justice Total 60**

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

***BUSINESS DEPARTMENT***

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

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

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

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

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

***ASSOCIATE IN ARTS: BUSINESS***

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

**Program Learning Outcomes**



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

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

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

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

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

**Program Learning Outcomes**

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

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

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

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

### ***ASSOCIATE OF APPLIED SCIENCE: BUSINESS ADMINISTRATION, BUSINESS MANAGEMENT EMPHASIS***

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

#### **Program Learning Outcomes**

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

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

- Develop a business plan.

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

### ***ASSOCIATE OF APPLIED SCIENCE: BUSINESS ADMINISTRATION, BUSINESS MANAGEMENT EMPHASIS***

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

#### **Program Learning Outcomes**

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

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

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

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

***ASSOCIATE IN APPLIED SCIENCE: HOSPITALITY MANAGEMENT***

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

**Program Learning Outcomes**

Upon completion of the program students will be able to:

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

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

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

### ***BACHELOR OF SCIENCE: BUSINESS MANAGEMENT***

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

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

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

#### **Program Learning Outcomes**

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

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

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

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

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

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

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



## ***NURSING DEPARTMENT***

### **Nursing Department Expanded Statement of Institutional Purpose (ESIP)**

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

### **Program Learning Outcomes**

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

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

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

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

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

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

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

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

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

Adopted by Academic Council: October 12, 2012

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

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

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

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

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

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

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

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

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

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

### ASSOCIATE OF SCIENCE IN NURSING

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

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

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

  

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

  

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

  

<b>TOTAL CREDIT HOURS</b>	<b>78</b>
---------------------------	-----------

### Prerequisites Sequence

First Semester Prerequisites (Fall)	Second Semester Prerequisites (Spring)
-------------------------------------	--

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

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

**Nursing Program Sequence**

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

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

**Suggested Elective Courses for Transfer to BSN Program**

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

## ***ASSOCIATE IN SCIENCE: NATURAL RESOURCES MANAGEMENT***

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

### **Program Learning Outcomes**

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

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

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

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

**A.S.: Natural Resources Management Total 60**

**SCHOOL OF EDUCATION**

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

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

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

**SOE’s Extended Statement of Institutional Purpose (ESIP)**

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

**STATEMENT OF PHILOSOPHY**

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

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

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

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

### **TEACHER PREPARATION PROGRAM**

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

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

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

### **PROGRAM STANDARDS**

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

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

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

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

2. a. Candidates demonstrate a high level of competence in the use of English Language Arts and they know, understand, and use concepts from reading, language, and child development, to teach reading, writing, speaking, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;
2. b. Candidates know, understand, and use the fundamental concepts in the subject matter of science – including physical, life, and earth and space sciences – as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific literacy;
2. c. Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and deal with data;
2. d. Candidates know, understand, and use the central concepts and modes of inquiry from the social studies – the integrated study of history, geography, the social sciences (such as anthropology, archaeology, economics, political science, psychology, and sociology), and other related areas (such as humanities, law, philosophy, religion, mathematics, science, and technology) – to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;
2. e. Candidates know, understand, and use – as appropriate to their own understanding and skills – the content, function, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students;
2. f. Candidates know, understand, and use the comprehensive nature of students' physical, mental, and social well being to create opportunities for student development and the practice of skills that contribute to good health;
2. g. Candidates know, understand, and use – as appropriate to their own understanding and skills – human movement and physical activity as central elements to foster active, healthy lifestyles and enhanced quality of life for elementary students;
2. h. Candidates know, understand, and use the connections among concepts, procedures,



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

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

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

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

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

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

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

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

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

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

### **PROGRAM LEARNING OUTCOMES**

SOE PLO 1. Demonstrate knowledge of content & pedagogy

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

SOE PLO 3. Demonstrate knowledge of students

SOE PLO 4. Engage students in learning

SOE PLO 5. Create an environment of respect and rapport to establish a culture of learning

SOE PLO 6. Manage the classroom (procedures, student behavior, and space)

SOE PLO 7. Communicate effectively and provides feedback (questions and discussions)

SOE PLO 8. Demonstrate professionalism (developing, demonstrating, and reflecting)

SOE PLO 9. Communicate and build relationship with the community

SOE PLO 10. Demonstrating Ethics for the Professional Educator

### **STUDENT LEARNING OUTCOMES**

As indicated by the standards listed above, the SOE provides learners with courses rich in both theoretical foundations and practical experiences. In line with this, the SOE states that, upon completion of the B.S. degree in Education, learners will be able to:

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

- 1.A Describe the history of modern education and explain the roles that pedagogic, philosophic, and social movements have had in the development of the modern school;
- 1.B Explain the development and evolution of various schools of psychology and the impact these schools have had on current educational concepts and practices;
- 1.C Describe and explain the stages of child and adolescent physical, cognitive, affective, and social development; analyze and explain the impact that current global, regional, national, and local issues have on students, families and schools in the CNMI.

#### **2.0 Skills/Abilities**

- 2.A Explain and demonstrate basic educational methods and techniques.
- 2.B Identify regional and national subject matter standards and plan and teach lessons that meet those standards.
- 2.C Develop and write teaching plans, long- and short-term integrated units, lesson and activity objectives, and plan, teach and evaluate classroom lessons at all levels K-8.
- 2.D Incorporate multimedia, audio materials, computer software and the Internet in classroom lessons.
- 2.E Design and teach lessons that reflect and respect the various cultural influences that make up modern society.
- 2.F Design and teach lessons and activities that develop deductive reasoning, problem solving and critical thinking skills.
- 2.G Design and teach lessons that meet the learning needs of students with less than academic level fluency in English.
- 2.H Design and teach lessons that encourage the development and growth of inquiry strategies.
- 2.I Use a variety of assessment tools and techniques to evaluate student work and achievement.

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

- 3.A Demonstrate belief in the value of diversity in the community and classroom by modeling and developing respectful behavior of students toward all others.
- 3.B Demonstrate pride in the teaching profession by following high standards of personal and professional behavior and by continuing professional growth.

### **CURRICULUM GUIDELINES**

#### **Integrated Curriculum**

An integrated approach allows learners to put ideas into perspective and to see and make connections across content areas. Integrated, thematic teaching approaches help learners to form clearer ideas and concepts about subject matter and to remember those concepts longer. In developing the teacher/service provider preparation program, a similar approach would be effective with teachers/rehabilitation and human service providers-in-training. Thus, SOE faculty designed the courses to complement one another, to run in coordinated sequences, and to review, highlight, and preview material across the curriculum.

**Model Teaching**

School of Education faculty share a belief that learners will teach as they have been taught. They exhibit model teaching for their learners and provide a variety of approaches as they present the content of their courses.

**Cultural Diversity**

The SOE recognizes that learners come from a variety of cultural backgrounds. Diversity in the classroom is a strength because varying worldviews and perceptions of different learners combine to form broad pictures and to enhance understanding of cognitive, social, and emotional issues and concerns. Cultural diversity is valued and provides teachers-in-training with the knowledge skills needed to take advantage of the cultural strengths that they will find in their classes.

**Purposeful Learning**

Learners learn best when they acquire, create, and produce products for a purpose. Purposeful learning enhances intrinsic motivation. The SOE provides learning experiences to aid learners in working with purpose towards objectives and gain practical experience and develop the confidence that results

**Cooperative and Collaborative Learning**

Learners of every age thrive in social settings. Learners working in groups often discover previously unconsidered strengths, weaknesses, and perspectives. Important social values are developed and enhanced. Thus SOE instructors encourage a healthy mix of group and individual work in classes.

**Writing Across the Curriculum**

The most important skill that can be learned in school is literacy. The ability to read and write is the main indicator of success in school and life itself. Teachers will model and encourage effective writing whenever possible. SOE instructors explicitly develop reading and writing approaches for their topics to give prospective teachers a broad range of experience. In some courses learners may keep reflective, interactive journals to consider ideas, express opinions, and link to and make connections among the various curriculum topics covered in the program.

**Multiple Intelligences**

Intelligence is more than the ability to choose correct answers on an IQ test. It is a bio-psychological potential to process information to be used in a cultural setting to solve problems or create products that are of value. Areas of intelligence include the verbal-linguistic, mathematical-logical, spatial, musical, bodily kinesthetic, naturalistic, interpersonal, intrapersonal and existential. Information and material in SOE courses is therefore presented and examined from a variety of perspectives to include all types of learners.

**Authentic and Portfolio Assessment**

Because intelligence is multiple learners cannot express the totality of what they know or can do on simple pen and paper tests, instructors therefore use a variety of approaches and the use of authentic assessment that are determined during the planning stage and are in line with course

objectives. One assessment technique is the development of portfolios, including e-portfolios, of materials, activities, and projects they have.

### **Field Experience**

Field experience or practicum is an essential and key part of the SOE program. From Introduction to Teaching to Student Teaching/Community Practicum, learners are actively involved in field experiences. Opportunities are provided in conjunction with the CNMI Public School System, private schools, government agencies, for and non-profit agencies to provide for observation, internship and practice teaching.

### **Ongoing Development**

SOE instructors are sincerely dedicated to providing the CNMI with the best possible teachers/human service providers. They strive to accomplish this by assisting teachers/human service providers-in-training to develop, recognize, and realize their strengths as teachers/human service providers and as human beings. They examine and evaluate approaches and methods and stay active professionally and personally.

## ***ADMISSION REQUIREMENTS***

All learners who plan to major in Education MUST first be accepted into the Northern Marianas College. Learners may then declare Education as their major. The requirements:

- Acceptance Application for the School of Education Program
- Successfully complete ED 211 Introduction to Teaching with a grade of B or higher
- Two (2) Letters of Recommendations
- Official Transcript
- Passport Size Photo
- Statement of Interest Essay
- Cumulative Grade of 2.8\*

Deadlines for submission of application and all requirements are May 30<sup>th</sup> for Fall admission and December 20<sup>th</sup> for Spring admission.

*\*Teach Grant requires a Cumulative GPA of 3.25.*

*For admissions, please see Ms. Amanda Angel-Diaz*

### **Admission to Teacher Candidacy Status**

Application for Teacher Candidacy should take place during the semester the learner completes 40 semester hours of applicable college credits towards the B.S. degree in Education and meets all the specific pre-requisite requirements. Applications may be obtained from the SOE administration office, currently located in Building V. The completed application is to be submitted to the School of Education Director or designee prior to the announced deadline. All pre-service teachers should inquire about this process early in the semester. All pre-service teachers wishing to register for School of Education 300 and 400 level classes are required to submit an application for admission to the SOE demonstrating that he or she has met the following requirements:

- Completion with a grade of “C” or higher of EN 202 from NMC or the equivalent from a U.S. accredited institution. The NMC Office of Admission and Records (OAR) must verify required documentation through an official transcript.
- Completion with a grade of “C” or higher of MA 132 from NMC or the equivalent from a U.S. accredited institution. The NMC Office of Admission and Records (OAR) must verify required documentation through an official transcript.
- Completion with a grade of “C” or higher all pre-requisite courses for 300/400 level education courses with the exception of ED 480 (Educational Technology).
  - o These pre-requisite courses are ED 480, ED 205, ED 211, ED 282 and ED 300.
- Exceptions are those pre-service teachers who have completed with a grade of “C” or higher pre-requisite courses from a U.S. accredited institution.
- Hold a cumulative grade point average (GPA) of 2.8 or higher at the time of application.
- Submit an official copy of scores for PRAXIS I – PPST (Pre-professional Skills Test, Basic Skills and General Knowledge) or CASE in reading, writing and mathematics.
  - o Although the PRAXIS may be taken repeatedly, pre-service teacher will not be accepted in 300 and 400 level classes until they have evidence of meeting the following established baseline scores: PPST: Reading score of 170, Writing score of 170 and Mathematic score of 170 or the Core Academic Skills for Education (CASE): Reading score of 156, CASE Writing score of 162, and CASE Math score of 150.
- Submit to OAR official transcripts for all credits earned outside of NMC.

\*NMC School of Education pre-service teachers/human service providers who have successfully completed 12 credit hours of 300/400 level classes as of December 15, 2003 are exempt from PRAXIS I. After November of 2003 all pre-service teachers must meet all prerequisite course requirements for any 300/400 level courses. Deadlines for submission of application and all required materials are April 1<sup>st</sup> for Fall admission and November 1<sup>st</sup> for Spring admission.

A review by the SOE is required of each application, followed by an interview of the applicant by the SOE Director or designee. The learner will be provided with a certification of full admission to Teacher Candidacy, a letter of provisional admission to Teacher Candidacy or a denial letter with cause, no later than seven (7) calendar days from the date of the interview.

*For Teacher Candidacy, please see Ms. Rosaline Cepeda.*

### **PRAXIS Series**

The PRAXIS I requirement became effective for the spring term 2005.

SOE has adopted the PRAXIS series examinations. A requirement for Teacher Candidacy is a pass rate of 170 Reading (test code 710), 170 Writing (test code 720), 170 Mathematics (test code 730) or a combined score of 510 or higher; the Core Academic Skills for Education (CASE) of 156 Reading (test code 5712), of 162 Writing (test code 5722), and of 150 Math (test code 5732) or a combined score of 468 or higher. ETS also offers a combined PRAXIS I test code for Reading, Writing and Math (test code 5751).

In ED 471 – Integrated Lessons and Activities (course prior to Student Teaching), the PRAXIS II test is required for all Education concentration and passing scores are as follows:

- ECE Education of Young Children (test code 5024) with a pass score of 160;
- ELEM ED: Elementary: Content Knowledge (test code 5018) with a pass score of 163 or Elementary Education: Content Knowledge (test code 5014) with a pass score of 146;
- SPED: Core Knowledge (test code 5354) with a passing score of 150; and
- RHS: Counseling (test code 5421) with a passing score of 156.

There may be additional costs for taking PRAXIS I and II tests. Waivers for PRAXIS tests are made available through the Educational Testing Service (ETS) should students meet ETS criteria. More information can be found at [https://www.ets.org/praxis/about/fees/fee\\_waivers/](https://www.ets.org/praxis/about/fees/fee_waivers/). Additional assistance may be possible through Federal Financial Aid. For more information, please contact NMC's Financial Aid Office.

*PRAXIS I and II are requirements for graduation and are the learner's responsibilities.*

### **Provisional Admission to Teacher Candidacy**

Pre-service teachers/service providers in the following categories may be admitted as provisional candidates of SOE in accordance with the requirements listed below.

(A) Transfer students with 40 or more semester hours of earned credit acceptable for admission to teacher candidacy but who do not meet all course pre-requisites shall:

- Follow all application procedures and requirements.
- Submit results of PRAXIS I.
- Verify the successful completion of EN 202 and MA 132 or higher or the equivalent from an accredited U.S. institution through the OAR.
- Register for pre-requisite courses.

When all requirements are met, the transfer pre-service teacher/service provider will be accepted as a teacher candidate.

(B) Holders of baccalaureate degree in the field of Education or a related field from an accredited U.S. institution, recognized non-U.S. institution, or an unaccredited institution must submit an application and meet all entrance and GPA requirements.

(C) Ongoing students with 57 or more semester hours of earned credit eligible for admission to teacher candidacy but who do not meet all course pre-requisites shall:

- Follow all application procedures and requirements.
- Submit results of PRAXIS I.
- Verify successful completion of EN 202 and MA 132.
- Register for pre-requisite courses.

When all requirements are met, the pre-service teacher/service provider will be accepted as a teacher candidate.

A review by the SOE is required of each application followed by an interview of the applicant by the SOE. The student will be provided with a certification of full admission to teacher candidacy, letter of provisional admission to teacher candidacy, or denial letter with cause no later than seven (7) calendar days from the date of the interview.

*Provisional Admission may be granted for no more than one semester. Applications can be obtained from the SOE administration office, currently in Building V. The completed application is to be submitted to the Director or designee of the School of Education prior to the announced deadline. For provisional acceptance into Teacher Candidacy, please see Ms. Rosaline Cepeda.*

### **FIELD EXPERIENCE(S) (Observation, Practicum and Internship Courses)**

In recent years the value of experiences in the field has been increasingly recognized and as a result field experiences are a critical component of teacher education program. Multiple opportunities are provided for teacher education candidates to be in the field throughout the program. Through fieldwork experiences, teacher education candidates are exposed to a range of diverse learners, cultures and learning environments. Several courses have been identified to provide these multicultural and multi-dimensional experiences.

#### **Placements:**

To provide learners with the best opportunities for growth and exposure to grade levels and individual school environments, the SOE instructors will place learners at different sites.

#### **Early Childhood Education**

- ED211 – Introduction to Teaching
- ED321 – Literature and Language Arts for Elementary Teachers
- ED351 – Instructional Strategies & Classroom Management
- ED353 – P.E. and Health for Elementary Teachers
- ED451 - Integrated Science and Math for Young Children
- ED471 – Integrated Lessons & Activities
- ED492 – Student Teaching or ED 493 Community Service

#### **Elementary Education**

- ED211 – Introduction to Teaching
- ED321 – Literature and Language Arts for Elementary Teachers
- ED351 – Instructional Strategies & Classroom Management
- ED353 – P.E. and Health for Elementary Teachers
- ED435 – Diagnostics and Prescriptive Reading
- ED471 – Integrated Lessons and Activities
- ED492 – Student Teaching or ED493 – Community Practicum
- ED495 – Teaching Practicum

#### **Rehabilitation & Human Services**

- ED211 – Introduction to Teaching
- ED351 – Instructional Strategies & Classroom Management
- ED353 - P.E. and Health for Elementary Teachers
- ED471 – Integrated Lessons & Activities
- ED493 – Community Education Practicum

RH330 – Fieldwork I

**Special Education**

- ED211 – Introduction to Teaching
- ED351 – Instructional Strategies & Classroom Management
- ED353 – P.E. and Health for Elementary Teachers
- ED435 – Diagnostics & Prescriptive Reading
- ED471 – Integrated Lessons & Activities
- ED492 – Student Teaching

**GRADUATION REQUIREMENTS**

Only courses passed with a grade of “C” or better will be accepted for graduation for the baccalaureate degree. All potential graduates must pass all the core courses, general education courses, required education courses listed on the IDP and with passing scores for PRAXIS I and II in respective concentration areas.

It is recommended that graduates seeking CNMI Teacher Certification obtain Teacher Certification requirements from the CNMI Board of Education.

***BACHELOR OF SCIENCE: EDUCATION***

The NMC School of Education offers the Bachelor of Science degree in Education. Students take core courses and general education courses in the Arts and Sciences before completing their required education courses, including the 12-credit student teaching/community practicum requirement. Students successfully completing all of the requirements, to include passing PRAXIS I and II, then receive an accredited Baccalaureate of Science degree in Education. Students must complete all courses identified on IDP within seven years, the first year commencing on taking Introduction to Teaching.

**100/200-LEVEL PREREQUISITES AND REQUIREMENTS**

<b>CORE COURSES</b>	<b>COURSE NUMBER</b>	<b>CREDITS</b>
College Success	BE 111	3
Fundamentals of Speech	CO 210	3
English Composition I	EN 101	3
Intermediate Algebra	MA 132	4
Current Issues in the CNMI	SO 297	3
<b>Subtotal</b>		<b>16 credits</b>

**GENERAL EDUCATION REQUIREMENTS**

		<b>CREDITS</b>
Political Science	PS 110	3
Literature	Any 3 credits	3
Biological Science	Any 4 credits	4
Physical Science	Any 4 credits	4
English Composition II	EN 202	3
Geography	GE 101/201	3
Psychology	PY 101	3



History	Any 3 credits	3
NMI History	HI 255	3
Fine Arts/Performing Arts	Any 3 credits	3
Language	Any language	4
<b>Subtotal</b>		<b>36 credits</b>

<b>PROGRAM REQUIREMENTS</b>		<b>CREDITS</b>
Child Development	ED 205	3
Introduction to Teaching	ED 211	4
Multicultural Foundations	ED 282	3
Educational Psychology	ED 300	3
*Inclusive Pract. for Child. W/Learn. Diff.	ED 315	3
*Instructional Strat & Classroom Mgmt	ED 351	3
*Health and PE Meths. for Elem. Teachers	ED 353	4
*Integrated Planning & Programs	ED 370	3
*Teaching Linguistically Diverse Students	ED 406	3
*Assessment and Evaluation	ED 450	3
*Integrated Lessons & Activities	ED 471	4
Educational Technology	ED 480	3
<b>Subtotal</b>		<b>39 credits</b>

\*Must be accepted as a Teacher Candidate and pass PRAXIS I to take these courses.

<b>B.S. in Education, Elementary Education Concentration</b>		<b>Total 123 Credits</b>
Fine Arts for Elementary Teachers	ED 320	3
Literature & Language Arts for Elem Teach	ED 321	4
Teaching Elem & Middle School Math	ED 432	3
Science as Inquiry Methodology	ED 433	3
Social Studies in Action	ED 434	3
Diagnostics & Prescriptive Reading	ED 435	4

Most appropriate of the following three:

Student Teaching Practicum	ED 492/493/495	12
<b>Subtotal</b>		<b>32 credits</b>

<b>B.S. Education, Early Childhood Education Concentration</b>		<b>Total 121 Credits</b>
Literature & Language Arts for Elem Teach	ED 321	4
Curriculum in ECE	ED 341	3
Guiding & Nurturing Young Children	ED 343	3
Education for Parenthood	ED 345	3
Integrated Science & Math for Young Child	ED 451	4
Most appropriate of the following three:		
Student Teaching Practicum	ED 492/493/495	12
<b>Subtotal</b>		<b>29 credits</b>

<b>B.S. Education, Rehabilitation &amp; Human Services Concentration</b>		<b>Total 122 Credits</b>
Introduction to Human Services	RH 215	3
Theories & Techniques of Counseling	RH 310	3

Fieldwork I	RH 330	4
Case Management	RH 400	3
Human Services Program Management	RH 420	3
Medical & Psychosocial Aspects of Dis	RH 430	3
Community Education Practicum	ED 493	<u>12</u>
<b>Subtotal</b>		<b>31 credits</b>

<b>B.S. Education, Special Education Concentration</b>		<b>Total 122 Credits</b>
Teaching Methods in SPED	ED 401	3
Current Issues in SPED	ED 397	3
Teaching Elem & Middle School Math	ED 432	3
Diagnostics & Pres Reading	ED 435	4
SPED Diagnosis & Assessment	ED 456	3
Medical and Psychosocial Aspects of Disab	RH 430	3
Most appropriate of the following three:		
Student Teaching Practicum	ED 492/493/495	<u>12</u>
<b>Subtotal</b>		<b>31 credits</b>