ANNUAL REPORT 2004

PUBLIC LAW 5-32/10-66

NORTHERN MARIANAS COLLEGE

TABLE OF CONTENTS

Introduction 1

Purpose of Annual Report 1

College Vision, Values, Mission and Institutional Goals 2

Summary of Results 5

Funding and Expenditures 5

Academic Data 9

Program Accomplishments 12

- **School of Education** 12
- **Business, Hospitality and Computer Technology Department** 16
- **Nursing Department** 17
- **Technical Trades/Vocational Education** 17

Program Challenges - *Obstacles to Intended Program Results* 20

- **School of Education** 20
- **Business, Hospitality and Computer Technology Department** 22
- **Nursing Department** 22
- **Technical Trades/Vocational Education** 24

Appendices 26

Appendix A: Overview of School of Education **26**

……

Appendix B: Overview of Business, Hospitality and Computer Technology **32**

……..

Appendix C: Overview of Nursing Department **37**

……

Appendix D: Overview of Technical Trades/Vocational Education **39**

……

Appendix E: Public Law 5-32 **41**

……

Appendix G: Public Law 10-66 **63**

……

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 D). 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 C). 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 (AY) 1997-1998, education and training funds authorized under P.L. 10-66 were used for the School of Education, the Business, Hospitality, and Computer Technology Department, the Nursing Department, and the Technical Trades/Vocational Education Program (see Appendices A-1, A-2, A-3, and A-4 for detailed program descriptions). The primary purpose of these programmatic areas is to provide education and training to 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 departmental programs funded under P.L. 10-66 present this Annual Report for AY 2003-2004 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. 5-32/10-6;

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's 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 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: 1999-2004

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 shares the same vision with 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 to local residents so that they can be qualified to hold jobs in various employment sectors. All the 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 2003-04, educational programs under P.L. 5-32/10-66 offered a total of 205 college courses, served 2,053 students (duplicated enrollment), and awarded 144 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

Although provisions under Public Law 5-32, as amended by Public Law10-66, require 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, the College has historically received only a fraction of the specified funds. During FY 2001, the Comprehensive Budget Act for the CNMI Government suspended all earmarking laws including the provisions of Public Law 10-66 and limited funding to Northern Marianas College to $1,191,680. To this date the College has remained at this FY 2001 funding level. The historic funding levels received by the College under Public Law 10-66 have never been adequate to meet all the needs of the Vocational Educational programs offered by the College, as shown in Table 1 and Graph 1. As a result of this inadequate funding level, supplemental budget requests have been made to reprogram funds to make ends meet.

This was the case in FY2004 where the funding level was again limited to $1,191,680. In addition to these hardships, the College is authorized 62 FTEs for its Vocational Educational programs under FY2004 funding levels, just as it had in FY2001, yet receives funding for only 24 FTEs (39% of the authorized FTEs). Consequently, the College had to request a supplemental budget, as it has in previous years, of $438,000 in FY2004 to ensure that it could make ends meet for the financial year for its Vocational Educational programs. The College approached the CNMI Legislature for supplemental funding for the shortfall which was appropriated to NMC as approved under House Bill 14-179. This HB authorized the Governor to reprogram $438,000 from lapsed and un-obligated funds from the Tobacco Control Fund to address the payroll shortfall for the vocational programs. As such, the College expended $1,629,680 for professional/vocational programs covered by P.L. 5-32/10-66 during FY2004.

Public Law 13-24 provided $1,191,680 in personnel appropriation funding for NMC's vocational education programs funded under Public Law 5-32/10-66. One percent of this amount, or $11,917 was earmarked for the Office of the Public Auditor as mandated by Public Law 9-58. Additionally, two percent of the appropriation was withheld for the purpose of retiring the government's accumulated deficit. The funds allocated to NMC were used exclusively for personnel costs for the School of Education; the Technical Trades/Vocational Education Program; the Nursing Program; and the Business, Hospitality, and Computer Technology Programs.

The following tables and graphs show the historical personnel appropriation funding of the NMC vocational programs under P.L. 5-32/10-66 and other funding from the General Fund.

VOCATIONAL EDUCATION (P.L. 5-32/10-66)

Historical Personnel Appropriation Funding

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)

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 is the amount requested, $1,157,390 was the ceiling given by OMB.
f) $1,133,923 is the amount allotted to NMC based on the allotment advice from OMB for FY 2000.
g) $1,191,680 is the amount allotted to NMC based on the allotment advice from OMB for FY 2001.
h) $209,958 is the amount reprogrammed to Voc Ed from NMC General Operations.
i) $297,920 is the amount reprogrammed to Voc. Ed. From NMC General Operations.
j) $438,000 supplemental appropriation authorized under P.L. 14-179.

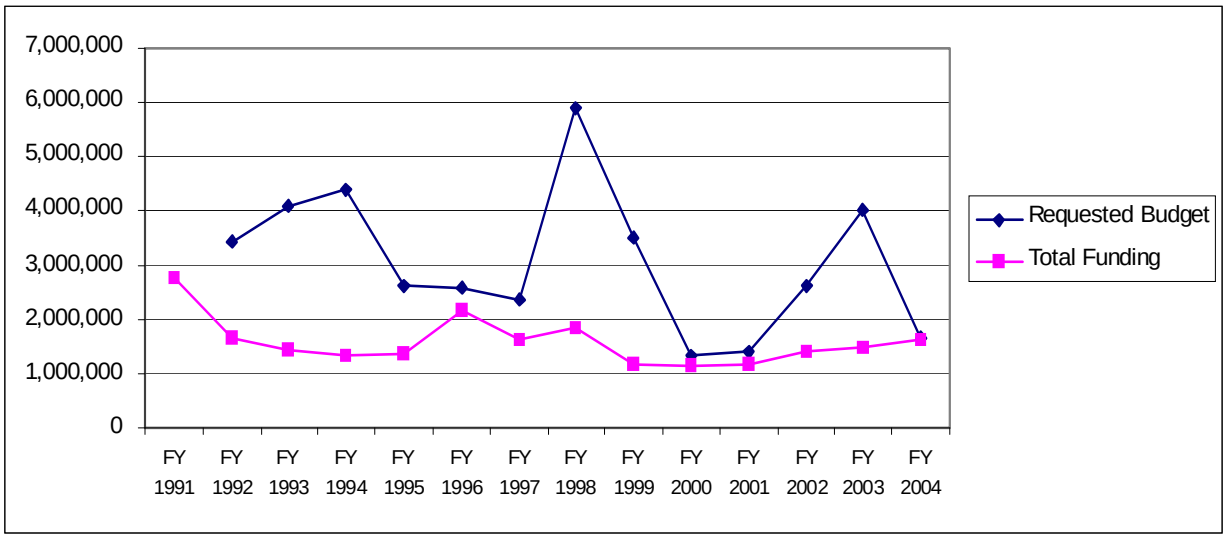


Table 1. Historical Funding of NMC Vocational Programs under P.L. 5-32/10-66

Table 2. Historical Funding of General Fund (Operations) under P.L. 5-32/10-66

		General Fund (Operations)				
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		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)

NOTE: **a) $490,800 was reprogrammed to NMC from the Governor's Office.**

b) $7,130,800 includes the additional $700,000 appropriated for NMC Multipurpose Gym (CIP).

c) $6,430,800 does not include $700,000 from P.L. 10-41 (FY 97).

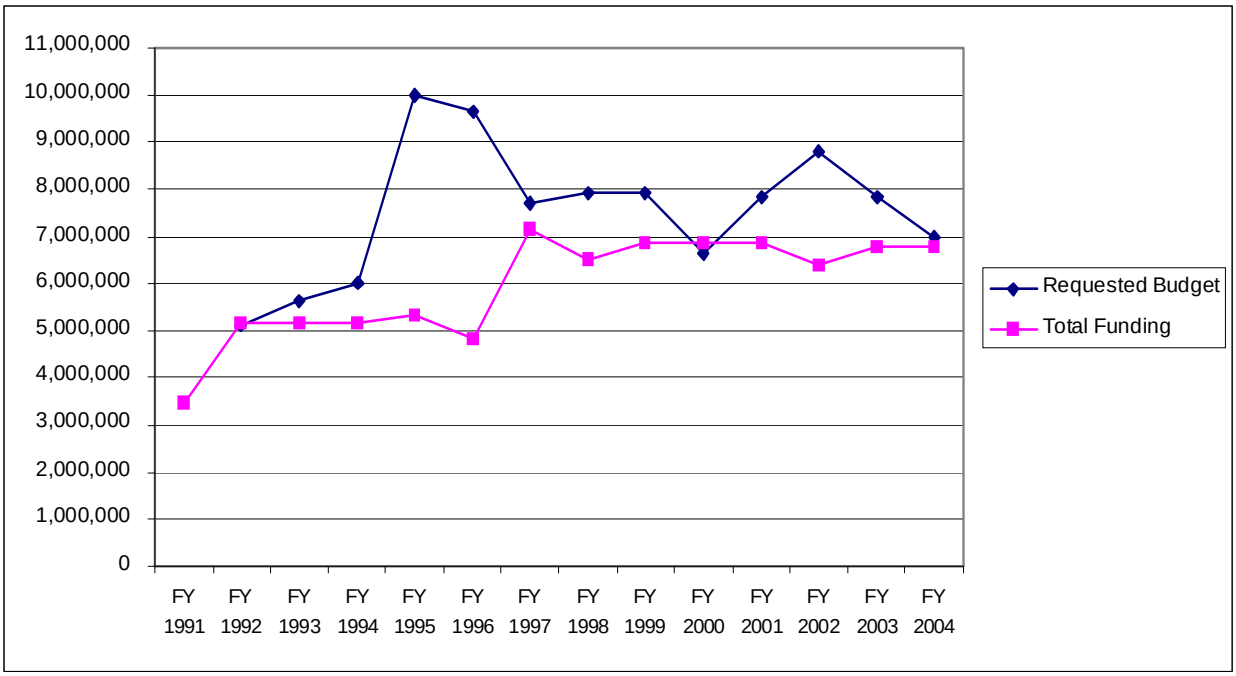
d) $102,260 was reprogrammed to NMC from the Governor's Office.

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.

Graph 2: NMC Requested Budget vs. Total Funding for FY 1991 - 2004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FY 2003
FY 2004
Requested Budget
Total Funding

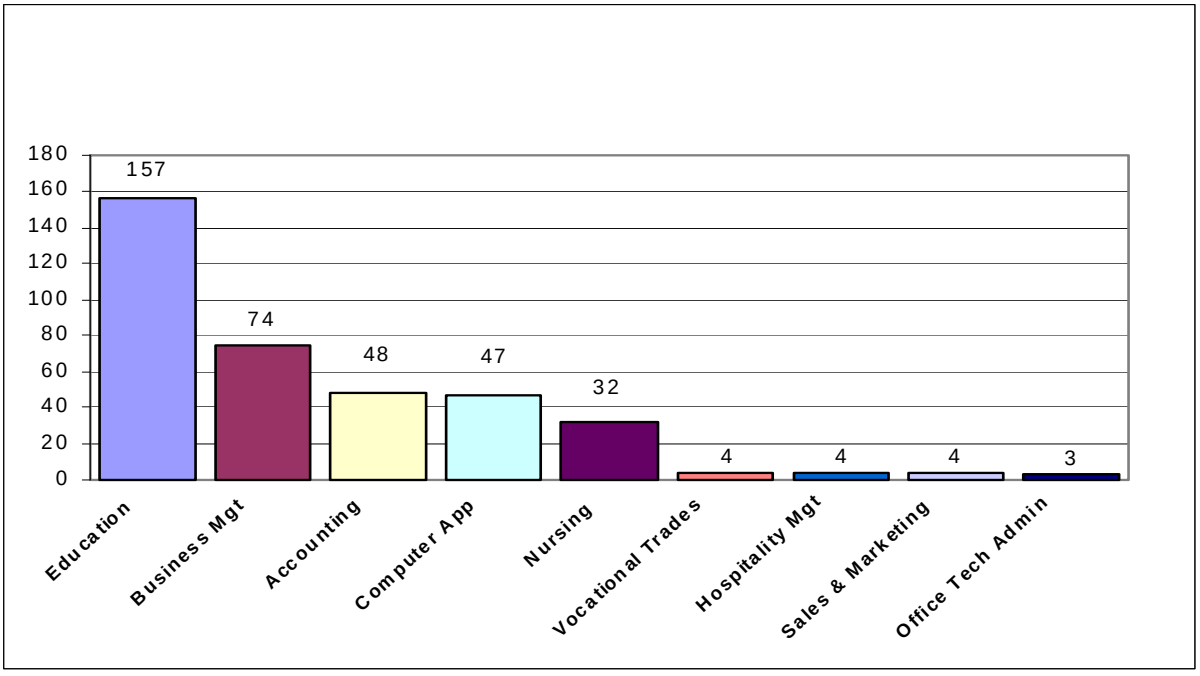
Academic Data

A total of 205 courses were offered by the four programs funded under P.L. 5-32/10-66 during AY 2002-03, decreasing from the 211 courses offered during the previous year. Total student enrollment (duplicated count) was 2,053 (compared with 2,786 the year before), with an overall average class size of 10.01 students. Degrees and certificates awarded reached a total of 144, an increase from the 104 awarded the previous year. Table 3 and Graph 3 show the number of courses offered in the four programs funded by P.L. 5-32/10-66, the number of students served, average class size, and the number of degrees and certificates awarded.

Table 3. Total Academic Data for Programs Funded by P.L. 5-32/10-66: AY 2003-2004

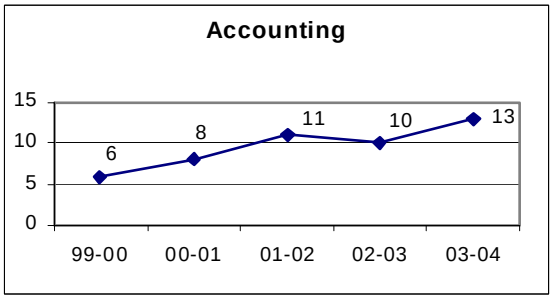
School/Department	No. of Courses Offered	Enrollment (duplicated count)	Average Class Size	Degrees/ Certificates
Business, Hospitality, and Computer Tech. Department	93	759	8.16	48
School of Education	87	1,035	11.89	82
Nursing Department	7	111	20.5	14
Vocational Education Department	18	148	8.22	0
Total	**205**	**2053**	**10.01**	**144**

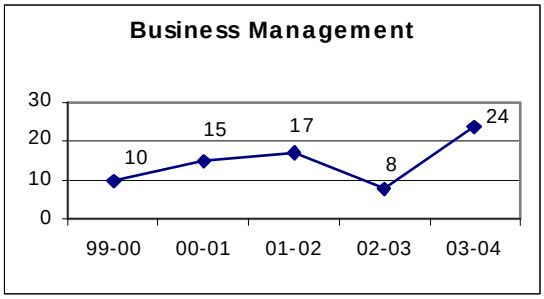
Graph 3: Total Degrees and Certificates Awarded by Program AYs 1999-2000 - 2003-2004

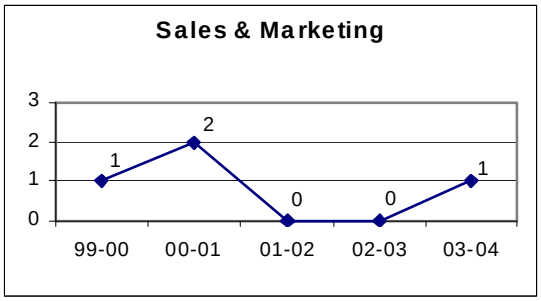


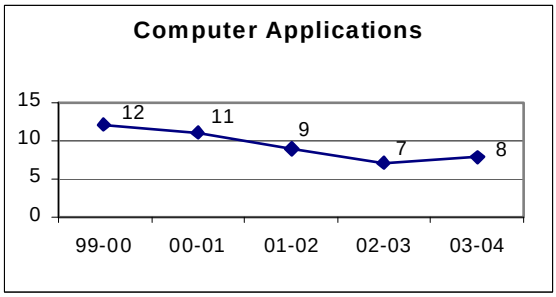
Degrees and Certificates Awarded of Each Program by Year

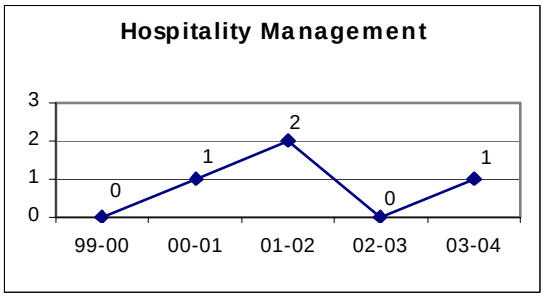
for AYs 1999-2000 - 2003-2004

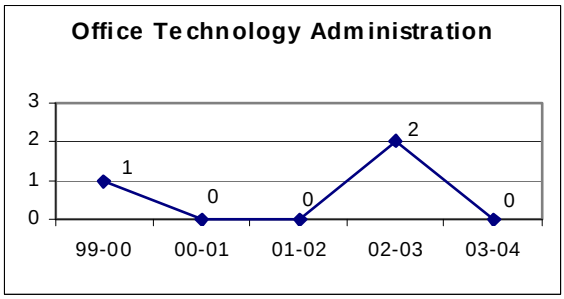


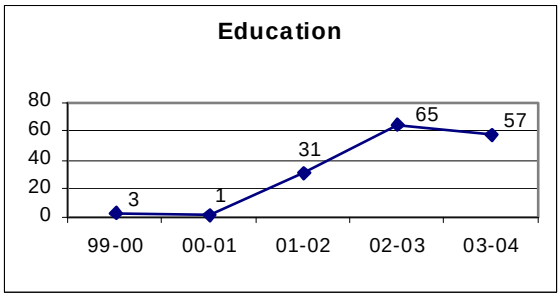


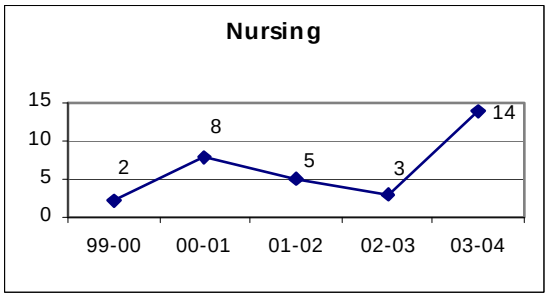


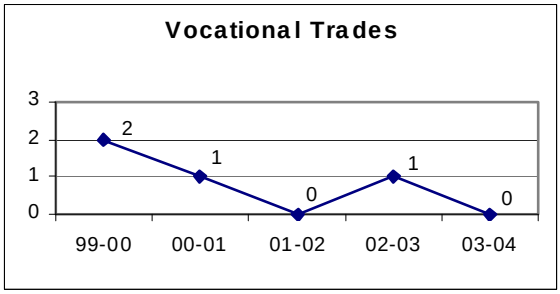












Program Accomplishments

School of Education Accomplishments

1. The School of Education's baccalaureate degree program in Elementary Education, approved by the Senior Commission of the Western Association of Schools and Colleges (WASC) in 2003, graduated 32 students during the 2003-04 school year. All students were immediately hired by the public school system or one of the CMNI private schools.

2. The Preparing Tomorrow's Teachers to Use Technology (PT3) Implementation Grant from the U.S. Department of Education began in Academic Year 2001-2002. This grant enables the college to hire faculty, purchase equipment and conduct workshops to assist the advancement of educational technology with preservice teachers and college faculty. Recently, many instructors and preservice teachers have begun to integrate technology into classes at NMC and within the CNMI educational system.

   Preservice Teachers at the School of Education are required to take two technology classes, Introduction to Computers for Teachers and Educational Technology, Preservice teachers are also required to complete a Technology Passport that includes demonstration of knowledge of using technology in the classroom. During student teaching, preservice teachers integrate several multimedia projects using iMovie to document their student teaching experiences.

   NMC provides an Apple eMac computer, video camera and technical support. At the completion of student teaching, preservice teachers will be able to integrate multimedia into teaching practices. Each NMC Faculty has been given a laptop computer and is also integrating technology in classes and role modeling skills such as PowerPoint presentations and online classes. Multimedia projectors have been installed in most NMC classrooms as another incentive for instructors to use presentations in classes.

   NMC will continue to support educational technology in the SOE program with the Educational Technology Center, College Lab School, and the Curriculum Resource Center, a library and computer/technology lab that contains educational resources for preservice and mentor

3. The Related Services Technician Program is designed to give teacher aides in the Special Education and Early Childhood Programs sufficient skills to supplement licensed, or certified related service providers. (Related service in the contest of Part B and Part C of the Individuals With Disabilities Education Act constitute Physical Therapy, Occupational Therapy, and Speech Language Pathology). Aides are being trained in these specific skill areas to be able to deliver related services under the supervision of a licensed practitioner, thus expanding the breadth of essential therapies to students with disabilities. Experience with one previous group of RST students revealed that this additional education and training produced an expansion not only in the service areas, but also produced significant positive changes in attendance, involvement in other program activities, and affective changes.

   The program is presented in conjunction with the University of Hawaii Center of Disability Studies. Faculty of the University of Hawaii, related service providers provide instruction to the Public School System with the assistance of SOE faculty members. The program is coordinated by the Special

Education program Developer of SOE, and consists of theory and practice in the related service fields, multi-cultural education, Red Cross First Aid/CPR, special education law, and positive behavioral supports. The program consists of 30 credit hours of 100 and 200 level courses.

4. Mathematics Education for Novice Teachers: Opportunities for Reflection (MENTOR) is a National Science Foundation funded project through the Pacific Resource Education Laboratory in Honolulu, Hawaii. MENTOR is designed for novice teachers of mathematics. Mentor team members are composed of the PSS mathematics specialist, PSS mathematics teachers and the higher education mathematics instructor.

   MENTOR team members design and deliver an annual five day summer institute to develop novice teachers' mathematics content knowledge, as well as their knowledge of standards-based mathematics pedagogy. Each institute focuses on a different mathematics content area, thereby ensuring that the novice teachers receive instruction in all areas of the mathematics curriculum.

   In addition, our NMC mathematics specialist provides workshops and continual support at on-site CNMI locations throughout the year.

5. The School of Education has developed the Early Childhood Education (ECE) certificate program as enrichment training for educators within the Head Start classrooms.

   During the Spring 2004 semester the Early Childhood Education Coordinator began revising the course syllabi for six of the ECE courses. The purpose of the improvements is to reflect more contemporary early childhood educational practices and updated Federal policies within the Head Start program.

   The SOE works collaboratively with the PSS Head Start Program to provide professional development for their teachers and teacher aides. An MOA was signed between both agencies to provide early childhood courses on the islands of Rota, Tinian and Saipan. Twenty-two Head Start teachers from Tinian, Rota and Saipan completed an 18 credit hour Certificate of Completion in Early Childhood awarded by NMC in May 2004.

6. NMC School of Education Individual Degree Program (IDP)—When the NMC SOE was granted the ability to provide a B.S. in Elementary Education, the IDP was originally developed based upon faculty experience teaching the University of Guam's 300 and 400 level classes. In order to facilitate an easy transition for students currently in the program, the new NMC School of Education IDP was developed to reflect the UOG course alpha numeric system. While implementing the B.S. in Elementary Education program, over the past two years, several changes have occurred which have been approved by the NMC Academic Council. These changes reflect the SOE's constant reflective process and many hours of work to attempt to provide a complete quality program so that, upon graduation, graduates are confident and ready to teach.

Quality Improvements to the Program

7. Philosophy PI 101 was eliminated from the original IDP.

8. Three general education science classes were reduced to two, one in biological science and one in natural sciences.

9. The fine arts requirements was changed from a choice of drama, art or music to one class in art and a choice of drama or music in order to provide exposure to at least two areas of the arts.

10. Science methods classes were reduced from two to one. Instructors for each class felt that one science methods class was sufficient.

11. Language requirements were reduced from two to one.

12. ED 205, Child Development replaced ED 201, Human Growth and Development to meet the needs of K-8 teachers.

13. The original three integrated content classes were reduced to one and replaced by ED 221, Literature and Language Arts and ED 330 - Math for Elementary Teachers.

14. An additional math methods class, ED 332, was developed in order to provide one class for K-3 and one for Upper Elementary and Middle School levels.

15. Practicum requirements were added to ED 221 - Literature and Language Arts in order to provide an experience with teaching reading to small groups.

16. Practicum requirements for Diagnostic Reading remain at 60 hours so students have experience with one-on-one reading instruction for non-readers and struggling readers.

17. Practicum hours for ED 471 were reduced by one credit hour. Originally, the practicum required 45 clock hours in the classroom. After reviewing the numbers of hours required for each credit hour of practicum, it was changed to 60 clock hours to meet appropriate requirements. Students teach for a minimum of three hours per day, five days per week until the 60 clock hours are completed.

18. HE 240 was developed under the Health and Physical Education Department as a course for Elementary Education teachers-in-training.

19. The number of required credit hours for successful completion of the program was reduced from 154 to 128-129. Most students who participate in the NMC SOE Elementary Education Program work full time and take 12 credit hours per semester as required by the CNMI scholarship fun. At 12 credit hours per semester, most students take five years or longer to complete the program. In addition, the CNMI Scholarship funds are available for individuals for only four years.

20. Some course names have been slightly changed to better reflect the content of the courses.

The experience that the SOE faculty gained with the B.S. program assisted us in establishing for students a sequence of classes to follow for each semester of the program. This sequence was developed after some difficulties with students registering for classes without the prerequisites for the class even after they had been advised. The recommended sequence was then matched to a class schedule distributed each semester for registration. The fall and spring terms of AY2003-2004 provided for consistent times so that students are aware of which classes should be taken and in what order. It also allows students to know the semester and time that classes will be offered.

Changes to the new NMC Catalog have been completed and submitted to the appropriate administrators to reflect the IDP changes, the recommended sequence of classes, the new entrance requirements and any course content or alpha changes.

21. NMC School of Education Entrance Requirements—In an effort to address the lack of teachers within the CNMI, PSS and the CNMI Board of Education developed certification requirements based upon NMC SOE course offerings. At the time of implementation of the PSS certification requirements, anyone, regardless of their degree, was allowed to register for 300 and 400 level courses. After two years of experience with the B.S. degree in Elementary Education, the SOE realized the need for basic entrance requirements for upper division courses. Some students demonstrated very poor or unintelligible English and lack of basic math skills. The new entrance requirements include all prerequisite classes, English 202 or its equivalent from an accredited U.S. institution, and successful completion of the PRAXIS 1. All requirements except the PRAXIS I have been implemented and the PRAXIS 1 requirement will go into effect in the spring of 2005.

22. Workshops and seminars are too numerous to mention however each faculty member has provided workshops, training, seminars and consultation at the request of PSS and private school administration and principals. These activities have been provided at no cost and include those related to ESL, Cultural Awareness and Understanding, Portfolio Development, Brain Research and How We Learn, Curriculum Alignment, Diagnostic Reading, Integrated Curriculum, Math and many others. Most are one to two hour sessions provided after school or during professional development days. However, some have been as long as three days.

23. Teacher Candidacy—As the Northern Marianas College (NMC) developed the Bachelor of Science program in Elementary Education, the School of Education identified a need to assure that students were appropriately prepared for the junior and senior level courses. The teacher candidacy process was established for this purpose.

    The Teacher Candidacy application has also been improved to more clearly communicate requirements to reflect new developments in the School of Education. The most significant change in the application process has been the inclusion of the PRAXIS I – (Professional Skills Test, Basic Skills and General Knowledge in Reading, Writing and Mathematics). Commencing Spring 2005 students will be required to submit test scores from the PRAXIS I exam to the School of Education.

    NMC developed a new health screening form for college students in collaboration with the Commonwealth of the Northern Marianas Department of Public Health. The new health evaluation has been modified to more clearly communicate whether a candidate has not only tested positive for tuberculosis but also notes if and when they have been treated. This data allows the School of Education to assure that students do not pose a health risk to the children they will work with during practicum teaching experiences within the CNMI.

One hundred and four (104) students enrolled in the School of Education classes during the AY2003-04 school year that have attained Teacher Candidacy, Provisional Teacher Candidacy or PSS status.

24. The WASC (Western Association of Colleges and Schools) team recommended 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 has refined its assessment and evaluation procedures in accordance with guidelines laid down by the Commission. Course guides have been reviewed and modified, where necessary. Instructors are specifying more precise measures of student performance for each course, and data collection is underway for five-selected program level student learning outcomes.

25. The Curriculum Resource Center, which is a teaching and learning resource for School of Education students and the faculty at NMC. Two new Gateway PC's and four new Apple e-Macs replaced older computers during 2003-2004. Along with existing Internet access, wireless services became available to patrons in the CRC. Laptops enabled remote Internet access and the ability to work on college assignments and print to network printers. Additional tables are also available in the CRC for students to study alone or to work on projects and assignments cooperatively in groups.

26. The CRC also allows patrons access to a TV/VCR/DVD player, a slide projector, audiotape/CD player, a scanner, a color laser printer, two black and white laser printers, a laminating machine, a binding machine, a photocopy machine, and other equipment and supplies to complete projects and assignments.

Business, Hospitality, and Computer Technology Department 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 including Verizon, Wallace Theater, Pacific Islands Club Saipan, Aqua Resort Club, Price Costco, First Hawaiian Bank, Staywell Insurance, Budget Rent-a-Car, and Bank of Hawaii, among others. 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 2004 academic year exhibited a 42% increase over the previous year, up from 26 to 37 Associate degrees. Business certificates awarded likewise displayed a significant increase over the previous year, from 1 in 2003 to 9 certificates awarded in 2004.

3. The Department faculty has been diligently reviewing and updating all of its Course Guides to reflect changes and trends in the business world and also to incorporate measurable student learning outcomes, or competencies. Many of the required textbooks and instructional materials for business courses have been updated.

4. NMC Business department faculty and the newly formed Business Program Advisory Council (BPAC) met for their first in a series of important meetings. The BPAC is composed of CNMI business community leaders and NMC business instructors. The purpose of Program Advisory Councils is to advise and make recommendations to instructional departments within the college and ultimately to improve the degree and certificate programs offered by the college. The council provided valuable input with respect to qualities that will make our students more successful after they graduate - qualities that they look for as employers when hiring. The council members' guidance will help the Business Department

5. The Department created a new Associate in Arts degree program in International Business, as part of the Pacific Gateway project to attract more international students. A majority of the courses in the A.A. in International Business degree program are transferable to four-year institutions.

6. The Department hired a new, full-time hospitality and tourism instructor in the Fall 2003 semester. This instructor has been busy reviewing and assessing the hospitality degree and certificate programs and current tourism course offerings. Other duties include: working with the NMC COMPASS division in developing short-term community programs and courses to meet the needs of our local tourism industry; collaborating with PSS in developing a 2+2 feeder system for students interested in taking business and tourism courses at NMC; collaborating with HANMI in establishing a Tourism Scholarship program; and promoting NMC's business and tourism programs throughout the community.

Nursing Department Accomplishments

1. The Nursing Program continued to offer a full range of courses leading to an Associate of Science in Nursing degree, and a Nursing Assistant course leading to a Certificate of Completion. A Certificate course for Hemodialysis Technician was also finished and is ready to start this fall as a one or two time offering requested by CHC.

2. The number of students enrolled in the Nursing Program has increased from 14 in the first year to 27 in AY2003-2004. Nursing classes include a clinical component and are usually limited to ten students per instructor as a safety precaution.

3. The nursing faculty revised the nursing curriculum in order to promote student success. The new curriculum allows for better integration of content so that key concepts can be reinforced throughout the program as a means of reinforcing learning.

4. In exploring how to improve student learning, the faculty have used multiple approaches in implementing the nursing curriculum. Since students have demonstrated enthusiasm and interest in using computer-based learning materials, interactive computer lessons are now threaded throughout the program. The nursing faculty is exploring additional resources that will enhance the abilities of the nursing students to master difficult content.

5. The Nursing Department was fortunate to receive several donations of books, supplies, equipment and materials over the past year.

6. Students and instructors in the Nursing Program were involved in several activities related to promoting the profession and recruiting students which included school visits. As usual, 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 made to schoolchildren. There is great potential to expand these aspects of recruitment and promotion in collaboration with private organizations like Marianas Health Services. The brochures that are used to market the program have been revised. The nursing students also received public attention by participating in diabetes and blood pressure clinics on Beach Walk and in NMC's Charter Day celebration.

The Nursing Program Advisory Committee has been reactivated and plans to meet several times during the year. The Committee includes nurses and non-nurses from the community and seeks community members' help and support for the Nursing Program.

Technical Trades/Vocational Education Program Accomplishments

1. In the Spring 2004 semester, the Department of Corrections (DOC) students, under the supervision and direction of instructor Mr. Lino Santos, renovated the entire roof of the 4H Club building in San Jose, Saipan. The building is under the Marianas Public Lands Authority (MVA) with a Memorandum of Agreement (MOU) to the Department of Land and Natural Resources (DLNR). The building is used for many public functions such as: an Agriculture Fair that is held annually, Sabalu Market, and as a Haunted House for school functions, just to name a few functions.

2. During Spring 2004 semester, Mr. Santos and his students also constructed a new roof for the Community Research Extension Educational Services (CREES) under the Nursery program and did a cost estimate for repairs and renovation of the Sewing program building located in Garapan, Saipan.

NMC provides an Apple eMac computer, video camera and technical support. At the completion of student teaching, preservice teachers will be able to integrate multimedia into teaching practices. Each NMC Faculty has been given a laptop computer and is also integrating technology in classes and role modeling skills such as PowerPoint presentations and online classes. Multimedia projectors have been installed in most NMC classrooms as another incentive for instructors to use presentations in classes.

NMC will continue to support educational technology in the SOE program with the Educational Technology Center, College Lab School, and the Curriculum Resource Center, a library and computer/technology lab that contains educational resources for preservice and mentor

3. An ongoing project, Pacific Rim Academy's film and television studio at Northern Marianas College for all semesters in AY 2003-2004, instructors, Mr. Santos and Mr. Ignacio Masga with the DOC students have completed 60% of the building including the electrical project. This project will continue for the Fall 2004 semester and will possibly extend into the Spring 2005 semester.

4. Other possible future projects for the Vocational Education Program are the following:
   5. Rota Liaison Office (Building renovation)
   6. Vocational Rehabilitation, Office of State Independent Living Council (Building renovation for the training center)
   7. Youth Service, Division of Juvenile (Building renovation for visiting center)

8. In addition, the evaluation of the degree and certificate programs in the Vocational Education programs have successfully been updated and approved.

9. In AY 2003-2004, the Program increased in both enrollment and the number of courses offered. In AY2003-2004, the total student enrollment increased by 63% from ninety-one students in AY2002-2003 to one hundred and forty-eight students in AY 2003-2004 for a total increase of fifty seven students. The total number of courses offered increased by 64%. In AY2002-2003, eleven courses were offered compared to the eighteen courses offered in AY2003-2004 for an increase of 7 courses.

Program Challenges and Concerns

School of Education Challenges and Concerns

1. The premier offering of the School of Education (SOE) is the B.S. in elementary Education. During the four years that the College has offered this program, we have averaged more than 25 graduates per year. Most of these graduates have either been employed by the local public school system or private schools within the CNMI.

2. Bilingual issues in several ways affect the School of Education. Most of our students and most of the students in the public schools of the CNMI speak non-standard English. However, the textbooks, standards, tests and the curriculum for NMC and the Public School System are based on US Mainland Curriculum Standards, and Standard American English is the official medium of instruction. To further complicate the task, the PSS has a bilingual policy that does not follow the usual procedures 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 neither English, Chamorro or Carolinian must attend either Carolinian or Chamorro classes. These are 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 our teachers with the necessary language teaching skills.

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

   The tight-knit nature of the SOE faculty enables them to coordinate course content and reinforce each other's teaching. Specific areas of knowledge and skills are highlighted and taught across the curriculum. For example, thematic planning, meeting individual needs, use of multiple-intelligence techniques, the value of hands-on active learner involvement with concrete materials and the necessity to see each lesson as a language lesson.

   On the basis of assessments of student teacher performance and observation of PSS classroom teachers, SOE determined that corrective measures needed to be taken in regard to English ability. Many PSS teachers are hired from outside the US and its territories and their English is often unintelligible. NMC also admits students who have transferred from non-US institutions and their English is often inadequate for college level work. The PSS has resisted SOE efforts to require that their Certification candidates' meet SOE standards of English proficiency before they can take upper division level courses. As a result, SOE through the auspices of CDI has agreed to provide pass-fail courses that meet PSS certification requirements, but do not carry college credit.

   There is constant tension between meeting the needs of the CNMI within the realities of the cultural context and meeting US institutional standards of performance. There is also the need to remain mindful of our mission, which is to provide the best education to adults of 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.

   SOE is working with the English Department to solve some of these problems. Some of the measures that are being implemented are:

   3. Strict adherence to the English prerequisites before education courses can be taken.

4. Working with other departments to raise the prerequisite levels from 93/94 (Developmental English levels) to EN. 101 for core required courses at the freshman and sophomore levels, such as math, science, psychology, and social sciences.

5. Administration of the PRAXIS I as a requirement for admission to the upper division Education courses.

6. SOE and the English Department believe that using a test of oral English proficiency, such as SPEAK, would help identify students who need further remedial work. Trained staff and materials are available at NMC. However, there is no mechanism in place to channel students into the program. SOE is exploring possibilities for increasing student use of that resource.

The range of English language abilities on campus is one of the NMC's greatest challenges in its attempt to provide a relevant and excellent college education to all who enroll.

7. Another objective of the SOE is to strengthen auxiliary programs so that they further complement the baccalaureate degree. Although we have provided coursework for the Certificate of Completion in the areas of Related Service and Early Childhood Education and designed endorsements in Special Education, the challenge is to meet these needs with small numbers of students and to secure qualified faculty. Another concern is that the endorsements provide that students have adequate prerequisite backgrounds that meet the academic and practical challenges of specialized areas.

8. Other needs recognized in order to complement the baccalaureate degree are endorsements for middle school, particularly in the areas of math and science. In addition, a primary K-3 level endorsement that focuses on teaching and math has been requested by PSS, as well as an endorsement in library science. The need and major concern continues to be for additional faculty to teach these courses. The current faculty cannot handle this additional teaching responsibility, so we must rely on adjunct faculty, primarily principals and teachers from the local public school system, to teach these courses, if we choose to incorporate these endorsements. Consistent use of adjunct faculty is a concern to us also. Adjunct instructors may have the qualification 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 endorsements programs are not individual parts that can be separated from the overall goal of producing quality teachers. Also, because of low salaries for adjunct, 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.

9. At the close of the Spring 2004 semester the College Lab School lost three instructors. The Preschool/Kindergarten teacher retired. Two upper grade teachers resigned. The hiring freeze was in effect, so a special request was made to replace the teachers. Due to the financial constraints of NMC at the time, the cost of maintaining the College Lab School came under close scrutiny.

   During the Summer 2004 semester, the Board of Regents waived the hiring freeze to enable the College Lab School to hire one replacement instructor. The decision was made to fill the Preschool/Kindergarten slot to provide for viability of the College Lab School's future.

Currently the CLS offers instruction from Pre-School through Grade Four to thirty eight (38) students and employs three teachers, a principal, a teacher-aide and a work study student.

As part of an ongoing assessment process the Dean of Academic Programs and Services will be forming a committee to evaluate options and make recommendations as how to improve the quality of the bachelors program with regard to the College Lab School.

10. As it has grown over the years, the School of Education has moved and expanded on a regular basis in the continual search for adequate space and needed instructors. Since the SOE currently has only three classrooms available on campus for college classes, scheduling of classes is difficult. Additionally, SOE faculty are spread over three buildings, which requires a great deal of coordination for communication and networking. The SOE fully supports and endorses any plans to construct a permanent School of Education flagship building on the NMC campus when fiscally feasible.

Business, Hospitality, and Computer Technology Department 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 $50,0000 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 in the economy as fewer and fewer government and private sector employees are able to keep their skill levels current with modern technology and/or upgrade their skill levels for purposes of advancement. The Department has two main pools of students to draw on. These are: (1) foreign students who are attracted to NMC because of the ease of entry into the CNMI and the fact that NMC is a U.S.-accredited institution; and (2) local students who for the most part, work full time and take classes on a part-time basis. This latter pool of potential students generally has very limited amounts of discretionary income and cannot afford to attend classes at NMC if they do not receive some form of financial aid from the CNMI Government. The decision by the CNMI Government to eliminate scholarship funds for part-time students is bound to have long-reaching negative effects on the economy of the CNMI and should be reexamined by the Legislature at the earliest opportunity.

Nursing Department Challenges and Concerns

1. Locally and U.S.-trained nursing professionals continues to be a critical need in the CNMI. The nursing staff at the Commonwealth Health Center (CHC) consists of a high percentage of off-island hires, a majority of whom are non-resident workers. Because of the change in hiring practices at CHC, NMC graduates are not assured a job at the Center. CHC has started direct hire to fill the nursing positions, which means non local nurses are told that there are no positions open for new nurses.

2. Funding from P.L. 10-66 is essential to the Nursing Program. In spite of the increasing numbers of students in the Program, the Department does not generate enough revenue to purchase needed instructional equipment, supplies, and materials. Funds need to be identified for the addition of a Licensed Practical Nursing Program, as recommended by the CNMI Nursing Taskforce. Additionally scholarship funds need to be adequate to support students throughout the three and a half years (including mandatory summer terms) required for an individual to complete the Nursing Program.

3. Qualified nursing faculty need to be employed and retained. The high rate of turnover of nursing faculty at NMC has hurt the credibility of the Nursing Program. The turnover means that consistent improvement in the program is nearly impossible. Currently there is not just a national shortage of nurses, but also of nursing faculty. The CNMI needs to be more competitive with salaries to obtain and retain qualified instructors.

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 courses and correspondence courses. The department budgeted to bring a nurse to the island to teach relevant material to the instructors that can be used to improve our skills. This has been budgeted before and it was removed before it could be implemented so we are looking forward to retaining the money to do this, this year.

5. The Health Academy located at Marianas High School and Southern High School has great potential for expanding access to education in the health professions. For Fall 2004 semester registration four students from the academy registered to begin taking pre-nursing classes. PSS, NMC, and CHC all have essential roles to play in this Academy. The Nursing Department Chair has offered to provide assistance to the Academy, but no action regarding the offer had been taken by the end of the year. The offer will be made again this year.

6. The program has increased greatly in size. Unfortunately the College is unable to provide instructors as needed. We need more of the percentage of funds from P.L. 10-66 to continue to function to meet the student needs.

Technical Trades/Vocational Education Program Challenges and Concerns

1. Though the CNMI Legislature continues to charge NMC with the responsibility of expanding its vocational education offerings, at the same time it continues to cut the P.L. 10-66 funds available for such training. The Vocational Education program, from a high in 1991 of 16 staff and faculty and dozens of students, has shrunk in AY 2003-2004 to no staff, one FTE instructor, one limited-term contract instructor, and less than 150 students, none of whom are on a credential-earning track.

2. NMC's Vocational Education Program has the equipment and expertise to conduct far more courses in technical trades skills. However, due to minimal financial and technical support it has reduced its offerings to five Construction Trades skills: basic carpentry, plumbing, electricity, masonry, blue printing/drafting, and auto service.

3. There is a demand from disadvantaged youth and adults to learn technical trades despite the low wages offered by these jobs in the local economy. However, for many potential students, it has proven difficult to hold a full-time job and attend classes at NMC. In addition, these students cannot afford NMC's tuition and fees without government subsidy.

4. Transportation has become a problem due to how the DOC students are transported. With this comes insurance liability, manpower, security, gasoline expense, maintenance of vehicle, etc.

Transporting Department of Correction students is a vital part in the continuation of the Vocational Education Program at Northern Marianas College.

5. With proper support, students would be able to take part in large-scale rehabilitative vocational skills training. For example, students could construct wooden, concrete and semi-concrete houses and furnish it with woodworking, carpentry for cabinets, electrical wiring, and plumbing for water supply and drainage, giving them experience in a myriad of construction skills. Students could also make furniture to sell to the CNMI government and private consumers.

APPENDIX A

School of Education

Mission Statement And Program Description

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, Related Services, Early Intervention and Sign Language. Endorsement programs for specialized training beyond the B.S. degree are provided in Teaching of English as a Second Language/Teaching of English as a Foreign Language (TESL/TEFL) and Special Education.

A Curriculum Resource Center (CRC) and a College Lab School (CLS) support 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 class 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.

The NMC College Lab School (CLS) was designed and developed to offer NMC students a venue for observation and practice in teaching experiences. The Lab School provides a safe and nurturing environment for preschool, kindergarten, and elementary school students.

The CLS also provides a well-rounded education for a diverse student body. The school is committed to helping each student master important subject matter, learn to think critically and creatively, understand the values and traditions that underlie our society, and develop a sense of personal and community responsibility. The school atmosphere promotes a sense of community through partnerships created among teachers, parents, students, NMC teachers-in-training and School of Education faculty.

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 worldviews; they deepen understanding of both the familiar and the arcane. 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's 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's 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.

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

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.

Instructional Goals And Objectives

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

1. Explain and demonstrate basic educational methods and techniques;

2. Develop and write course and lesson objectives and plan, execute, and evaluate classroom

lessons;

3. Incorporate video materials, audio materials, computer software, and the Internet in classroom lessons;

4. 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;

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

6. Describe and explain the stages of child and adolescent physical, cognitive, affective, and social development;

7. Design lessons that reflect and respect the various cultural influences that make up modern society;

8. Design lessons and activities that develop deductive reasoning and critical thinking skills;

9. Design lessons that encourage the development and growth of inquiry strategies;

10. Recognize, identify, and design lessons to national and regional subject matter standards;

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

12. Develop and teach short - and long -term integrated units, lessons, and activities at all levels K-8;

13. Analyze and explain the impact that current global, regional, national, and local issues have on students, families, and schools in the CNMI.

Curriculum Resource Center (CRC)

General Information

The Curriculum Resource Center (CRC) is a teaching and learning resource for the School of Education students and faculty of NMC as well as the Lab School students and teachers. The purpose of the CRC is to provide the School of Education students and faculty with appropriate and relevant information for their research, course work, and lesson plans. The Curriculum Resource Center is a specialized resource center linked to the main NMC 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. One goal of the CRC is to support this goal by facilitating intellectual and physical access to materials in a range of formats. An important function of the CRC Librarian is to provide bibliographic instruction in the use of CRC resources, including the use of computerized resources, such as online databases of academic journals and curriculum resource materials, and Internet resources.

CRC Holdings and Equipment

The Curriculum Resource Center's collection includes educational books, videos, magazines, journals, manipulatives, posters, kits, children's books with audiotapes, and DVD's. In addition to subscribing to

nearly 40 print educational periodicals, the CRC provides online access to approximately 7,500 journal titles through Pacific Resources for Education and Learning's (PREL) subscription to EBSCO. The CRC also subscribes to the Facts on File Curriculum Resource Center and Curriculum Resource Center Junior databases. These databases provide curriculum-related handout materials to supplement lessons in a variety of subject areas. In 2003-2004, the CRC acquired over 1,700 items to add to its collection, bringing the total of materials available in the Curriculum Resource Center to over 9,000 assorted items. The CRC circulated approximately 7,300 items among students and faculty in 2003-2004.

The bulk of the collection over the years has been acquired with elementary students. Materials include thematic units as well as workbooks and "how-to" and teaching idea books for educators working with students in these age ranges. SOE students and faculty and Lab School students and teachers may also choose from a wide array of juvenile nonfiction material appropriate for elementary and middle grades students. The CRC has a representative collection of children's fictional literature appropriate for pre-school through young adult readers comprised of both recent publications and classics. Emphasis has been placed on acquiring multicultural and award-winning books. Acquisitions during 2003-2004 include: additional Caldecott and Newbery books, the majority of the Coretta Scott King award, honor books from the past several years, and thematic units and nonfiction titles to support the curriculum.

Total Number of Awards in Education
1999—2004

Type of Award	Academic Year					
	1999	**2000**	**2001**	**2002**	**2003**	**2004**
Certificate of Completion: Early Childhood Ed	-	-	-	-	20	24
Certificate of Achievement: Related Services	-	-	-	-	20	26*
A.A. Liberal Arts – Elementary Education	3	3	1	1	1	0
B.S. Elementary Education	17	10	16	30	24	32
Total	**20**	**13**	**17**	**31**	**65**	**82**

***Number includes 25 students who completed required course-work toward the certificate in August 2004 and have yet to be awarded their certificate.**

Total Student Enrollment and Number of Courses in Education by Semester and Campus
AY 2003-2004

Semester	Number of Courses				Enrollment			
	Saipan	**Rota**	**Tinian**	**Total**	**Saipan**	**Rota**	**Tinian**	**Total**
Fall 2003	30	3	4	37	379	22	40	441
Spring 2004	35	4	4	43	439	32	23	494

Summer 2004	7	0	0	7	100	0	0	100
Total	72	7	8	87	918	54	63	1,035

Student Enrollment in Education, by Course

AY 2003-2004

FALL SEMESTER 2003

Fall 2003	Course Title	Credits	Enrollment	Instructor
ED105	Intro. to Computer for teachers	3	15	Raymond D. Diaz
ED105	Intro. to Computer for teachers	3	12	Raymond D. Diaz
ED110	Intro. to Teaching	3	8	Maria H. Aguon
ED110	Intro. to Teaching	3	16	Sarah P. Osborn
ED144	Guiding Nurt Young Child	3	6	Robert J. Schultz
ED146	Adm Early Childhood Ed	3	13	Maria H. Aguon
ED192	Observation & Participation	1	18	Sarah P. Osborn
ED192	Observation & Participation	1	7	Maria H. Aguon
ED200	Foundations in Education	3	25	Evelyn Ooka
ED205	Child Development	3	23	Robert J. Schultz
ED205	Child Development	3	12	Elizabeth Manibusan
ED215	Intro Except Individuals	3	9	Robert J. Schultz
ED280	Intro Multicultural Education	3	24	Patsy Layne
ED300	Education. Psychology	3	11	Robert Erickson
ED306	Teaching Ling Diverse St	3	17	Patsy Layne
ED315	Inclusive Pra for Children	3	17	Robert Erickson
ED319	Children's Literature.	3	16	Gregory G. Folta
ED320	Fine Art for Elem Teachers	3	22	Mary K. Asper
ED321	Lit&Lang.ArtsElem Teacher	3	9	Mary K. Asper
ED321	Lit&Lang.ArtsElem Teachers	3	6	Donna Hallock
ED330	Math for Elem. Teachers	3	9	Sallie Sablan
ED332	Teaching Deduc Reasoning	3	12	Sallie Sablan
ED333	Tching Inqu Stra Science	3	9	Sallie Sablan
ED334	Deve Concep: Social	3	21	Geri Willis
ED335	Diag & Prescri Reading	5	10	Mary K. Asper
ED350	Classroom Mgmt. I:Pl	3	18	Sarah P. Osborn
ED350	Classroom Mgmt. I:Pl	3	8	Donna Hallock
ED351	Classroom Mgmt II:In	3	13	Jessica S. Barcinas
ED351	Classroom Mgmt II:In	3	8	Jovita Taimanao
ED380	Educational Tech.	3	3	Gregory G. Folta
ED470	Integrated Thema Prg	3	13	Robert J. Schultz
ED471	Integr Lessons & Act	5	14	Robert J. Schultz
ED492	Student Teaching Practicum	12	8	Patsy Layne
ED492	Student Teaching Practicum	12	2	Edward J. Lieberman
ED492	Student Teaching Practicum	12	3	Robert J. Schultz
ED492	Student Teaching Practicum	12	2	Sallie Sablan
ED492	Student Teaching Practicum	12	2	Geri Willis

SPRING SEMESTER 2004

Spring 2004	Course Title	Credits	Enrollment	Instructor
ED105	Intro. to Computer for teachers	3	17	Raymond D. Diaz
ED105	Intro. to Computer for teachers	3	13	Raymond D. Diaz
ED105	Intro Comp for Ed.	3	10	Marilyn Strickwerda
ED110	Intro. to Teaching	3	15	Pam Buckingham
ED111	Intro Related Serv	3	22	Edward J. Lieberman
ED112	Prac. in Relat Serv	3	22	Edward J. Lieberman
ED141	Curr I Early Child	3	10	Maria H. Aguon
ED143	Edu. for Parenthood	3	21	Robert J. Schultz
ED144	Gdg Nurt Young Child	3	7	Maria H. Aguon
ED145	Safety Health Young Child	3	16	Robert J. Schultz
ED146	Adm Erly Childhood Ed	3	18	Robert J. Schultz
ED146	Adm Erly Childhood Ed	3	9	Robert J. Schultz
ED192	Observa & Participation	1	17	Pam Buckingham
ED205	Child Development	3	14	Robert J. Schultz
ED215	Intro Except Individuals	3	9	Edward J. Lieberman
ED282	Multi Foundations	3	16	Patsy Layne
ED282	Multi Foundations	3	19	Patsy Layne
ED282	Multi Foundations	3	2	Patsy Layne
ED300	Educa. Psychology	3	17	Geri Willis
ED306	Tchg Ling Diverse St	3	13	Patsy Layne
ED315	Inclusive Pra for Ch	3	13	Robert Erickson
ED319	Children's Literat.	3	14	Gregory G. Folta
ED319	Children's Literat.	3	5	Gregory G Folta
ED320	Fine Art for Elem Tc	3	17	Mary Asper
ED321	Lit&LangArtsElemTchr	4	16	Mary Asper
ED330	Math for Elem. Tchrs	3	15	Sallie Sablan
ED330	Math for Elem. Tchrs	3	4	Sallie Sablan
ED330	Math for Elem. Tchrs	3	4	Sallie Sablan
ED332	Math for MidSchTchrs	3	13	Sallie Sablan
ED332	Math for MidSchTchrs	3	2	Sallie Sablan
ED333	Sci Inquiry Method	3	13	Sallie Sablan
ED334	SocStudies in Action	3	4	Geri Willis
ED335	Diag & Prescrip Reading	5	9	Mary Asper
ED350	Assessment & Eval	3	7	Sarah Osborn
ED351	Instr Strat & Class Mgt	3	16	Sarah Osborn
ED380	Educational Tech.	3	6	Gregory G. Folta
ED470	Integrted Plan & Prgms	3	22	Sarah Osborn
ED471	IntgrLessons & Activts	4	14	Sarah Osborn
ED492	Student Teaching Practicum	12	2	Mary Asper
ED492	Student Teaching Practicum	12	4	Patsy Layne
ED492	Student Teaching Practicum	12	2	Sarah Osborn
ED492	Student Teaching Practicum	12	1	Geri Willis
ED492	Student Teaching Practicum	12	4	Sallie Sablan

SUMMER SESSION 2004

Summer 2004	Course Title	Credits	Enrollment	Instructor
ED215	Intro Except Indivs	3	13	Alfred Ada
ED315	Inclusive Pra for Ch	3	18	Brante Dashiell
ED335	Diagnostic Reading	5	15	Sallie Sablan
ED113	Interm Related Serv	3	17	K. Ratliff
ED114	Interm Rel Serv Prac	3	17	K. Ratliff
ED113	Interm Related Serv	3	17	K. Ratliff
ED114	Interm Rel Serv Prac	3	17	K. Ratliff

APPENDIX B
Business, Hospitality, And Computer Technology 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, international business, 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 in International 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.

Total Number of Awards in Business, Hospitality, and Computer Technology
AY 2003—2004

Type of Award	Academic Year 2003-2004
Certificate of Completion: Business Management	7
Certificate of Achievement: Business Management	1
Certificate of Achievement: Sales and Marketing	1
Certificate of Achievement: Hospitality Management	1
A.A. International Business	1
A.A.S. Business Administration - Accounting	13
A.A.S. Business Administration - Accounting	15
A.A.S. Business Administration - Accounting	8
Total	**47**

*Number includes 25 students who completed required course-work toward the certificate in August 2004 and have yet to be awarded their certificate.

Total Student Enrollment in Business, Hospitality, and Computer Technology
by Semester and Campus
AY 2003-04

Semester	Number of Courses				Enrollment			
	Saipan	**Rota**	**Tinian**	**Total**	**Saipan**	**Rota**	**Tinian**	**Total**
Fall 2003	38	1	3	42	416	10	33	459
Spring 2004	43	3	4	50	238	20	35	293
Summer 2004	1	0	0	1	7	0	0	7
Total	**82**	**4**	**7**	**93**	**661**	**30**	**68**	**759**

Student Enrollment in Business, Hospitality, and Computer Technology by Course

AY 2003-04

FALL SEMESTER 2003

Fall 2003	**Course Title**	Credits	Enrollment	Instructor
AC220-01	Accounting Prin. I	4	7	P. Conner
AC220-02	Accounting Prin. I	4	8	P. Conner
AC221-01	Accounting Prin. II	4	9	P. Conner
AC230-01	Intermediate Acct. I	3	12	R. Waldo
AC230-02	Intermediate Acct. I	3	7	P. Conner
CE250-01	Intro to Cooperative Ed.	3	15	J. Griffin
CE251-01	Cooperative Work Exper.	3	10	J. Griffin
CS103-01	Intro to Computers	3	17	S. Tan
CS103-02	Intro to Computers	3	15	J. Griffin
CS103-03	Intro to Computers	3	16	J. Griffin
CS103-04	Intro to Computers	3	14	R. Sanchez
CS103-05	Intro to Computers	3	8	W. Maui
CS103-06	Intro to Computers	3	16	W. Maui
CS103-07	Intro to Computers	3	16	R. Sanchez
CS103-08	Intro to Computers	3	12	S. Tan
CS103-31	Intro to Computers (Tinian)	3	8	H. Cole
CS131-01	Word Processing Mac	3	13	B. Sablan
CS140-01	Database Applications I	3	9	W. Maui
CS150-01	Spreadsheet Applications	3	6	W. Maui

CS150-02	Spreadsheet Applications	3	9	W. Maui
CS225-01	C++ Programming	3	7	J. Willden
CS229-01	Java Programming	3	8	J. Willden
MG231-01	Introduction to Business	3	10	R. Villegas
MG231-02	Introduction to Business	3	17	R. Villegas
MG232-01	Introduction to Marketing	3	12	R. Villegas
MG234-01	Introduction to Management	3	12	J. Griffin
MG238-01	Business Law	3	23	W. Rosenburgh
Fall 2003	**Course Title**	Credits	Enrollment	Instructor
MG240-01	Personnel/Human Res Mgmt	3	10	S. Tan
MG245-01	Leadership Prin and Prac	3	10	R. Villegas
OT101-01	Keyboarding/Typewriting	2	8	B. Sablan
OT101-02	Keyboarding/Typewriting	2	13	B. Sablan
OT101-04	Keyboarding/Typewriting	2	12	B. Sablan
OT101-05	Keyboarding/Typewriting	2	10	B. Sablan
OT101-21	Keyboarding/Typewriting (Rota)	2	10	M. Strickwerda
OT101-31	Keyboarding/Typewriting (Tinian)	2	11	H. Cole
OT120-01	Business Mathematics	3	8	B. Sablan
OT120-02	Business Mathematics	3	15	B. Sablan
OT120-31	Business Mathematics (Tinian)	3	14	A. Olivia
OT206-02	Business Communications	3	15	R. Waldo
TS101-01	Intro to Travel & Tourism	3	4	L. Lee
TS103-01	Introduction to Hospitality	3	2	L. Lee
TS298-01	Internship Training	3	1	J. Griffin

SPRING SEMESTER 2004

Spring 2004	**Course Title**	Credits	Enrollment	Instructor
AC220-01	Accounting Prin. I	4	15	P. Conner
AC220-02	Accounting Prin. I	4	16	P. Conner
AC221-01	Accounting Prin. II	4	9	S. Tan
AC226-01	Computerized Acct.	3	18	R. Waldo
AC230-01	Intermediate Acct. I	3	5	S. Tan
AC231-01	Intermediate Acct. II	3	11	S. Tan
AC231-02	Intermediate Acct. II	3	3	S. Tan
CE250-01	Intro to Cooperative Ed.	3	9	J. Griffin
CE251-01	Cooperative Work Exper.	3	6	L. Lee
CS103-01	Intro to Computers	3	12	W.Maui
CS103-02	Intro to Computers	3	15	J.Griffin
CS103-03	Intro to Computers	3	16	S. Tan
CS103-04	Intro to Computers	3	16	J.Griffin

CS103-05	Intro to Computers	3	7	J.Griffin
CS103-06	Intro to Computers	3	15	W. Maui
CS103-07	Intro to Computers	3	17	R. Sanchez
CS132-01	Word Processing	3	16	B. Sablan
CS140-01	Database Applications I	3	14	W. Maui
CS150-01	Spreadsheet Applications	3	14	W. Maui
CS150-02	Spreadsheet Applications	3	12	W. Maui
CS222-01	Web Design & Prog.	3	5	J. Willden
CS222-02	Web Design & Prog.	3	7	J. Willden
CS222-31	Web Design & Prog. (Tinian)	3	9	H. Cole
Spring 2004	**Course Title**	Credits	Enrollment	Instructor
CS223-01	Visual Basic Prog	3	5	Dr. Hill
CS270-01	Network Comp & Inst	3	6	Dr. Hill
EC211-01	Prin of Macroeconomics	3	11	R. Waldo
MG231-01	Intro to Business	3	14	R. Villegas
MG231-02	Intro to Business	3	12	R. Villegas
MG231-21	Intro to Business (Rota)	3	4	M. Strickwerda
MG231-31	Intro to Business (Tinian)	3	9	A. Perez
MG232-01	Intro to Marketing	3	11	R. Villegas
MG232-31	Intro to Marketing (VTC-Tinian)	3	5	J. Griffin
MG234-01	Intro to Management	3	13	P. Conner
MG236-01	Intro to Internat'l Business	3	6	R. Villegas
MG238-01	Business Law	3	13	R. Folta
MG239-01	Prin. of Customer Serv.	3	7	L. Lee
MG240-31	Persnel/Human Res. Mgmt. (Tin)	3	12	W. Cing
MG245-01	Leadership Prin.& Prac	3	1	J. Griffin
MG250-01	Small Business Mgt.	3	7	R. Villegas
OT101-01	Keyboarding/Typewriting	2	11	B. Sablan
OT101-02	Keyboarding/Typewriting	2	9	B. Sablan
OT101-03	Keyboarding/Typewriting	2	3	B. Sablan
OT101-04	Keyboarding/Typewriting	2	7	B. Sablan
OT101-05	Keyboarding/Typewriting	2	9	B. Sablan
OT101-21	Keyboarding/Typewriting (Rota)	2	10	M. Strickwerda
OT120-01	Business Mathematics	2	18	B. Sablan
OT120-02	Business Mathematics	3	13	P. Conner
OT120-21	Business Mathematics (Rota)	3	6	M. Strickwerda
OT206-02	Business Communication	3	15	J. Griffin
TS101-01	Intro to Travel & Tourism	3	7	L.Lee
TS 103-01	Intro to Hospitality Ind.	3	2	L.Lee

SUMMER SESSION 2004

Summer 2004	**Course Title**	Credits	Enrollment	Instructor
CS103-02	Intro to Computers	3 3	7 7	R. Sanchez

APPENDIX C

Nursing Department

Mission

The mission of the Nursing Department of Northern Marianas College is a commitment to provide career guidance and training in nursing to those students of the CNMI and the Pacific Basin who desire to become Nurses' Assistants and/or Registered Nurses. To accomplish this commitment, we offer a Certificate of Completion for Nursing Assistant (NA) and an Associate of Science in Nursing (ASN).

Vision

The vision of the Nursing Department is to increase the number of locally trained and licensed nurses to work in the various health care provider agencies in the CNMI as well as the Pacific Region. The Department would also like to establish a matriculation agreement with four-year institutions in the Pacific that offer a baccalaureate or higher degree in nursing. In addition, the Nursing Department would like to see a master's degree in nursing program brought to the CNMI. At the completion of the ASN program, the graduate is eligible for the NCLEX-RN (National Computerized Licensure Examination), which leads to a Registered Nurse (RN) license in the Commonwealth of the Northern Marianas Islands and the United States.

The Learning Experience

The learning experience for NMC's nursing students encompasses instruction by Registered Professional Nurses in classroom theory, nursing skills laboratory, computer skills laboratory, and clinical patient care. The classroom instruction teaches nursing concepts that are necessary to prepare the student nurse to understand and to 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 and practice preparation for the NCLEX. The clinical instruction gives the student nurse the opportunity to apply the nursing concepts and skills learned at the College to patient care at CHC and other local health facilities (physicians' offices and community health clinics). This experience also allows student nurses to observe health professionals in all areas of clinical practice.

Total Number of Awards in Nursing
1999—2004

Type of Award	Academic Year					
	1999	**2000**	**2001**	**2002**	**2003**	**2004**
Certificate of Completion: Nursing Assistant	6	7	7	8	8	0
A.S. Nursing	11	2	8	5	3	14
Total	**17**	**9**	**15**	**13**	**11**	**14**

Note: In AY 92-93, 14 Certificates of Completion for Practical Nursing were awarded as part of the Nursing Educational Ladder Program (NELP).
Note: In AY 95-96, the Nursing Program changed from the Nursing Educational Ladder Program to the

Associate in Science in Nursing Program.

Total Student Enrollment and Number of Courses in Nursing by Semester
AY 2003-2004

Semester	Number of Courses	Enrollment
Fall 2003	3	35
Spring 2004	3	40
Summer 2004	1	15
Total	**7**	**90**

Student Enrollment in Nursing by Course

Fall 2003

Fall 2003	Course Title	Enrollment	Instructor
NU 105	NU 105 Nursing Concepts	16	C. Tice &N. Park
NU 207	NU 207 Medical/Surg II	12	P. Taylor & J. Saboat
NU 209	NU 209 Nursing Issues	13	L. Gage

Spring 2004

Spring 2004	Course Title	Enrollment	Instructor
NU 095	Nursing Assistant	0	
NU 107	Medical/Surgical I	15	C. Tice &N .Park
NU 114	Pharmacology for Nurses	15	L. Gage
NU 212	Medical/Surgical III	14	P. Taylor and J.Saboat

Summer 2004

Summer 2004	Course Title	Enrollment	Instructor
NU 203	Maternal & Child Health Nursing	14	J. Saboat

APPENDIX D

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 2004, as it has in recent years, to offer programs through MOUs with CNMI government agencies, specifically, the Department of Correction and Division of Youth Services.

The Program is facilitated by one full-time instructor (FTE), two Professional Service Contracts, and two adjunct instructors. Eighteen (18) courses were offered to one hundred and forty-eight (148) students in AY2003-2004.

Total Student Enrollment and Total Number of Technical Trades/Vocational Education Courses by Semester and Campus

AY 2003-2004

Semester	**Number of Courses**				Enrollment			
	Saipan	**Rota**	**Tinian**	**Total**	**Saipan**	**Rota**	**Tinian**	**Total**
Fall 2003	5	2	1	8	41	12	7	60
Spring 2004	4	0	3	7	32	0	32	64
Summer 2004	3	0	0	3	24	0	0	24
Total	**12**	**2**	**4**	**18**	**97**	**12**	**39**	**148**

Student Enrollment in Technical Trades/Vocational Education
by Course, Semester and Campus
AY 2003-2004

FALL SEMESTER 2003

Fall 2003	Course Title	Credits	Enrollment	Instructor
BP100-01	Blue Printing	3	7	L. Santos
BP100-02	Blue Printing	3	9	L. Santos
BP190-01	Special Project - Construction	1	7	L. Santos
BP190-02	Special Project - Construction	1	9	L. Santos
EM100-01	Basic Electricity	6	9	I. Masga
AC110-21	Auto Service I (Rota)	6	6	J. Arriola
CT110-21	Construction Trades I (Rota)	6	6	B. Jacobs
AS110-31	Auto Service I (Tinian)	6	7	J. Celis

SPRING SEMESTER 2004

Spring 2004	Course Title	Credits	Enrollment	Instructor
CT1010-01	Construction Trades I	6	10	L. Santos
CT112-01	Construction Trades II	6	10	L. Santos
EM100-01	Basic Electricity	6	2	I. Masga
EM190-01	Special Projects (Electrical Installation & Maintenance)	1	10	I. Masga
AS110-31	Auto Service I	6	12	J. Celis
AS120-31	Auto Service II	6	9	J. Celis
CT110-31	Construction Trades I	6	11	J. Celis

SUMMER SESSION 2004

Spring 2004	Course Title	Credits	Enrollment	Instructor
CT120-01	Basic Masonry	6	8	L. Santos
EM100-01	Basic Electricity	6	8	I. Masga
EM190-01	Special Projects	1	8	I. Masga

	(Electrical Installation & Maintenance)			

APPENDIX E

P.L. 5-32

APPENDIX F

P.L. 10-66