

College of Micronesia-FSM

Substantive Change Proposal for the Development and Implementation of a Baccalaureate of Science Degree in Elementary Education

Submitted by:
College of Micronesia-FSM
P.O. Box 159, Pohnpei FM 96941



Submitted to:
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

September 25, 2018

Substantive Change Proposal for the Development and Implementation of a Baccalaureate of Science Degree in Elementary Education – Certification Page

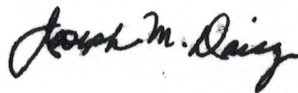
To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

From: Joseph M. Daisy, EdD

College of Micronesia-FSM
P.O. Box 159
Pohnpei FM 96941

I certify there was broad participation by the campus community and believe this Report accurately reflects the nature and substance of this institution.

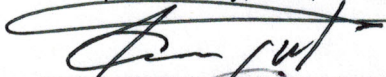
Signatures:



Joseph M. Daisy, EdD, President, College of Micronesia-FSM

9/20/18

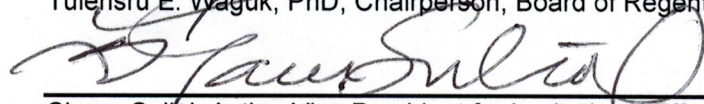
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Tulensru E. Waguk, PhD, Chairperson, Board of Regents

9/20/18


(date)



Shaun Sulol, Acting Vice President for Institutional Effectiveness and Quality Assurance

9/20/18

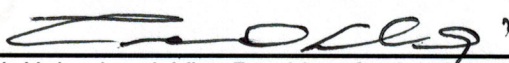
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Alfred Olter, President, Faculty/Staff Senate

9/20/18

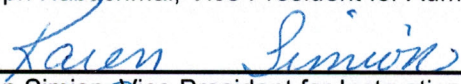
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Joseph Habuchmai, Vice President for Administrative Services

9/20/18

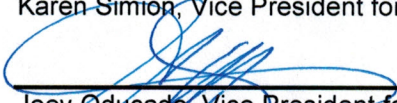
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Karen Simion, Vice President for Instructional Affairs, ALO

9/20/18

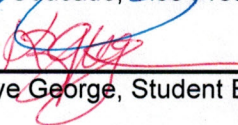
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Joey Oducado, Vice President for Enrollment Management and Student Services

9/20/18

(date)



Kenye George, Student Body Association President

9/20/18

(date)

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PROTOCOL AND POLICY OF THE ACCREDITATION OF BACCALAUREATE DEGREES

Eligibility Requirements

1. Authority: *The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.*

Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Specified Baccalaureate Degree Program Evaluation Criteria:

- Authority requires that an institution be authorized or licensed as a post-secondary institution to award degrees. An institution wishing to gain approval for a baccalaureate degree will have to provide evidence of the institution’s authorization to offer the degree, as required by each of the jurisdictions or regions in which it operates.

College: Provide a description and supporting documentation demonstrating how the College meets this Eligibility Requirement and the associated criterion.

Since 1992 the College of Micronesia-FSM (COM-FSM) has been authorized to operate as an institution of higher education and awards degrees and certificates by authority of the Government of the Federated States of Micronesia (FSM) as evidenced by FSM *Enabling Law Title 40, Chapter 7 Section 4* (pp. 3-5) of the FSM Code as reflected in [Board Policy No. 1001 \(BSED-1\)](#). COM-FSM is the national institution of higher education for the FSM and does not operate outside of the FSM.

Section 4. Purposes. It is the intent of this act to establish a post-secondary Educational entity to be located within the Federated States of Micronesia to serve the varied post-secondary and adult educational needs of the Nation (p.3).

The COM-FSM Board of Regents passed a resolution in support of the implementation of a bachelor’s program in elementary education at its [December 2017 meeting](#) and endorsed the [Proposal for the Establishment and Implementation of a Baccalaureate of Science Degree in Elementary Education](#) at its [March 2018 meeting](#) (BSED-2; BSED 3;BSED-4).

Evidence:

- | | |
|--------|---|
| BSED-1 | Board Policy No. 1
http://www.comfsm.fm/Policy/Board-Policy/Chapter-1/Enabling-Law.pdf |
| BSED-2 | Board Actions and Directives (December 2017)
http://www.comfsm.fm/bor/misc/BOR-Directives.pdf |

BSED-3	<i>Proposal for the Establishment and Implementation of a Baccalaureate of Science Degree in Elementary Education</i> http://www.comfsm.fm/accreditation/substantive-change/New-Program-Proposal-Final.pdf
BSED-4	Board Actions and Directives (March 2018) http://www.comfsm.fm/bor/directives/Actions&Directives-15Mar18.pdf

Accreditation Standards

The Accreditation Standards listed below apply to the institution as a whole and to each baccalaureate program. As appropriate, the list includes criteria indicating how the Standards specifically apply to baccalaureate programs. In addressing the standards, the institution must also address and provide evidence of its practices for the baccalaureate program-specific evaluation criteria identified below.

MISSION

Standard I.A. Mission:

Standard I.A.1, *The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Baccalaureate degrees generally extend beyond previously identified credentials, service areas, and intended student populations. Member institutions may need to make changes within the institutional mission to reflect these differences.
- The baccalaureate degree program must align with the Institutional mission.
- Student demand for the baccalaureate degree should demonstrate its correlation with the institutional mission.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

The College of Micronesia-FSM mission statement was last reviewed and updated at the [March 8, 2017](#), meeting of the Board of Regents to read as follows ([BSED-5](#)):

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

The proposed baccalaureate program in elementary education supports the college's mission statement in that it affirms the college's commitment "to the success of the Federated States of Micronesia." The Baccalaureate of Science in Elementary Education was designed to prepare teachers and potential teachers for a career in teaching in the FSM elementary schools. In that regard, the design of the program and the admissions requirements are aligned with the [FSM Teacher Certification Policy 2016](#) ([BSED-6](#)).

Figures obtained from the Dean of Academic Programs, included on page 4 in the [Proposal for the Establishment and Implementation of a Baccalaureate Degree in Elementary Education](#), show that as of the Fall 2017 semester there were 230 students enrolled system wide in the AA in the Pre-teacher Preparation program ([BSED-3](#)). These students represent a pool of potential BS in Elementary Education students.

From summer 2015 through spring 2017 a total of 97 students graduated with an AA in the Pre-teacher Preparation program; however, only 46 of these students enrolled in the Third-year program. These students are potential enrollees in the baccalaureate program.

Under a 2006 memorandum of understanding with the University of Guam (UOG) School of Education, the COM-FSM Division of Education has offered the ["Partnership BA in Elementary Education Program"](#) ([BSED-7](#)). Courses in the COM-FSM AA Degree in Pre-teacher Preparation and Third-year Certificate of Achievement in Teacher Preparation – Elementary programs have been [articulated with appropriate UOG courses](#) ([BSED-8](#)). Under the Partnership arrangement, fourth-year UOG courses have typically been taught by COM-FSM faculty who are contracted to serve as UOG adjunct faculty on a semester-by-semester basis. Visiting UOG faculty come to Pohnpei during the summer sessions to teach the four courses required to meet the UOG residency requirement.

Since the fall 2014 semester, the Third-year program has been offered system wide. From summer 2015 through spring 2017 a total of 41 students graduated from the Third-year program; 31 of these graduates enrolled in the Partnership program. The 10 students who chose not to enroll in the Partnership program are potential enrollees in the baccalaureate program.

Since the inception of the Partnership program, 80 students enrolled in the program but were unable to complete the requirements for various reasons. Of these, 42 are currently teaching in the elementary or high schools or working for educational agencies. The proposed BS in Elementary Education program has been designed to facilitate transfer of courses and requirements from the Partnership program which would provide students who have not yet completed requirements an opportunity to complete the BS degree in a timely manner.

A January 21, 2016, [memorandum from the University of Guam](#) President to the UOG Senior Vice President and Dean of the UOG School of Education summarizes recommendations that resulted from the UOG “Good to Great” initiative for the UOG School of Education programs ([BSED-9](#)). The following recommendation is included in that memo:

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

To prepare for the discontinuation of the UOG Partnership arrangement, the COM-FSM President tasked the Vice President for Instructional Affairs (VPIA) with the development of a COM-FSM baccalaureate degree in elementary education. In 2017 a Baccalaureate Steering Committee was formed comprised of the VPIA, the Vice President for Instructional Effectiveness and Quality Assurance (VPIEQA), the Dean of Academic Programs, the Education Division Chairperson, the Third- and Fourth-year Program Coordinator, and a faculty member tasked with developing the proposal referred to as the “facilitator.” [Notes from the August 29, 2017, Steering Committee meeting](#) show that a plan for the development of a baccalaureate program was presented and tentatively endorsed by the committee. These notes also detail a schedule for the facilitator to travel to Chuuk, Yap, and Kosrae to meet with stakeholders with the understanding that the baccalaureate program would be implemented system wide ([BSED-10](#)).

Data collected from each of the State Departments of Education in the FSM on the number of elementary teachers employed in their respective departments and their certification level are presented on page 4 of the [Proposal for the Establishment and Implementation of a Baccalaureate of Science Degree in Elementary Education](#) ([BSED-3](#)). According to the [FSM Teacher Certification Policy 2016](#), the Basic National Teacher Certificate requires a teacher to have earned an associate degree; the Intermediate National Teacher Certificate requires a teacher to have earned the “Third Year Certificate in Teacher Preparation (Elementary Education) from COM-FSM”; and the Advance National Teacher Certificate requires a teacher to have earned a Bachelor’s Degree or higher ([BSED-6](#)). Of the total number of 1758 early childhood, elementary, secondary, special education, and culture teachers in the FSM, 155 (9%) have no degree, 1244 (71%) have earned an associate’s degree, 44 (3%) have earned a third-year certificate, 271 (15%), have earned a bachelor’s degree, and 44 (3%) have earned a master’s degree. The proposed baccalaureate degree provides pathways for FSM teachers to achieve FSM certification at the various levels ([BSED-3](#)).

A series of focus group meetings was held from the early part of September through mid-December, 2017, throughout the FSM. During this period, the facilitator met with the [FSM Secretary of Education and his staff](#), the [State Directors of Education for each state and their staff](#), the [State Campus Deans](#) and their respective [education faculty](#), [groups of elementary principals](#) and [teachers](#) from each state, and [students enrolled in all levels of the teacher preparation programs](#) from each state. Written summaries and surveys collected at each focus group provide evidence of each meeting ([BSED-11](#); [BSED-12](#); [BSED-13](#); [BSED-14](#); [BSED-15](#);

[BSED-16](#); [BSED-17](#); [BSED-18](#); [BSED-19](#)). The surveys asked participants to indicate whether they were interested in and/or supportive of the baccalaureate degree in elementary education and whether or not such degree should include a special emphasis in special education. The survey also asked participants to list at least eight (8) things that a teacher should be able to do, know, and/or value as an outcome of the program. Of the 73 AA and third-year students who completed the survey, 97% indicated interest in enrolling in the baccalaureate program. It should be noted that if a student was also an in-service teacher, the survey was counted among the teacher data. Of the 49 administrators surveyed, 94% indicated support for the program. Three respondents left the item blank. Of the 82 teachers surveyed 85% stated support for the program. Ten of these teachers indicated they had already earned a baccalaureate degree, eight indicated they were nearing retirement, and two surveys were blank. Of the 15 principals who completed the survey, 73% indicated their support for the program with four saying that they were nearing retirement and one indicated support for an administrative training program instead.

The FSM Association of Chief State School Officers (FACSSO) is comprised of the FSM Secretary of Education, the COM-FSM President, and the Directors of Education from Kosrae, Chuuk, Yap, and Pohnpei. At its October 25, 2017, meeting, FACSSO passed [Resolution #18-02](#) which states, “NOW, THEREFORE, BE IT RESOLVED that FACSSO supports the implementation of a bachelor’s program in elementary education at the College of Micronesia-FSM” ([BSED-20](#)).

Evidence:

- | | |
|---------|--|
| BSED- 3 | <i>Proposal for the Establishment and Implementation of a Baccalaureate of Science Degree in Elementary Education</i>
http://www.comfsm.fm/accreditation/substantive-change/New-Program-Proposal-Final.pdf |
| BSED-5 | Board of Regents Actions and Directives (March 2017)
http://www.comfsm.fm/bor/directives/Directives-17-03-08.pdf |
| BSED-6 | <i>FSM Teacher Certification Policy 2016</i>
http://national.doe.fm/PublicDocuments/TC%20Documents/TC%20Policy/FSM%20National%20Teacher%20Certification%20Policy%202016.pdf |
| BSED-7 | <i>Memorandum of Understanding between University of Guam and College of Micronesia: Partnership BA in Elementary Education Program</i>
http://www.comfsm.fm/accreditation/substantive-change/MOU_UOG_COM-FSM_Draft-2.pdf |
| BSED-8 | <i>Non-Gen Ed Course Articulation Matrix</i>
http://www.comfsm.fm/vpia/articulation/MOU(UOG&COM-FSM)-Attachment%20B-2.pdf |
| BSED-9 | Memorandum from UOG President
http://www.comfsm.fm/accreditation/substantive-change/g2g-update-2.pdf |
| BSED-10 | <i>Summary of Meeting of BA in Education Steering Committee</i> (August 29, 2017)
http://www.comfsm.fm/accreditation/substantive-change/Summary-of-Meeting-of-BA-Education-Steering-Committee-Aug-29.pdf |
| BSED-11 | <i>Summary of Meeting with FSM Secretary of Education and Staff Regarding the Establishment of a COM-FSM Baccalaureate of Education Degree</i> |

	<i>Program</i> (September 6, 2017) http://www.comfsm.fm/accreditation/substantive-change/Summary-of-Meeting-with-FSM-Secretary-of-Education-and-Staff.pdf
BSED-12	<i>Notes from Meeting with Chuuk Campus Dean and Faculty</i> (November 8, 2017) http://www.comfsm.fm/accreditation/substantive-change/Notes-from-meeting-with-Chuuk-Campus-Dean-and-faculty.pdf
BSED-13	<i>Summary of Meeting with Kosrae Elementary School Principals</i> (September 11, 2017) http://www.comfsm.fm/accreditation/substantive-change/Summary-of-Meeting-with-Kosrae-Elementary-School-Principals.pdf
BSED-14	<i>Summary of Meeting Held with Pre-teacher Prep and Third-year Education Students</i> (October 27, 2017) http://www.comfsm.fm/accreditation/substantive-change/Summary-of-Meeting-Held-with-NC-PTP-and-3rd-year.pdf
BSED-15	<i>Summary of Meeting with Pohnpei State Director of Education and Staff</i> (September 27, 2017) http://www.comfsm.fm/accreditation/substantive-change/Notes-from-Meeting-with-Pohnpei-State-Director-of-Education.pdf
BSED-16	Sample survey – administrator http://www.comfsm.fm/accreditation/substantive-change/COMFSM-BA-Program-survey-9-28-17.pdf
BSED-17	Sample survey – teacher http://www.comfsm.fm/accreditation/substantive-change/Teacher-Survey-1.jpeg
BSED-18	Sample survey – student http://www.comfsm.fm/accreditation/substantive-change/Student-Survey.jpeg
BSED-19	Sample survey – faculty http://www.comfsm.fm/accreditation/substantive-change/survey-N-mike.pdf
BSED-20	FACSSO Resolution #18-02 http://www.comfsm.fm/accreditation/substantive-change/FSM-FACSSO-Resolution-18-02.pdf

Standard I.A.2: *The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The assessment of data, in addition to measuring institution effectiveness, must also demonstrate the effectiveness and success of the baccalaureate program.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

As reported in the [COM-FSM Mission Fulfillment Indicators](#) located on the college's website, mission fulfillment is determined by the college meeting a minimum threshold. Achievement of each individual indicator is measured relative to a range based on a corresponding threshold level

and represented by achievement status.

- Green is achieved;
- Yellow is minimally achieved; and
- Red is not achieved.

COM-FSM is considered to be fulfilling its mission provided no more than seven (29%) of the 24 total indicators are at the red level so that the college attains at least 17 (71%) of its indicators within the achieved (green) or minimally achieved (yellow) range ([BSED-21](#)).

Data from the AA in Pre-Teacher Preparation and Third-year Education Programs are currently included in the reported Mission Fulfillment Indicators. However, data from the COM-FSM/UOG Partnership BA Program have not been included in the indicators because this program is technically a UOG program. Beginning with the implementation of the BS Degree in Elementary Education in the Fall of 2019, data from the fourth year of the baccalaureate program will be included in the indicators, and a separate report on the program will be prepared.

Evidence:

BSED -21 COM-FSM Mission Fulfillment Indicators

<http://www.comfsm.fm/?q=Institutional Set Standards and Mission Fulfillment Indicators>

Standard I.A.3: *The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The baccalaureate program is clearly aligned with the institutional mission.
- The institution has included the baccalaureate degree in its decision making and planning processes, and in setting its goals for student learning and achievement.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

The baccalaureate program in elementary education supports the college's mission statement by affirming the college's commitment to "assisting in the development of the FSM by providing academic, career and technical educational opportunities for student learning" ([BSED-5](#)). The [COM-FSM Board of Regents Two-Year Action Agenda \(2016-2017\)](#) stated that the college would "[d]evelop and implement a plan to meet the changing workforce needs of teacher preparation" ([BSED-22](#)). At its December 2017 meeting the [Board of Regents](#) approved a resolution to support the implementation of a bachelor's program in elementary education at COM-FSM ([BSED-2](#)). The development and implementation of the baccalaureate also supports Strategic Goal 9.2.3 found on pages 464-5 of the [FSM 2004-2023 Strategic Development Plan](#) to "[i]mprove the quality of teaching in the FSM" ([BSED-23](#)). The college's [Integrated](#)

[*Education Master Plan \(IEMP\) \(2018-2022\)*](#) includes the establishment and implementation of the baccalaureate program in education ([BSED-24](#)).

Committee meeting minutes show that the [*Proposal for the Establishment and Implementation of a Baccalaureate of Science Degree in Elementary Education*](#) was reviewed and endorsed by the college's [Curriculum Committee](#) on January 29, 2018; the [Recruitment, Admissions, and Retention Committee](#) on February 7, 2018; the [Finance Committee](#) on February 5, 2018, the [Cabinet](#) on January 24, 2018, and the [Executive Committee](#) on February 28, 2018 ([BSED-3](#); [BSED-25](#); [BSED-26](#); [BSED-27](#); [BSED-28](#); [BSED-29](#)). The COM-FSM [Board of Regents](#) approved the proposal at its March 2018 meeting ([BSED-4](#)).

Prior to implementation, the baccalaureate degree will be included as the college sets its goals for student learning and achievement through its regular planning processes.

Evidence:

BSED- 2	Board Actions and Directives (December 2017) http://www.comfsm.fm/bor/misc/BOR-Directives.pdf
BSED- 3	<i>Proposal for the Establishment and Implementation of a Baccalaureate of Science Degree in Elementary Education</i> http://www.comfsm.fm/accreditation/substantive-change/New-Program-Proposal-Final.pdf
BSED- 4	Board Actions and Directives (March 2018) http://www.comfsm.fm/bor/directives/Actions&Directives-15Mar18.pdf
BSED- 5	Board Actions and Directives (March 2017) http://www.comfsm.fm/bor/directives/Directives-17-03-08.pdf
BSED-22	Board of Regents Two-Year Action Agenda (2016-2017) http://www.comfsm.fm/accreditation/substantive-change/Two-Year-Action-Agenda-2015-final.pdf
BSED-23	FSM 2004-2023 Strategic Development Plan http://pafpnet.spc.int/attachments/article/544/FSM-SDP-Vol%201.pdf
BSED-24	COM-FSM Integrated Education Master Plan (2018-2022) http://www.comfsm.fm/accreditation/substantive-change/IEMP-2018-2023.pdf
BSED-25	Curriculum Committee minutes (January 29, 2018) http://www.comfsm.fm/accreditation/substantive-change/January-29-2018-Minutes-1.pdf
BSED-26	Recruitment, Admissions, and Retention Committee minutes (February 7, 2018) http://wiki.comfsm.fm/@api/deki/files/5275/=RAR_Minutes_02-07-18.pdf
BSED-27	Finance Committee minutes (February 5, 2018) http://www.comfsm.fm/accreditation/substantive-change/FC-Minutes-of-February-05-2018-1.pdf
BSED-28	Cabinet minutes (January 24, 2018) http://www.comfsm.fm/cabinet/pdf/2018/18-01-24_cabinet_mins.pdf
BSED-29	Executive Committee minutes (February 28, 2018) http://www.comfsm.fm/executive/minutes/EC-Minutes-18-02-28.pdf

ASSURING ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS

Standard I.B.2 *The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.* (ER 11)

Specified Baccalaureate Degree Program Evaluation Criteria:

- Student learning outcomes for upper division baccalaureate courses reflect higher levels of depth and rigor generally expected in higher education.
- Assessment must be accurate and distinguish the baccalaureate degree outcomes from those of other programs.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

Although COM-FSM has a long history of defining and assessing student learning outcomes for all of its programs and services, the Education Division took advantage of the development of the baccalaureate degree to examine each course in each tier of the education program to ensure that the student outcomes are at the appropriate level, are aligned with FSM and State needs as determined by the results of focus groups and surveys, are clearly stated, are aligned with other courses in the program, and are aligned with appropriate assessment strategies. [A special workshop](#) was held from January 9 to 11, 2018, at the National Campus to undertake a final review of the courses that make up the baccalaureate program and to update or develop descriptions for each course in the program. Notes from this workshop show that all of the National Campus education faculty and one representative from each of the State Campuses participated in this effort which was facilitated by the Vice President for Instructional Affairs (VPIA) ([BSED-30](#)). These notes show that proposed Program Student Learning Outcomes for each tier of the program were unanimously endorsed by workshop participants. The outcomes and course descriptions were developed based on the considerations and principles summarized on pages 12-13 of the [Proposal for the Establishment and Implementation of a Baccalaureate of Science Degree in Elementary Education](#) ([BSED-3](#)). At the conclusion of this workshop, the [VPIA assigned faculty members responsibility for the development of new and/or revised course outlines for each of the education courses](#) ([BSED-31](#)). The [Course Outline Checklist](#) used by the Curriculum Committee requires delineation of Student Learning Outcomes at both the General and Specific levels and alignment of assessment strategies for each specific outcome. In addition, each specific outcome is to be aligned with at least one Institutional Learning Outcome and one or more Program Learning Outcome. The checklist also requires measurable student learning outcomes, alignment of assessment strategies, and consideration for outcomes at a higher level of Bloom's taxonomy ([BSED-32](#)).

Faculty who developed course outlines for the third- and fourth-year courses for the baccalaureate program were encouraged to use *Bloom's Taxonomy of the Cognitive Domain* as a guide in the development of student learning outcomes and associated assessment strategies that reflect higher levels of depth and rigor generally expected in higher education. Because the assessment strategies must be aligned with the identified outcomes, such strategies distinguish

the baccalaureate level outcomes from those of other programs. Each course outline was reviewed at least twice within the Education Division prior to submission to the Curriculum Committee for approval. Minutes of the [June 19, 2018 Curriculum Committee meeting](#) shows that the course outlines for the BS Degree in Elementary Education were approved by the Curriculum Committee ([BSED-33](#)). In addition, course outlines for the three general education courses included at the upper level ([ESS 200](#), and [EN 351](#)) were developed or revised with the need for higher levels of depth and rigor in mind ([BSED-35](#); [BSED-36](#)).

In 1983 COM-FSM (then the Community College of Micronesia) was approved to offer the Third-year Certificate of Achievement Program in Teacher Preparation – Elementary. Since that time, the [courses in this program have been articulated with similar courses offered at the University of Guam \(UOG\)](#) ([BSED-8](#)).

Evidence:

BSED- 3	<i>Proposal for the Establishment and Implementation of a Baccalaureate of Science Degree in Elementary Education</i> http://www.comfsm.fm/accreditation/substantive-change/New-Program-Proposal-Final.pdf
BSED- 8	<i>Non-Gen Ed Course Articulation Matrix</i> http://www.comfsm.fm/vpia/articulation/MOU(UOG&COM-FSM)-Attachment%20B-2.pdf
BSED-30	<i>Notes from a System-wide Division of Education Faculty Workshop</i> (January 9-11, 2018) http://www.comfsm.fm/accreditation/substantive-change/Notes-from-January-Faculty-Workshop.pdf
BSED-31	Course outline assignments from VPIA http://www.comfsm.fm/accreditation/substantive-change/Course-outline-assignments.pdf
BSED-32	Course Outline Checklist http://www.comfsm.fm/accreditation/substantive-change/Course-outline-checklist.pdf
BSED-33	Curriculum Committee minutes showing course outline approval (sample) http://wiki.comfsm.fm/@api/deki/files/5358/=CC_2018_06_19_minutes_approved.pdf
BSED-35	ESS 200 course outline http://www.comfsm.fm/accreditation/substantive-change/ESS-200-Fundamentals-of-Wellness_CO.pdf
BSED-36	EN 351 course outline

Standard I.B.3: *The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The Institution has institution-set standards for the baccalaureate program and assesses performance related to those standards. It uses this assessment to improve the quality of the baccalaureate program.
- Student Achievement standards are separately identified and assessed for baccalaureate programs to distinguish them from associate degree programs.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

The college has established institution-set standards for student achievement that are posted on the college website ([BSED-37](#)). As with the Mission Fulfillment Indicators, data from the COM-FSM/UOG Partnership BA Program have not been included in the institution-set standards because this program is technically a UOG program. Beginning with the implementation of the BS Degree in Elementary Education in the Fall of 2019, data from the fourth year of the baccalaureate program will be included in the institution-set standards.

The college has also established additional institution-set standards for the baccalaureate program which will be used to assess student achievement in order to improve the quality of the program. These standards are separately identified to distinguish them from the AA in Pre-teacher Preparation. These include a graduation rate (full time cohort) 150% of 25%, teacher certification examination pass rate of 90%, and a graduate employment rate of 60%.

Evidence:

BSED-37 Institution-set standards

[http://www.comfsm.fm/?q=Institutional Set Standards and Mission Fulfillment Indicators](http://www.comfsm.fm/?q=Institutional%20Set%20Standards%20and%20Mission%20Fulfillment%20Indicators)

Standard I.B.7: *The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The institutional evaluation policies and practices recognize the unique aspects and requirements of the baccalaureate program in relation to learning and student support services and resource allocation and management.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

Item 4 of the [Actions and Directives of the August 8, 2014, COM-FSM Board of Regents meeting](#) states, “All policies are to be reviewed in five-year cycles” (BSED-38). As the current five-year cycle is being undertaken, policies and practices will be reviewed to ensure recognition of the unique aspects and requirements of the baccalaureate program in relation to learning and student support services and allocation and management. The Vice President for Instructional Affairs (VPIA) is responsible for the review and updating of policies affecting the baccalaureate degree. In a [March 5, 2018, memorandum to the Dean of Academic Programs \(DAP\)](#), who also serves as the *ex-officio* member of the Curriculum Committee, the VPIA informed the DAP of the need to modify BP1500 Roles of the Campuses, BP 3101 Academic Program Requirements, and BP 3202 Instructional Program Review once notification of approval of the baccalaureate program is received. The VPIA also indicated the need to develop a new policy BP 1530 Baccalaureate Degree Programs (BSED-39). A proposed policy on admission to the various tiers of the baccalaureate program has been drafted and is included on page 24 of the [Proposal for the Establishment of a Baccalaureate of Science Degree in Elementary Education](#) (BSED-3). The VPIA has indicated that she will review all policies and submit them through the proper channels for changes and updates. The goal is to ensure that these policies are in place prior to implementation of the program.

Evidence:

- BSED-3 *Proposal for the Establishment and Implementation of a Baccalaureate of Science Degree in Elementary Education*
<http://www.comfsm.fm/accreditation/substantive-change/New-Program-Proposal-Final.pdf>
- BSED-38 Board Actions and Directives (August 8, 2014)
<http://www.comfsm.fm/bor/directives/Directives-14-08-08-1.pdf>
- BSED-39 Memorandum from VPIA to Director of Academic Programs (March 5, 2018)
<http://www.comfsm.fm/accreditation/substantive-change/Policy-revision.pdf>

INSTITUTIONAL INTEGRITY

Standard I.C.1: *The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Information related to baccalaureate programs are clear and accurate in all aspects of this Standard, especially in regard to learning outcomes, program requirements, and student support services.

College: Provide a description and supporting documentation demonstrating how the College meets this

Standard and the associated criteria.

[Board Policy No. 2000 College Catalog Policy](#) stipulates that the College of Micronesia-FSM (COM-FSM) online catalog is the official catalog of the college and that every effort must be made to provide the most accurate, up-to-date information possible. This policy further stipulates that the online catalog is to be revised each year and that when substantive changes are required during the academic year, such changes are to be posted to the college website where there is a link between the online College Catalog and a document titled, “Updates to the Catalog” ([BSED-40](#)). The baccalaureate program will be included in the 2019-2020 publication which will be approved in May 2019 for online publication. Draft catalog entries for the baccalaureate program, including program learning outcomes, course descriptions, admissions requirements, and suggested schedules, were developed collaboratively by Education Division [faculty](#) and have been reviewed and endorsed by the college’s [Curriculum Committee](#); [Recruitment, Admissions, and Retention Committee](#); [Cabinet](#); [Finance Committee](#); Executive Committee; and the [Board of Regents](#) as part of the [Proposal for the Establishment and Implementation of a Baccalaureate of Science Degree in Elementary](#) approval process ([BSED-4](#); [BSED-25](#); [BSED-26](#); [BSED-27](#); [BSED-28](#); [BSED-29](#); [BSED-30](#); [BSED-3](#)).

During the review process, care was taken to ensure that the information presented in regard to learning outcomes, program requirements and student support services was clear and accurate.

Evidence:

BSED-3	<i>Proposal for the Establishment and Implementation of a Baccalaureate of Science Degree in Elementary Education</i> http://www.comfsm.fm/accreditation/substantive-change/New-Program-Proposal-Final.pdf
BSED-4	Board Actions and Directives (March 2018) http://www.comfsm.fm/bor/directives/Actions&Directives-15Mar18.pdf
BSED-25	Curriculum Committee minutes (January 20, 2018) http://www.comfsm.fm/accreditation/substantive-change/January-29-2018-Minutes-1.pdf
BSED-26	Recruitment, Admissions, and Retention Committee minutes (February 7, 2018) http://wiki.comfsm.fm/@api/deki/files/5275/=RAR_Minutes_02-07-18.pdf
BSED-27	Finance Committee minutes (February 5, 2018) http://www.comfsm.fm/accreditation/substantive-change/FC-Minutes-of-February-05-2018-1.pdf
BSED-28	Cabinet minutes (January 24, 2018) http://www.comfsm.fm/cabinet/pdf/2018/18-01-24_cabinet_mins.pdf
BSED-29	Executive Committee minutes (February 28, 2018)
BSED-30	<i>Notes from a System-wide Division of Education Faculty Workshop</i> (January 9-11, 2018) http://www.comfsm.fm/accreditation/substantive-change/Notes-from-January-Faculty-Workshop.pdf
BSED-40	Board Policy No. 2000 College Catalog Policy http://www.comfsm.fm/Policy/Board-Policy/Chapter-2/COMFSM_BP2000.pdf

Standard I.C.3: *The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The assessment results of student learning and student achievement in the baccalaureate programs are used in the communication of academic quality.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

The college publishes annual Program Assessment Summaries (PASs) on the Assessment of Student Learning webpage. The PASs are written in a manner that students, prospective students, and the public can quickly evaluate program assessment results. Included in the PASs are the Program Student Learning Outcomes (PSLOs), how each was measured, the results of the assessment, what the Division of Education is currently working on, and recommendations for students. Currently, [PASs are posted for the AA in Pre-teacher Preparation](#) and the [Third-year Certificate of Achievement Program in Teacher Preparation – Elementary \(BSED-41; BSED-42\)](#). Once the baccalaureate program is implemented, an annual PAS will be developed and posted for this program also.

Evidence:

BSED-41 AA in Pre-teacher Preparation Program Assessment Summary
http://www.comfsm.fm/accreditation/substantive-change/2015-2016-PAS_PreTeacherPrep.pdf

BSED-42 Third-year Program Assessment Summary
http://www.comfsm.fm/accreditation/substantive-change/2015-2016-PAS_TYC-TeacherPrep.pdf

Standard I.C.4: *The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The purpose, content, course requirements and learning outcomes of the baccalaureate programs are clearly described.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

The purpose, content, course requirements and learning outcomes for each of the college's certificates and degrees are included in the [college's catalog](#). This same information for the baccalaureate program is included on pages 13-24 of the [Proposal for the Establishment and Implementation of a Baccalaureate of Science Degree in Elementary Education](#). Once approved,

the information on the baccalaureate program will be included in the 2019-2020 catalog scheduled to be updated by May 2019 ([BSED-3](#); [BSED-43](#)).

Evidence:

- BSED- 3 *Proposal for the Establishment and Implementation of a Baccalaureate of Science Degree in Elementary Education*
<http://www.comfsm.fm/accreditation/substantive-change/New-Program-Proposal-Final.pdf>
- BSED-43 *College of Micronesia-FSM General Catalog (2017-2018)*
<http://www.comfsm.fm/catalog/2017-2018/Catalog-2017-2018-UPDATE2.pdf>

INSTRUCTIONAL PROGRAMS

Standard II.A.1: *All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The baccalaureate degree field of study aligns with the institutional mission.
- Student demand for the baccalaureate degree program demonstrates its correlation with the institutional mission.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

Offering a baccalaureate degree in elementary education clearly aligns with the COM-FSM mission which expresses the college's commitment to the success of the Federated States of Micronesia. The Baccalaureate of Science Degree in Elementary Education was designed to prepare teachers and potential teachers for a career in teaching in the FSM elementary schools. The design of the program and the admissions requirements, found on pages 16-24 of the [*Proposal for the Establishment and Implementation of a Baccalaureate of Science Degree in Elementary Education*](#), are aligned with the [FSM teacher certification requirements](#) ([BSED-3](#); [BSED-6](#)).

A summary of student demand for the baccalaureate program is provided in Standard I.A.1 of this report.

Evidence:

- BSED-3 *Proposal for the Establishment and Implementation of a Baccalaureate of Science Degree in Elementary Education*
<http://www.comfsm.fm/accreditation/substantive-change/New-Program-Proposal-Final.pdf>

BSED-6	Final.pdf FSM Teacher Certification Policy 2016 http://national.doe.fm/PublicDocuments/TC%20Documents/TC%20Policy/FSM%20National%20Teacher%20Certification%20Policy%202016.pdf
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Standard II.A.3: *The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Learning outcomes for baccalaureate courses, programs, and degrees are identified and assessed consistent with institutional processes.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

As delineated on pages 14-17 of the [Proposal for the Establishment and Implementation of a Baccalaureate of Science Degree in Elementary Education](#), the baccalaureate degree is comprised of three programs – the Associate of Arts in Pre-teacher Preparation, the Third-year Certificate of Achievement in Teacher Education – Elementary, and the Baccalaureate of Science in Elementary Education ([BSED-3](#)). Each course outline includes program learning outcomes, general course student learning outcomes, specific course student learning outcomes, and corresponding assessment strategies. A review of the outlines shows that each specific student course learning outcome is linked to one or more institutional student learning outcomes and one or more program learning outcomes ([BSED-44](#)). As stated in the college’s [Self Evaluation \(2015\)](#), “[a]ssessment of learning outcomes for courses, programs, certificates, and degrees is an ongoing process of purposeful dialogue and planning for improvement at the college” ([BSED-45](#)). Faculty conduct course level assessment every semester and program assessment at the end of each academic year. Program Assessment Summaries (PASs) are posted on the college’s website ([BSED-41](#); [BSED-42](#)). Course assessment data and reports for the AA in [Pre-teacher Preparation and Third-year programs have been maintained in TracDat](#) since the spring 2014 semester ([BSED-46](#)). Assessment data for the Baccalaureate of Science in Elementary Education program will be included in the system beginning with the fall 2019 semester.

Per [Administrative Procedures 3206 for Board Policy No. 3206](#), course outlines are reviewed within a five-year cycle ([BSED-47](#)). All education course outlines for the AA, Third-year, and baccalaureate programs were developed and/or updated during the spring and summer of 2018. As shown on pages 13-15 of the [Curriculum and Assessment Handbook](#), the course outline format includes assessment strategies for each course specific student learning outcome and requires a summative course evaluation ([BSED-48](#)). Per [Board Policy No 3309](#), “[f]aculty must prepare a course syllabus that includes learning outcomes from officially approved course outlines for each course taught.” The policy further stipulates that the syllabus must be distributed to students on the first day of class ([BSED-49](#)). The outlines for the courses in the

fourth-year level of the baccalaureate program adhere to the same requirements.

Evidence:

BSSED- 3	<i>Proposal for the Establishment and Implementation of a Baccalaureate of Science Degree in Elementary Education</i> http://www.comfsm.fm/accreditation/substantive-change/New-Program-Proposal-Final.pdf
BSSED-41	AA in Pre-teacher Preparation Program Assessment Summary http://www.comfsm.fm/accreditation/substantive-change/2015-2016-PAS_PreTeacherPrep.pdf
BSSED-42	Third-year Program Assessment Summary http://www.comfsm.fm/accreditation/substantive-change/2015-2016-PAS_TYC-TeacherPrep.pdf
BSSED-44	Sample course outline http://www.comfsm.fm/accreditation/substantive-change/ED-392-Practicum&Seminar_CO.pdf
BSSED-45	<i>Self Evaluation</i> (2015) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/COMFSM_SELFEVAL_15DEC2015.pdf
BSSED-46	Screen shot of TracDat data https://screenshots.firefox.com/zIt5LUiSsQU8VZUp/comfsm.tracdat.com
BSSED-47	Administrative Procedure 3206 Course Outlines http://www.comfsm.fm/Policy/Administrative-Procedure/Chapter-3/COM-FSM_AP3206.pdf
BSSED-48	<i>Curriculum and Assessment Handbook</i> http://www.comfsm.fm/publications/handbook/Curriculum%20and%20Assessment%20Handbook_2016
BSSED-49	Board Policy No. 3309 Course Syllabus http://www.comfsm.fm/Policy/Board-Policy/Chapter-3/COM-FSM_BP3309.pdf

Standard II.A.5: *The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- A Minimum of 40 semester credits or equivalent of total upper division coursework including the major and general education is required.
- The academic credit awarded for upper division courses within baccalaureate programs is clearly distinguished from that of lower division courses.
- The instructional level and curriculum of the upper division courses in the baccalaureate degree are comparable to those commonly accepted among like degrees in higher education and reflect the higher levels of knowledge and intellectual inquiry expected at

the baccalaureate level.

- Student expectations, including learning outcomes, assignments and examinations of the upper division courses demonstrate the rigor commonly accepted among like degrees in higher education.
- The program length and delivery mode of instruction are appropriate for the expected level of rigor.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

As delineated on pages 16-17 of the [*Proposal for the Establishment and Implementation of a Baccalaureate of Science Degree in Elementary Education*](#), the baccalaureate program requires a total of 127 credits which includes 64 Upper Division Requirements ([BSED-3](#)). The Upper Division Requirements are based on the results of the focus group discussions and surveys, as discussed in Standard I.A.1. of this report, and a review of the upper division education requirements of elementary teacher education programs at [regional institutions](#), including the University of Guam, the University of Hawaii, Northern Marianas College, and Chaminade University of Honolulu ([BSED-50](#)). The first 31 credits of the Upper Division Requirements are comprised of nine courses which make up the Third-year Certificate of Achievement in Teacher Preparation-Elementary program. Completion of this certificate is one of the requirements for attaining the [Intermediate FSM Teacher Certification level](#) ([BSED-6](#)). The COM-FSM Division of Education has been offering this program since 1983, and all of the courses have been [articulated with the University of Guam Bachelor of Arts in Education: Elementary Education](#) ([BSED-8](#)).

The final 33 credits of the Upper Division Requirements include nine general education credits – EN/CO 205 Speech Communication, [ESS 200 Fundamentals of Wellness and Physical Fitness](#), and [EN 351 Performing Arts for the Elementary Classroom](#). Although the course numbers of two of these courses do not reflect upper division courses, in fact the course outlines and requirements of these courses have been revised to ensure that the student learning outcomes reflect higher levels of Bloom’s taxonomy and require the rigor and depth of other upper division courses ([BSED 35](#); [BSED-36](#)). Further, the three upper division general education courses were selected based on pages 54-55 of the Elementary Education Program Standards of the [National Council for Accreditation of Teacher Education \(NCATE\)](#) ([BSED-51](#)). As can be seen in the tables presented on page 5 of the [*Proposal for the Establishment and Implementation of a Baccalaureate of Science Degree in Elementary Education*](#), stakeholders supported the inclusion of two courses focusing on students with special needs ([BSED-3](#)).

As the courses that comprise the Upper Division Requirements were being revised or developed, faculty were encouraged to ensure that the student learning outcomes and accompanying assessment strategies reflect higher levels of Bloom’s taxonomy and demonstrate the rigor commonly accepted among similar courses and degrees in higher education. [E-mails between and among Education Division faculty](#) provide evidence that each proposed course outline received several rounds of review by colleagues in the division system wide to ensure that a high level of clarity and rigor was reflected ([BSED-52](#)).

A suggested schedule for offering of each of the courses in the program can be found on page 18

of the [*Proposal for the Establishment and Implementation of a Baccalaureate of Science Degree in Elementary Education*](#) (BSED-3). All of the courses will be offered in a face-to-face delivery mode at each of the campuses. Completion of a baccalaureate degree is required for attainment of the [*Advance FSM Teacher Certification level*](#) (BSED-6).

Evidence:

BSED- 3	<i>Proposal for the Establishment and Implementation of a Baccalaureate of Science Degree in Elementary Education</i> http://www.comfsm.fm/accreditation/substantive-change/New-Program-Proposal-Final.pdf
BSED- 6	<i>FSM Teacher Certification Policy 2016</i> http://national.doe.fm/PublicDocuments/TC%20Documents/TC%20Policy/FSM%20National%20Teacher%20Certification%20Policy%202016.pdf
BSED- 8	<i>Non-Gen Ed Course Articulation Matrix</i> http://www.comfsm.fm/vpia/articulation/MOU(UOG&COM-FSM)-Attachment%20B-2.pdf
BSED-35	ESS 200 course outline http://www.comfsm.fm/accreditation/substantive-change/ESS-200-Fundamentals-of-Wellness_CO.pdf
BSED-36	EN 351 course outline http://www.comfsm.fm/accreditation/substantive-change/EN-351-Performing-Arts_CO.pdf
BSED-50	<i>A Comparison of Third- and Fourth-year Education Course Requirements at Regional Institutions</i> http://www.comfsm.fm/accreditation/substantive-change/A-Comparison-of-Third-and-Fourth-year-courses-with-CML.pdf
BSED-51	NCATE Standards http://www.ncate.org/~media/Files/caep/accreditation-resources/ncate-standards-2008.pdf?la=en
BSED-52	Sample e-mail message among faculty http://www.comfsm.fm/accreditation/substantive-change/e-mail-faculty-screenshot.pdf

Standard II.A.6: *The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.¹ (ER 9)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Baccalaureate courses are scheduled to ensure that students will complete those programs in a reasonable period of time.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

¹ Glossary- Established expectations in higher education (also, appropriate for, accepted in, common to, accepted norms in, etc): Shared and time honored principles, values and practices within the American community of higher education.

The Suggested Schedule for the implementation for the baccalaureate program is found on page 18 of the [Proposal for the Establishment and Implementation of a Baccalaureate of Science Degree in Elementary Education \(BSED-3\)](#). This schedule takes into account the course prerequisites. Students who successfully complete the first four semesters earn the Associate of Arts in Pre-teacher Preparation – Elementary; students who successfully complete the fifth and sixth semesters earn the Third-year Certificate of Achievement in Teacher Preparation – Elementary; and students who successfully complete the seventh and eighth semesters earn the Baccalaureate of Science in Elementary Education. The Suggested Schedule will be included in the 2019-2020 catalog.

At the outset of the planning for the baccalaureate program, the decision was made to implement the program at the National, Chuuk, Kosrae, and Yap Campuses. This decision was made in line with the college’s mission statement which affirms the college’s commitment to the success of the Federated States of Micronesia. FSM teachers are required to obtain FSM certification to teach in FSM schools. The three-tier baccalaureate program is aligned with the [FSM certification policy \(BSED-6\)](#). The majority of FSM teachers are employed in FSM schools and are unable to leave their positions and families to travel to the National Campus to enroll in the program. As a result, there is a need to bring the program to each campus for it to be accessible to the teachers. In addition, most of the teachers are unable to take leave from their positions to enroll in the program which necessitates the scheduling of courses for after-school or evening hours. The courses will still be offered in the order they appear in the Suggested Schedule. [Board Policy No. 3001 Catalog Limitations](#) will be adjusted to accommodate this special circumstance ([BSED-53](#)).

Evidence:

BSED- 3	<i>Proposal for the Establishment and Implementation of a Baccalaureate of Science Degree in Elementary Education</i> http://www.comfsm.fm/accreditation/substantive-change/New-Program-Proposal-Final.pdf
BSED- 6	<i>FSM Teacher Certification Policy 2016</i> http://national.doe.fm/PublicDocuments/TC%20Documents/TC%20Policy/FSM%20National%20Teacher%20Certification%20Policy%202016.pdf
BSED-53	Board Policy No. 3001 Catalog Limitations http://www.comfsm.fm/accreditation/substantive-change/3001-Catalog-Limitations.pdf

Standard II.A.9: *The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Baccalaureate Degrees and the course credit in those programs are based on student learning outcomes. These outcomes are consistent with generally accepted norms and

equivalencies in higher education, especially in relation to upper division courses.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

The college awards course credits according to [Board Policy No. 3119](#) which specifies the unit credit at COM-FSM as the semester credit. Per this policy, sixteen contact lecture hours equal one credit, 48 laboratory/seminar hours equal one credit, and 48 workshop hours equal one credit ([BSED-54](#)). Certificates and degrees are awarded according to [Board Policy No. 3101 Academic Program Requirements](#) ([BSED-55](#)).

The student learning outcomes of the upper-division baccalaureate courses are consistent with generally accepted norms and equivalencies in higher education as evidenced by the results of a [review of the requirements of baccalaureate of education programs](#) at several regional institutions as well as an established [articulation agreement with the University of Guam](#) which recognizes all of the COM-FSM third-year courses ([BSED-8](#); [BSED-50](#)).

Evidence:

BSED- 8	<i>Non-Gen Ed Course Articulation Matrix</i> http://www.comfsm.fm/vpia/articulation/MOU(UOG&COM-FSM)-Attachment%20B-2.pdf
BSED-50	<i>A Comparison of Third- and Fourth-year Education Course Requirements at Regional Institutions</i> http://www.comfsm.fm/accreditation/substantive-change/A-Comparison-of-Third-and-Fourth-year-courses-with-CMI.pdf
BSED-54	Board Policy No. 3119 Credits http://www.comfsm.fm/Policy/Board-Policy/Chapter-3/COM-FSM_BP3119.pdf
BSED-55	Board Policy No. 3101 Academic Program Requirements http://www.comfsm.fm/accreditation/substantive-change/3103-Academic-Program-requirement.pdf

Standard II.A.10: *The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Policies for student transfer into the baccalaureate program ensure that all program requirements are fulfilled, including completion of the minimum required semester units, prerequisites, experiential activities, and general education.

College: Provide a description and supporting documentation demonstrating how the College meets this

Standard and the associated criteria.

The college's transfer-of-credit policy is detailed in [Board Policy No. 4208](#) and on page 118 of the [2017-2018 catalog](#) (BSED-43; BSED-56). The catalog states that "[c]redits earned with course grades of "C" or better in other colleges or universities may be transferred if the courses are substantially equivalent to offerings at this college." Per page 130 of the [Self Evaluation \(2015\)](#), the Vice President for Instructional Affairs (VPIA), in collaboration with the registrar, determines if a course's SLOs for transferred courses are substantially equivalent to the SLOs of a COM-FSM course and to ensure that all program requirements are fulfilled, including completion of the minimum required units, prerequisites, and general education. Students transferring from other colleges must earn at least 30 credits of the major at COM-FSM (BSED-45). The college has articulation agreements with other institutions which are shown in the [Articulation Table](#) on the COM-FSM website (BSED-57). The VPIA will work with her counterpart at the University of Guam to update the articulation agreement between UOG and COM-FSM to facilitate a smooth transition for students enrolled in the Partnership program at the inception of the baccalaureate program.

Evidence:

BSED-43	College of Micronesia-FSM General Catalog (2017-2018) http://www.comfsm.fm/catalog/2017-2018/Catalog-2017-2018-UPDATE2.pdf
BSED-45	Self Evaluation (2015) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/COMFSM_SELFEVAL_15DEC_2015.pdf
BSED-56	Board Policy No. 4208 Transfer Students and Transfer Credit http://www.comfsm.fm/Policy/Board-Policy/Chapter-4/COM-FSM_BP4208.pdf
BSED-57	Articulation Table http://www.comfsm.fm/?q=articulation-table

Standard II.A.11: *The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Student learning outcomes in baccalaureate programs are consistent with generally accepted norms in higher education and reflect the higher levels expected at the baccalaureate level.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

Per page 131 of the college's [Self Evaluation \(2015\)](#) (BSED-45),

[t]he course outlines for each course within a program shows the link that each course has with the program SLOs as well as the institution's ISLOs. If one looks at these course outlines, the link between these different level SLOs show how completion of the course can lead to students gaining communication, information, quantitative, analytic inquiry, ethical reasoning competencies as well as the ability to engage diverse perspectives. Furthermore, course content and activities done within individual courses engage students so that they are meeting competencies and gaining skills specific to and necessary for each respective program.

One of the first steps in the development of the baccalaureate program was researching the program course requirements and student learning outcomes of baccalaureate of education programs offered by [regional institutions](#) including those at the University of Hawaii at Manoa, Chaminade University of Honolulu, Northern Marianas College, and the University of Guam to ensure that the COM-FSM baccalaureate program was consistent with generally accepted norms in higher education. A comparison chart of requirements was developed as a result of this research ([BSED-50](#)). Secondly, notes provide evidence that in January of 2018 the Vice President for Instructional Affairs (VPIA) convened a [workshop with education faculty](#) from the National, Chuuk, Kosrae, and Yap Campuses to align the content and outcomes of the education programs at all levels. Course descriptions were developed and approved for education courses at the AA, Third-year, and fourth-year levels ([BSED-30](#)). Immediately following this workshop, faculty members were given [assignments to revise and develop the outlines for these courses](#) ([BSED-31](#)). Throughout both the workshop and the course outline revision and development process, faculty were reminded to develop student learning outcomes at a higher level of Bloom's taxonomy for the upper division courses as evidenced by an [e-mail to the faculty](#) ([BSED-58](#)).

Evidence:

- | | |
|---------|---|
| BSED-30 | Notes from a System-wide Division of Education Faculty Workshop
(January 9-11, 2018)
http://www.comfsm.fm/accreditation/substantive-change/Notes-from-January-Faculty-Workshop.pdf |
| BSED-31 | Course outline assignments from VPIA
http://www.comfsm.fm/accreditation/substantive-change/Course-outline-assignments.pdf |
| BSED-45 | Self Evaluation (2015)
http://www.comfsm.fm/accreditation/2016/Self_Evaluation/COMFSM_SELFEVAL_15DEC2015.pdf |
| BSED-50 | A Comparison of Third- and Fourth-year Education Course Requirements
at Regional Institutions
http://www.comfsm.fm/accreditation/substantive-change/A-Comparison-of-Third-and-Fourth-year-courses-with-CMI.pdf |
| BSED-58 | E-mail reminder about Bloom's taxonomy
http://www.comfsm.fm/accreditation/substantive-change/Clarification-on-course-outlines.pdf |

Standard II.A.12: *The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- At least 36 semester units or equivalent of lower and upper division general education is required, including at least 9 semester units or equivalent of upper division general education coursework.
- At least 9 semester units or equivalent of upper division general education coursework is required.
- The general education requirements are integrated and distributed to both lower division and upper division courses.
- The general education requirements are distributed across the major subject areas for general education; the distribution appropriately captures the baccalaureate level student learning outcomes and competencies.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

The COM-FSM General Education Requirements for an associate degree are found on pages 36-37 of the [2017-2018 catalog](#). These requirements total 29 semester credits and include courses in the areas of English Communication Skills, Math, Natural Science, Social Science, Computer, Exercise and Sports Science, and Humanities ([BSED-43](#)). As shown on page 16 of the [Proposal for the Establishment and Implementation of a Baccalaureate of Science Degree in Elementary Education](#), the proposed baccalaureate degree requires an additional 13 credits in the areas of math, science, and social science to provide the students (future teachers) with adequate content knowledge to teach the subject areas required in the elementary schools ([BSED-3](#)). An additional nine semester credits of upper division general education coursework are required at the fourth-year level. Of these credits, 6 credits are earned from 200-level courses because the college does not offer 300-level general education courses in any of its programs. However, it should be noted that both of these 200-level courses were revised to ensure the outcomes challenge students at a higher level of Bloom's taxonomy ([BSED-35](#)). One course, EN 351 Performing Arts for the Elementary Classroom, was developed as a general education course for the baccalaureate program ([BSED-36](#)). These three general education courses were selected to align the baccalaureate program with pages 54-55 of the [National Council for Accreditation of Teacher Education \(NCATE\) Standards](#) ([BSED-51](#)).

Evidence:

BSED- 3 *Proposal for the Establishment and Implementation of a*

	<i>Baccalaureate of Science Degree in Elementary Education</i> http://www.comfsm.fm/accreditation/substantive-change/New-Program-Proposal-Final.pdf
BSED-35	ESS course outline http://www.comfsm.fm/accreditation/substantive-change/ESS-200-Fundamentals-of-Wellness_CO.pdf
BSED-36	EN 351 course outline http://www.comfsm.fm/accreditation/substantive-change/EN-351-Performing-Arts_CO.pdf
BSED-43	<i>College of Micronesia-FSM General Catalog (2017-2018)</i> http://www.comfsm.fm/catalog/2017-2018/Catalog-2017-2018-UPDATE2.pdf
BSED-51	NCATE Standards http://www.ncate.org/~media/Files/caep/accreditation-resources/ncate-standards-2008.pdf?la=en

Standard II.A.13: *All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The baccalaureate degree programs include a focused study on one area of inquiry or discipline at the baccalaureate level and include key theories and practices appropriate to the baccalaureate degree level.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

All of the courses in the baccalaureate program are focused on developing dedicated, knowledgeable, competent teachers for the FSM elementary schools. The considerations and principles that formed the basis of the development of the baccalaureate program are found on page 12 of the [*Proposal for the Establishment and Implementation of a Baccalaureate of Science Degree in Elementary Education*](#) (BSED-3).

In addition to the 42 general education credits, the 63 lower division credits include seven education courses (21 credits) specifically designed to prepare a teacher to be successful in elementary FSM classrooms. The content of these courses was determined based on discussions with numerous focus groups and surveys completed among FSM [teachers](#) and [principals](#), [FSM education administrators](#), and COM-FSM education [faculty](#) and [students](#) system wide (BSED-11; BSED-12; BSED-13; BSED-14; BSED-15; BSED-16; BSED-17; BSED-18; BSED-19). As shown on pages 14-15 of the [*Proposal for the Establishment and Implementation of a Baccalaureate of Science Degree in Elementary Education*](#), the Program Student Learning Outcomes for the AA program require students to demonstrate basic knowledge and concepts related to elementary education; task analyze FSM and State curriculum standards, develop lesson plans, deliver lessons using a variety of strategies, develop instructional materials, manage

student behavior, and assess student learning in an elementary classroom; and demonstrate professionalism ([BSED-3](#)). Students completing the 42 General Education Requirements plus the Major Pre-teacher Preparation Requirements earn an Associate of Arts in Pre-teacher Preparation which is one of the requirements for attaining the [Basic FSM Teacher Certification level \(BSED-6\)](#).

The Program Student Learning Outcomes of the Third-year Certificate of Achievement Program in Teacher Preparation - Elementary require students to be able to task analyze FSM and State curriculum standards and benchmarks and develop lesson plans that align with the benchmarks, include strategies for differentiation of learning, integrate two more subject areas, and link the concepts to the students' environment; deliver lessons using a variety of teaching approaches, including development of materials and application of technology, to meet the differentiated needs of FSM elementary school students including students with special needs; assess and evaluate student learning at both the formative and summative levels; organize and manage an elementary classroom environment for learning; and demonstrate professionalism ([BSED-3](#)). All of the courses in the Third-year program have been [articulated with the University of Guam BA in Elementary Education \(BSED-8\)](#). Upon completion of the Third-year program, students are administered the FSM Teacher Competency Exam which has been [accepted by the University of Guam in place of Praxis II \(BSED-59\)](#). To pass this exam, students must demonstrate knowledge of a variety of development and learning theories and practices which are taught in the Third-year program.

The Program Student Learning Outcomes of the Baccalaureate of Science in Elementary Education are based on the standards of the [Interstate Teacher Assessment and Support Consortium \(InTASC\) \(BSED-60\)](#) and require students to be able to teach and create learning experiences that make the central concepts, tools of inquiry, and structure of the discipline(s) he or she teaches meaningful for students; provide learning opportunities that support children's intellectual, social, and personal development; demonstrate understanding of how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners; use a variety of instructional strategies to encourage students' development of critical thinking, problems solving, and performance skills; use group motivation to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation; use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry collaboration, and supportive interaction in the classroom; plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals; use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner; reflect and continually evaluate the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and seek out opportunities to grow professionally; foster relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being; design, deliver and assess instruction in support of students with special needs in the elementary classroom in accordance with the requirements of the Individualized Educational Program (IEP) process; and demonstrate professionalism. Attainment of a baccalaureate degree is one of the requirements for the [Advance Level of FSM Teacher Certification \(BSED-6\)](#).

Evidence:

BSED-3 *Proposal for the Establishment and Implementation of a*

	<i>Baccalaureate of Science Degree in Elementary Education</i> http://www.comfsm.fm/accreditation/substantive-change/New-Program-Proposal-Final.pdf
BSSED- 6	<i>FSM Teacher Certification Policy 2016</i> http://national.doe.fm/PublicDocuments/TC%20Documents/TC%20Policy/FSM%20National%20Teacher%20Certification%20Policy%202016.pdf
BSSED- 8	<i>Non-Gen Ed Course Articulation Matrix</i> http://www.comfsm.fm/vpia/articulation/MOU(UOG&COM-FSM)-Attachment%20B-2.pdf
BSSED-11	<i>Summary of Meeting with FM Secretary of Education and Staff Regarding the Establishment and Implementation of a COM—FSM Baccalaureate of Education Degree Program (September 6, 2017)</i> http://www.comfsm.fm/accreditation/substantive-change/Summary-of-Meeting-with-FSM-Secretary-of-Education-and-Staff.pdf
BSSED-12	<i>Notes from Meeting with Chuuk Campus Dean and Faculty (November 8, 2017)</i> http://www.comfsm.fm/accreditation/substantive-change/Notes-from-meeting-with-Chuuk-Campus-Dean-and-faculty.pdf
BSSED-13	<i>Summary of Meeting with Kosrae Elementary School Principals (September 11, 2017)</i> http://www.comfsm.fm/accreditation/substantive-change/Summary-of-Meeting-with-Kosrae-Elementary-School-Principals.pdf
BSSED-14	<i>Summary of Meeting Held with Pre-teacher Prep and Third-year Education Students (October 27, 2017)</i> http://www.comfsm.fm/accreditation/substantive-change/Summary-of-Meeting-Held-with-NC-PTP-and-3rd-year.pdf
BSSED-15	<i>Notes from Meeting with Pohnpei State Director of Education and Staff (September 27, 2017)</i> http://www.comfsm.fm/accreditation/substantive-change/Notes-from-Meeting-with-Pohnpei-State-Director-of-Education.pdf
BSSED-16	<i>Sample survey – administrator</i> http://www.comfsm.fm/accreditation/substantive-change/COMFSM-BA-Program-survey-9-28-17.pdf
BSSED-17	<i>Sample survey – teacher</i> http://www.comfsm.fm/accreditation/substantive-change/Teacher-Survey-1.jpeg
BSSED-18	<i>Sample survey – student</i> http://www.comfsm.fm/accreditation/substantive-change/Student-Survey.jpeg
BSSED-19	<i>Sample survey – faculty</i> http://www.comfsm.fm/accreditation/substantive-change/survey-N-mike.pdf
BSSED-59	<i>Letter from Dr. Santos regarding Praxis II</i> http://www.comfsm.fm/accreditation/substantive-change/IN-LIEU-OF-PRAXIS-1.pdf
BSSED-60	<i>InTASC Principles</i> http://www.comfsm.fm/accreditation/substantive-change/intasc.pdf

Standard II.A.14: *Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The CTE baccalaureate degree ensures students will be able to meet employment standards and licensure or certification as required in the field of study.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.
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Not applicable

LIBRARY AND LEARNING SUPPORT SERVICES

Standard II.B.1: *The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Learning support services to support the baccalaureate program are sufficient to support the quality, currency, rigor and depth of the baccalaureate degree and reflect the unique needs of this program.
- Resource collections are sufficient in regard to the rigor, currency, and depth expected of baccalaureate programs.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.
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The college's Self Evaluation (2015) states on page 147 that "[t]he Learning Resources Center (LRC) supports the college's mission by providing informational resources and services that support and enhance the curricula of the college and meet the educational needs and interests of the college community." The LRC includes the general, reference, and audio-video collections as well as the Pacific archives and the government depository and includes print, non-print, and electronic resources (BSED-45).
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During the early planning stages for the baccalaureate program, the LRC Director conducted a
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[study on LRC education](#) holdings at all campuses. The findings of this study showed that of the total of 98,743 volumes in the LRC collections, only 11,341 are on education and related subjects. This study also showed that the collections are relatively dated with the average year of the LRC's education collection being 1997. A grant proposal for funding was developed to enhance the LRC education collections ([BSED-61](#)).

Two grants have been secured – one in the amount of \$20,000 from the Government of Japan and one in the amount of \$75,000 secured from the College of Micronesia Land Grant Endowment Fund – to increase the LRC's holding in the area of education and update the collections at each of the campuses. The \$20,000 grant is earmarked for the Kosrae Campus LRC which is most in need of collection enhancement. The [\\$75,000 grant](#) will be used for LRCs at all campuses ([BSED-62](#)). The LRC Director has asked education faculty to review their respective course outlines and request resources to be procured by the LRCs in support of the student learning outcomes prior to the implementation of the baccalaureate program. She has also requested lists of core education collections from colleagues who are employed by LRCs at regional baccalaureate institutions to compare with the COM-FSM LRC holdings to enhance the relevancy of the education collection.

Evidence:

- BSSED-45 *Self Evaluation* (2015)
http://www.comfsm.fm/accreditation/2016/Self_Evaluation/COMFSM_SELFEVAL_15DEC2015.pdf
- BSSED-61 *COM-FSM: Proposal for Funding from COM-Land Grant* (LRC)
<http://www.comfsm.fm/accreditation/substantive-change/Grant-Proposal-to-support-baccalaureate-degree-program-1.pdf>
- BSSED-62 Message from COM-FSM President Regarding Grant Award to LRC
<http://www.comfsm.fm/accreditation/substantive-change/message-from-pres-re-LRC-75,000.pdf>

STUDENT SUPPORT SERVICES

Standard II.C.6: *The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways² to complete degrees, certificate and transfer goals. (ER 16)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The prerequisites and other qualifications for the baccalaureate are appropriately communicated and applied to students.

² Glossary- Pathways: The specific selection and progression of courses and learning experiences students pursue and complete and they progress in their education toward a certificate, degree, transfer, or other identified educational goal.

- The advising of students related to the baccalaureate degree appropriately identifies course sequencing and pathways.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

Requirements for admission to each tier of the baccalaureate program are found on page 24 of the [Proposal for the Establishment and Implementation of a Baccalaureate of Science Degree in Elementary Education](#). These requirements will be included in the college's 2019-2020 catalog and distributed to potential students. Course prerequisites are noted on the course descriptions included on pages 19-24 in the [Proposal](#). These course descriptions will also be included in the college's 2019-2020 catalog. The Suggested Schedule of courses is found on page 18 of the [Proposal](#). This schedule will be included in the catalog and will be used to advise students as appropriate ([BSED-3](#)).

Evidence:

BSED- 3 *Proposal for the Establishment and Implementation of a Baccalaureate of Science Degree in Elementary Education* (Suggested Schedule)
<http://www.comfsm.fm/accreditation/substantive-change/New-Program-Proposal-Final.pdf>

HUMAN RESOURCES

Standard III.A.1: *The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The job descriptions for faculty members teaching in the baccalaureate degree accurately reflect the duties and responsibilities associated with the position

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

As summarized in [Employment Opportunity announcements for faculty](#) currently teaching courses in the Third-year program, duties include teaching 12 to 15 contact hours of education courses per week with one to four preparations, advising students, keeping office hours, participating in assessment activities, developing curriculum, and participating in college

committees, among others ([BSED-63](#)). Similar duties and responsibilities will apply for faculty teaching in the baccalaureate program; individual job descriptions will be adjusted to include fourth-year courses.

Evidence:

BSED-63 Sample Employment Opportunity announcement
<http://www.comfsm.fm/accreditation/substantive-change/2017-003-Education-Instructor.pdf>

Standard III.A.2: *Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The qualifications for faculty teaching upper division courses in the baccalaureate degree include the requirement for a master's degree (or academic credentials at least one level higher than the baccalaureate degree) or doctoral degree, in an appropriate discipline.
- In cases where no Master's degree is available for the field of study, the qualifications for faculty teaching upper division courses in the baccalaureate degree include a bachelor's degree in the discipline or closely related discipline, and a Master's degree in any discipline, and demonstrated industry work experience in the field for a minimum of six years, and commonly required industry-recognized certification or professional licensure.
- The Commission may require some faculty in non-career technical education baccalaureate programs to have the recognized terminal degree in the field of study.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

Section 4 of [College of Micronesia-FSM Board Policy No. 6009](#) stipulates that for instructors, "the minimum qualification is a master's degree in the field of work from an institution accredited through any of the U.S. Department of Education-recognized accrediting commissions" ([BSED-64](#)). All faculty teaching courses with the COM-FSM Division of Education meet these minimum qualifications as can be seen in the table below. Additional faculty recruited to teach upper-division must meet the college's minimum qualifications to be hired.

National Campus

Faculty Member	Degrees	Years of Teaching Experience	Upper Division Course(s) Currently Certified to Teach
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Professor	B.A., Special Education, University of Guam M.Ed., Special Education, University of Guam	8 years elementary; 20+ years postsecondary	ED 304, ED 338, ED 492/498 <i>Potential:</i> ED 414, ED 415, ED 434
Associate Professor	B.A. Elementary Education, University of Guam M.A., TESOL, School of International Training, Graduate Institute, Vermont	4+ years postsecondary	ED 301a, ED 392, ED 498 <i>Potential:</i> ED 492
Professor	B.S. Liberal Arts (Psychology), University of Illinois M.A., Special Education, University of Oregon + 23 quarter doctoral credits	4 years elementary resource teacher; 30+ years postsecondary	ED 301b, ED 330, ED/PY 300, ED 392, ED 489, ED 498 <i>Potential:</i> ED 414, ED 415, ED 434, 492
Assistant Professor	B.A. Psychology, University of Hawaii at Hilo M.A., Education Leadership, San Diego State university	1+ years postsecondary	ED/PY 300 <i>Potential:</i> ED 434, ED 301a, ED 392, ED 489, ED 302, ED 351, ED 492
Assistant Professor	B.A., Elementary Education, University of Guam M.A., Education Leadership, San Diego State University	1+ years postsecondary	ED 302, ED 303

Chuuk Campus

Professor	B.A., Sociology, University of California, Berkeley M.A., Pacific Island Studies, University of Hawaii at Manoa	2 years elementary; 2 years secondary; 19+ years postsecondary	ED/PY 300, ED 302, ED 304, ED 392 <i>Potential:</i> ED 489, ED 492, ED 498
Associate Professor	B.A., Elementary Education, University of Guam M.A., Education Foundation, University of Hawaii at Manoa	9 years postsecondary	ED 330, ED 338 <i>Potential:</i> ED 414, ED 415, ED 434
Professor	B.S., Secondary Education in Math, University of Baguio, Philippines M.A., Mathematics Education, University of Hawaii at Manoa; Ph.D., Education, University	20+ years postsecondary	ED 303

	of Hawaii at Manoa		
Associate Professor	B.A., Language/Literature, Eastern Oregon State College M.A., Education, Walden University	10+ years secondary; 6 years postsecondary	ED 301b, ED 301a; ED 304 <i>Potential:</i> ED 392, ED 492, ED 498
Assistant Professor	B.A. Elementary Education, University of Guam M.A., Education Leadership, San Diego State University, MA, Special Education, UOG, in progress	5 years postsecondary	ED/PY 300 <i>Potential:</i> ED 338, ED 414, ED 415, ED 434
Kosrae Campus			
Professor	B.S., Secondary Education, Luzonian University, Philippines M.A., Education, National Teachers College, Philippines Ed.D., Education (Administration and Supervision), (45 credits) National Teachers College, Philippines	27 years secondary; 16+ years postsecondary	ED 302, ED 330, ED/PY 300 <i>Potential:</i> ED 434, ED 492, ED 498
Associate Professor	B.S., Mathematics, Pangasinan State University, Philippines M.A., Mathematics, Don Mariano Marcos Memorial State University, Philippines	4+ years postsecondary	ED 303 <i>Potential:</i> ED 489
Yap Campus			
Associate Professor	B.A., Elementary Education, University of Guam M.Ed., Master in Education (Administration and Supervision), University of Hawaii at Manoa	28 years elementary 18 years postsecondary	ED 330, ED 301b, ED 392 <i>Potential:</i> ED 301a, ED 492, ED 498

Professor	B.A., Secondary Education (Mathematics), Pangasinan State University, Philippines M.A., Education (specialized in Mathematics), Pangasinan State University, Philippines Ph.D., Mathematics, University of Hawaii at Manoa	15 years postsecondary	ED 303
Professor	M.S., Biology, Virgen Milagrosa University, Philippines Ph.D., Agriculture Science, Gregorio Arenata University, Philippines	18+ years postsecondary Currently serving as college administrator	ED 304
Professor	B.A., Social Science, Eastern Oregon State College M.A., Micronesian Studies, University of Guam	9 years postsecondary	ED 302

The cost analysis study included in the [*Proposal for the Establishment and Implementation of a Baccalaureate of Science Degree in Elementary Education*](#), pages 8 to 11, includes funds for the hiring of additional faculty at each of the campuses to accommodate the fourth-year courses for the baccalaureate program ([BSED-3](#)).

As stated in Standard III.A.1 above, [faculty Employment Opportunity announcements](#) include participating in assessment activities and developing curriculum, among other responsibilities ([BSED-63](#)).

Evidence:

- BSED- 3 *Proposal for the Establishment and Implementation of a Baccalaureate of Science Degree in Elementary Education*
<http://www.comfsm.fm/accreditation/substantive-change/New-Program-Proposal-Final.pdf>
- BSED-63 Sample Employment Opportunity announcement
<http://www.comfsm.fm/accreditation/substantive-change/2017-003-Education-Instructor.pdf>
- BSED-64 Board Policy No. 6009
http://www.comfsm.fm/Policy/Board-Policy/Chapter-6/COM-FSM_BP6009

Standard III.A.7: *The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- There is at least one full-time faculty member assigned to the baccalaureate program.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

Of the 18 faculty members identified in Standard III.A. 6, nine devote nearly 100% of their time to teaching education courses. One full-time education division faculty, listed as number three on the table above, currently devotes 100% of her time to teaching upper-division courses in the Third-year and Partnership programs. Per an [April 9, 2018, memorandum](#) to the COM-FSM President, this faculty member has been assigned by the VPIA to continue to serve in this capacity for the implementation of the baccalaureate program ([BSED-65](#)).

Evidence:

BSED-65 Memorandum from VPIA assigning full-time faculty member to baccalaureate Program
<http://www.comfsm.fm/accrreditation/substantive-change/memo-faculty-assigned-to-BA-program.pdf>

PHYSICAL RESOURCES

Standard III.B.3: *To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The facilities and other physical resources utilized by the baccalaureate program are evaluated for feasibility and effectiveness for the program on a regular basis.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

According to page 220 of the college's most recent [Self Evaluation \(2015\)](#), the *Space Utilization Study* and the *Facilities Master Plan Study*, which included the instructional facilities at all campuses, revealed a "high moderate" rate of usage at 68% ([BSED-45](#)). Since 2008, the National Campus Education Division has been offering the BA Partnership program with the University of Guam and has been able to accommodate all of these classes in available classrooms. The Director of Maintenance updated the [Enrollment Management Indicators](#) in 2018 with the baccalaureate program in mind. Results show adequate classrooms and other support facilities for this program ([BSED-66](#)). Letters received from the [Deans of the Chuuk, Yap, and Kosrae Campuses](#) corroborate this finding ([BSED 67](#); [BSED-68](#); [BSED-69](#)).

Evidence:

BSED-45	Self Evaluation (2015) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/COMFSM_SELFEVAL_15DEC2015.pdf
BSED-66	Updated Enrollment Management Indicators (2018) http://www.comfsm.fm/accreditation/substantive-change/Enrollment-Management-Indicator-Revised-April-5-2018.pdf
BSED-67	Support letter from Kosrae Campus Dean http://www.comfsm.fm/accreditation/substantive-change/KC-Facilities&Classrooms.pdf
BSED-68	Support letter from Chuuk Campus Dean http://www.comfsm.fm/accreditation/substantive-change/Letter-of-justification.pdf
BSED-69	Support letter from Yap Campus Dean http://www.comfsm.fm/accreditation/substantive-change/Yap-support-letter.pdf

TECHNOLOGY RESOURCES

Standard III.C.1: *Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- Technology services, support, facilities, hardware and software utilized by the baccalaureate program are appropriate and adequate for the program.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

According to page 226 of the most recent [Self Evaluation](#), "COM-FSM provides technology support for the National, Pohnpei, Kosrae, Chuuk, Yap and FMI campuses through the Information Technology Office (ITO), part of the Department for Institutional Effectiveness and Quality Assurance (IEQA). The ITO manages networks, Internet connectivity, network security, access to databases, college wide technology support, software licensing, and technology helpdesk functions." The Information Communication Technology (ICT) provides oversight and evaluation of technology employed by the college ([BSED-45](#)).

According to page 8 of the October 2017 [Follow-up Report](#), "[t]he college has undertaken ongoing improvements in technology resources available to support teaching and learning at the college. Furthermore, these improvements reflect the effort to ensure that technology resources at each campus are at the highest level that limitations of national and state infrastructure and reasonable budgeting can allow." This report goes on to provide specific information on the improvements that have been made to the technology resources at each campus ([BSED-70](#)). The baccalaureate program will benefit from the support provided through these improvements.

Evidence:

BSSED-45	Self Evaluation (2015) http://www.comfsm.fm/accreditation/2016/Self_Evaluation/COMFSM_SELFEVAL_15DEC2015.pdf
BSSED-70	Follow-up Report (2017) http://www.comfsm.fm/accreditation/COMFSM/Follow_Up_Report_15OCT2017.pdf

FINANCIAL RESOURCES

Standard III.D.1: *Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The financial resources allocated to the baccalaureate program are sufficient to support and sustain program student learning and effectiveness.
- Financial resources allocated to the baccalaureate program ensure the financial stability of the program.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

Anticipated revenues and expenditures for the first year of implementation of the baccalaureate program at each campus are detailed on pages 8-11 of the [Proposal for the Establishment and Implementation of a Baccalaureate of Science Degree in Elementary Education](#) (BSSED-3). The estimated enrollment figures were based on course enrollment trends by campus over the past two years. This proposal was reviewed and endorsed by the college's [Finance Committee](#), the [Cabinet](#), the Executive Committee, and [Board of Regents](#) (BSSED-27; BSSED-28; BSSED-29; BSSED-4). Financial support for the baccalaureate program will be included in the college's FY'20 budget.

Evidence:

BSSED- 3	<i>Proposal for the Establishment and Implementation of a Baccalaureate of Science Degree in Elementary Education</i> http://www.comfsm.fm/accreditation/substantive-change/New-Program-Proposal-Final.pdf
BSSED- 4	Board Actions and Directives (March 2018) http://www.comfsm.fm/bor/directives/Actions&Directives-15Mar18.pdf
BSSED-27	Finance Committee minutes (February 5, 2018)

	http://www.comfsm.fm/accreditation/substantive-change/FC-Minutes-of-February-05-2018-1.pdf
BSED-28	Cabinet minutes (January 24, 2018) http://www.comfsm.fm/cabinet/pdf/2018/18-01-24_cabinet_mins.pdf
BSED-29	Executive Committee minutes (February 28, 2018)

DECISION-MAKING ROLES AND PROCESSES

Standard IV.A.4: *Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.*

Specified Baccalaureate Degree Program Evaluation Criteria:

- The faculty and academic administrators assigned to the baccalaureate program have responsibility for making recommendations to appropriate governance and decision-making bodies about the curriculum, student learning programs, and services for the program.

College: Provide a description and supporting documentation demonstrating how the College meets this Standard and the associated criteria.

Faculty and academic administrators have responsibility for recommendations about curriculum and student learning programs and services as stipulated in [Board Policy No. 3202 Instructional Program Review](#), [Board Policy No. 3206 Course Outlines](#), and page 5 of the [Curriculum and Assessment Handbook](#) (BSED-71; BSED-72; BSED-48). The Vice President for Instructional Affairs (VPIA) has assumed academic responsibility for the baccalaureate program. Education Division faculty system wide were responsible for developing program level student learning outcomes, determining the courses requirements at each tier of the program, revising and developing course descriptions, and developing proposed admission requirements for each tier of the program. The [Proposal for the Establishment and Implementation of a Baccalaureate of Science Degree in Elementary Education](#) resulted from this collaboration (BSED-3). The VPIA forwarded the final version of the proposal to the [Curriculum Committee](#); [Recruitment, Admissions, and Retention Committee](#); [Finance Committee](#); [Cabinet](#); and [Executive Committee](#) for endorsement prior to submission to the [Board of Regents in March 2018](#) (BSED-25; BSED-26; BSED-27; BSED-28; BSED-29; BSED-4).

Evidence:

BSED- 3	<i>Proposal for the Establishment and Implementation of a Baccalaureate of Science Degree in Elementary Education</i> http://www.comfsm.fm/accreditation/substantive-change/New-Program-Proposal-Final.pdf
BSED- 4	Board Actions and Directives (March 2018) http://www.comfsm.fm/bor/directives/Actions&Directives-15Mar18.pdf
BSED-25	Curriculum Committee minutes (January 28, 2018)

	http://www.comfsm.fm/accreditation/substantive-change/January-29-2018-Minutes-1.pdf
BSED-26	Recruitment, Admissions, and Retention Committee minutes (February 7, 2018) http://wiki.comfsm.fm/@api/deki/files/5275/=RAR_Minutes_02-07-18.pdf
BSED-27	Finance Committee minutes (February 5, 2018) http://www.comfsm.fm/accreditation/substantive-change/FC-Minutes-of-February-05-2018-1.pdf
BSED-28	Cabinet minutes (January 24, 2018) http://www.comfsm.fm/cabinet/pdf/2018/18-01-24_cabinet_mins.pdf
BSED-29	Executive Committee minutes (February 28, 2018) http://www.comfsm.fm/?q=bor-minutes
BSED-48	<i>Curriculum and Assessment Handbook</i> http://www.comfsm.fm/publications/handbook/Curriculum%20and%20Assessment%20Handbook_2016
BSED-71	Board Policy No. 3202 Instructional Program Review http://www.comfsm.fm/Policy/Board-Policy/Chapter-3/3202-Instructional-Program-Review.pdf
BSED-72	Board Policy No. 3206 Course Outlines http://www.comfsm.fm/Policy/Board-Policy/Chapter-3/3206-Course-Outlines.pdf

Catalog Requirements

The institution assures that the Catalog provides the following information about the baccalaureate degree program:

1. General Information
 - Course Program and Degree Offerings
 - Student Learning Outcomes for Programs and Degrees
2. Requirements for
 - Degrees, Certificates, Graduation and Transfer

[Board Policy No. 2000 College Catalog Policy](#) stipulates that the College of Micronesia-FSM (COM-FSM) online catalog is the official catalog of the college and that every effort must be made to provide the most accurate, up-to-date information possible. This policy further stipulates that the online catalog is to be revised each year and that when substantive changes are required during the academic year, such changes are to be posted to the college website where there is a link between the online College Catalog and a document titled, “Updates to the Catalog” ([BSED-40](#)). The baccalaureate program will be included in the 2019-2020 publication which will be approved in May 2019 for online publication. Draft catalog entries for the baccalaureate program, including program learning outcomes, course descriptions, admissions requirements, and suggested schedules, were developed collaboratively by Education Division [faculty](#) and have been reviewed and endorsed by the college’s [Curriculum Committee](#); [Recruitment, Admissions, and Retention Committee](#); [Cabinet](#); Executive Committee; and the [Board of Regents](#) as part of the [Proposal for the Establishment and Implementation of a Baccalaureate of Science Degree in Elementary](#) approval process ([BSED-3](#); [BSED-4](#); [BSED-25](#); [BSED-26](#); [BSED-28](#); [BSED-29](#);

[BSED-30](#); [BSED-3](#)). During the review process, care was taken to ensure that the information presented in regard to learning outcomes, program requirements and student support services was clear and accurate.

The college's transfer-of-credit policy is detailed in [Board Policy No. 4208](#) and on page 118 of the [2017-2018 catalog](#) ([BSED-43](#); [BSED-56](#)). The catalog states that "[c]redits earned with course grades of "C" or better in other colleges or universities may be transferred if the courses are substantially equivalent to offerings at this college."

Commission Policies

In preparing its ISER, an institution with one or more ACCJC-accredited baccalaureate degrees must, for the evaluation criteria cited in the Checklist for Evaluating Institutional Compliance with Federal Regulations and Related Commission Policies³ in the categories identified below, specifically address and provide evidence of its practices as to the baccalaureate degree and how those practices meet the criteria.

- Standards and Performance with Respect to Student Achievement
- Credits, Program Length, and Tuition
- Transfer Policies
- Distance Education and Correspondence Education
- Institutional Disclosure and Advertising and Recruitment Materials

Standards and Performance with Respect to Student Achievement

The college has established and recently revised its institution-set standards as described in its [Follow Up Report 2017](#) (pp. 30-50). Additional institution-set standards have been established for the baccalaureate program which will be used to assess student performance to improve the quality of the program ([BSED-37](#)). These additional standards include graduation rate (full-time cohort) at 150% of 25%, teacher certification examination pass rate of 90%, and a graduate employment rate of 60%. These standards are separately identified to distinguish them from the AA in Pre-teacher Preparation. The college's [Self Evaluation](#) (pages 29-36) includes a "Presentation of Student Achievement Data and Institution Set Standards" and a "Summary of major changes and planned interventions based on data" ([BSED-45](#)). Data from the baccalaureate program will be included in such reports once the program has been implemented, and also reported on the college's website as all existing college programs are, via the [Assessment of Student Learning](#) link. Institution-set standards for the baccalaureate program will be reviewed regularly to determine if they should be raised as longitudinal performance is established with program implementation.

Credits, Program Length, and Tuition

³ See the Checklist for Evaluating Institutional Compliance with Federal Regulations and Related Commission Policies for articulation of the evaluation criteria.

The college awards course credits according to [Board Policy No. 3119](#) which specifies the unit credit at COM-FSM as the semester credit. Per this policy, sixteen contact lecture hours equal one credit, 48 laboratory/seminar hours equal one credit, and 48 workshop hours equal one credit ([BSED-54](#)). Certificates and degrees are awarded according to [Board Policy No. 3101 Academic Program Requirements](#) ([BSED-55](#)).

A suggested schedule for offering each of the courses in the program can be found on page 18 of the [Proposal for the Establishment and Implementation of a Baccalaureate of Science Degree in Elementary Education](#) ([BSED-3](#)).

The college's tuition structure is found on page 33 of the [COM-FSM General Catalog \(2017-2018\)](#). Tuition is consistent across degree programs ([BSED-43](#)).

Transfer Policies

The college's transfer-of-credit policy is detailed in [Board Policy No. 4208](#) and on page 118 of the [2017-2018 catalog](#) ([BSED-43](#); [BSED-56](#)). The catalog states that "[c]redits earned with course grades of "C" or better in other colleges or universities may be transferred if the courses are substantially equivalent to offerings at this college." Per page 130 of the [Self Evaluation \(2015\)](#), the Vice President for Instructional Affairs (VPIA), in collaboration with the registrar, determines if a course's SLOs for transferred courses are substantially equivalent to the SLOs of a COM-FSM course and to ensure that all program requirements are fulfilled, including completion of the minimum required units, prerequisites, and general education. Students transferring from other colleges must earn at least 30 credits of the major at COM-FSM ([BSED-45](#)).

Distance Education and Correspondence Education

The college does not currently have distance or correspondence programs.

Institutional Disclosure and Advertising and Recruitment Materials

Per [Administrative Procedures for Board Policy No. 2100 Communication Policy](#),

the College shall develop an annual calendar for the production and review of its major public documents, including the Catalog and the Web site. The College shall ensure the accuracy, accessibility and timeliness of all public documents and representations ([BSED-73](#)),

All materials related to the baccalaureate program must adhere to these procedures.

COM-FSM provides a link directly from the homepage to the *Complaint Process* and that link provides direct access to both the Commission *Complaint Policy* and *Complaint Form*. [Board Policy No. 4903 Student Complaint Policy](#) is provided to the public through the college's website ([BSED-74](#)).

The college accurately lists its accreditation status on its website and any other official publications as required and in compliance with the *Policy on Representation of Accredited Status*. The college publicly posts all accreditation documents (and has done so since 2003) on the college website in the *Reports Archive*. The college also updates the public with this information through the college's newsfeed.

Links to Evidence

BSED-1	<u>Board Policy No. 1001</u>
BSED-2	<u>Board Actions and Directives (December 2017)</u>
BSED-3	<u>Proposal for the Establishment and Implementation of a Baccalaureate of Science Degree in Elementary Education</u>
BSED-4	<u>Board Actions and Directives (March 2018)</u>
BSED-5	<u>Board Actions and Directives (March 2017)</u>
BSED-6	<u>FSM Teacher Certification Policy 2016</u>
BSED-7	<u>Memorandum of Understanding between University of Guam and College of Micronesia: Partnership BA in Elementary Education Program</u>
BSED-8	<u>Non-Gen Ed Course Articulation Matrix</u>
BSED-9	<u>Memorandum from UOG President</u>
BSED-10	<u>Summary of Meeting of BA in Education Steering Committee (August 29, 2017)</u>
BSED-11	<u>Summary of Meeting with FSM Secretary of Education and Staff Regarding the Establishment of a COM-FSM Baccalaureate of Education Degree Program (September 6, 2017)</u>
BSED-12	<u>Notes from Meeting with Chuuk Campus Dean and Faculty (November 8, 2017)</u>
BSED-13	<u>Summary of Meeting with Kosrae Elementary School Principals (September 11, 2017)</u>
BSED-14	<u>Summary of Meeting Held with Pre-teacher Prep and Third-year Education Students (October 27, 2017)</u>
BSED-15	<u>Notes from Meeting with Pohnpei State Director of Education and Staff (September 27, 2017)</u>
BSED-16	<u>Sample survey – administrator</u>
BSED-17	<u>Sample survey – teacher</u>
BSED-18	<u>Sample survey – student</u>
BSED-19	<u>Sample survey – faculty</u>
BSED-20	<u>FACSSO Resolution #18-20</u>
BSED-21	<u>COM-FSM Mission Fulfillment Indicators</u>
BSED-22	<u>Board of Regents Two-year Action Agenda (2016-2017)</u>
BSED-23	<u>FSM 2004-2023 Strategic Development Plan (Goal 9.2.3)</u>
BSED-24	<u>COM-FSM Integrated Education Master Plan (2018-2022)</u>
BSED-25	<u>Curriculum Committee minutes (January 29, 2018)</u>
BSED-26	<u>Recruitment, Admissions, and Retention Committee minutes (February 7, 2018)</u>
BSED-27	<u>Finance Committee minutes (February 5, 2018)</u>
BSED-28	<u>Cabinet minutes (January 24, 2018)</u>
BSED-29	<u>Executive Committee minutes (February 28, 2018)</u>
BSED-30	<u>Notes from a System-wide Division of Education Faculty Workshop (January 9-11, 2018)</u>

BSED-31	Course outline assignments from VPIA
BSED-32	Course Outline Checklist
BSED-33	Curriculum Committee minutes showing course outline approvals (sample)
BSED-35	ESS200 course outline
BSED-36	EN351 course outline
BSED-37	Institutional Set Standards
BSED-38	Board Actions and Directives (August 8, 2014)
BSED-39	Memorandum from VPIA to Director of Academic Programs (March 5, 2018)
BSED-40	Board Policy No. 2000 College Catalog Policy
BSED-41	AA in Pre-teacher Preparation Program Assessment Summary
BSED-42	Third-year Program Assessment Summary
BSED-43	COM-FSM General Catalog (2017-2018)
BSED-44	Sample course outline
BSED-45	Self Evaluation (2015)
BSED-46	Screen shot of TracDat data
BSED-47	Administrative Procedures 3206 Course Outlines
BSED-48	Curriculum and Assessment Handbook
BSED-49	Board Policy No. 3309 Course Syllabus
BSED-50	A Comparison of Third – and Fourth-year Education Course Requirements at Regional Institutions
BSED-51	NCATE Standards
BSED-52	Sample e-mail among faculty
BSED-53	Board Policy No. 3001 Catalog Limitations
BSED-54	Board Policy No. 3119 Credits
BSED-55	Board Policy No. 3101 Academic Program Requirements
BSED-56	Board Policy No. 4208 Transfer Students and Transfer Credit
BSED-57	Articulation Table
BSED-58	E-mail reminder about Bloom’s taxonomy
BSED-59	Letter from Dr. Santos regarding Praxis II
BSED-60	InTASC Principles
BSED-61	COM-FSM: Proposal for Funding from COM-Land Grant (LRC)
BSED-62	Message from COM-FSM President Regarding Grant Award to LRC
BSED-63	Sample Employment Opportunity announcement
BSED-64	Board Policy No. 6009 Compensation Policies
BSED-65	Memo assigning full-time faculty member to baccalaureate program
BSED-66	Updated Enrollment Management Indicators
BSED-67	Support letter from Kosrae Campus Dean
BSED-68	Support letter from Chuuk Campus Dean
BSED-69	Support letter from Yap Campus Dean
BSED-70	Follow-up Report (2017)
BSED-71	Board Policy No. 3202 Instructional Program Review
BSED-72	Board Policy No 3206 Course Outlines
BSED-73	Administrative Procedure for Board Policy No. 2100 Communication Policy
BSED-74	Board Policy No. 4903 Student Complaint Policy