

**Proposal for the Establishment and Implementation of  
a Baccalaureate of Science Degree in Elementary  
Education**



**Submitted by the Division of Education  
COM-FSM  
February 2018**

The Division of Education proposes to offer a baccalaureate of science degree in the area of elementary education.

***Background.***

The history of the Education programs at the College of Micronesia-FSM (COM-FSM) dates back to 1963 when the Trust Territory of the Pacific Islands (TTPI) and the University of Hawaii created the Micronesian Teacher Education Center (MTEC) to provide in-service teacher training. MTEC began offering a pre-service associate of science degree program in teacher education in 1969. In 1970 MTEC became the Community College of Micronesia (CCM). CCM added an in-service teacher education degree through the merging of the College's extension program and the TTPI district teacher education centers in 1974. CCM was first accredited by the Western Association of Schools and Colleges in 1978. In 1982 the Third-year Certificate of Achievement programs in Elementary and Special Education were added. In 1992 the FSM established COM-FSM as a public corporation, and in 1993 CCM became COM-FSM. In 1998 an agreement was signed with the University of Guam (UOG) to establish a branch UOG campus at the COM-FSM National Campus to offer fourth-year courses in elementary education to enable students to earn their bachelor's degree from UOG. This agreement was followed in 2007 by a collaborative arrangement between COM-FSM and UOG to offer the fourth-year elementary education program known as the COM-FSM/UOG Partnership BA Program. The Third-year Certificate of Achievement Program in Special Education was deleted as part of a Substantive Change Proposal in 2014 based on a recommendation of the 2009-2011 Education Program Review. At a May 8, 2014, meeting of the ACCJC Substantive Change Committee, the proposal from COM-FSM for extension of the Third Year Certificate of Achievement in Teacher Education Program to be offered at the state campuses was approved. This program has been implemented at the state campuses since that time.

For the past ten years, the Education Division has collaborated with the University of Guam (UOG) School of Education to offer a BA in Education commonly referred to as "the Partnership Program." Although there were occasional challenges associated with the implementation of this program, overall the program has been deemed a success. As of the end of the Fall 2017 semester, a total of 168 students has graduated from this program. However, in May 2017 the former Dean of the UOG College of Education informed the COM-FSM President that the University of Guam intended to phase out the COM-FSM/UOG Partnership BA Program due to restructuring at UOG. A January 21, 2016, memorandum to Dr. Anita B. Enriquez, Senior Vice President, and Dr. John Sanchez, Dean, School of Education from UOG President Robert A. Underwood on the Good to Great (G2G) initiative includes the following provision:

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 respond to the need for COM-FSM to offer a baccalaureate program in elementary education, the COM-FSM President tasked the Vice President for Instructional Affairs to develop the program and set Fall 2019 as the target start date.

A Steering Committee, comprised of the Vice President for Instructional Affairs, the Vice President for Institutional Quality and Assurance (who also serves as the COM-FSM Accreditation Liaison Officer), the Dean of Academic Programs, the Education Division Chairperson, and the Coordinator for the Third- and Fourth-year Education Programs was established in the Fall of 2017 to provide direction for the development of a COM-FSM baccalaureate program in education. A member of the Education Division faculty, hereafter referred to as the “facilitator,” was appointed to provide leadership to the development of a Substantive Change Proposal for the establishment of this program. The facilitator used a “backward design” approach which outlined the required tasks to accomplish the Fall 2019 implementation date beginning with the first steps of conducting research on regional baccalaureate education programs, reviewing pertinent documents, and meeting with various groups of stakeholders throughout the FSM to gather input.

***Alignment with college’s mission.***

The proposed baccalaureate program in elementary education supports the college’s mission statement which affirms the college’s commitment 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 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” which supports FSM 2004-2023 Strategic Development Plan Strategic Goal 9.2.3 to “[i]mprove the quality of teaching in the FSM.”

At its September 2017 meeting the Board of Regents adopted the college’s Strategic Plan 2018-2023 with two strategic directions one of which is to “innovate academic quality to ensure student success.” Strategy 1.12 of the college’s 2013-2017 Integrated Education Master Plan (IEMP) focuses on the establishment and implementation of partnership agreements with regional institutions to offer baccalaureate degrees. The proposed COM-FSM baccalaureate degree is a product of a ten-year partnership baccalaureate program with the University of Guam. 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.

***Potential enrollment and support for the program.***

According to figures obtained from the Dean of Academic Programs, as of the Fall 2017 semester there were 230 students enrolled in the AA in Pre-teacher Preparation program and 43 students enrolled in the Third-year Certificate of Achievement in Teacher Education Program system wide. These data are displayed by campus in the table below.

Pre-teacher Preparation and Third-year Students Enrolled in Fall 2017

Campus	Pre-teacher Prep			Third-year			TOTAL
	Full-time	Part-time	Subtotal	Full-time	Part-time	Subtotal	
National	86	8	94	12	4	16	110
Chuuk	70	14	84	0	16	16	100
Kosrae	19	10	29	0	11	11	40
Yap	10	13	23	0	0	0	23
TOTAL	185	45	230	12	31	43	273

From summer 2015 through spring 2017 a total of 97 students graduated with an AA in the Pre-teacher Preparation in Elementary program; however, only 46 of these students enrolled in the Third-year program. During the same period, an additional 41 students graduated from the Third-year program; 31 of these graduates enrolled in the Partnership program. The total of 273 currently enrolled students shown in the table above plus the students who have graduated but not enrolled in the third- or fourth-year programs are potential students for the proposed BS in Elementary Education program. In addition, since the inception of the Partnership program, 80 students enrolled in the program but failed to complete the requirements. 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 BA Partnership Program which would provide students who have not yet completed requirements to complete the BS degree in a timely manner.

Data were collected from each of the State Departments of Education on the number of elementary teachers employed in their respective departments and their certification level. The proposed baccalaureate degree provides avenues for these teachers to achieve FSM certification at the various levels. Data on these teachers are summarized in the table below.

FSM Teachers by State, Levels, Degrees, and Certification

State	Level					TOTAL	Degree Level				Certification Level		
	ECE	Elem	Sec	Sped	AA		3 <sup>rd</sup> Yr	BA/BS	MA	Basic	Adv	TOTAL	
Kosrae	13	108	33	35	189	161	5	21	2	118	17	135	
Pohnpei	59	338	103	42	542	371	26	86	23	314	57	371	
Chuuk	42	546	97	33	718	522	2	124	17	N/A	N/A	222	
Yap	43	182*	58**	26	309	190	11	40	2	N/A	N/A	N/A	
TOTAL	157	990	291	136	1758	1244	44	271	44	--	--	--	

\*includes 55 culture teachers N/A indicates that data was not provided

\*\* includes 4 culture teachers

**Focus groups and surveys of potential employers and students.**

The facilitator held a series of focus group meetings from the early part of September through mid-December, 2017, which necessitated travel to the States of Kosrae, Chuuk,

and Yap as well as holding meetings on Pohnpei. 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. 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. Data from questions #1 and #3 are displayed in the tables below. A list of the top 15 areas of response from question #2 is included on page 13 of this proposal.

#### Student Interest in a BS Degree in Elementary Education

Student Major	N	Interested in BS Program			Support Inclusion of Special Education		
		Yes	No	Blank	Yes	No	Blank
AA Pre-teacher Prep	51	51	0	0	50	1	0
Third-year	22	20	1	1	22	0	0
TOTAL	* 73	71	1	1	72	1	0

\*If a student was also a teacher, the survey was counted among the teachers.

#### Administrators, Principals, and Teachers Survey Results

Stakeholder Group	N	Support for BS			Support for Inclusion of Special Education		
		Yes	No	Blank	Yes	No	Blank/Other
Administrators	49	46	0	3	38	6	5
Teachers	82*	70	10**	2	74	3	5
Principals	15	11	4***	0	14	0	1****
TOTAL	146	127	14	5	126	9	11

\*42 from Yap \*\* 5 Pohnpei teachers already have BAs; 5 Yap teachers said they were too old; \*\*\*3 said they would be retiring and one said he wanted administrative training instead; \*\*\*\*misunderstood question

The survey data show overwhelming support, among all groups surveyed, for the implementation of a baccalaureate program in elementary education as well as the inclusion of courses to enable teachers to teach students with special needs in their classrooms. Only one student felt that the degree requirements should not include courses in special education because he/she felt that the degree should focus entirely on the skills needed for teaching in a regular classroom. Similar comments were noted on the “No” votes on this question among administrators and teachers.

Participants were also given an opportunity to provide additional comments. Although few

in number, comments provided by students in Yap, Chuuk, and Kosrae focused primarily on being able to take courses for completing the baccalaureate degree program at the State Campuses. Several teachers and principals expressed appreciation for the proposed program in that it will provide an avenue for them to reach the Advanced Certification Level that otherwise might not be available. One teacher from Chuuk commented, "I am really excited and happy for this great idea." One principal, although very supportive of the program, urged that consideration be given to scheduling classes to accommodate the teaching schedules of his teachers. He recommended that the required courses be offered during the summer session to allow more of his teachers to attend.

One administrator stressed the need for the program to focus on affective traits such as passion for teaching, professionalism, and intrinsic motivation for teaching, rather than earning certification simply for a pay raise. Another commented that the degree should focus on the mastery of basic skills and ways to make the classroom exciting and meaningful to all students. Two administrators expressed appreciation for including special education courses in the curriculum. One respondent urged the college to hurry up and get the program going.

***Involvement of Education Division faculty system wide.***

Minutes of four National Campus Education Division meetings held during the Fall 2017 semester show that the COM-FSM Division of Education Chairperson and faculty were updated regularly on the findings of the baccalaureate degree planning activities and were provided multiple opportunities to provide input in the process. Meetings were held with Education Division State Campus faculty during each state visit and a special opportunity to provide additional input was provided to Kosrae faculty electronically in November. In early January 2018, the proposed program was presented for review of the education faculty from all campuses during a workshop held at the National Campus. The program presented in this proposal reflects comments and suggestions made by faculty.

***FACSSO and Board of Regents support.***

The proposed baccalaureate degree was also supported by the FSM Association of Chief State School Officers (FACSSO) as evidenced by FACSSO Resolution No. 18-2 adopted at the October 26, 2017, meeting. Further, at its December 13, 2017, meeting, the COM-FSM Board of Regents approved a resolution to support the implementation of a bachelor's program in elementary education at COM-FSM.

***External scan of requirements of regional institutions offering a BA or BS in education.***

During Fall 2017 the facilitator compared the general education, upper division course requirements, and program entrance requirements of the current Third-year Certificate of Achievement in Teacher Education and the COM-FSM/UOG Partnership Program with those of regional institutions currently offering a baccalaureate degree in elementary education. Institutions reviewed included Northern Marianas College, the College of the Marshall Islands, the University of Hawaii at Manoa, and Chaminade University of Honolulu. The requirements as outlined in the proposed baccalaureate are in line with those required at these institutions.

**Review of documents.** Additional documents reviewed in the preparation of the baccalaureate proposal include the ACCJC Policy on Accreditation of Baccalaureate Degrees, Professional Standards for the Accreditation of Teacher Preparation Institutions published by the National Council for Accreditation of Teacher Education (NCATE), Interstate Teacher Assessment and Support Consortium (InTASC) standards, the most recent COM-FSM education program reviews, a report entitled, “Findings and Recommendations Based on Review of the COM-FSM Education Programs and Courses” (a study that had been conducted by the Education Division during the summer of 2016), a report entitled, “Research Project on Performance Management in the FSM” (a report commissioned by the FSM Department of Education), and recent COM-FSM accreditation reports.

The implementation of the proposed baccalaureate degree in education aligns with the requirements of the FSM Teacher Certification Policy 2016 which requires the attainment of a two-year degree for the Basic Level, the completion of the Third-year program for the Intermediate Level, and the baccalaureate degree or higher to earn the Advanced National Teacher Certificate (Level 1).

**COM-FSM cost analysis study.**

The proposed BS in Elementary Education degree includes a total of 25 education course sections, considering that ED 292 and ED 492 frequently require two sections. At the National Campus, an additional section of PY 201 Human Growth and three additional sections of AR 101 Introduction to Art, offered for non-education majors, bring the total number of sections to 29. There are currently six faculty members included in the National Campus Division of Education budget. Considering a full-time teaching load of four-five courses, depending on the number of preparations, the Division needs to fill the current vacant position and possibly hire one additional instructor to avoid overloads for the current teaching staff. To meet accreditation requirements, one of these instructors needs to be devoted full time to the baccalaureate program. There is also a need for additional faculty at each of the State Campuses to accommodate the additional courses. For Kosrae and Yap Campuses, however, this position will need to be split between the baccalaureate program and the AA and Third-year programs to balance the budget. Additional expenses required for the implementation of the baccalaureate program include funds for supplies which include paper and other support typically provided to the elementary schools in which student teachers and interns are placed as well as supplies needed to support other fourth-year courses. A final additional expense includes funds to support payment of stipends to elementary teachers who serve as master teachers for student teachers and interns.

Additional Expenses for One Academic Year (National Campus)	Revenue Generated for One Academic Year (National Campus)
<p><b>Personnel:</b>  Additional instructor* = \$18,728  (Adjusted salary + benefits)  Summer contracts (4 courses) = \$10,000  * assuming vacancy in FY18 budget is filled</p> <p><b>Supplies:</b>  Copy paper, flip charts, markers, construction paper for BS courses and elementary classrooms = \$10,000</p> <p><b>Equipment:</b>  Laptops, Cameras, Projectors for student use = \$3,000</p> <p><b>Master Teachers</b>  5 teachers X \$300 per term X 2 terms = \$3,000</p> <p><b>Training sessions for Master Teachers</b> = \$1,200</p> <p><b>Preparation Sessions for TCE</b> = \$600</p> <p><b>Fuel</b>  School visits by supervisors = \$1,000</p> <p><b>Food Items</b>  For seminars, showcases = \$1,000</p>	<p>Based on enrollment of 20 students (including student teachers and interns) in fall and spring semesters and 15 students in the summer session. Enrollment figures are based on historical patterns</p> <p><b>Fall semester</b></p> <p><b>Tuition:</b>  8 students X 12 credits X \$135 = \$12,960  12 students X 16 credits X \$135 = <u>25,920</u>  <b>\$38,880</b></p> <p><b>Fees:</b>  Tech 100X 20 2,000  COO 200X 20 4,000  Registration 15X 20 300  Health 15X 20 300  Student Activities 20X20 <u>400</u>  <b>\$7,000</b></p> <p><b>Spring semester</b></p> <p><b>Tuition:</b>  8 students X 12 credits X \$135 = \$12,960  12 students X 16 credits X 135 = <u>25,920</u>  <b>38,880</b></p> <p><b>Fees:</b>  Tech 100X 20 \$2,000  COO 200X 20 4,000  Registration 15X 20 300  Health 15X 20 300  Student Activities 20X20 <u>400</u>  <b>\$7,000</b></p> <p><b>Summer session</b></p> <p><b>Tuition:</b>  15 students X 6 credits X \$135 = \$12,150</p> <p><b>Fees:</b>  Tech 100X 15 \$1,500  COO 50 X 15 750  Registration 15X 15 225  Health 15X 15 225  Student Activities 20X15 <u>300</u>  <b>\$3,000</b></p>



TOTAL	\$48,528	TOTAL	\$106,910
Additional Expenses for One Academic Year (Kosrae Campus)		Revenue Generated for One Academic Year (Kosrae Campus)	
<b>Personnel:</b> ½ Additional instructor = \$9,364 (Adjusted salary + benefits) Summer contracts (4 courses) = \$10,000		Based on enrollment of 10 students in fall and spring semesters and 15 students in the summer session. Enrollment figures are based on historical patterns	
<b>Supplies:</b> Copy paper, flip charts, markers, construction paper for BS courses and elementary classrooms = \$5,000		<b>Fall semester</b> <b>Tuition:</b> 10 students X 6 credits X \$135= \$8100	
<b>Equipment:</b> Laptops, Cameras, Projectors for student use = \$1,500		<b>Fees:</b> Tech 100X 10 \$1,000 COO 70X 10 700 Registration 15X 10 150 Health 15X 10 150 Student Activities 20X 10 <u>200</u> <b>\$2,200</b>	
<b>Master Teachers</b> 2 teachers X \$300 per term X 2 terms = \$1,200  Training sessions for Master Teachers = \$600		<b>Spring semester</b> <b>Tuition:</b> 10 students X 6 credits X \$135= \$8100	
Preparation Sessions for TCE = \$600		<b>Fees:</b> Tech 100X 10 \$1,000 COO 70X 10 700 Registration 15X 10 150 Health 15X 10 150 Student Activities 20X 10 <u>200</u> <b>\$2,200</b>	
<b>Fuel</b> School visits by supervisors = \$500			
<b>Food Items</b> For seminars, showcases = \$1000		<b>Summer session</b> <b>Tuition:</b> 15 students X 6 credits X \$135= \$12,150	
		<b>Fees:</b> Tech 100X 15 \$1,500 COO 50X 15 750 Registration 15X 15 225 Health 15X 15 225 Student Activities 20X 15 <u>300</u> <b>\$3,000</b>	

TOTAL	\$29,764	TOTAL	\$35,750
Additional Expenses for One Academic Year (Chuuk Campus)		Revenue Generated for One Academic Year (Chuuk Campus)	
<b>Personnel:</b> Additional instructor* = \$18,728 (Adjusted salary + benefits) Summer contracts (4 courses) = \$10,000 * assuming vacancy in FY18 budget is filled		Based on enrollment of 14 students in fall and spring semesters and 20 students in the summer session. Enrollment figures are based on historical patterns	
<b>Supplies:</b> Copy paper, flip charts, markers, construction paper for BS courses and elementary classrooms = \$10,000		<b>Fall semester</b> Tuition: 14 students X 6 credits X \$135= \$11,340	
<b>Equipment:</b> Laptops, Cameras, Projectors for student use = \$3,000		<b>Fees:</b> Tech 100X 14 \$1,400 COO 70X 14 980 Registration 15X 14 210 Health 15X 14 210 Student Activities 20X 14 <u>280</u> <b>\$3,080</b>	
<b>Master Teachers</b> 5 teachers X\$300 per term X2 terms = \$3,000  Training sessions for Master Teachers = \$1,200		<b>Spring semester</b> Tuition: 14 students X 6 credits X \$135= \$11,340	
Preparation Sessions for TCE = \$600		<b>Fees:</b> Tech 100X 14 \$1,400 COO 70X 14 980 Registration 15XX 14 210 Health 15X 14 210 Student Activities 20Z 14 <u>280</u> <b>\$3,080</b>	
<b>Fuel</b> School visits by supervisors = \$1,000		<b>Summer session</b> Tuition: 20 students X 6 credits X \$135= \$16,200	
<b>Food Items</b> For seminars, showcases = \$1,000		<b>Fees:</b> Tech 100X 20 \$2,000 COO 50X 20 1000 Registration 15X 20 300 Health 15X 20 300 Student Activities 20X20 <u>400</u> <b>\$4,000</b>	

TOTAL	\$48,528	TOTAL	\$49,040
Additional Expenses for One Academic Year (Yap Campus)		Revenue Generated for One Academic Year (Yap Campus)	
<b>Personnel:</b> ½ Additional instructor* = \$9,364 (Adjusted salary + benefits) Summer contracts (4 courses) = \$10,000 * assuming vacancy in FY18 budget is filled  <b>Supplies:</b> Copy paper, flip charts, markers, construction paper for BS courses and elementary classrooms = \$8,000  <b>Equipment:</b> Laptops, Cameras, Projectors for student use = \$2,000  <b>Master Teachers</b> 4 teachers X\$300 per term X2 terms = \$2,400  Training sessions for Master Teachers = \$1,000  <b>Preparation Sessions for TCE</b> = \$600  <b>Fuel</b> School visits by supervisors = \$750  <b>Food Items</b> For seminars, showcases = \$1,000		Based on enrollment of 10 part-time students in fall and spring semesters and 15 full-time students in the summer session. Enrollment figures are based on historical patterns  <b>Fall semester</b> <b>Tuition:</b> 10 students X 6 credits X \$135= \$8100  <b>Fees:</b> Tech 100X 10 \$1,000 COO 70X 10 700 Registration 15X10 150 Health 15X 10 150 Student Activities 20X10 <u>200</u> \$2,200  <b>Spring semester</b> <b>Tuition:</b> 10 students X 6 credits X \$135= \$8100  <b>Fees:</b> Tech 100X 10 \$1,000 COO 70X 10 700 Registration 15X 10 150 Health 15X 10 150 Student Activities 20X 10 <u>200</u> \$2,200  <b>Summer session</b> <b>Tuition:</b> 15 students X 6 credits X \$135= \$12,150  <b>Fees:</b> Tech 100X 15 \$ 1,500 COO 50X 15 750 Registration 15X 15 225 Health 15X 15 225 Student Activities 20X 15 <u>300</u> \$3,000	
<b>TOTAL</b>	<b>\$35,114</b>	<b>TOTAL</b>	<b>\$35,750</b>

### ***Considerations and principles in development of the program.***

The Baccalaureate of Science in Elementary Education program is organized as a three-tier program comprised of the AA in Pre-teacher Preparation, the Third-year Certificate of Achievement in Teacher Education, and the BS in Elementary Education. The program was designed and courses were selected based on the following principles:

- The program is designated a Baccalaureate of Science (BS) as opposed to a Baccalaureate of Arts (BA) because a BS degree is focused more on occupational skills, in this case those required for teaching in an elementary classroom.
- The tiers of the program are aligned with levels of certification identified in the FSM Teacher Certification Policy (2016).
- An attempt was made to preserve many of the requirements of the COM-FSM/UOG Partnership BA Program to facilitate “reverse transfer” credits earned in that program to the COM-FSM program.
- Courses for the General Education Program were selected to meet the COM-FSM requirements as well as provide content knowledge for students to support their teaching of the standards, benchmarks, and student learning outcomes of the FSM and State curriculum frameworks in the core subject areas.
- ACCJC accreditations standards were considered as courses were selected for the program. As per accreditation requirement for a baccalaureate degree under ACCJC, three general education courses (9 credits) have been included in the upper division courses.
- Courses were selected to ensure that the program meets the Elementary Education Program Standards of the National Council for Accreditation of Teacher Education (NCATE).
- The findings of a review of courses typically offered in baccalaureate of education programs at regional institutions were considered in the selection of courses.
- Recommendations made by COM-FSM Division of Education faculty at both the National and State Campuses were crucial in the final selection of courses. Minutes and summaries of meetings and completed surveys evidence the involvement of Division of Education faculty at both the National and State Campuses in the development of the proposed program.
- Recommendations made in the report entitled, “Findings and Recommendations based on Review of the COM-FSM Education Programs and Courses” were considered in the selection of courses, especially at the two- and four-year levels. Of particular note is the increase in the number of two-year education courses

designed to better prepare the student to teach in the elementary classroom.

- Recommendations made by various focus groups who completed surveys were considered in the development of the program. Participants were asked to list eight (8) things that teachers should be able to do, know, or value at the completion of the Program. The attributes mentioned the most are shown in the table below.

What Teachers Should Do, Know, or Value	Total (N=219)
1. Classroom Management	163
2. Use of a variety of teaching strategies including lesson delivery, differentiation of instruction, and how to teach subjects such as reading, language arts, math, social studies, and science	161
3. Knowledge of content areas	149
4. Lesson planning	106
5. Strategies for teaching students with special needs	94
6. Behavior management	75
7. Affective attributes including professionalism, passion for teaching, determination, commitment, going beyond expectations, teaching with a heart, etc.	74
8. Assessment of student learning	56
9. Communication skills	43
10. Unpacking/understanding standards and benchmarks	42
11. Cooperation/collaboration with colleagues	36
12. Creativity	28
13. Computer literacy	27
14. Time management	26
15. How to motivate/encourage students	16
16. Flexibility, open-mindedness	16

***Proposed Program Learning Outcomes.***

**ASSOCIATE OF ARTS  
In  
PRE-TEACHER PREPARATION**

**Program Learning Outcomes**

Students successfully completing the AA in Pre-teacher Preparation will be able to:

1. Demonstrate basic knowledge and concepts related to elementary education;
2. 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
3. Demonstrate professionalism.

**THIRD-YEAR CERTIFICATE OF ACHIEVEMENT  
In  
TEACHER PREPARATION – ELEMENTARY**

**Program Learning Outcomes**

Students completing the Third-year Certificate of Achievement in Teacher Preparation – Elementary will be able to:

1. 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 or more subject areas, and link the concepts to the students' environment;
2. 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;
3. Assess and evaluate student learning at both the formative and summative levels;
4. Organize and manage an elementary classroom environment for learning; and
5. Demonstrate professionalism.

**BACCALAUREATE OF SCIENCE**  
**In**  
**ELEMENTARY EDUCATION**  
**Program Learning Outcomes**

In addition to completing the Program Learning Outcomes for the AA in Pre-Teacher Preparation Program and the Third-year Certificate of Achievement in Teacher Preparation – Elementary, students successfully completing the Baccalaureate of Science in Elementary Education will be able to:

1. Demonstrate the ability to teach all subjects for one semester in an elementary classroom either independently (internship) or under the supervision of a master teacher (student teaching) as measured by the following Interstate Teacher Assessment and Support Consortium (InTASC) standards (paraphrased):
  - a. Teach and create learning experiences that make the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches meaningful for students;
  - b. Provide learning opportunities that support children’s intellectual, social, and personal development;
  - c. Demonstrate understanding of how students differ in their approaches to learning and create instructional opportunities that are adapted to diverse learners;
  - d. Use a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills;
  - e. Use group motivation to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation;
  - f. Use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom;
  - g. Plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals;
  - h. Use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner;
  - i. 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;
  - j. Foster relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being;
2. 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

3. Demonstrate professionalism.

***Proposed AA, Certificate, and BS requirements.***

<b>I. General Education Requirements</b>	<b>42 Credits</b>
<u>English Communication</u> (9 credits)	
EN 110 Advanced Reading	3
EN 120a Expository Writing I	3
EN 120b Expository Writing II	3
<u>Mathematics</u> (6 credits)	
MS/ED 210 Math for Teachers	3
MS 100 College Algebra or MS 101 Algebra and Trig.	3
<u>Science</u> (11 credits)	
SC 120 Biology w/ lab or SC117 Tropical Pacific Island Environment	4
SC 130 Physical Science w/lab	4
SC/ED 210 Science for Teachers	3
<u>Social Science</u> (9 credits)	
SS 150 History of Micronesia	3
SS 120 Geography or SS 125 Geography of the Pacific	3
SS 170 or SS 171 World History or SS 130 Sociology	3
<u>Computer Application</u> (3 credits)	
CA 100 Computer Literacy	3
<u>Humanities</u> (3 credits)	
MU 101 Introduction to Music or AR 101 Introduction to Art	3
<u>Physical Education</u> (1 credit)	
Any choice of ESS offerings	1
<b>II. Major Pre-teacher Preparation Requirements</b>	<b>21 Credits</b>
PY 201 Human Growth and Development	3
ED 110 Introduction to Professional Teaching	3
ED 215 Introduction to Exceptional Children	3
ED 211 Classroom Methods	3
ED 271 Visual Arts and Technology for the Elementary Classroom	3
ED 213 Multi-grade or ED 225 Differentiated Instruction	3
ED 292 Practicum	3



<b><i>Associate of Arts in Pre-teacher Preparation</i></b>	<b><i>(63 Credits)</i></b>
<b>III. Upper Division Requirements</b>	<b>64 Credits</b>
PY 300 Educational Psychology	3
ED 301a Language Arts Methods	4
ED 301b Reading Methods	4
ED 302 Social Studies Methods	3
ED 303 Math Methods	4
ED 304 Science Methods	4
ED 330 Classroom Management	3
ED 338 Teaching Students with Special Needs in the Regular Classroom	3
ED 392 Practicum and Seminar	3
<b><i>Third-year Certificate of Achievement in Teacher Preparation – Elementary</i></b>	<b><i>(31 Credits)</i></b>
<b>ESS 200 Fundamentals of Wellness and Physical Fitness</b>	3
<b>EN/CO 205 Speech Communication</b>	3
<b>EN 351 Performing Arts for the Elementary Classroom</b>	3
ED 414 Assessment and Diagnosis of Students with Special Needs	3
ED 415 Methods of Teaching Students with Special Needs	3
ED 434 Handling Behavior Problems: Strategies for Classroom Teachers	3
ED 489 Testing and Evaluation of Student Learning	3
ED 492/498 Student Teaching/Internship	12
<b><i>Additional Upper Division Requirements</i></b>	<b><i>(33 Credits)</i></b>
<b><i>Baccalaureate of Science in Elementary Education</i></b>	<b>127 Total Credits</b>

## Suggested Schedule

### First Semester

EN 110 Advanced Reading.....	3
EN 120a Expository Writing I.....	3
SS 150 History of Micronesia.....	3
CA 100 Computer Literacy.....	3
MS 100 or MS 101 .....	<u>3</u>
	15

### Second Semester

EN 120b Expository Writing II....	3
SS 120 or SS 125.....	3
SC 120 Biology or SC 117 .....	4
MU 101 or AR 101.....	3
ED 110 Intro to Prof Teaching...	<u>3</u>
	16

### Third Semester

MS/ED 210 Math for Teachers.....	3
ED 211 Methods.....	3
SC 130 Physical Science.....	4
PY 201 Human Growth.....	3
SC/ED 210 Science for Teachers...	<u>3</u>
	16

### Fourth Semester

ED 213 or ED 225.....	3
ED 215 Exceptional Children...	3
SS 170 or SS 171 or SS 130....	3
ED 271 Visual Arts & Tech.....	3
ED 292 Practicum.....	3
ESS.....	<u>1</u>
	16

### Fifth Semester

ED 330 Classroom Management...	3
ED 301a Language Arts Methods..	4
ED 301b Reading Methods.....	4
ED 303 Math Methods.....	<u>4</u>
	15

### Sixth Semester

ED 302 Social Studies Methods.	3
ED 304 Science Methods.....	4
PY 300 Ed Psych.....	3
ED 338 Special Needs.....	3
ED 392 Practicum.....	<u>3</u>
	16

### Summer Session

EN 351 Performing Arts.....	3
EN/CO 205 Speech .....	<u>3</u>
	6

### Seventh Semester

ED 414 Assess & Diagnosis.....	3
ED 415 Methods of Teaching.....	3
ESS 200 Fund of Wellness.....	3
ED 434 Handling Behavior Prob....	3
ED 489 Testing.....	<u>3</u>
	15

### Eighth Semester

ED 492 Student Teaching or ED 498 Internship.....	<u>12</u>
	12

## Course Descriptions

### **ED 110 Introduction to Professional Teaching (3)**

This course introduces the student to the field of elementary education as a profession. The course introduces education terminology, history of education, curriculum standards, principles of assessment, classroom management, and lesson planning using student learning outcomes. The student makes at least four classroom observations in an elementary classroom. Student professionalism is measured.

### **MS/ED 210 Math for Teachers (3)**

This course provides the student with an understanding of mathematics concepts. The course focuses on the FSM and state elementary math curriculum standards and benchmarks which include: number, operation, computation; geometry, measurement, and transformation; patterns and algebra; and statistics and probability. The student also explores ethnomathematic concepts and participates in hands-on activities. Student professionalism is measured.

### **SC/ED 210 Science for Teachers (3)**

This course provides the student with an understanding of science concepts. The course focuses on the FSM and state elementary science curriculum standards and benchmarks which include: science as inquiry; physical science and technology; earth and space science; life and environmental science; and marine science. The student explores scientific concepts through hands-on activities. Student professionalism is measured.

### **ED 211 Classroom Methods (3)**

*Prerequisite: ED 110*

This course is a preliminary application of concepts as taught in ED 110. The course focuses on the task analysis of the FSM and state curriculum standards and benchmarks, lesson planning, classroom structure and management, lesson delivery, and assessment of student learning outcomes. The student teaches at least two lessons to peers. Student professionalism is measured.

### **ED 213 Multi-Grade Classroom Teaching (3)**

*Prerequisites: ED 110, ED 211, and PY 201*

This course builds on concepts taught in ED 211 and provides an introduction to the theory and practice of multi-grade education as applied to FSM classrooms. The course provides practical ideas for implementing a multi-grade classroom environment including teaching strategies, grouping strategies, management, and assessment strategies. The student teaches at least two lessons in a multi-grade classroom. Student professionalism is measured.

### **ED 215 Introduction to Exceptional Children (3)**

*Prerequisites: EN 110, EN 120a*

This course introduces the student to concepts of exceptionality. The course focuses on special education terminology and concepts, history of special education, laws governing individuals with exceptionalities and implications for schools and communities, and categories of exceptionalities. The student observes an individual with special needs, interviews the family, and writes a report. Student professionalism is measured.

### **ED 225 Differentiated Instruction (3)**

*Prerequisites: ED 110, ED 211, PY 201*

This course builds on concepts taught in ED 211 and provides an introduction to the theory and practice of differentiated classroom as applied to FSM classrooms. The course provides practical ideas for implementing a differentiated classroom environment including teaching methods, grouping strategies, management, and assessment strategies. The student teaches at least two differentiated lessons in an elementary classroom. Student professionalism is measured.

### **ED 271 Visual Arts and Technology in the Classroom (3)**

*Prerequisites: ED 110, ED 211*

This course introduces the use of instructional media and technology in the elementary classroom. The course focuses on the creation and use of various instructional media and technology to enhance student learning. The student creates instructional materials and demonstrates the use of them in the classroom. Student professionalism is measured.

### **ED 292 Practicum and Seminar (3)**

*Prerequisites: ED 110, ED 211*

This course is the culmination course for the AA in Pre-Teacher Preparation program. The student develops lesson plans based on FSM and state standards and benchmarks, delivers lessons, manages the classroom, and assesses student learning. The student teaches at least four lessons in an elementary classroom. Student professionalism is measured.

### **PY 201 Human Growth and Development (3)**

*Prerequisites: EN 110, EN 120a*

This course introduces the student to human growth and development. The course emphasizes physical, behavioral, humanistic, cognitive, emotional, and moral issues related to human development. The course covers the entire human life cycle from the prenatal period through old age and death. Student professionalism is measured.

### **PY 300 Educational Psychology (3)**

This course builds on theories and concepts taught in PY 201 Human Growth and Development. The course focuses on classroom application of theories of learning and development, intelligence, motivation, behavior modification principles, development of

instructional objectives, Bloom's taxonomy, task analysis of FSM and state curriculum standards and benchmarks, and assessment of student learning. The student analyzes authentic situations in the elementary classroom and recommends ways to improve student learning. Student professionalism is measured.

#### **ED 301a Language Arts Methods (4)**

This course provides the student with methods for teaching language arts skills in both English and vernacular to elementary-age students. The course requires the student to task analyze FSM and state language arts curriculum, apply a variety of teaching approaches appropriate to listening and speaking, writing, and literature, develop lesson plans with supplemental materials, deliver lesson plans, assess student learning progress, and self-reflect on lesson delivery. The student integrates two or more subject areas, includes strategies for differentiated learning, and links the concepts to the elementary students' environment. The student teaches at least four lessons to peers. Student professionalism is measured.

#### **ED 301b Reading Methods (4)**

This course provides the student with methods for teaching reading in both English and vernacular to elementary age students. The course requires the student to apply a variety of approaches appropriate to teaching word recognition, fluency, vocabulary, and text comprehension; teach lesson tasks to peers; assess student learning progress; and self-reflect. Each course outcome is linked to one or more of the FSM reading benchmarks and is taught to peers. Student professionalism is measured.

#### **ED 302 Social Studies Methods (3)**

This course provides the student with methods for teaching social studies to elementary- age students. The course requires the student to task analyze FSM and state social studies curriculum standards and benchmarks, apply a variety of teaching approaches appropriate to the social studies themes/strands, develop lesson plans with supplemental materials, deliver the lesson plans, assess student learning progress and self-reflect on lesson delivery. The student integrates two or more subject areas, includes strategies for differentiated learning, and links the concepts to the elementary students' environment. The student teaches at least five lessons to peers. Student professionalism is measured.

#### **ED 303 Math Methods (4)**

This course provides the student with methods for teaching mathematics to elementary-age students. The course requires the student to task analyze FSM and state mathematics curriculum standards and benchmarks, apply a variety of teaching approaches appropriate to the mathematics strands, develop lesson plans with supplemental materials, deliver the lesson plans, assess student learning progress and self-reflect on lesson delivery. The student integrates two or more subject areas, includes strategies for differentiated learning, and links the concepts to the elementary students' environment. The student teaches at least four lessons in an elementary classroom. Student professionalism is measured.

**ED 304 Science Methods (4)**

This course provides the student with methods for teaching science to elementary-age students. The course requires the student to task analyze FSM and state science curriculum standards and benchmarks, apply a variety of teaching approaches, develop lesson plans with supplemental materials, deliver the lesson plans, assess student learning progress, and self-reflect on lesson delivery. The student integrates two or more subject areas, includes strategies for differentiated learning, and links the concepts to the elementary students' environment. The student teaches at least four lessons in an elementary classroom. Student professionalism is measured.

**ED 330 Classroom Management (3)**

This course provides skills in classroom management with emphasis on proactive behavior management techniques and classroom organization. The course focuses on organization of the classroom for instruction, techniques for actively engaging students in learning, ways to communicate with elementary students and their parents, and techniques for handling behavior problems in the elementary classroom. The student conducts at least two observations in an elementary classroom. Student professionalism is measured.

**ED 338 Teaching Students with Special Needs in the Regular Classroom Setting (3)**

*Prerequisites: ED 301b, ED 303*

This course provides the student with techniques and procedures for accommodating students with special needs in a regular elementary classroom. The course focuses on assessing, diagnosing, and developing accommodations for students with special needs in the areas of reading and math and developing an individualized education program (IEP). The student develops accommodation materials and strategies for a lesson and presents them to peers. Student professionalism is measured.

**ED 392 Practicum and Seminar (3)**

*Prerequisites: ED 301b, ED 303, ED 330*

This course is the culmination course for the Third Year Certificate of Achievement in Teacher Preparation-Elementary program. The course requires the student to interpret FSM and State curriculum standards and benchmarks, develop lesson plans in the core subject areas, deliver lessons to elementary-age students with appropriate visual aids and supporting materials, assess student performance, and self-reflect on the delivery of lessons for purposes of improvement. The student integrates two or more subject areas, includes strategies for differentiated learning, and links the concepts to the elementary students' environment. The student teaches at least four lessons in an elementary classroom. Student professionalism is measured.

**EN 351 Performing Arts for the Elementary Classroom (3)**

This course provides the student a working knowledge of the fundamentals of performing arts in an elementary-age classroom. The course focuses on strategies for

integrating music, dance, visual arts, and drama in lessons. The student presents at least two of these lessons to peers. Student professionalism is measured.

### **ED 414 Assessment and Diagnosis of Students with Special Needs (3)**

*Prerequisite: ED 338*

This course provides the student with procedures for assessing and diagnosing the skill needs of elementary-age children/youth with special needs. The course focuses on selecting and administering appropriate assessment instruments, diagnosing skill strengths and weaknesses based on assessment results, and developing appropriate Individual Education Programs (IEPs) for a variety of exceptionalities. Case studies and hands-on practice with elementary students with special needs are provided. Student professionalism is measured.

### **ED 415 Methods of Teaching Students with Special Needs (3)**

*Prerequisite: ED 338*

This course provides the student with a variety of methods and strategies for teaching elementary-age children/youth with special needs. The course focuses on aligning methods and strategies to the needs of the child/youth as determined through assessment, developing appropriate instructional aids and materials, implementing the methods and strategies as part of an Individual Education Program (IEP), and assessing the effectiveness of the program. Case studies and hands-on practice with elementary students with special needs are provided. Student professionalism is measured.

### **ED 434 Handling Behavior Problems: Strategies for Classroom Teachers (3)**

*Prerequisite: ED 330*

This course provides the student with ways to assess and handle behavior problems in the elementary classroom. The course focuses on functional behavior assessments, a variety of intervention strategies, and ways to evaluate the effectiveness of behavior interventions. The student develops behavior intervention plans for at least two case studies. Two classroom observation projects are required. Student professionalism is measured.

### **ED 489 Evaluation (3)**

This course offers multiple methods of testing and evaluation of learning in the elementary classroom. Contents include terminology related to testing and evaluation of student learning, the development of assessment tools, and the use of descriptive statistics to facilitate teacher's professional judgment and decision-making. The student creates a portfolio of authentic assessment instruments based on FSM and state curriculum standards and benchmarks. Student professionalism is measured.

### **ED 492 Student Teaching**

This course is the culmination course for the BS in Elementary Education program for pre-service teachers. The course provides a semester-long teaching experience under intensive supervision with a master teacher in a private or public school. The student designs, delivers, and assesses lessons in all core subjects and reflects on instruction

in accordance with the Interstate Teacher Assessment and Support Consortium (InTASC) principles. The student provides evidence of the teaching experience in a portfolio showcase. Student professionalism is measured.

### **ED 498 Internship**

This course is the culmination course for the BS in Elementary Education program for in-service teachers. This course provides a semester-long teaching experience under intensive supervision with a principal/vice principal in a private or public school. The student designs, delivers, and assesses lessons in all core subjects and reflects on instruction in accordance with the (InTASC) principles. The student provides evidence of the teaching experience in a portfolio showcase. Student professionalism is measured.

### ***Entrance requirements.***

Requirements for admission to the AA in Pre-teacher Preparation – Elementary program are the same as admission to other associate degrees at the college. (See catalog).

For admission to the Third-year Certification of Achievement Program in Teacher Preparation – Elementary, students are required to:

- complete the AA in Pre-Teacher Preparation -Elementary or other two-year degree in education (excluding the degree in Early Childhood);
- earn a minimum cumulative GPA of 2.5 at end of two-year program;
- score at least 15 on the essay based on the COMET rubric; and
- pass the Language Arts, Math, and Science sections of the National Standardized Test for Teachers (NSTT) (in lieu of Praxis I).

For admission to the fourth-year of the program (BS in Elementary Education), students are required to:

- earn a minimum cumulative GPA of 2.75 by the end of the third-year program; and
- pass the FSM Teacher Competency Exam (in lieu of Praxis II) with a score of at least 53/75 -- the minimum FSM passing score for certification.

To enroll in Student Teaching or Internship, students are required to:

- complete all required courses with a cumulative GPA of 2.75; and
- score a minimum of 70/100 on the Teacher Competency Exam.

### ***Resources available to implement program.***

#### **Human resources**

Qualified, experienced full and part time faculty are, or will be, available to deliver all of the courses in the Baccalaureate of Science in Education degree program. The college is currently offering the Associate of Arts Degree in Pre-teacher Preparation and the Third-year Certificate of Achievement in Teacher Education programs at all of the



campuses. Two vacant positions in the National Campus Division of Education FY 2018 budget will be filled with the needs of the baccalaureate courses in mind. The campuses that do not have the faculty to teach the needed baccalaureate degree courses will hire additional faculty or request National Campus Education Division faculty to travel to the state campus to offer the required courses during the summer session. Academic credentials, years of teaching experience, and course certification information are summarized in the table below.

### National Campus

Faculty Member	Degrees	Years of Teaching Experience	Upper Division Course(s) Currently Certified to Teach
Magdalena Hallers	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: ED 414, ED 415, ED 434</i>
Sylvia Henry	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: ED 271, ED 492</i>
Susan Moses	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 <i>Potential: ED 414, ED 415, ED 434, ED 489, ED 492, ED 498</i>
Pearl Olter-Pelep	B.A. Psychology, University of Hawaii at Hilo M.A., Education Leadership, San Diego State university	1+ years postsecondary	ED/PY 300 <i>Potential: ED 434, ED 301a, ED 392, ED 489, ED 302, ED 351, ED 492</i>
Mike Ioanis	B.A., Elementary Education, University of Guam M.A., Education Leadership, San Diego State University	1+ years postsecondary	ED 302, ED 303
Pelsihner Elias	B.A., Elementary Education, University of Guam M.A., Education Leadership, San Diego State University	11 years secondary	Currently serving as third-and fourth-year coordinator <i>Potential: MS/ED 210, ED 303</i>

Chuuk Campus

Alton Higashi	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
Abraham Rayphand	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
Danilo Mamangon	B.S., Secondary Education in Math, University of Baguio, Philippines M.A., Mathematics Education, University of Hawaii at Manoa; Ph.D., Education, University of Hawaii at Manoa	20+ years postsecondary	ED 303
Lynn Sipenuk	B.A., Language/Literature, Eastern Oregon State College M.A., Education, Walden University	10+ secondary 6 postsecondary	ED 301b, ED 301a; ED 304 <i>Potential:</i> ED 392, ED 492, ED 498
Genevy Samuel	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

Rosalinda Bueno-DeMesa	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
Sharon Oviedo	B.S., Mathematics, Pangasinan State University, Philippines M.A., Mathematics, Don Mariano Marcos Memorial State University, Philippines	4+ years postsecondary	ED 303 <i>Potential: ED 489</i>
George Tilfas	B.A., Elementary Education, University of Guam M.Ed., Education Administration, University of Hawaii at Manoa	Only taught one semester as he is serving as a college administrator	<i>Potential:</i> ED 338

### Yap Campus

Jovita Masiweimai	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
Rhoda Velasquez	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

Joy Guarin	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
Robert Yangerlou	B.A., Social Science, Eastern Oregon State College M.A., Micronesian Studies, University of Guam	9 years	ED 302

**Learning resources.**

A meeting was held with the COM-FSM Learning Resources Center Director on November 20, 2017, to discuss the need to ensure adequate LRC holdings system wide to support the proposed BS in Elementary Education degree program. The Director supported the idea of comparing the current LRC holdings at both the National and State Campuses to a minimum standard. Once this inventory has been accomplished, the COM-FSM President has committed to earmarking a \$100,000 grant from the Land Grant program to enhancing the holdings to ensure the College meets or exceeds the minimum standard at all campuses.

**Academic transfer.**

For many years the college has established and updated articulation agreements with regional institutions including the University of Guam, Chaminade University, the University of Hawaii at Hilo, and Hawaii Pacific University, among others. These institutions recognize most, if not all, of the COM-FSM general education requirements. Also, it is anticipated that students who have completed one or more courses under the COM-FSM/UOG Partnership Program will be able to “reverse transfer” these credits to the COM-FSM BS in Education as appropriate. Students who transfer from the current partnership arrangement with UOG to the COM-FSM BS in Elementary Education will be provided advisement to ensure a smooth transition.

**Impact on other programs of the COM-FSM system.**

There is no anticipated impact on other programs of the COM-FSM system.