

## I. CURRICULUM COMMITTEE

### A. Membership

The Curriculum Committee is composed of representatives from the administration, academic divisions, learning resources centers, faculty, state campuses, and the student body association.

The following are members by virtue of their positions:

- Vice President for Instructional Affairs (Chairperson)
- Vice President of Student Services
- Director of Research and Planning
- Director of Academic Programs
- Director of Vocational, Community Based & Continuing Education
- Director of Learning Resources Center
- Director of Office of Admissions and Records
- Academic Division Chairpersons: Languages and Literature; Mathematics and Natural Sciences; Social Sciences; Education; Business/Computers; General Agriculture; Exercise and Sport Science
- State Campus and FMI Instructional Coordinators
- IA Executive Secretary

The following are appointed at the beginning of the academic year.

- Student Representative (1).
- Faculty Representatives (2).

Faculty whose professional expertise contributes to the college curriculum development effort are recommended by the faculty staff senate at the beginning of each academic year. The Student

Body Association recommends the student representative also at the beginning of each academic year. The President appoints the committee members based on the recommendations.

### B. Function

The Curriculum Committee is charged with the responsibility of reviewing and making recommendations to the College President on all matters pertaining to credit and non-credit instructional programs, curricula, and academic policies and procedures which include, but are not limited to, the following:

1. New, revised and modified course outlines;
2. New and revised certificate programs;
3. New and revised degree programs;
4. New and revised non-credit offerings;
5. Recommended curriculum guides;
6. Instructor qualifications;
7. Part-time instructor applications;
8. New and revised academic procedures and policies;
9. Articulation agreements;
10. Review program assessments and evaluations and make recommendations.
11. Matters referred to the Committee by the President; and
12. Other curricular matters.

### C. Document Review Process

Once documents are submitted to the curriculum committee, the chair will designate a first reader and second reader for each agenda item. These two readers are responsible for thoroughly checking the document's content and proposing a recommendation to the

entire committee at its next meeting. All members of the curriculum committee are responsible for reviewing documents, but the designated readers will have read in greater detail and make the recommendation to the committee.

## II. CERTIFICATION PROCEDURES

### A. Course Outlines

#### 1. Approval of a New Course

A new course may be initiated by a faculty member, an academic division, an administrator, or a concerned citizen. A proposal for a course must go through preliminary review by the appropriate academic division staff to avoid duplication. The procedure for submitting a proposal is as follows:

##### a. Course Proposal Request

- 1) The course initiator obtains and completes a course proposal request form (Appendix A). The form can be obtained from Curriculum Committee Chairperson (VPIA or State Campus Directors Offices).
- 2) The course initiator submits completed course proposal request form to the Instructional Coordinator or the appropriate academic division chairperson at the National Campus. If the new course can not be identified with any of the existing academic divisions, the completed request form is
- 3) submitted to Curriculum Committee Chairperson.
- 4) If the request is approved by the Academic Division Chairperson, Instructional Coordinator, or Committee

Chairperson, the initiator is to be informed of the decision to proceed with developing the course by the Instructional Coordinator or Committee Chair-person. Disapproved proposals are returned to the person initiating the request with recommendations and/or comments.

##### b. Approval of New Course Outline

- 1) Upon approval to proceed, the initiator writes the course outline following the accepted format (Appendix B).
- 2) The initiator attaches a completed cover page (Appendix C) to the course outline, except for the department and number
- 3) The initiator then widely distributes the proposed outline to colleagues at all campus sites who also teach the course, faculty at all campus sites with related background knowledge and possibly professionals working in the field.
- 4) The initiator then makes revisions as necessary and edits the outline for grammatical errors and

formatting. The initiator should have at least one other person edit also.

- 5) The proposed course outline is submitted to curriculum committee chairperson through the instructional coordinator or academic division chairperson.
- 6) If Curriculum Committee recommends it for approval, the Committee Chairperson signs the course cover page and forwards it to the President for final action.
- 7) Upon receipt of the President's decision, the committee chairperson informs the instructional coordinator and or academic division of the final action.
- 8) The approved course outline is kept in the VPIA Office and copies are sent to the course initiator, appropriate division, State Campuses and posted on the College website.
- 9) If the course outline is not approved, it is returned to the course initiator for further development with comments and suggestions.

If a campus is going to offer a new course or a current course that is new to that campus, then a facilities certification form (Appendix D) must be submitted with the request for a new course.

## 2. Approval of Revised Course Outline

- a. Course outlines must be reviewed at least every 5 years. When a course is outdated and needs to be revised, the academic division chairperson requests for course modification (Appendix E).
- b. Upon receipt of permission, the course is revised, then submitted to the Committee Chairperson along with a copy of the old course outline.
- c. The Committee Chairperson will review the revised course outline with the Curriculum Committee and send their recommendation to the President for final action.
- d. The Committee Chair informs the academic divisions and the Instructional Coordinator of the President's decision on the revised course outline.

## 3. Course Discontinuation

A division/campus may request that a course be discontinued at the College, through a memorandum, if the course has not been taught for three years or when the program is revised and the course is no longer required. The course will also be removed from the catalog.

## B. Certificate Programs

A certificate program is a prescribed course or series of courses designed to strengthen specific occupational skills. The College of Micronesia-FSM offers three kinds of certificates. A Certificate of Achievement requires the completion of at least 30 semester credits (2 semesters). A Certificate of Completion is awarded for programs that offer a minimum of 10 credit hours. A Certificate of Attendance requires the completion of a course that focuses on

development of specific occupational skills.

### 1. Approval of a Certificate Program

- a. The program initiator writes a proposal which includes evidence of need, the objectives, program activities, schedule of courses, description of courses, program staff, evaluation procedure, and budget, then submits it with an application for program implementation (Appendix F).
- b. Instructional Coordinator or appropriate college personnel reviews and submits the proposal to Committee Chairperson.
- c. Curriculum Committee reviews the proposal and makes a recommendation to President for final action.
- d. The Committee Chairperson informs the State Campus or appropriate College personnel of the President's decision and, if approved proceeds with the implementation of the certificate program.

### 2. Evaluation of a Certificate Program

At the completion of a certificate program, an evaluation report is to be prepared by the program staff and sent to Committee Chairperson for verification of the successful completion of the program activities. The report should include the evaluation procedures used in assessing the program effectiveness, student performances, names of participants and grades earned from each of the courses. After the review

and acceptance of the report by the program evaluators, certificates are issued to the recommended candidates.

## C. Degree Programs

### 1. Approval of a Degree Program

A degree program may be initiated by the staff of an academic division after consulting educators and leaders of the college as well as the community about the practicality of a new degree program. The procedure for submitting a request for a degree program is as follows:

- a. A need assessment study, which includes new program implementation, is conducted and, if the results confirm the need for developing the degree program, a proposal is developed.
- b. The program developer writes the proposal which includes rationale, instructional Program Learning Outcomes, implementation procedure, complete suggested schedule, description of new courses, staffing needs and budget (Appendix G).
- c. Division staff reviews the proposal and submits it to the Committee Chairperson.
- d. The Committee Chairperson reviews it with the Curriculum Committee and makes recommendation to President for action.
- e. If President approves the proposal, it is forwarded to the Cabinet for review and recommendation to Board of Regents for final action.

- f. If approved by the Board of Regents, the program becomes a regular program.

## 2. Program Evaluation

Program evaluation is a part of the institution's overall planning and assessment processes. It provides the divisions and the state campuses an opportunity to evaluate Program Learning Outcomes and its goals and objectives as they relate to the College's mission. Program evaluation is done annually using the following health indicators: program enrollment, graduation rate, average class size, students' seat cost, completion rate for all courses, students' satisfaction rate, employment data, and students' transfer rate, program and courses learning outcomes assessment data and analysis.

## 3. Program Deletion

Program review and evaluation processes may indicate that an instructional program is not viable and should be eliminated from College offerings; the program needs to be deleted. Deletion refers only to those programs that will not likely again be offered; it does not refer to those programs that may be offered on a cyclical basis and have periods of inactivity. While programs may be removed from the catalog, specific courses will remain on the "list of active courses" for transcribing purposes. (Appendix S) shows the policy on Program Deletion.

## 4. Program Modification

- a. When a program is outdated and needs to be revised, the academic division chairperson requests for course modification (Appendix X).
- b. Upon receipt of permission, the program is revised, then submitted to the Committee Chairperson along with a copy of the old program.
- c. The Committee Chairperson will review the revised program with the Curriculum Committee and send their recommendation to the President for final action if the changes don't include changes in total number of credits. If the total number of credits will change, then the program modification is submitted to the cabinet for recommendation and then to the Board of Regents for final action.
- d. The Committee Chair informs the academic divisions and the Instructional Coordinator of the President's or Board of Regents' final decision on the revised program.

## D. Part- Time Instructor

### 1. Approval of a Part-time Instructor

The following is the procedure for applying to teach part-time:

- a. Part-time instructors for credited courses must receive approval to teach the course prior to teaching it.
- b. Credits will be awarded for courses taught by an instructor

who has been approved to teach.

- c. The applicant obtains an application form (Appendix H) from Campus Director or VPIA Office. (Part-time instructors are not allowed to teach more than two courses per academic term if they are employed elsewhere.)
- d. The applicant submits the following documents to the Campus Director to complete the application:
  - 1) Official post-secondary transcript(s) with college seal on it. Transcript(s) from foreign institution(s) must be evaluated by recognized U.S. evaluating agency.
  - 2) Two letters of recommendation (Appendix I). New letters of recommendation are needed each time an applicant applies to teach in different subject area.
  - 3) Current Resume
- e. The Campus Director signs and sends the application documents to Committee Chairperson who submits it to Curriculum Sub-Committee for its action.
- f. Curriculum Sub-Committee reviews the application based on the guidelines for approving instructors (Appendix J) and sends its recommendation to the VPIA for final action.
- g. The Committee Chairperson informs the State Campus Director, Instructional Coordinator, or Division Chair of

the official action taken by the VPIA.

## **E. Academic Policies**

### 1. Approval of an Academic Policy

The following procedure should be followed for approving an academic policy.

- a. Any member of the College's organization may identify the need for a new or revised policy and/or procedure and bring it to the attention of the Vice President for Instructional Affairs for inclusion in the Policy Development Plan.
- b. The Vice President for Instructional Affairs then drafts or designates the Curriculum Committee to draft, the policy and/or procedure. The policy document should include the policy, purpose for the policy, application procedure for implementation, responsibility for implementation, definitions and source documents.
- c. After the policy is drafted, the Chairman of the Curriculum Committee ensures adequate opportunity for review and comment are provided to those who will be affected or be responsible for implementing the policy, including State Campus administrator, faculty, staff and students.
- d. Curriculum Committee reviews the final draft giving consideration to input

received and for accuracy of the subject matter and compliance to format, then presents the final version to the Cabinet.

e. With the Cabinet input the President acts on policy or, if needed presents it to the Board of Regents for final action.



### III. EVALUATION PROCEDURES

#### A. Evaluation of Instructors

Evaluations are made for the purposes of improving instruction and for determining renewal of contracts. Instructor evaluations may be done in four ways during the academic year. Student and supervisor's evaluations are required, but peer and self-evaluations are optional.

##### 1. Student Evaluation (Appendix K)

Student evaluation is done by all students during the final week of at least the fall semester for full-time instructors and each semester for part-time instructors. The instructor selects one of his/her classes, and the Division Chairperson or Instructional Coordinator administers the evaluation to the students in that class without the presence of the instructor. The completed forms are sent directly to Vice President for Instructional Affairs for tabulation and further assessment. A summary of the evaluation will be made available to the Division Chairs, Instructional Coordinators and instructor.

##### 2. Supervisor's Evaluation (Appendix L)

After observing an instructor in the classroom (Appendix L[1]), the Division Chairperson or Instructional Coordinator completes a supervisor's evaluation form and submits it to Vice President for Instructional Affairs. This evaluation is administered anytime during the semester by the Division Chairperson or Instructional Coordinator. Every

instructor should be evaluated at least once per school year. For part-time instructors, an evaluation is done at the end of each semester.

##### 3. Peer Evaluation (Appendix M)

This evaluation is optional and may be done during the last week of the spring or summer term. The instructor selects another instructor in his/her academic division to observe one of his/her classes. After the observation, the evaluator completes a peer evaluation form. Instructor and evaluator discuss the strengths and weaknesses of the presentation and exchange ideas for improvement. The instructor has the option of keeping or submitting the evaluation to Vice President for Instructional Affairs.

##### 4. Self Evaluation (Appendix N)

This evaluation is done during the final week of the semester by the instructor. The instructor selects a class session, evaluates his own presentation by filing out the self-evaluation form, and submits it to Division chair / Instructional Coordinator.

#### B. Evaluation of Students

Instructors are required to keep accurate attendance and scholastic records of all students in their classes. Reports are to be sent to COM-FSM Admissions and Records Office or to the Campus Director for off-campus programs who then submits the reports to the Admissions and Records Office.

## 1. Required Reports

### a. Students Attendance Record

Instructors are required to keep accurate attendance records for each student in his/her classes. Regular and prompt class attendance is expected of all students. It shall be the student's responsibility to inform the instructor(s) of anticipated or unavoidable absences and to make up work missed as a result of absences. Mandatory attendance is at the discretion of the instructor provided the conditions for attendance are included in the course syllabus and communicated to the students on the first day of class. If an instructor selects mandatory attendance, that instructor is to obtain a withdrawal slip from Office of Admissions and Records and complete it for the student's automatic withdrawal after the student exceeds the allowable number of absences. The completed withdrawal slip must be returned to the Office of Admissions and Records.

### b. Early Warning

Four weeks into the regular semester and two weeks into the summer session, instructors are to submit an early warning deficiency report on students who are not progressing satisfactorily in their classes to the Office of Admissions and Records. The purpose is to warn students early enough for them to seek help and/or work harder to ensure passing the course.

### c. Mid-term Deficiency Report (Appendix O)

Halfway through each academic term, instructors evaluate the students in their classes. Students doing D or F work are considered deficient. Instructors are provided with a form for entering names of all students who are doing unsatisfactory work in their classes. The list is submitted to the Office of Admissions and Records at midterm.

### d. Final Grade Report (Appendix P)

Instructors are required to submit final grade reports for each course taught during the academic term. The report is due at the Office of Admissions and Records **two** days after final examinations are completed.

### e. Annual Program Evaluation Report

Instructional program evaluation is done annually by all instructional programs. Annual reports on the program evaluation are submitted to the Curriculum Committee for review and recommendations October 1 of each year. Guide-lines and procedures for doing the evaluation is given in the program evaluation policy and the annual action plan (Appendix T).

#### **IV. NON-CREDIT PROGRAMS**

A wide range of non-credit courses, programs, and services are offered through the State Campuses to meet the needs of business and industry as well as the community and special groups. These courses do not meet the requirements for college credits. Although there are no prerequisites for admissions into non-credit programs, a specific course may require some prior experience or knowledge of the subject for the student to obtain maximum benefit.

- a. All non-credit courses are assigned the alpha "CEU".
- b. Tuition and fees vary depending on the length of the course.
- c. An evaluation (Appendix U) will be completed for all non-credit courses offered by the college. The completed forms will be forwarded to the instructional coordinator at the State campus for compilation. The evaluation will be used as an improvement tool for future deliveries.

A proposal for a non-credit course may be initiated by a faculty member, an academic division or department, a training institute, an administrator or a concerned citizen. A new non-credit course proposal must be reviewed by a subcommittee of the Curriculum Committee and approved by the Vice President of Instructional Affairs. These procedures are to be followed when submitting a new non-credit course proposal for review.

The non-credit course subcommittee is comprised of the Director of Academic Programs, Director of Vocational, Community and Continuing Education, and three (3) appointed experts from

any combination of staff, faculty and/or the community in the subject matter.

1. Non-credit Course Proposal Request
  - a. Course initiator obtains the course proposal form (Appendix A) from the Curriculum Committee Chairperson or the Campus Director and completes it.
  - b. The course initiator submits the completed course proposal form through the Campus Director or through the appropriate on-campus staff for review and action before the subcommittee's review.
  - c. If the request is approved by the Vice President of Instructional Affairs, the course initiator is informed of this action thru the Campus Director or subcommittee Chairperson. Disapproved proposal requests are returned to the appropriate State Campus and person initiating the request with comments indicating the reasons the proposal was not approved and/or suggestions for improving the proposal.
2. Non-credit Course Outline Approval
  - a. Upon approval of the request, the course initiator completes and attaches a cover page (Appendix Q) to the course outline.
  - b. The course initiator writes the course outline based on the

accepted format (SLO) to meet the following criteria:

- It is a formal program of learning which can contribute to professional competency
  - Contains practical content to improve or enhance career potential
  - Includes learning outcome(s), course content, and evaluation and assessment methods.
  - Contains content to enrich personal goals and development
- c. The proposed non-credit course outline is submitted to the subcommittee chairperson thru the Campus Director or appropriate National Campus staff.
- d. After the Curriculum subcommittee reviews and ensures the course quality the Committee Chairperson signs the course cover page and forwards the course outline to the President for final action. The Committee Chairperson informs all concerned of the President's final action.
- A professional designation of a recognized industry.
  - A degree from a regionally accredited or equivalent college in the subject matter or related area.
  - Expert in the subject matter. (Possesses an industry certificate, Journeyman certificate or a certificate/document signifying skills relevant to the subject matter.
- b. Applicant for non-credit courses must submit:
- A current resume
  - Official transcript
  - Two letters of recommendation

See also appendixes V for final report form for CEUs and W for contract checklist for instructors teaching CEUs.

### 3. Non-credit Instructor Approval

- a. Instructor for non-credit courses shall possess at least 3 of the following qualifications:
- Competence in the subject matter (a minimum of three (3) years work experience).
  - Knowledge and skills in instructional methodologies (at least 2 years of teaching experience).

**Appendix A**  
College of Micronesia-FSM  
**COURSE PROPOSAL REQUEST**

_____	_____
Course Title	Division
Hours Per Week	_____
Lecture	Lab
	Total

Course Objectives:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Course Description:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Justification for offering this course in the program:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Initiator: \_\_\_\_\_

Institutional Cost:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Chairperson, Academic Division

\_\_\_\_\_

Date

**Appendix B**  
College of Micronesia- FSM  
**COURSE OUTLINE FORMAT**

I. LEARNING OUTCOMES

- A. Program Learning Outcomes: These are learning outcomes that address the knowledge, skills, and values students are expected to carry away from their experiences in the program. It is recommended that a program have no more than 3 – 5 program learning outcomes. If the course is English, math or a course that meets the outcomes of several different programs, list all applicable outcomes.

*Example:* SS/SC 115 Ethnobotany

1. Define and explain the concepts, principles and theories of a field of science.
2. Demonstrate cultural literacy of the Micronesian region.
3. Demonstrate the ability to read, speak and write effectively in English about Micronesian Studies Program course content.

- B. Course Learning Outcomes (General and Specific): Detailed statements about the minimum standard of performance expected of the learner in the course. SLOs are stated as measurable performance/learning indicators specific to the course.

*Example:* SS/SC 115

1. Identify local plants by local and scientific names.
  4. Communicate and describe the healing uses of local plants and the cultural contexts in which that healing occurs.
- \*It is optional to include suggested assessment criteria in the course outline.

(For other good examples please refer to education course outline ED 301b, ESS courses, or EN 110 on the VPIA website.)

II. COURSE CONTENTS

List the topics or activities to be covered in the course.

III. TEXTBOOKS

List the text or texts that are to be used and approximate cost to students.

*Example:* Allen, Warren and Klooster, Dale – Educational Technical Systems Inc. Automated Accounting 8.0, 8<sup>th</sup> Ed., 2003. ISBN-10: 0538435054/ISBN13: 9780538435055. \$55.00

IV. REFERENCE MATERIALS

List available reference materials that will contribute to the course.

*Example:* (From EN 2XX Lit. of Fantasy and Sc. Fiction)

**LRC Reference Sources:**

*Prentice Hall Anthology of Fantasy and Science Fiction*

*The Norton Book of Science Fiction*

*Tales before Tolkien : The Roots of Modern Fantasy.* New York : Del Rey/Ballantine Books, 2003. LRC: PR1309.F3T34 2003

Burgess, Michael, 1948- *Reference Guide to Science Fiction, Fantasy, and Horror.* Westport Conn. : Libraries Unlimited, 2002. LRC: Ref.Z5917.S36B87 2002

V. REQUIRED COURSE MATERIALS

Materials that students need in order to participate actively in the course.

VI. INSTRUCTIONAL MATERIALS/EQUIPMENT AND COST FOR THE COLLEGE

List multi-media materials, special equipment, guest speakers, and field trips you plan to use in the course and indicate the costs of materials and activities to the institution.

VII. METHODS OF INSTRUCTION

List proposed plans for the teaching of the course such as lecture, group discussion, reports, and laboratory investigation etc.

*Example:* Lecture/Discussion, Demonstration, Peer Groups, In-class activities/exercises, required reading

VIII. EVALUATION

List methods of measurement that will determine student's grade. Examinations should measure the achievement of course objectives. Explain experiences to be measured and papers, reports, tests, attendance etc. that will determine student's grades for the course.

*Example:* A student is provided three (3) chances to achieve each student learning outcome with points of decreasing value assigned to each try. A Heritage Language Booklet, comprised of lessons developed in the heritage language, must be submitted at the conclusion of the course. A final percentage will be calculated by dividing the total points earned by the total points possible, and grades will be assigned according to the following: 90-100%A; 80-89%B; 70-79%C; 60-69%D; below 60%F. Outcomes 2a, 2d, 2g, 3a, 4d and 5e must be met to pass the course. Also, students who fail to meet the minimum requirements of five (5) or more outcomes or fail to submit the Heritage Language Booklet will automatically fail the course. Opportunities for bonus points will be provided at the discretion of the instructor. (ED 301b)

## IX. CREDIT-BY-EXAMINATION

Indicate “none” if there is no credit-by-examination available for the course. If the course allows credit-by-examination, a copy of the exam should be attached to the course outline. Requests for credit-by-examination should be sent to Vice President for Instructional Affairs and, if granted permission, student will be given this examination after paying the required fees.

## X. ATTENDANCE POLICY

Each course description is to include an attendance policy based on COM-FSM Attendance Policy in the current catalog. This policy is to be given to the students in writing on the first day of class.

## XI. ACADEMIC HONESTY POLICY

Each course description is to include an academic honesty policy based on COM-FSM Academic Honesty Policy in the current catalog. This policy is to be given to the students in writing on the first day of class.



**Appendix C**  
 College of Micronesia-FSM  
**COURSE OUTLINE COVER PAGE**

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**Course Title** **Department and Number**

**Course Description:**

**Course Prepared by:** \_\_\_\_\_ **Campus Site:** \_\_\_\_\_

Course Type (see definitions of course types)	Hours per Week	No. of Weeks	Total Hours	Divisor	Semester Credits
	_____	x _____	= _____	=	_____
	_____	x _____	= _____	=	_____
Total Semester credits					_____

(Hours per week x number of weeks = total hours) (Total hours/divisor = semester credits)

Divisors

Lecture: /16	Co-op education: /30	Workshop: /48	Practicum: /48
Lect./Lab /16		Internship: /48	Field Study: /48
		Studio: /48	Lab: /48

**Purpose of Course:** Degree Requirement \_\_\_\_\_  
 Degree Elective \_\_\_\_\_  
 Certificate \_\_\_\_\_  
 Other \_\_\_\_\_

**Prerequisite Course(s):** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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**Signature, Chairperson, Curriculum Committee** **Date Approved by Committee**

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**Signature, President, COM-FSM** **Date Approved by President**

**Definitions of Course Types**

- Lecture:** A class conducted in a classroom setting where the instructor meets face-to-face with the students. May have elements of discussion, activity, or demonstration.
- Lab:** A class that offers the opportunity for observation, practice, and experimentation of concepts and theories taught in a related lecture class. Some examples of these courses are natural and physical sciences, and some agriculture courses.
- Lecture/Lab:** Integrated lecture and lab. An example is Safety and Maintenance of Power Tools where students listen to a lecture on the maintenance of a particular tool and then practice those maintenance skills.
- Field Study:** A directed study or research project in which a student applies principles or knowledge learned in a discipline.
- Practicum:** A course of study designed for students that involves the supervised on/off-campus practical application of previously studied materials.
- Internship:** Provides an applied, supervised experience in a field related to the student's discipline, normally off campus in business, industry, academe, education, medicine, the arts or government.
- Workshop:** This brief intensive course of instruction examines selected topics relating to a technical or professional field and includes hands-on activities.
- Studio:** A class in which students develop skills to develop a specific medium or subject matter. This may include demonstration, guided instruction, participation, presentation, and project evaluation.
- Co-op Education:** Vocational course where student is placed in the workplace to gain actual experience under supervision.

Reference: University of Central Oklahoma, College of Business Administration, Revised Academic Terms 9-10-03.

**Appendix D**  
College of Micronesia -FSM  
**FACILITY CERTIFICATION REPORT**

1. Course number and title \_\_\_\_\_

2. Instructor \_\_\_\_\_

3. Expected number of students in the course \_\_\_\_\_

4. Textbook Title \_\_\_\_\_ Number of copies available \_\_\_\_\_

Author \_\_\_\_\_ Copyright date \_\_\_\_\_

5. List all required materials and equipment for the course.  
\_\_\_\_\_  
\_\_\_\_\_

6. List all available materials and equipment for the course.  
\_\_\_\_\_  
\_\_\_\_\_

7. Describe available laboratory facilities.  
a. Capacity \_\_\_\_\_  
b. Water supply \_\_\_\_\_  
c. Electrical supply \_\_\_\_\_  
d. Tables \_\_\_\_\_  
e. Gas supply \_\_\_\_\_  
f. Other important features \_\_\_\_\_

8. Describe available library facilities and information resources.  
\_\_\_\_\_  
\_\_\_\_\_

13. Describe available copying services and audio/visual equipment.  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature of Campus Director \_\_\_\_\_  
Date

Approved by:  
\_\_\_\_\_  
Signature of Vice President for Instructional Affairs \_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of President, COM-FSM \_\_\_\_\_  
Date

**Appendix E**  
College of Micronesia-FSM  
**COURSE MODIFICATION REQUEST**

\_\_\_\_\_

Course Number and Title

\_\_\_\_\_

Department

\_\_\_\_\_

Recommended Course Number and Title

\_\_\_\_\_

Department

New Course Objectives:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

New Course Description:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Justification for Revising the Course:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_

Division Chairperson

\_\_\_\_\_

Date

\_\_\_\_\_

Chairperson, Curriculum Committee

\_\_\_\_\_

Date

\_\_\_\_\_

President, COM-FSM

\_\_\_\_\_

Date

<b>Official Use Only</b>
<b>New Course Number and Title:</b>  _____

**Appendix F**  
College of Micronesia-FSM

**CERTIFICATE PROGRAM PROPOSAL**

1. Statement of Need
2. Objectives
3. Program Activities
4. Schedule of Course(s)
5. Description of Course(s)
6. Program Staff
7. Evaluation Procedure
8. Budget
9. Verification of Program Officials

Approved \_\_\_\_\_ Disapproved \_\_\_\_\_ Comments \_\_\_\_\_

Program Director		Date
Campus Director		Date

**Appendix G**  
College of Micronesia-FSM  
**APPLICATION FOR PROGRAM IMPLEMENTATION**

1. Name and short description of the program.

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2. Who is requesting the program? \_\_\_\_\_

3. Projected starting date of this program is \_\_\_\_\_

4. Length of the program \_\_\_\_\_

5. Potential enrollment: Check one or more of the following who completed surveys of  
 \_\_\_\_\_ a) high school students interested in the program  
 \_\_\_\_\_ b) undecided COM-FSM students  
 \_\_\_\_\_ c) potential employers

List the number of projected students for the program: year one \_\_\_\_\_ year two \_\_\_\_\_

6. Cost per student: \$ \_\_\_\_\_ based on (no.) \_\_\_\_\_ students. Please check if COM-FSM Cost Analysis Study has been: Done \_\_\_\_\_ Not done \_\_\_\_\_

7. Potential job placements: Survey of Potential Employers: Done \_\_\_\_\_ Not done \_\_\_\_\_

8. Skills/Competencies to be developed in the program: List or submit course or workshop outlines which include these. Check one: Included or attached \_\_\_\_\_ Not included \_\_\_\_\_

9. Resources available to implement the program.

List \_\_\_\_\_

10. If an academic transfer program, check one or both of the following:

\_\_\_\_\_ meets articulation agreement requirements. List the schools which have these articulation agreements.

\_\_\_\_\_ courses are transferable to other programs. List or attach a list of each course and the academic program to which that course could be transferred.

11. Describe the proposed program's impact on other programs or the COM-FSM system.

**Appendix H**  
College of Micronesia-FSM

**PART-TIME INSTRUCTOR APPLICATION**

**1) General Information:**

Last	First	Middle	Birth date	Sex	Social Security No.
Home Address					Citizenship

**2) Courses: (Not more than four)**

Title and Number of Course(s) to be Taught	Credit
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____

**3) Academic Training:**

a. Kind of Degree(s)	_____	Major	_____	Minor	_____
	_____	Major	_____	Minor	_____
	_____	Major	_____	Minor	_____

**4) Job Experience:**

a. Teaching Experience			
School	Subject	Duration	Level
_____	_____	_____	_____
_____	_____	_____	_____
b. Other Job Experience			
Job	Location		Level
_____	_____		_____
_____	_____		_____

Attach Official post-secondary transcript, 2 reference letters and resume' to the application. NOTE: All transcripts from non-U.S. institutions must be evaluated for U.S. equivalency.

I certify that information provided here is complete and true.

Signature of Applicant	Date
Verified by Campus Director: Signature	Date
Recommended by Curriculum Subcommittee	Date
Approved by Chairperson, Curriculum Committee	Date

**Appendix I**  
College of Micronesia-FSM  
**LETTER OF RECOMMENDATION**

**TO BE COMPLETED BY THE APPLICANT**

- 1. Name: \_\_\_\_\_
- 2. State Campus Director: \_\_\_\_\_
- 3. Courses Applying for: \_\_\_\_\_
- 4. Name and Title of Reference: \_\_\_\_\_  
\_\_\_\_\_

**TO BE COMPLETED BY THE REFERENCE PERSON**

- 1. Length of time you have know the applicant \_\_\_\_\_
- 2. Your professional association with the applicant \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 3. Your knowledge of the applicant’s ability to teach the above course(s)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 4. Your evaluation of the applicant’s effectiveness as a teacher.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- 5. Personal qualities and characteristics that, in your opinion, make the applicant well suited for this assignment.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature of Reference Person \_\_\_\_\_  
Date

\_\_\_\_\_  
Address

**Please return completed form to State Campus Director.**



**Appendix J**  
College of Micronesia-FSM

**QUALIFICATION GUIDELINES FOR PART-TIME INSTRUCTORS**

The guidelines which appear below are the established criteria for determining the qualifications of part-time instructor. The guidelines are identical to those employed for full-time regular instructors and are applicable to state campus instructors teaching COM-FSM credit courses:

1. Doctorate degree from an accredited institution with major in the subject area.
2. Masters degree from an accredited institution with major in the subject area.
3. Masters degree from an accredited institution with minor in the subject area and at least one year of teaching experience at a postsecondary institution, or appropriate equivalent experience.
4. Masters degree from an accredited institution with at least 12 credit hours in the subject area and at least two years of teaching experience at a postsecondary institution, or appropriate experience.
5. Baccalaureate degree from an accredited institution with major in the subject area and at least one year of teaching experience at a postsecondary institution or appropriate equivalent experience.\*
6. Baccalaureate degree from an accredited institution with a minimum of 15 semester credits in the subject area and at least three years of teaching experience at a postsecondary institution, or appropriate equivalent experience.\*
7. An applicant whose qualification is unquestionable because of his/her outstanding academic credentials and his/her affiliation with a prestigious organization may be given initial approval without his/her college transcript but should later provide a copy of his/her transcript for the file.
8. An applicant who graduated from foreign institution(s) must have his/her transcript(s) evaluated by recognized U.S. evaluating agencies.

\*The Board of Regents in their September 2005 meeting approved an addition to this policy on minimum qualifications for part-time instructors. The approved policy requires the same minimum qualifications for both full-time and part-time instructors (Master's with major in the subject area) with the exception of Exercise Sports Science Instructors. Beginning Fall 2008, all teaching part-time instructors must meet the prescribed minimum qualifications in their respective areas to teach at the college.

## Appendix K

### College of Micronesia-FSM

#### STUDENT EVALUATION

Instructor \_\_\_\_\_ Course Number and Title \_\_\_\_\_

**Directions:** Please carefully evaluate the following as they relate to this instructor and course. Circle the number that best indicates your answer to each statement. DO NOT sign your name.

The Instructor	Never	Rarely	Sometimes	Usually	Always
1. Keeps regular schedule, every class day.	1	2	3	4	5
2. Shows interest in the subject.	1	2	3	4	5
3. Gives individual help as needed.	1	2	3	4	5
4. Avails himself/herself for student conference.	1	2	3	4	5
5. Welcomes questions, suggestions, and discussions from students.	1	2	3	4	5
6. Shows interest and respect for students.	1	2	3	4	5
7. Helps the students in meeting individual learning needs.	1	2	3	4	5
8. Uses classroom/lab time fully.	1	2	3	4	5
9. Provides clear directions for assignments and instruction.	1	2	3	4	5
10. Grades fairly.	1	2	3	4	5
11. Makes the purpose of the course clear.	1	2	3	4	5
12. Talks clearly and at an easy-to-follow speed.	1	2	3	4	5
13. Paces the lessons well with activity as well as lecture.	1	2	3	4	5
14. Makes the course interesting.	1	2	3	4	5
15. Textbook was appropriate and helpful.	1	2	3	4	5

**Comments:**

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**Term and School Year** \_\_\_\_\_

**Appendix L**  
**College of Micronesia-FSM**  
**College Of Micronesia-FSM Instructional Faculty Evaluation Form**

Instructor's Name: \_\_\_\_\_ Division: \_\_\_\_\_  
 \_\_\_\_\_

Evaluator's Name: \_\_\_\_\_ Period covered.

From: \_\_\_\_\_ To: \_\_\_\_\_

[ ] Annual Review [ ] Step Increase [ ] Contract Renewal [ ] 6 Months Review [ ]  
 Other

<b>Supervisor's summative review section</b> (chair, state campus director, or other supervisor. Respond to applicable sections)	<b>Satisfactory</b>	<b>Needs Improvement</b> (include specifics in comments)
<b>1. SUBJECT MATTER CONTENT</b> (shows good command and knowledge of subject matter of the course)		
<b>2. STUDENT LEARNING OUTCOMES</b> (shows responsibility for student progress toward achieving stated learning outcomes, communicates desired learning outcomes to the students, shows a commitment to effectiveness in producing those learning outcomes)		
<b>3. ORGANIZATION</b> (organization of subject matters; methods of presentation, evidence of preparation; thoroughness; clear objectives; emphasis and summary of main points, meets class at scheduled time)		
<b>4. RAPPORT</b> (holding interest of students; commanding their respect; fairness and impartiality; encourages participation)		
<b>5. TEACHING METHODS</b> (use of teaching aids, materials, and techniques; variety; balance; imagination)		
<b>6. PRESENTATION</b> (delivery; projection; clarity and precision; use of English)		
<b>7. MANAGEMENT</b> (attention to classroom routine; leadership ability; discipline and control)		
<b>8. PROFESSIONALISM</b> (adheres to the professional code of ethics)		
<b>9. SENSITIVITY</b> (exhibits sensitivity to students' and colleagues' personal culture, and gender differences, in a non-threatening learning environment)		
<b>10. ASSISTANCE TO STUDENTS</b> (assists students with academic problems, participates in college advising system)		
<b>11. PERSONAL</b> (evidence of self-confidence; professional appearance)		
<b>12. DIVISION RESPONSIBILITIES</b> (recommends textbooks, performs assigned duties during registration, presents problems and recommendations to supervisor, prepares course outlines, submits syllabi, maintains regular office hours, submits deficiency lists, submits grades, submits other required reports)		
<b>13. SERVICE TO COLLEGE AND COMMUNITY</b> (attends and participates in commencement exercises, attends assigned committee meetings, service to the community)		

**This section is for faculty with chair responsibilities**

<b>Supervisor's summative review section</b> (state campus director, or other supervisor. Respond to applicable sections)	<b>Satisfactory</b>	<b>Needs Improvement</b> (include specifics in comments)
<b>C1. DUTY COMPREHENSION</b> (shows good understanding of his or her duties as a supervisor)		
<b>C2. PLANNING</b> (shows ability to effectively prioritize, create time lines, and delegate tasks to their staff)		
<b>C3. MENTORING</b> (works with staff and/or faculty if appropriate to improve their job performance throughout the year)		
<b>C4. LEADERSHIP</b> (inspires and directs faculty member to achieve department and institution goals)		
<b>C5. COMMUNICATION</b> (keeps faculty/staff informed on items that affect their jobs)		
<b>C6. FAIRNESS</b> (treats staff/faculty equally and consistently over time)		
<b>C7. CONFLICT RESOLUTION</b> (proficient at handling conflict in their department)		
<b>C8. EVALUATION</b> (follows through on the performance evaluation process)		

**EMPLOYEE’S COMMENTS:**

**Employee:** My signature below indicates that I have read and discussed this evaluation with my supervisor.

\_\_\_\_\_ Date  
Employee’s Signature

**Primary Supervisor or Coordinator**

My signature below indicates that I have discussed the evaluation with the employee, given a copy of this evaluation to the employee, regularly and directly observed the performance of the employee on the job factors which I have evaluated, and read and understood the Performance Evaluation instructions.

\_\_\_\_\_  
Signature Date Supervisor’s Signature Date Co- Supervisor’s

**Vice President of Instructional Affairs (VPIA)**

My signature below indicates that I concur with the supervisory rating evaluation of the employee and approve the recommended rating.

\_\_\_\_\_ Date  
VPIA’s Signature

<p><b>HUMAN RESOURCES OFFICE</b> (for HRO use only)</p>
---

Received By: \_\_\_\_\_ Date: \_\_\_\_\_

Salary Increment Increase Effective Date: \_\_\_\_\_ Step: \_\_\_\_\_ Amount: \$\_\_\_\_\_

Contract Renewal Effective Date: \_\_\_\_\_ NTE: \_\_\_\_\_ Step: \_\_\_\_\_ Amount: \$\_\_\_\_\_

**Human Resources Director:** \_\_\_\_\_  
Signature Date

**Appendix L (1)**  
College of Micronesia-FSM  
**Instructor Classroom Observation Form**

Instructor: \_\_\_\_\_ Course: \_\_\_\_\_

Observer: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Semester: \_\_\_\_\_

Directions: Rate the instructor with the number that most nearly reflects your rating or use SAT (Satisfactory) or UNSAT (Unsatisfactory).

Excellent	Outstanding	Good	Fair	Poor	Not Applicable
5	4	3	2	1	NA

**Subject Matter:**

- Objectives or Learning Outcomes for this presentation were made clear to students.
- Relevant examples, metaphors and analogies were used to establish connections with students' previous experiences and learning.
- Apparent relevance of the content of the lesson to the course outcomes and the achievement of those outcomes.
- Instructor interest in subject matter was communicated.
- Instructor interest in student learning was communicated.
- Instructor mastery of subject matter is evident.

**Presentation of lesson:**

- Presentation was well planned and organized.
- Presentation style was appropriate and effective.
- Class time was well used.
- Appropriate and effective use was made of audio-visuals, computer or other instructional technology to support the presentation.
- Demonstrated enthusiasm for teaching and learning.
- Moved around the classroom with ease and interacted with students.

\_\_\_ Voice is clear, easy to understand, good volume, and good tone.

\_\_\_ Good non-verbal communication such as eye contact, hand gestures, and facial expressions.

**Engagement of students:**

\_\_\_ Instructional techniques required a majority of students to be actively involved or engaged attention of students.

\_\_\_ Warm, Accepting, open classroom atmosphere was evident.

\_\_\_ Related easily with students.

\_\_\_ Instructor asked questions using appropriate and effective questioning techniques.

\_\_\_ There was interesting dialogue and discussion.

---

Total: \_\_\_\_\_ / # items rated = \_\_\_\_\_ average rating

---

**Observer Comments:**

**Instructor Comments:**

Signature of Instructor: \_\_\_\_\_

Signature of Observer: \_\_\_\_\_

**Appendix M**  
College of Micronesia-FSM

**PEER INSTRUCTION EVALUATION**  
**(Optional)**

Instructor: \_\_\_\_\_

Course Number and Title \_\_\_\_\_ Selection \_\_\_\_\_

1. Instructor’s interest in and enthusiasm for the subject.

Comment: \_\_\_\_\_  
\_\_\_\_\_

2. Techniques and methods used to present subject matter. (Innovative, imaginative, versatile, interesting)

Comment: \_\_\_\_\_  
\_\_\_\_\_

3. Student interest and enthusiasm. (Apparent student response and attitude toward teacher)

Comment: \_\_\_\_\_  
\_\_\_\_\_

4. Instructor’s interest in instructional improvement. (Accepting suggestions and constructive criticisms, etc.)

Comment: \_\_\_\_\_  
\_\_\_\_\_

5. Are the course objectives clear?

\_\_\_\_\_  
\_\_\_\_\_

6. Does the instructor follow course outline?

\_\_\_\_\_  
\_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signature of Evaluator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Instructor

\_\_\_\_\_  
Date



**Appendix N**  
College of Micronesia-FSM

**INSTRUCTOR SELF-EVALUATION  
(Optional)**

**I. General Characteristics****Acceptable****Unacceptable**

1. Appearance

2. Ability to get along

3. Health

4. Attendance Record

**II. Professional Inventory**

Circle number that best represents your feeling about your performances.

1. I feel my knowledge of my teaching is	Poor 1	2	3	4	Excellent 5
2. I feel my knowledge of individual student's interest, abilities and needs is:	Poor 1	2	3	4	Excellent 5
3. I believe the goals and objectives for my lessons are:	Not Clear 1	2	3	4	Very Clear 5
4. I believe that my goals and objectives for my lessons are to my students:	Poor 1	2	3	4	Excellent 5
5. The classroom procedures that I use are:	Confusing 1	2	3	4	Well Organized 5
6. My lessons for the students are:	Boring 1	2	3	4	Very Interesting 5
7. My concerns for each student are:	Poor 1	2	3	4	Outstanding 5
8. My grading practices are:	Not Fair 1	2	3	4	Very Fair 5
9. I come to my classes:	Poorly Prepared 1	2	3	4	Well Prepared 5
10. The homework I assign is:	Not Purposeful 1	2	3	4	Very Purposeful 5
11. My control of the class is:	Poor 1	2	3	4	Excellent 5
12. My students treat me with:	Disrespect 1	2	3	4	Respect 5
13. I would rank myself, compared to other teachers, as:	Poor 1	2	3	4	Outstanding 5

Instructor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**APPENDIX O**  
College of Micronesia-FSM

**MID-TERM DEFICIENCY NOTICE**

Please list the names of students in each of your courses who are doing deficient work (D or F). Submit this list to the Office of Admissions and Records.

**Instructor:** \_\_\_\_\_ **Room:** \_\_\_\_\_ **Semester:** \_\_\_\_\_

**Course Alpha:** \_\_\_\_\_ **No.** \_\_\_\_\_ **Time:** \_\_\_\_\_ **Lec:** \_\_\_\_\_ **Day:** \_\_\_\_\_  
**Lab:** \_\_\_\_\_ **Day:** \_\_\_\_\_

**Number of Credits:** \_\_\_\_\_

STUDENT'S NAME	MID-TERM GRADE	REMARKS
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		
22.		
23.		
24.		
25.		

**Note:** Should there be any change(s) for the course, please notify the Office of Admissions and Records immediately. Otherwise, this is the Official Class List for this course and therefore, no one is allowed in class if his/her name does not appear on this list. If a student earned an "I" grade, please indicate in the REMARKS column the requirements for changing the "I" grade.

\_\_\_\_\_ **Instructor** \_\_\_\_\_ **Date** \_\_\_\_\_

### Appendix P

College of Micronesia-FSM

#### GRADE REPORT SHEET

Campus: \_\_\_\_\_

**Instructor:** \_\_\_\_\_ **Room:** \_\_\_\_\_ **Semester:** \_\_\_\_\_

**Course Alpha:** \_\_\_\_\_ **No.** \_\_\_\_\_ **Time:** \_\_\_\_\_ **Lec:** \_\_\_\_\_ **Day:** \_\_\_\_\_

**Lab:** \_\_\_\_\_ **Day:** \_\_\_\_\_

**Number of Credits:** \_\_\_\_\_

STUDENT'S NAME	GRADE	REMARKS
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		
22.		
23.		
24.		
25.		

**Note:** Should there be any change(s) for the course, please notify the Office of Admissions and Records immediately. Otherwise, this is the Official Class List for this course and therefore, no one is allowed in class if his/her name does not appear on this list. If a student earned an "I" grade, please indicate in the REMARKS column the requirements for changing the "I" grade.

\_\_\_\_\_

**Instructor**

\_\_\_\_\_

**Date**

## Appendix Q

College of Micronesia-FSM

### NON-CREDIT COURSE OUTLINE COVER PAGE

<b>Course Title</b>	<b>Non-Credit Number</b>
---------------------	--------------------------

**Course Description:**

**Course Prepared by:** \_\_\_\_\_ **State** \_\_\_\_\_

	Hours per Week		No. of Week		Total Hours		Semester Units
Lecture	_____	x	_____	x	_____	=	_____
Laboratory	_____	x	_____	x	_____	=	_____
Workshop	_____	x	_____	x	_____	=	_____
<b>Total Non-credit</b>							_____
<b>Units</b>							_____

**Purpose of Course:**

Certificate	_____
Remedial	_____
Other	_____

**Prerequisite Course(s):**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_  
**Signature, Chairperson, Curriculum Committee**

\_\_\_\_\_  
**Date Approved by Committee**

\_\_\_\_\_  
**Signature, President, COM-FSM**

\_\_\_\_\_  
**Date Approved by President**

## Appendix R

College of Micronesia-FSM

### POLICY ON COURSE DISCONTINUATION

**Policy:** A division/campus may request that a course be discontinued at the College if the course has not been taught for three years or when the program is revised and the course is no longer required. The course will also be removed from the catalog.

**Purpose:** The purpose of this policy is to remove inactive courses from among the list of active courses. Leaving the course among the list of active courses is misinformation.

**Procedure:** The course discontinuation process includes the following steps:

- a. Division chair/campus director submits a discontinuation memorandum requesting the discontinuation of the course from a program or at the College to Chair of the Curriculum Committee.
- b. Chair of the Curriculum Committee reviews the request and submits it to the Curriculum Committee for recommendation to President for further action.
- c. The Cabinet reviews the recommendation and forwards it to the President for approval.

**Responsibilities:** Vice President for Instructional Affairs or his designee should be responsible for enforcing this policy.

**Sources:** Montana State University and Northern Virginia Community College Curriculum Policy and Procedures Manuals

## Appendix S

College of Micronesia-FSM

### POLICY ON PROGRAM DELETION

**Policy:** Program review and evaluation processes may indicate that an instructional program is not viable and should be eliminated from College offerings; the program needs to be deleted. Deletion refers only to those programs that will not likely again be offered; it does not refer to those programs that may be offered on a cyclical basis and have periods of inactivity. While programs may be removed from the Catalog, specific courses will remain on the “List of Active Courses” for transcribing purposes.

**Purpose:** This policy establishes a process whereby program(s) can be deleted from the College offerings due to lack of funds to implement the program(s) or program evaluation and review indicate that the program is no longer a viable one.

**Application:** This policy applies to all instructional divisions and state campuses.

**Procedure:** The program deletion process is composed of the following steps:

- a. Using the information gathered from the program evaluation and review and other pertinent information, the division chair/campus director prepares a deletion memorandum and submits it to Chair of the Curriculum Committee for action. The deletion memorandum should have the following attached to it:
  - 1) justification for program deletion
  - 2) plans and implementation date for phasing out this program
  - 3) plans for students currently enrolled in the program, if any
- b. Chair of the Curriculum Committee reviews the deletion memorandum and submits it to the Curriculum Committee for action.
- c. Curriculum Committee reviews the deletion memorandum and recommends it to President for appropriate action, which requires cabinet’s review and adoption.
- d. President reviews the action taken by cabinet on deletion memorandum for submission to BOR for final approval.

**Responsibilities:** Vice President for Instructional Affairs and or his designee should be responsible for enforcing this policy.

**Sources:** Northern Marianas College, Guam Community College, and University of Guam Curriculum Manual

## Appendix T

### College of Micronesia-FSM

#### **POLICY ON PROGRAM EVALUATION**

**Policy:** Program evaluation at the College of Micronesia-FSM is to be part of the institution's overall planning and assessment process. Divisions and the state campuses are to be provided the opportunity to evaluate a program and its goals and objectives as they relate to the College mission. The program evaluation is to be done annually using the following health indicators: program enrollment, graduation rate, average class size, students' seat cost, course completion rate, and students' satisfaction rate, employment data, transfer rate, program and course students' learning outcomes. An action plan for implementation of the policy is to be developed.

**Purpose:** The purpose of the instructional program evaluation is to review the program and its effectiveness as well as to determine if the students are learning what the programs/courses are saying they are learning. The evaluation process also determines how the programs are meeting their goals and objectives and identifies areas needing enhancement.

**Application:** The academic program evaluation process applies to all degree and certificate programs at all Campuses in the College of Micronesia-FSM System.

**Procedure:** The division/campuses program(s) will provide information on the following:

- a. Program goals. The program goals would include skills the program seeks to provide to the students in the program.
- b. Program history. This section describes the history of the program. This includes the date of implementation, significant milestones in the development of the program, and significant current activities.
- c. Program description. The program description describes the program, including its organization, relationship to other programs in the system, program design, degree(s) offered, and other significant feature of the program.
- d. Program admission requirements. This section describes the requirements for admission into the program and other requisites.
- e. Program certificate/degree requirements. This section specifies the requirements for obtaining a certificate/degree in the program, including specific courses, credits, internships, practical, etc.
- f. Program courses and enrollment. This section lists courses offered in the program, including number of sections, and course enrollment.
- g. Program faculty. This section reports the faculty of the program, including full-time and part-time faculty. The degrees held and rank are provided for the full-time and part-time faculty.
- h. Program outcome analysis. This section provides a concise analysis of the program health indicators data and assesses the extent to which the established outcomes have been achieved (evidence). This is the most important

part of the program evaluation. The health indicators data that will be collected and evaluated are the following:

1. program enrollment
  2. graduation rate
  3. average class size
  4. students' seat cost
  5. course completion rate for the program
  6. students' satisfaction rate
  7. employment data
  8. transfer rate
  9. program's student learning outcomes
  10. students' learning outcomes for program courses
- i.a. Discussion of Findings. This section provides discussion of information discovered as a result of the evaluation such as problems or concerns with the program and what part of the program is working well and meeting expectations.
- i.b. Recommendations. This section provides recommendations from the program on what to do to improve or enhance the quality of program and course learning outcomes as well as program goals and objectives.

**Responsibility.** President and his/her designee is responsible for implementing and enforcing the intent of this policy.

**Definitions:**

Health indicators—these are the indicators that will be used in evaluating the effectiveness and quality of programs. These indicators also provide formal documentation of the status and performance of a program and set specific recommended goals and objectives with a timeline for change.

**Sources:** The University of Hawaii Community College System  
The Puma Community College Website  
The University of Georgia Website  
Curriculum Committee Minutes



**Appendix U**  
College of Micronesia-FSM

**Training Evaluation**

Instructor \_\_\_\_\_ Course/Training Title \_\_\_\_\_

**Directions** Please carefully evaluate the following as they relate to this instructor and course. Circle the number that best indicates your answer to each statement. DO NOT sign your name.

<b>The Instructor</b>	Never	Rarely	Sometimes	Usually	Always
1. Keeps a regular schedule and use allotted training time fully.	1	2	3	4	5
2. Demonstrates thorough and expert knowledge in the subject.	1	2	3	4	5
3. Gives assistance as needed to individuals and to participants to meet outcomes.	1	2	3	4	5
4. Encourages group discussions and participation.	1	2	3	4	5
5. Shows interest and respect for participants.	1	2	3	4	5
6. Provides quality materials and handouts with clear instructions.	1	2	3	4	5
7. Makes training clear and interesting to meet outcomes.	1	2	3	4	5
8. Lecture clearly and paces lessons with activities.	1	2	3	4	5
9. Utilizes resources, tool, equipment and technology.	1	2	3	4	5
10. Well prepared and organize for the training.	1	2	3	4	5
11. Training session met my expectations.	1	2	3	4	5

Comments:

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## Appendix V

College of Micronesia-FSM

REPORT AT END OF EACH MODULE/ TRAINING

Training by COM-FSM

Module/Training Name: \_\_\_\_\_

Module/Training Duration: \_\_\_\_\_

State: \_\_\_\_\_

Training Dates: \_\_\_\_\_

Instructor: \_\_\_\_\_

Name of Participant	Grade/ Rating for Training	Attendance (e.g. 4 out of 5 days)	Additional Comments

General Comments on the Module/Training: (attendance, curriculum, ability of participants to handle the material, etc)

Recommendations (if any):

Signed \_\_\_\_\_  
Instructor Date

Signed \_\_\_\_\_  
Administrator – COM-FSM Date

## Appendix W

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

### CEU Special Contract

#### C. Checklist

Date Received: \_\_\_\_\_

Name: \_\_\_\_\_

Campus:  Chuuk  Kosrae  Pohnpei  Yap  National  FSM/FMI

Semester:  Fall \_\_\_\_\_  Spring \_\_\_\_\_  Summer \_\_\_\_\_

	Comments
Description of services	
Contract Total	
Resume attached	<input type="checkbox"/> Yes <input type="checkbox"/> No

#### CEU course(s):

Course Number & Title	Contract term (hr)	Total

#### Basis of Calculation

Completed by: \_\_\_\_\_

Date: \_\_\_\_\_

**Appendix X**  
College of Micronesia -FSM

**PROGRAM MODIFICATION REQUEST**

AA in Teacher Prep & 3<sup>rd</sup> Year Cert.  
\_\_\_\_\_  
Program Title

Education  
\_\_\_\_\_  
Division

\_\_\_\_\_  
Department

New Program Objectives:  
See attached.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

New Program Description:

See attached.

\_\_\_\_\_  
\_\_\_\_\_

Justification for Revising the Program:

See attached.

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Division Chairperson

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chairperson, Curriculum Committee

\_\_\_\_\_  
Date

\_\_\_\_\_  
President, COM-FSM

\_\_\_\_\_  
Date

<b>Official Use Only</b>
<b>New Program and Credits:</b> _____